November 13, 2013

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, November 19, 2013, 3:10 p.m., in Council Chamber of the Galbraith Building (Room 202, 35 St. George Street).

If you have any questions or comments about the attached agenda, or wish to send regrets, contact Ms. Emma Thacker, at 416 946-3427 or em.thacker@sgs.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.
AGENDA
Graduate Education Council
Tuesday, November 19, 2013
3:10 p.m. – 5:00 p.m.
The Council Chamber, Galbraith Building
Room 202, 35 St. George Street

Refreshments will be served

Regrets only to Emma Thacker, SGS Governance and Policy Coordinator
416-946-3427 or em.thacker@sgs.utoronto.ca

1 Minutes of the Graduate Education Council Meeting of March 19, 2013
(for distribution)

2 Business Arising from the Minutes

3 Dean’s Remarks

4 Report of the Vice-Dean, Students
(Documentation attached)

4.1 Termination of Registration Guidelines (to be distributed)
4.2 Qualifying Year Guidelines

5 Report of the Vice-Dean, Programs
(Documentation attached)

5.1 eLearning Guidelines (Final)
5.2 Graduate Program Definitions - fields & concentrations (Revised)
5.3 Final Oral Examinations - Videoconference Facility

6 For Approval: Standing Committee Business
(Documentation attached)

6.1 Graduate Academic Appeals Board - Membership: 2013-2014 (1 seat replacement)
6.2 Admission & Program Committee - Membership: 2013-2014 (new and renewals)
7  For Approval: SGS Calendar Regulation Changes
   *(Documentation attached)*

   7.1  **Motion: Mature Students** (SGS Regulation 4.1.8)
   7.2  **Motion: Withdrawal from a Graduate Program** (SGS Regulation 7.1.16)

8  Other Business

9  For Information:
   *(Documentation attached)*

   9.1  **Name and/or Status Changes to Graduate Units or Programs**
   9.2  **Graduate Education Council Fall 2013 By-election Report**
   9.3  **Graduate Education Council Membership: 2013-2014**
   9.4  **Code of Behaviour on Academic Matters - Annual Report 2012-2013**
   9.5  **Graduate Academic Appeals Board - Annual Report 2012-2013**
   9.6  **External Awards Report - 2012-2013**
   9.7  **SGS Audit of Student Files - Summary Report 2012-2013**
   9.8  **Graduate Program Definitions** (Revised)
   9.9  **eLearning Guidelines** (Final)
   9.10 **Termination of Registration Guidelines - November 2013 (Revised) (to be distributed)**
   9.11 **Qualifying Year Guidelines** - November 2013 (Revised)
Meeting called to order 3:10 p.m.

The Dean welcomed the Graduate Education Council (GEC) members and guests. He noted that the meeting is likely the last of the year, but in case of an urgent matter, members are asked to continue to hold the reserve date of April 9, 2013. Should the meeting not be needed, an email notification will be circulated.

Approval of the Agenda of the Graduate Education Council Meeting of March 19, 2013.

MOTION (duly moved and seconded)
THAT the agenda of the Graduate Education Council meeting of March 19, 2013 be approved.

The motion CARRIED.

1. Minutes of the Graduate Education Council Meeting of November 20, 2012

The Dean noted that the minutes of the November 20, 2012 meeting were distributed yesterday by email.

MOTION (duly moved and seconded)
THAT the minutes of the Graduate Education Council meeting of November 20, 2012 be approved.

Seeing no discussion, the Dean called the question.

The motion CARRIED.

2. Business Arising from the Minutes

There was no business arising from the minutes.
3. Dean’s Remarks

3.1 Application Fees
There will be no change to graduate application fees during the 2013-2014 academic year.

3.2 Berry Smith Award
The JJ Berry Smith Doctoral Supervision Award recognizes outstanding performance in the multiple roles associated with doctoral supervision. It will be awarded annually to an active faculty member who, over a minimum of a fifteen-year period, has demonstrated excellence in supervision at the University of Toronto. Nominations are brought forward to the School of Graduate Studies (SGS) Dean, Graduate Education, through the Faculty Dean or Vice-Dean Graduate Education, with one nomination annually per Faculty. Nominations are due by April 5, 2013. The Award will be presented at the Governor General's Medal Reception Ceremony in the spring.

3.3 3MT: Promotion
The University will take part in the province-wide Three Minute Thesis (3MT®) competition. Student participants have three minutes and one PowerPoint slide to present their research to a non-specialist panel of judges. The University of Toronto will hold a university-wide competition on Friday, March 22, 2013. The winner and runner up of the University of Toronto 3MT® will compete at the provincial level at Queen’s University in Kingston on April 18, 2013. SGS will provide the two participants with transportation and accommodation. It is anticipated this will be an annual event.

3.4 Partnership between SGS and Centre for Teacher Support & Innovation (CTSI)
The School of Graduate Studies (SGS) has formed a partnership with the Centre for Teacher Support and Innovation (CTSI) to build capacity and share best practices on graduate supervision. In 2013-14, CTSI and SGS will collaborate in a number of areas, including a workshop series on Graduate Student Supervision for Faculty and Graduate Students and a survey on awareness of supervisory guidelines and other supervisory issues.

3.5 Customer Relationship Management (CRM) – Hobson’s Connect
SGS is participating in the University-wide efforts with Enrollment Services to implement the use of Hobson’s Connect. Connect is a recruitment tool that enables the University to communicate directly with prospective applicants from initial inquiry all the way to enrolment. It will allow U of T to build, automate, execute, and track our entire admissions communications plan in one place. It is an integrated software package that communicates with ROSI, using email, personalized web pages and online chats. It is anticipated this initiative will benefit everyone involved.

3.6 SGS MOU for Students on Leave
SGS, the Faculty of Kinesiology & Physical Education, Hart House, and Student Life have entered into an agreement to allow graduate students on approved leaves of absence from their programs of study to have access to services normally offered for cost-recovery fees. This agreement recognizes the need to facilitate access to these services in the support of students’ health and wellness while on leave and thereby potentially decrease the amount of time required to be on leave while ensuring a successful transition back into the student’s program.
3.7 ProQuest
There have been numerous communications with Proquest and Dissertation Abstracts International (DAI) about filing theses. Previously, the filing of theses was a requirement by Library and Archives Canada. In 2011, Library and Archives Canada withdrew its relationship with Proquest. This has left the University with the question of if the relationship will be maintained. As a result, the University must rethink its relationship with Proquest. SGS will subsidize the filing of theses during the 2013-14 academic year. Discussions with Proquest are ongoing.

3.8 SGS Website Renewal Update
Renewal of the SGS website is well underway, with the content and sitemap nearly finalized. The design firm hired by SGS has developed creative concepts and assisted in the development of new information architecture for the website. This month, SGS will start usability testing which will inform visual designs. By April, web developers will apply the visual concepts to a beta site. The new website is expected to launch over the summer months. The new website will have a remarkable amount of information, and it is hoped to be a great improvement in usability and access.

3.9 Annual GEC Election Update
The Spring 2013 GEC election is now complete. The Election Report is provided for information in the agenda package. Sixteen seats were vacant. Twelve positions were filled, six by acclamation. A by-election will be held in fall 2013 to fill four remaining vacant seats. The Dean thanked the returning members for their commitment and also thanked the retiring members for their service. The Dean also thanked the Election Committee members, a Faculty Member and a Student Member from the Council, for confirming the nominations and elections process.

3.10 SGS Staff Updates
There have been some recent staff changes at SGS. As a result of a resignation, a new Director of Information Systems will begin on April 8, 2013. In addition, Rod Branch has been seconded to work on the NGSIS/Kuali project for the year. Josie Lalonde from EASI is replacing him for the duration of the secondment. The Dean also announced the departure of Heather Kelly (Director, SGS Student Services), who has accepted the position as Director, Student Career Exploration & Education as of Monday April 8th, 2013.

4 Report of the Vice-Dean, Students
The Dean noted that there is no report from the Vice-Dean, Students, and he sends his regrets.

5 Report of the Vice-Dean, Programs
Vice-Dean, Programs, Elizabeth Smyth presented three items.

5.1 eLearning Guidelines
Vice-Dean Smyth reported that the revised eLearning Guidelines aim to align terminology and definitions with those being developed for undergraduate studies across U of T. The Ministry of
Training, Colleges and Universities (MTCU) has its own definitions and requires universities in Ontario to report according to these definitions; therefore, SGS has embedded definitions and percentages that align with those of the Ministry. There are over 80 graduate courses offered online according to informal sources. There is a new ROSI indicator for online courses. It does not appear on the student transcript. The Guidelines will assist graduate units in determining whether new courses and programs require approval as hybrid or online courses/programs. Guidelines will assist SGS and Faculty Deans offices in responding to inquiries from graduate units with eLearning questions generally. The Guidelines have been developed in consultation with Laurie Harrison, Director, Online Learning Strategies, Office of the Chief Information Officer at U of T. Consultations are continuing. The guidelines should be finalized by end of this term.

5.2 SGS Calendar Update
Vice-Dean Smyth reported that the SGS Calendar is fully online this year and will continue that way next year as well. Department administrators had been provided with paper copies to date. No concerns have been conveyed to us following consultations. Paper copies will be available via print on demand only.

5.3 Online Calendar (OLC) Update
Vice-Dean Smyth reported that this fall, SGS launched a pilot project involving three graduate units to test an online calendar tool (also known as the OLC). The OLC is already used by several undergraduate Faculties and needed to be adapted to graduate needs. The three pilot graduate units have tested the adaptations to the system and provided feedback. As a result of the pilot testing, adjustments are being made to our expectations for the OLC. There are plans to roll out a different version to the graduate units in the coming academic year. Impact on graduate units in terms of training and use will be relatively minimal but the efficiencies for Calendar production may be substantial. This new format will allow graduate units to create, for example, program specific guidelines, publications, advertising, e-links, etc. Further updates will be provided as the project develops.

6. For Approval – GAAB Membership 2013-2014
The Graduate Academic Appeals Board (GAAB) is a standing committee of GEC. GEC appoints all members of GAAB. The motion documentation provides details regarding nominations and appointments to GAAB.

The Dean called on Vice-Dean Smyth to present the motion.

**MOTION (duly moved and seconded)**
**THAT** Graduate Education Council approve the appointment of three faculty and three student members to serve on the Graduate Academic Appeals Board for the 2013-2014 academic year as follows:

**Faculty Members:**
- Rosemary Martino, Division IV (new)
- Michele Peterson-Badali, Division II (renewed)
- Michael Wiley, Division IV (renewed)
Student Members:  Rusty Souleymanov, Division I (new)  
(one-year term)  Michael Dick, Division II (renewed)  
Michael Donnelly, Division I (renewed)

Seeing no discussion, the Dean called the question.

The motion **CARRIED**.

7  **For Approval: SGS Calendar Regulation Changes**

7.1  **Removal of Concurrent Registration Option**

This proposal is to revise the SGS Calendar Regulations to remove the Concurrent Registration Option (also known as the ‘CRO’). The CRO was first offered as a program registration option in master’s programs in September of 2009 as an alternate framework for interdisciplinarity. Currently, the CRO is offered by only one Faculty. Combined programs offer a stable, increasingly popular, effective replacement of the CRO. The existing CRO offering would be ‘grandparented’ after the removal of the regulation and the one instance of its use permitted to continue. If approved, this change will be effective September 1, 2013. Graduate Education Council approval is final for SGS Calendar regulations.

The Dean called on **Vice-Dean Smyth** to present the motion.

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

**THAT** Graduate Education Council approve the removal of the SGS Calendar General Regulation section 7.1.11 “Concurrent Registration Option”. Section to be removed is as follows:

7.1.11 Concurrent Registration Option

Note: Available at the master's degree level only.

The concurrent registration option 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 enrol in the concurrent program 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., JD).

A member asked if there is a difference between a combined program and a joint program. Vice-Dean Smyth responds that yes, they are different types of programs. Joint programs are offered by two or more universities.

Seeing no further discussion, the Dean called the question.

The motion **CARRIED**.
7.2 English-Language Proficiency
This proposal is to revise the entry in SGS Calendar Regulations regarding English-Language Facility, specifically to clarify the requirements for English-Language Proficiency for all applicants, and to replace the term ‘Facility’ with ‘Proficiency’. The change in the second paragraph of the motion permits students to demonstrate proficiency through previous university education; previously, such instances would be reviewed as exceptions for non-Canadian, non-English speaking applicants. If approved, these changes are effective September 1, 2013.

The Dean called on Vice-Dean Smyth to present the motion.

MOTION ((duly moved and seconded))
THAT Graduate Education Council approve the proposal of the School of Graduate Studies to clarify regulations and definitions in the SGS Calendar associated with English-Language Facility such that the word ‘Facility’ is replaced with the word ‘Proficiency’. In addition, wording is revised to indicate that applicants educated outside of Canada whose primary language is not English and who were educated in a university outside Canada where the primary language of instruction and examination in the full academic program is not English, must demonstrate English proficiency through a test as outlined in the SGS Calendar. Sections 4.1.10 and 5.5 will be amended.

A member asked if there in fact is a difference in the requirements for divisions. Heather Kelly, Director of Student Services, clarified that there has been a long-standing historical difference among the divisions with regard to the language score requirements for the paper based test. The internet-based test no longer carries that distinction. There is a common internet-based minimum score requirement.

A guest commented that the regulation has complex wording. He asked if it is intended to exclude students from Quebec who may take their education outside Canada in another language. Dr. Kelly clarified that there is no intention to change the fact that Canadian French language speakers are exempt. Canadian French language speakers have been addressed outside of the policy as an exception. Dr. Kelly noted that this could be considered for revision in the upcoming year.

Hearing no further questions and comments, the Dean called the question.

The motion CARRIED.

7.3 Time Limit Combined Programs
This proposal is to revise School of Graduate Studies (SGS) Calendar Regulation entry for ‘Time Limit’ of combined programs. The time limit provided in the SGS Calendar for combined programs (four years for master’s degrees) no longer applies given the variation of combined program models. Combined programs are becoming increasingly popular; the regulation needs to be revised in order to take into account the way these programs are evolving. Each combined program Memorandum of Understanding (MOU) outlines the path to completion and also establishes the time limit for each unique combination on the existing principle of adding one year beyond the program length for
master’s programs and two years for doctoral programs. If approved, this change will come into effect September 1, 2013. Graduate Education Council approval is final for SGS Calendar regulations.

The Dean called on **Vice-Dean Smyth** to present the motion.

**MOTION (duly moved and seconded)**

**THAT** Graduate Education Council approve the following revision of the SGS Calendar General Regulation section 6.6 “Time Limit” as follows:

6.6 Time Limit

All degree program requirements must be completed within a specific period of time. The time limit for a degree program is the maximum period of registration permitted for the completion of the degree program. The time limits for all graduate degrees and combined programs are as follows:

- PhD: 6 years (7 years for direct-entry, i.e., 5-year PhD students)
- flexible-time PhD program option: 6–8 years (depending upon program)
- professional doctoral: 5–6 years
- full-time master’s: 3 years (except for the MArch: 4 years)
- part-time master’s: 6 years
- combined programs: (master’s degrees): 4 years. **Time limit is established for each combined program. The time limit will be set at one year (or two for doctoral programs) beyond the established combined program length.**

See Degree Regulations and General Regulations (section 7.1.10 Extension of Time for Completion of Degree Requirements) for more information.

A student member asked why combined programs require a different time limit than degree programs. Vice-Dean Smyth clarified that new combined program models are emerging with varying program lengths and requirements; therefore, establishing time limit through the MOU based upon the existing principle is the most sensible way to proceed.

A member asked if combined programs take longer to complete. Vice-Dean Smyth responded that, typically combined programs are accelerated, but each program has an MOU to establish program length. The Dean commented that the purpose of the motion is to make these arrangements more transparent and to ensure that MOUs will set out the time limits for new programs in accordance with SGS principles. Another member asked if this will apply to combined programs involving a PhD program. Vice-Dean Smyth confirmed that it will.

Hearing no further questions, the Dean called the question.

**The motion CARRIED.**

**7.4 Refusal of Access to Official Student Records**

This proposal revises the regulation in the SGS Calendar on ‘Access to Official Student Records’, specifically on refusal of access to official student records. It has come to the attention of the School of
Graduate Studies that other University divisions, namely UTSC, UTM and the Faculty of Arts & Science, are withholding academic records due to outstanding financial obligations. These divisions, including SGS, have the highest number of outstanding fees that are transferred to collections each year.

The Dean called on Vice-Dean Smyth to present the motion.

**MOTION (duly moved and seconded)**

THAT Graduate Education Council approve the addition of a regulation in the SGS Calendar General Regulations as follows:

(i) Introduce sub-section 12.9.1 on Refusal of Access to Official Student Records as follows:

12.9.1. Refusal of Access to Official Student Academic Records
The School of Graduate Studies will withhold access to statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University in accordance with the Policy on Academic Sanctions for Students Who Have Outstanding University Obligations. The School of Graduate Studies will not release the official diploma to such persons nor will it provide written or oral certifications of degree on their behalf.

(ii) Include a reference to this new sub-section in SGS Calendar Regulation 10.2 Convocation Ceremonies.
See General Regulations, section 12.9.1 Refusal of Access to Official Student Academic Records.

A member asked if this will hold students back from graduation. Vice-Dean Smyth clarified that the policy only relates to their ability to access their student records. It would not hold them back from graduation or convocation ceremonies.

Seeing no further discussion, the Dean called the question.

The motion **CARRIED**.

**7.5 Establishment of Graduate Department of Psychological Clinical Science, UTSC**

This proposal is to establish the Graduate Department of Psychological Clinical Science at the University of Toronto Scarborough. The proposal for the new field of ‘Clinical Psychology’ within the renamed degree program ‘Counselling and Clinical Psychology’ (MA and PhD), received final approval by OISE Faculty Council on February 13, 2013 and by UTSC Faculty Council on January 22, 2013. The new field becomes effective September 1, 2013. This is a unique model for program and fields that allows a single program to offer fields at multiple locations. While the existing renamed field of ‘Clinical and Counselling Psychology’ remains with the OISE Department of Applied Psychology and Human Development, the new field will be delivered from the new department at UTSC. This model facilitates the academic oversight for the students in the field, i.e., they need a home. The Graduate Department of Psychological Clinical Science will reside in close association with the undergraduate Department of Psychology at UTSC. Resources will be shared between these departments, as appropriate. Funds for
the Graduate Chair appointment will be provided by UTSC. A Graduate Chair will be appointed in due course in accordance with the University of Toronto Policy on Appointment of Academic Administrators. GEC approval in this matter is final. The item will be reported for information to the University’s Planning and Budget Committee of the Governing Council.

The Dean called on Vice-Dean Smyth to present the motion.

**MOTION (duly moved and seconded)**

THAT Graduate Education Council approve the establishment of the ‘Graduate Department of Psychological Clinical Science’ at the University of Toronto Scarborough, effective immediately.

A member commented that he is delighted to see UTSC developing this way. He asked how graduate departments work when housed at UTM or UTSC. The Dean clarified that departments including a research-stream program are tri-campus and may be housed on any of the three campuses.

Another member asked about the CLEX program in the Graduate Department of Psychology. The Dean responds that CLEX is now in the position of re-thinking how it will relate to the newly constituted program. There is an opportunity for collaboration; however, there is work to be done surrounding how that collaboration will occur.

A member asked if the program leads to a professional qualification. UTSC Vice-Dean, Bill Gough confirmed that it does. He indicated that all the licensing requirements are included in the program, and that it is accredited by the CPA.

The Dean called the question.

The motion **CARRIED.**

8. **Other Business**

The Dean asked the members if there is any other business. There was none.

9. **Items for Information:**

9.1 **Name and/or Status and/or Administrative Changes to Graduate Units or Programs**

This Report included changes that have been approved since last GEC meeting, and any other changes not previously reported. The report was distributed with the agenda package.

9.2 **Admission and Programs Committee Annual Report 2011-2012**

The Admissions & Programs Committee and its delegates, the SGS Vice-Dean, Students and SGS Student Services Officers, are responsible for making decisions on various non-standard cases including admission cases, requests for non-standard grade revisions, requests for second course extensions and requests for second candidacy extensions. This report detailed the number of requests brought forward and the decisions in these cases. The report was distributed with the agenda package.
9.3 SGS New Awards Report 2013
Over $7.5 million in new awards (endowed and annual donations) were created since April 1, 2012. Awards are spread across all graduate faculties. Many of the endowed awards were created under the PPEF: Provost’s PhD Enhancement Fund Matching Program. PPEF awards are open to all doctoral students, including international students. Some of the awards prioritize international students. One especially noteworthy new award is the ‘Weston Fellowship’ for travel. The Weston is a travel award with a value of $50,000, for full-time doctoral students in their 3rd or 4th year of study for travel of 8–12 months outside of Canada. The report was distributed with the agenda package.

9.4 Registration Statistics Annual Report
The Dean introduced Heather Kelly, Director of Student Services, who provided a Powerpoint presentation to the Council. Heather Kelly introduced Helen Chang and thanked her for providing the data for this report. The report was distributed with the agenda package.

9.5 GEC Spring 2013 Election Report for 2013/2014 Membership
This item was previously mentioned in the Dean’s Remarks. The report was distributed with the agenda package.

9.6 Collaborative Program General Guidelines Revised October 2012
The Collaborative Program General Guidelines were revised last fall, following the first year of Collaborative Program reviews, under UTQAP. The Quality Criteria section was enhanced to include reference to ‘learning outcomes’. This addition better aligns program evaluation criteria with the UTQAP. In addition, the section regarding Collaborative Program closure was expanded with fuller detail.

A member asked if more data is now required for graduation outcomes. The Vice-Dean Programs clarified that this revision is regarding learning outcomes only.

9.7 eLearning Guidelines – Draft
This item was previously discussed by the Vice Dean, Programs. The draft was distributed with the agenda package.

9.8 PDF Report 2011-2012
This report is based on PDF engagement from September 1, 2011 to August 31, 2012. The PDF Office had records of 2,362 PDFs associated with U of T during this period. The report uses data collected from the PRS, or the Post-doctoral Registration System. The report focuses on campus affiliation, hospital statistics, divisional representation, faculty affiliation as well as citizenship, gender and stipend statistics. The report was distributed with the agenda package.

Adjournment
The Dean thanked Council members for the work done this year.

The meeting adjourned at 4:15 p.m.
Appendix to the Minutes
UNIVERSITY OF TORONTO - GRADUATE EDUCATION COUNCIL
Record of Attendance
March 19, 2013

Present (Voting & Non-voting Members)
Corman, Brian (Chair)
Bancheri, Salvatore
Berg, Katherine
Bussmann, Markus
Campbell, Elizabeth
Caspers, Jan Niklas
Cole, Donald
Damaren, Chris
Farzady, Bahram
Faulkner, Guy
Gotlieb, Avrum
Gough, William
Gunz, Hugh
Howell, Nicholas
Hurlihey, Victoria
Jia, Charles
Katz, Bernard
Livak, Leonid
Murray, Heather
Piccardo, Enrica
Smyth, Elizabeth
Soliman, Mohamad
Song, Soobong
Souleymanov, Rusty
Welsh, Sandy
Williams, Charmaine
Wojtowicz, Martin

Absent
Alford, Larry
Armas Austria, Ramiro
De Nil, Luc
Deshwar, Amit
Dick, Michael
Donnelly, Michael
Evoy, Bradley
Fraser, John
Gertler, Meric
Halpern, Rick
Julian, Stephen
Katz, Bernard
Livak, Leonid
Mabury, Scott
MacKay, Gillian
Naylor, David
Noyes, John
Pauly, Peter
Pollard, Leanne
Regehr, Cheryl
Rodd, Helen
Rosenthal, Jeffrey
Saffarian, Mehdi
Sheikh, Shamim
Stafford, Brys
Watson, Jeanne
Wenderska, Iwona
Yip, Christopher
Young, Paul

In Attendance (Guests & SGS Staff)
Chang, Helen
Godwin, Michael
Huffman, Kerri
Kelly, Heather
Lalonde, Josie
McMahon, Erin
Plata, Angelique
Rutchinski, Steve
Shim, Karen
Yee-Sloan, Lily
MOTION
Graduate Education Council
Tuesday, November 19, 2013

ITEM 6.1

Proposal to approve one appointment to the Graduate Academic Appeals Board (GAAB) for the 2013-2014 academic year that became vacant due to a resignation.

MOTION
THAT Graduate Education Council approve the appointment of one faculty member to serve on the Graduate Academic Appeals Board for the 2013-2014 academic year as follows:

Faculty Member:
Shelley Stag Peterson, Department of Curriculum, Teaching and Learning, Division II (new) (July 1, 2013 to June 30, 2016 - three-year term)

About Graduate Academic Appeals Board (GAAB):
The Graduate Academic Appeals Board (GAAB) is a standing committee of Graduate Education Council (GEC). Appointment of the Chair of GAAB is approved by GEC upon the nomination of the Dean of the School of Graduate Studies. Appointment of faculty members is approved by GEC upon the recommendation of the Vice-Dean, Students.
GAAB Membership 2013-2014:

With GEC approval, membership of GAAB for 2013-2014 will be as follows:

**Chair:** Hamish Stewart, Faculty of Law (July 1, 2012 to June 30, 2017)

**Alternates:**
- Jim Phillips, Faculty of Law (July 1, 2012 to June 30, 2017)
- Simon Stern, Faculty of Law (July 1, 2012 to June 30, 2017)

---

**Division I Faculty Members**

**Members:**
- Greig Henderson, English (July 1, 2011 to June 30, 2014)
- Paul Thompson, History and Philosophy of Science & Technology (July 1, 2011 to June 30, 2014)
- Elizabeth Cowper, Linguistics (July 1, 2012 to June 30, 2015)

---

**Division II Faculty Members**

**Members:**
- Lynne Howarth, Information Studies (July 1, 2011 to June 30, 2014)
- Michele Peterson-Badali, Human Development & Applied Psychology (July 1, 2013 to June 30, 2016)
- Shelley Stagg Peterson, Curriculum, Teaching and Learning (July 1, 2013 to June 30, 2016)

---

**Division III Faculty Members**

**Members:**
- Chris Damaren, Aerospace Science and Engineering (July 1, 2011 to June 30, 2014)
- Willy Wong, Electrical and Computer Engineering (July 1, 2011 to June 30, 2014)
- Jane Phillips, Chemical Eng. & Applied Chemistry (July 1, 2011 to June 30, 2014)

---

**Division IV Faculty Members**

**Members:**
- Rosemary Martino, Speech Language Pathology (July 1, 2013 to June 30, 2016)
- Don Jackson, Ecology & Evolutionary Biology (July 1, 2012 to June 30, 2015)
- Michael J. Wiley, Anatomy (July 1, 2013 to June 30, 2016)

---

**Student Members**

**Members:**
- Rusty Souleymanov, Division II (July 1, 2013 to June 30, 2014)
- Michael Dick, Division II (July 1, 2013 to June 30, 2014)
- Michael Donnelly, Division I (July 1, 2013 to June 30, 2014)
MOTION
Graduate Education Council
Tuesday, November 19, 2013

ITEM 6.2

Proposal to approve appointments to the Admissions and Programs Committee (A&P), with the recommendation of the School of Graduate Studies Dean:

MOTION
THAT Graduate Education Council approve the following appointment of a divisional member to the Admissions and Programs Committee:

Division I  Professor Pascal Michelucci
Department of French Language and Literature
(renewed for a one-year term effective September 1, 2013 – August 31, 2014)

Division II  Professor Anna Korteweg
Department of Sociology
(three-year term effective September 1, 2013 – August 31, 2016)

Division III  Professor Markus Bussmann
Department of Mechanical and Industrial Engineering
(renewed for a one-year term effective September 1, 2013 – August 31, 2014)

About the Admissions and Programs Committee (A&P):
The Admissions and Programs Committee is a standing committee of Graduate Education Council and is governed by a by-law. The Committee has the power to waive, or modify in individual students cases, the application of:

(a) a General Regulation of the School, where it concerns admissions standards and procedures, registration policies and procedures, enrolment policies and procedures, and policies on good academic standing and satisfactory academic progress;
(b) a Degree Regulation of the School; or
(c) a program requirement governing a graduate program.

In addition, the Committee will consider requests from graduate units on other cases requiring exemptions, including, but not limited to:

(a) non-standard admissions;
(b) leaves of absence that do not fall within the provisions of the School’s leave policy;
(c) the School’s deadlines for course extensions;
(d) grade revisions and grade reporting procedures;
(e) the School’s time limits for the completion of program requirements; the School’s time limits for
the completion of degrees; and
(f) posthumous degrees.

A&P Membership for 2013-2014:

Division I Faculty Member
Pascal Michelucci, French Language and Literature (September 1, 2013 – August 31, 2014)

Division II Faculty Member
Anna Korteweg, Sociology (September 1, 2013 – August 31, 2016)

Division III Faculty Member
Marcus Bussmann, Mechanical and Industrial Engineering (September 1, 2013 – August 31, 2014)

Division IV Faculty Member
Howard Mount, Institute of Medical Science (September 1, 2012 – August 31, 2015)

Student Member
Jan Niklas Caspers, Division III (September 1, 2013 – August 31, 2014)

Alternate Student Member
Mohamed Soliman, Division IV (September 1, 2013 – August 31, 2014)

Further Governance
GEC approval is final.
MOTION
Graduate Education Council
Tuesday, November 19, 2013

ITEM 7.1
Proposal to revise the existing regulation in the SGS Calendar General Regulations concerning Mature Students (Regulation 4.1.8). The underlined sections represent the additional language added to the regulation.

MOTION
THAT Graduate Education Council approve the revision of a regulation in the SGS Calendar General Regulations as follows:

Applicants who graduated five or more years ago but without achieving sufficiently high standing for admission to a graduate program may be considered for admission (non-standard) if, since graduation, they have done significant intellectual work and/or made a significant professional contribution that can be considered equivalent to a higher academic standing. The mere passage of time in a profession in and of itself is not sufficient.

This contribution and its impact on the profession must be detailed and documented (e.g., publications, research, professional advancement, development of new skills, responsibility, etc.) and presented as part of the application. Such applicants may be considered for admission (non-standard) if they can document that they have achieved qualifications at least equivalent to those stated in the preceding sections and if a graduate unit so recommends. Applicants should explain why they think that their professional development activities or work experiences should be viewed as equivalent to academic work conducted at a university.

Examples of evidence may include but are not limited to:
- Publications and/or research which is professionally relevant (including published papers, technical reports or patents)
- A record of outstanding advancement in one’s profession (e.g., progressive leadership roles, management of projects and personnel, professional or scientific citations and awards)
- Professional designations, diplomas or certificates
- Training or courses taken subsequent to the undergraduate degree and/or being an instructor of professional development courses to others in one’s profession
- Development of new skills over, and above what would normally be expected in one’s profession.

These cases will be presented to the School of Graduate Studies as non-standard admissions.
Notes:
The regulation will be revised within the General Regulations section 4.1.8 of the SGS Calendar. Also, reference to the revised text will be included in the SGS Admissions Manual. The proposed revisions clarify the criteria that are used for the assessment of a non-standard admission request for mature students. Stating the criteria clearly will allow applicants to better assess and present their qualifications, and will provide clearer guidelines for academic programs when submitting requests for non-standard admission to the School of Graduate Studies. It also will increase the transparency when communicating the decision on the non-standard admission request.

All Faculty Dean’s Offices, graduate program chairs/directors, coordinators and administrators will be notified of the revised regulation via decanal memorandum.

The new regulation will be in effect September 1, 2014.

Supporting Documentation - None

Consultations
SGS Committee of Deans and Directors (October 7, 2013)
(Joint) Committee on Program Matters/Student Matters (October 9, 2013)
Council of Graduate Deans (October 22, 2013)

Governance Actions
Graduate Education Council approval is final.
ITEM 7.2
Proposal to revise the existing regulation in the SGS Calendar General Regulations concerning Withdrawal. The underlined language will be added, the struck language removed.

MOTION
That Graduate Education Council approve the revision of a regulation in the SGS Calendar General Regulations as follows:

7.1.16 Withdrawal from a Graduate Program

A student may withdraw voluntarily from their program at any point. In order to withdraw from a program, a student first must submit a Program Withdrawal Form to their graduate unit and then to SGS. The withdrawal is recorded on the student academic record and reflected on the transcript, and the University determines fee rebates, if applicable. Withdrawal from a graduate program should be reported immediately to SGS. A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by SGS. Any application for re-admission by a student who has withdrawn must be made in competition with all other applicants.

Students enrolled in coursework-only degree programs who withdraw from all courses in which they are currently enrolled must withdraw from their programs. The School of Graduate Studies will approve recommendations from the graduate units that such students be eligible to re-register at any time within 12 months following withdrawal.

Effective date: Immediately

Background:
The Termination of Registration Guidelines have been revised. The consultation process to revise the Termination of Registration Guidelines also included review of the Request for Withdrawal Form. Consequently, it was determined that the calendar regulation on withdrawal required revision.
Notes:
The current calendar regulation conflates and confuses the terms withdrawal and stop-out. The changes in the first paragraph are editorial. Language is included to clarify the process and remove procedural information already captured on the withdrawal form. The second paragraph of the regulation specifically refers to stop-outs. The inclusion of ‘stop-out’ under withdrawal is technically incorrect and so it is removed. Stop out is not withdrawal. It is a way of permitting full-time ‘coursework-only’ students to not be enrolled in every session of a program. Stop outs are adequately addressed in section 7.1.8.2 of the calendar. At this time, no change to the stop out process is proposed.

All Faculty Dean’s Offices, graduate program chairs/directors, coordinators and administrators will be notified of the revised regulation via decanal memorandum. The new regulation will be in effect immediately (November 19, 2013).

Supporting Documentation
a) SGS Withdrawal Form (Previous) 
b) SGS Withdrawal Form (Revised)

Consultations
SGS Committee of Deans and Directors (November 12, 2013) 
Council of Graduate Deans (November 14, 2013 via email)

Governance Actions
Graduate Education Council approval is final.
Complete section 1, and complete section A or B. For further information, refer to the School of Graduate Studies webpage Leave of Absence, Withdrawal & Failure to Register.

**Section 1: Student Information (To be completed by the student).**

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name(s):</th>
<th>Student Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree:</th>
<th>Graduate Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session:</th>
<th>Session Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U of T Email:</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are you currently registered in a collaborative program?  
Yes  No

Are you currently receiving an award?  
Yes  No

If yes, indicate award(s):  

**A. Permanent Withdrawal**

If you are planning to withdraw, carefully consider your decision and discuss it with your Advisor/Supervisor and Graduate Coordinator. If you permanently withdraw from your program, you may re-apply in the future by completing a new application. Your graduate unit may allow for some course work completed prior to withdrawal to be counted as credit toward the new degree program.

If you withdraw from your program with in-progress or in-complete course(s), a final grade of ‘INC’ will be recorded on your academic record, which carries no credit for the course and is not considered for averaging purposes. For more information on final grade reporting, refer to the University Assessment and Grading Policy.

Depending upon when you withdraw, you may receive a fees rebate. A refund schedule is available at Student Accounts. You may be required to refund all or a portion of your funding and/or awards to the University. Contact your graduate unit with any funding-related questions and the Graduate Awards Office at SGS with any awards-related questions.
**Program Withdrawal**

Reason for Permanent Withdrawal:

*By signing this form, I permanently withdraw from the program and, if applicable, the collaborative program(s) in which I am currently registered. I understand that I may re-apply in the future by completing a new application.*

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name(s):</th>
<th>Student Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Signature*:
(sign and print name)          Date:

Collaborative Program Director’s Signature (if applicable):
(sign and print name)          Graduate Unit:          Date:

Chair/Coordinator’s Signature:
(sign and print name)          Graduate Unit:          Date:

**B. Temporary Withdrawal or “Stop-out”**

If you are a full-time student in a coursework program, you may temporarily withdraw (“stop-out”) and re-register within 12 months, with the approval of your graduate unit, without re-applying to the program. Part-time students do not need to complete this form. Unlike a leave of absence, the stop-out period is included in the time period for completion of your degree. Contact your [graduate unit](mailto:graduateunit@utoronto.ca) with any funding-related questions and the [Graduate Awards Office](mailto:grada@utoronto.ca) at SGS with any awards-related questions.

**By signing this form, I apply for permission to resume the program and collaborative program(s) within the next 12 months. Note, only for full-time degree students in a non-thesis program.**

<table>
<thead>
<tr>
<th>Student’s Signature**:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(sign and print name)</td>
<td></td>
</tr>
</tbody>
</table>

The Chair/Graduate Coordinator recommends that this student be eligible to register within the next ____ months (maximum 12).

<table>
<thead>
<tr>
<th>Chair/Coordinator’s Signature:</th>
<th>Graduate Unit:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(sign and print name)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government agencies for statistical purposes. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to [www.utoronto.ca/privacy](http://www.utoronto.ca/privacy) or contact the University Freedom of Information and Protection of Privacy Coordinator at 416-946-7303, McMurrich Building, room 104, 12 Queen’s Park Crescent West, Toronto, ON, M5S 1A8.*
If you are planning to withdraw from your graduate program, carefully consider your decision. Program withdrawal is a voluntary action that only you can take. Make sure you are fully informed of the various alternatives to a program withdrawal before taking this action. It is recommended that you discuss your options, including program withdrawal, with your Advisor/Supervisor and Graduate Coordinator. You may also consult with the Student Services Officer of SGS for your Division. See below for references to other types of actions you may consider.

Once you withdraw you may not re-enter the program. However, you may re-apply to the same program in the future by completing a new admissions application which would be in competition with other applications. If you withdraw from your program with in-progress or incomplete course(s), a final grade of ‘INC’ will be recorded on your academic record. The definition of ‘INC’ is “where work is not completed but where there are not grounds for assigning a failing grade. It carries no credit for the course and is not considered for averaging purposes.” For more information on final grade reporting refer to the University Assessment and Grading Practices Policy.

Depending upon when you withdraw from your program, you may receive a fees rebate. A refund schedule is available at Student Accounts. If you are in receipt of funding, you may be required to refund to the University all or a portion of your student funding and/or award(s). Contact your graduate unit with any funding-related questions and the Graduate Awards Office at SGS with any awards-related questions.

Other Types of Actions
SGS advises that you explore and discuss with your Advisor/Supervisor and Graduate Coordinator alternative options to a program withdrawal to ensure that it is the appropriate action for your circumstances. Please refer to the Leave of Absence Policy, Leave of Absence and Stop-Out, Withdrawal, & Failure to Register sections of the SGS website.

### Section 1: Student Information (To be completed by the student).

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name(s):</th>
<th>Student Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td></td>
<td>Graduate Unit:</td>
</tr>
<tr>
<td>Session:</td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>U of T Email:</td>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td>Are you currently registered in a collaborative program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are you currently receiving an award?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If yes, indicate award(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for Withdrawal:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Declaration: By signing this form I am withdrawing from my current graduate program and the collaborative program(s), if any, in which I am registered. I understand that withdrawal is a voluntary action that I am taking of my own initiative. As such, withdrawal is not an appealable action. Once I withdraw I understand that I cannot re-enter the graduate program except through a new admissions application which would be in competition with other applications. I understand that re-admission to a graduate program is not automatic or guaranteed in any way.

Student’s Signature*: (sign and print name) Date:

### Section 2: Graduate Unit Acknowledgement.

<table>
<thead>
<tr>
<th>Chair/Coordinator’s Signature: (sign and print name)</th>
<th>Graduate Unit:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Effective Date: The Effective Date of the program withdrawal is the date that SGS receives the form. Date:

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government agencies for statistical purposes. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to www.utoronto.ca/privacy or contact the University Freedom of Information and Protection of Privacy Coordinator at 416-946-7303, McMurrich Building, room 104, 12 Queen’s Park Crescent West, Toronto, ON, M5S 1A8.

11/2013
ITEM 9.1

Name and/or Status Changes to Graduate Units or Programs

See attached documents:

- Name and/or Status Changes to Graduate Units

Note: This report includes changes that have been approved since the last GEC meeting (March 19, 2013) and any changes not previously reported.
ITEM 9.1
Name and/or Status Changes
The following name and/or status changes recently received final approval.

1. **Field Closures: Public Law; Private Law; and Law and Economics**

   On October 3, 2012, the Law Faculty Council approved the closure of three Fields: Public Law, Private Law, and Law and Economics, in the L.L.M. program. These closures were effective September 1, 2013.

2. **EDU:B Establishment at UTM: Institute for Management and Innovation**

   On February 28, 2013, Governing Council approved the establishment of an EDU:B the Institute for Management and Innovation, located at UTM and effective July 1, 2013. The Institute houses five graduate programs: Biotechnology (M.Biotech), Management and Professional Accounting (M.M.P.A.), Investigative and Forensic Accounting (D.I.F.A.), Management of Innovation (M.M.I.)*, and Sustainability Management (M.Sc.S.M.)**

   *This program was transferred from the Institute of Health Policy, Management and Evaluation, effective July 1, 2013.

   **This program is effective September 1, 2014.

3. **Concentration Closures: Cultural Heritage; and Philosophy of Information**

   On March 1, 2013, the Information Faculty Council approved the closure of two Concentrations: Cultural Heritage, and Philosophy of Information, in the Information (M.I.) program. The closures were effective immediately.

4. **New Collaborative Program: Musculoskeletal Sciences**

   On April 8, 2013, Quality Council approved the new Collaborative Program in Musculoskeletal Sciences, effective September 1, 2013. The Faculty of Medicine is the lead Faculty for this Collaborative Program.
5. **Program Closure: Collaborative Program in Dynamics of Global Change**

On April 16, 2013, the Committee on Academic Policy and Programs approved the closure of the Collaborative Program in Dynamics of Global Change. Admissions have ceased effective September 1, 2013, and the anticipated full closure date is August 2019, pending all registered students have graduated. The Faculty of Arts & Science is the lead Faculty for this Collaborative Program.

6. **Field Closure: Sociology in Education**

On April 17, 2013, the OISE Faculty Council approved the closure of the Sociology in Education Field, in the Humanities, Social Sciences and Social Justice Education (M.A., M.Ed., Ed.D., Ph.D.) program. This closure is effective May 1, 2014.

7. **Field Rename: Counselling Psychology for Community and Education Settings**

On April 17, 2013, the OISE Faculty Council approved the renaming of the Field in Counselling Psychology for Community Education Settings, to the Field in Counselling and Psychotherapy, for the Counselling Psychology (M.Ed., Ed.D.) programs. This rename is effective May 1, 2014.

8. **New Field: Student Development and Student Services in Postsecondary Education**

On April 17, 2013, the OISE Faculty Council approved the new Field in Student Development and Student Services in Postsecondary Education, in the Higher Education (M.Ed.) program. This new field was effective September 1, 2013.

9. **Field Rename: Biological Anthropology**

On April 17, 2013, the Faculty of Arts & Science Graduate Curriculum Committee approved the renaming of the Field Biological Anthropology, to the Field Evolutionary Anthropology, for the Anthropology programs (M.A., M.Sc., and Ph.D.).This rename was effective September 1, 2013.

10. **Field Renames and Restructure: Mechanical and Industrial Engineering**

On April 18, 2013, the Applied Science and Engineering Faculty Council approved the renaming/restructuring of the Fields in the Mechanical and Industrial Engineering programs (M.A.Sc., M.Eng., Ph.D.) programs, effective May 1, 2013.

<table>
<thead>
<tr>
<th>Field Names prior to May 1, 2013 (in alpha order)</th>
<th>Field Names as of May 1, 2013 (in alpha order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Mechanics, Robotics and Materials Engineering</td>
<td>Advanced Manufacturing and Materials Engineering</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>Applied Mechanics and Design</td>
</tr>
<tr>
<td>Computer Aided Design and Materials Engineering</td>
<td>Biomedical Engineering</td>
</tr>
<tr>
<td>Energy Studies, Thermodynamics and Surface Science</td>
<td>Energy and Environmental Engineering</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>Human Factors/Ergonomics</td>
</tr>
</tbody>
</table>

On April 18, 2013, the Applied Science and Engineering Faculty Council approved the new Emphasis in Advanced Water Technologies and Process Design effective September 1, 2013. This Emphasis is being offered in the following degree programs: Chemical Engineering and Applied Chemistry (M.Eng.), Civil Engineering, (M.Eng.), and Materials Science and Engineering, (M.Eng).

12. Concentration Rename: Critical Information Studies

On June 14, 2013, the Information Faculty Council approved the renaming of the Concentration in Critical Information Studies, to the Concentration in Critical Information Policy Studies, for the Information (M.I.) program. This rename is effective September 1, 2014.

13. Program Transfer: Visual Studies

On June 17, 2013, Governing Council approved the transfer of the Visual Studies (M.V.S.) program from the Faculty of Arts & Science to the John H. Daniels Faculty of Architecture, Landscape and Design, effective July 1, 2013.

14. New Faculty: Dalla Lana School of Public Health

On June 27, 2013, Governing Council approved the disestablishment of the Dalla Lana School of Public Health as an EDU: A with the Faculty of Medicine, and the re-establishment of the Dalla Lana School of Public Health as a Faculty. The Dalla Lana School of Public Health offers the following programs/degrees: Public Health Sciences, M.P.H., M.Sc., Ph.D., and Community Health, M.Sc.C.H. Effective Date is July 1, 2013.

15. Field Rename: Nursing Administration

On October 3, 2013, the Nursing Faculty Council approved the renaming of the Field in Nursing Administration, to the Field in Health Systems Leadership and Administration, for program in Nursing Science (M.N). This rename is effective September 1, 2014.

16. New Emphasis: Sustainable Aviation

On October 18, 2013, the Applied Science and Engineering Faculty Council approved the new Emphasis, Sustainable Aviation, in the Aerospace Science and Engineering,(M.A.Sc., M.Eng., Ph.D.) programs. This new emphasis was effective September 1, 2013.
17. New Field: Historical Performance

On October 30, 2013, the Music Faculty Council approved the new Field, Historical Performance, in the Music Performance (M.Mus.) program. This new field is effective September 1, 2014.

18. Program Rename: Humanities, Social Sciences and Social Justice Education

On November 1, 2013, the OISE Graduate Education Committee approved the rename of the program in Humanities, Social Sciences and Social Justice, to the program in Social Justice Education. This is for all degree programs (M.A., M.Ed., Ed.D. and Ph.D) and is effective September 1, 2013.

19. New Degree Program: Sustainability Management

On April 30, 2013, the Ministry of Training, Colleges and Universities approved the new degree program, Sustainability Management (M.Sc.S.M), effective September 1, 2014.

Background

According to its terms of reference, the Executive Committee of Governing Council (“Executive Committee”) provides final approval by confirming decisions made by Academic Board regarding name and status changes to units.

Program name changes are minor modifications which receive final approval from the appropriate Faculty Council or delegated body.
ITEM 9.2

Graduate Education Council, Fall 2013 By-Election Report

See attached documents:

- GEC Fall 2013 By-Election Report

Note: This report provides a summary of the vacant seats on GEC as of July 2013 and the results of the by-election to fill the seats.
Graduate Education Council: Fall 2013 By-Election Report

There were four positions on Graduate Education Council (GEC) open for election in the fall of 2013. The call for nominations ran from September 4, 2013 to September 16, 2013. Three positions were filled by acclamation and one Division I Student seat remains vacant. The Election Committee met electronically to confirm the results. An election will be held in the spring of 2014 to fill the remaining vacant seats, and any seats that become vacant as of July 1, 2014.

Faculty Constituencies

<table>
<thead>
<tr>
<th>Division</th>
<th>Nominated and Elected</th>
<th>Graduate Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(No Vacancy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2—Social Sciences</td>
<td>Jan Mahrt-Smith (term 2013-2016)</td>
<td>Management</td>
</tr>
<tr>
<td>(1 Faculty Vacancy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3—Physical Sciences</td>
<td>Stephen Julian (term 2013-2016)</td>
<td>Physics</td>
</tr>
<tr>
<td>(1 Chair Faculty Vacancy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4—Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(No Vacancy)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Constituencies

<table>
<thead>
<tr>
<th>Division</th>
<th>Nominated and Elected</th>
<th>Graduate Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—Humanities</td>
<td>Bogdan Smarandache* (term 2013-2014)</td>
<td>Centre for Medieval Studies</td>
</tr>
<tr>
<td>(2 Vacancies)</td>
<td>(1 Seat remains Vacant)</td>
<td></td>
</tr>
<tr>
<td>2—Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(No Vacancy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3—Physical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(No Vacancy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4—Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(No Vacancy)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administrative Staff Constituencies

<table>
<thead>
<tr>
<th>Division</th>
<th>Nominated and Elected</th>
<th>Graduate Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(No Vacancy)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Terms of office:
Faculty membership is normally for three years. Faculty members whose first terms are ending are eligible for immediate re-election for a second three-year term, to a maximum of six consecutive years. Students and administrative staff have the option of a one (*) or two (**) year term. Student members whose terms are ending are eligible for re-election, to a maximum of up to three consecutive years.

Election Committee:
The Election Committee consisted of: Professor Markus Bussmann, GEC Faculty Div. III member, Mr. Mohamed Soliman, GEC Student Div. IV member; Emma Thacker, SGS Governance and Policy Coordinator; and Ms. Jane Alderdice, Secretary of GEC and Chief Returning Officer.
ITEM 9.3

Graduate Education Council, Membership 2013-2014
See attached documents:

- GEC Membership Chart, Effective November 1, 2013
**Graduate Education Council Membership 2013-2014**

**Effective: November 1, 2013**

**Ex-Officio Members:**
- President: Meric Gertler
- Dean: Brian Corman (Chair of Council)
- Vice-Dean, Programs: Liz Smyth
- Vice-Dean, Students: Luc De Nil
- Chief Librarian: Larry Alford
- GSU Representative: Akshita Kapila (Academics Commissioner)

### Division I – Humanities

<table>
<thead>
<tr>
<th>Faculty Members:</th>
<th>Term Ends June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salvatore Bancheri (Chair)</td>
<td>Italian Studies 2015</td>
</tr>
<tr>
<td>Nick Everett</td>
<td>History 2016</td>
</tr>
<tr>
<td>Leonid Livak</td>
<td>Slavic Languages and Literatures 2015</td>
</tr>
<tr>
<td>Gillian MacKay</td>
<td>Music 2016</td>
</tr>
<tr>
<td>Heather Murray</td>
<td>English 2014</td>
</tr>
</tbody>
</table>

**Student Members:**
- Brys Stafford: Spanish and Portuguese 2014
- Bogdan Smanadache: Centre for Medieval Studies 2014

### Division II – Social Sciences

<table>
<thead>
<tr>
<th>Faculty Members:</th>
<th>Term Ends June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charmaine Williams (Chair)</td>
<td>Social Work 2016</td>
</tr>
<tr>
<td>Elizabeth Campbell</td>
<td>Curriculum, Teaching and Learning 2015</td>
</tr>
<tr>
<td>Sandy Welsh</td>
<td>Sociology 2014</td>
</tr>
<tr>
<td>Hugh Gunz</td>
<td>Management 2015</td>
</tr>
<tr>
<td>Jan Mahrt-Smith</td>
<td>Management 2016</td>
</tr>
</tbody>
</table>

**Student Members:**
- Victorina Baxan: Leadership, Higher and Adult Education 2014
- Roustam Souleymanov: Social Work 2014

### Division III – Physical Sciences

<table>
<thead>
<tr>
<th>Faculty Members:</th>
<th>Term Ends June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Julian (Chair)</td>
<td>Physics 2016</td>
</tr>
<tr>
<td>Markus Bussmann</td>
<td>Mechanical and Industrial Engineering 2014</td>
</tr>
<tr>
<td>Charles Jia</td>
<td>Chemical Engineering &amp; Applied Chemistry 2015</td>
</tr>
<tr>
<td>Christopher Yip</td>
<td>Biomaterials and Biomedical Engineering 2016</td>
</tr>
</tbody>
</table>

**Student Members:**
- Jan Niklas Caspers: Electrical and Computer Engineering 2014
- Jenny Hill: Civil Engineering 2015
- Chirag Variawa: Mechanical and Industrial Engineering 2014

### Division IV – Life Sciences

<table>
<thead>
<tr>
<th>Faculty Members:</th>
<th>Term Ends June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine Berg (Chair)</td>
<td>Physical Therapy 2015</td>
</tr>
<tr>
<td>Donald Cole</td>
<td>Public Health Sciences 2014</td>
</tr>
<tr>
<td>Guy Faulkner</td>
<td>Exercise Science 2015</td>
</tr>
<tr>
<td>Helen Rodd</td>
<td>Ecology and Evolutionary Biology 2015</td>
</tr>
<tr>
<td>Martin Wojtowicz</td>
<td>Physiology 2014</td>
</tr>
</tbody>
</table>

**Student Members:**
- Isabel Leung: Molecular Genetics 2014
- Mohamed Soliman: Molecular Genetics 2014
- Luka Srejic: Medical Science 2014

### Non-Voting Members:
- **U of T Administration:** Paul Young (Vice-President, Research and Innovation), Siobhan Nelson (Vice-Provost, Academic Programs), Scott Mabury (Vice-President, University Operations)
- **Faculties:** Markus Bussmann (Vice-Dean, Graduate Studies, Faculty of Applied Science & Engineering), Sandy Welsh (Vice-Dean, Graduate Education and Program Reviews, Faculty of Arts & Science), Joel Baum (Associate-Dean, Faculty, Rotman School of Management), Avrum Gotlieb (Vice-Dean, Graduate Affairs, Faculty of Medicine), Jeannie Watson (Associate Dean, Programs, Ontario Institute for Studies in Education), Seamus Ross (Dean, Faculty of Information)
- **University of Toronto Mississauga:** Amrita Daniere (Vice-Dean, Graduate)
- **University of Toronto Scarborough:** Rick Halpern (Dean), William Gough (Vice-Dean, Graduate Education and Program Development)
- **Massey College:** John Fraser (Master)

### Administrative Staff:
- Term ends June 30
- Victoria Hurlieh: School of Graduate Studies 2014
- Jeffrey Little: Biomaterials & Biomedical Engineering 2015
- Leanne Pollard: Management 2014

### Secretariat:
- Jane Alderdice (Secretary to Council)
- Emma Thacker (Assistant Secretary to Council)

### Schedule of Meetings:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 15, 2013</td>
<td>(reserve)</td>
</tr>
<tr>
<td>November 19, 2013</td>
<td>(reserve)</td>
</tr>
<tr>
<td>January 21, 2014</td>
<td>(reserve)</td>
</tr>
<tr>
<td>March 18, 2013</td>
<td></td>
</tr>
<tr>
<td>April 15, 2013</td>
<td>(reserve)</td>
</tr>
</tbody>
</table>
ITEM 9.4

Academic Integrity Annual Report (2012-2013)

See attached documents:

- Academic Integrity Report - Annual Report for 2012-2013
This report provides statistics on graduate student cases administered within the School of Graduate Studies (SGS) under the University of Toronto, Code of Behaviour on Academic Matters (“the Code”). The SGS Office of the Dean is responsible for these cases.

Table 1 below shows the number of Code offence cases, by offence type, where a sanction was imposed at the level of SGS. The table provides data by academic year for cases that were concluded during that year.

Table 2 below shows the length of time, i.e., ‘timeliness’, from the date when an allegation of offence was received by SGS to the date that either a sanction was imposed at the level of SGS or the case was referred to the Office of the Provost. The table provides data by academic year for cases that were concluded at the SGS level during that year. There are only three years of data for timeliness since 2010-11 is the first year this information was recorded.

### Table 1: Number of Offences Resolved at SGS by Type (does not include cases referred to the Provost’s Office)

<table>
<thead>
<tr>
<th>Code Section</th>
<th>Offence Type</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.i.1(a)</td>
<td>Forgery (documents, not transcripts)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>B.i.1(b)</td>
<td>Unauthorized aid</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B.i.1(c)</td>
<td>Personation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.i.1(d)</td>
<td>Plagiarism</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>16</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>B.i.1(e)</td>
<td>Re-submission of work</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.i.1(f)</td>
<td>Concoction</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.i.3(a)</td>
<td>Forgery (academic records)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.i.3(b)</td>
<td>Cheating for academic advantage</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>11</strong></td>
<td><strong>14</strong></td>
<td><strong>22</strong></td>
<td><strong>21</strong></td>
<td><strong>12</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

### Table 2: Timeliness (including cases referred to the Provost’s Office)

<table>
<thead>
<tr>
<th>Time between receipt of allegation and case resolved at SGS or sent to the Provost</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months</td>
<td>23</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>9 months</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>13</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>
ITEM 9.5

Graduate Academic Appeals Board Annual Report (2012-2013)

See attached documents:

- [GAAB Annual Report for 2012-2013]
This report lists appeals to the Graduate Academic Appeals Board (GAAB) that were initiated in the preceding year.

The Secretary of GAAB ensures that the graduate unit, appellant, and the Chair and members of the Board receive all filed documentation determined as admissible by the Chair; this includes the notice of appeal, statement and documentation from the appellant, formal response from the graduate unit, formal reply by the appellant, and any subsequent filings by either the appellant or graduate unit. The Secretary schedules the appeal hearing, ensures a full quorum of GAAB members for the hearing panels, is present at the appeal hearing, and distributes the Chair’s written final decision to all parties.

The Secretary of GAAB also fields inquiries via e-mail, telephone or in person. Generally, inquiries are in the range of approximately a dozen per year. Consultation often includes both the graduate unit and potential appellants, and only some of these become formal appeals. The SGS Vice-Dean, Students, may serve as informal mediator in some cases.

The Secretary ensures that the Board positions are filled, that is, that the Board is composed of a Chair and three alternate Chairs, together with three faculty members from each academic division and three graduate students. Membership is renewed as terms conclude or positions become vacant. This normally occurs on a yearly basis but may happen more frequently in the event of vacancies.

### FORMAL APPEALS
(Cases initiated during July 1, 2012 – June 30, 2013)

<table>
<thead>
<tr>
<th>Case: Graduate Unit/Degree</th>
<th>Basis of Appeal</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master’s Students (Total: 4)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Architecture, Landscape, and Design (MArch)</td>
<td>Course Grade</td>
<td>Settlement reached. Appeal withdrawn.</td>
</tr>
<tr>
<td>Institute for Management and Innovation (MMPA)</td>
<td>Termination</td>
<td>Appeal Dismissed.</td>
</tr>
<tr>
<td>Centre for Industrial Relations and Human Resources (MIRHR)</td>
<td>Termination</td>
<td>Appeal Dismissed.</td>
</tr>
<tr>
<td>Nursing (MN Nurse Practitioner)</td>
<td>Termination</td>
<td>Appeal Allowed.</td>
</tr>
<tr>
<td><strong>Doctoral Students (Total: 2 )</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centre for Medieval Studies (PhD)</td>
<td>Termination</td>
<td>Settlement reached. Appeal withdrawn.</td>
</tr>
<tr>
<td>Department of Laboratory Medicine and Pathobiology (PhD)</td>
<td>Termination</td>
<td>Appeal Dismissed.</td>
</tr>
</tbody>
</table>
FOR INFORMATION
Graduate Education Council
Tuesday, November 19, 2013

ITEM 9.6

SGS External Awards Report (2012-2013)

See attached documents:

• SGS External Awards Report
The University of Toronto
Tri-Agencies and Provincial Award Report
Prepared for Graduate Education Council, November 2013

Introduction
The University of Toronto is an active participant in the both the Federal Tri-Agency Award (NSERC, SSHRC, CIHR, Vanier and Banting) and Provincial Award competitions. This report will briefly explain the outreach, process and results of these competitions for the past five years.

Outreach and Workshops

- The Graduate Awards Office at SGS offers a number of workshops and information sessions for Graduate Administrators to prepare for the Tri-Agency and OGS application season. Additionally, the GAO staff offer presentations on the Tri-Agency and OGS application process to students on all three U of T campuses. Approximately 500 students regularly attend these sessions.

Changes to the Tri-Agency Awards process

- This year marks the beginning of the Tri-Council Harmonization process. The objective is to streamline the application and review processes for students and university administrators. The agencies aim to have common evaluation criteria, common review mechanisms, a common IT platform and common post-award policies and regulations.
- For Fall 2013, the harmonization process is being rolled out for the Canada Graduate Scholarship – Master’s Awards (CGS-M). Eligible Canadian universities receive an allocation of awards, and will administer the CGS-M process internally.
- A common submission deadline of Dec. 1st has been set by the Tri-Agencies for student applications.
- The harmonization process will be applied to the doctoral awards for the 2015-16 competition year; however final adjudication of the doctoral scholarships will remain with the Tri-Councils.
- The University of Toronto received the following CGS-M allocations to be awarded for the 2014-15 academic year:
  - CIHR: 60
  - NSERC: 110
  - SSHRC: 125

Process for Tri-Agency Awards

- Tri-Agency awards are announced by SGS in early September.
- SGS establishes the deadlines for submission of Tri-Agency doctoral award applications from the graduate units to SGS.
- SGS establishes a graduate unit quota of doctoral applications for submission using a formula, in consultation with the Vice-Dean Students. The formula is based on each unit’s success rate over the past three years.
- The SGS Awards Committee adjudicates, on behalf of the University, external and internal awards. The Committee is comprised of Graduate Coordinators from units not currently serving on either of the Committees on Program and Student Matters. Each Tri-Agency Award has a subcommittee(s) with discipline-relevant faculty members drawn from across the university.
- Committee members pre-read applications and attend scheduled adjudication meetings to determine which applicants will be forwarded to Ottawa to fulfill the quota given to U of T by the respective Tri-Agency.
**NSERC**

**Award Overview**

For 2013-14, four graduate-level scholarships are offered through NSERC for Masters and Doctoral students:

- Post-Graduate Scholarships Masters (PGSM): $17,300 value, awarded for 12 months
- Post-Graduate Scholarships Doctoral (PGSD): $21,000 value, awarded for 24-36 months
- Canadian Graduate Scholarships Masters (CGSM): $17,500 value, awarded for 12 months
- Canadian Graduate Scholarships Doctoral (CGSD): $35,000 value, awarded for 24-36 months

**Process**

- The total number of NSERC awards available decreased from high of **2520** in 2010-11 to **1561** in 2013-2014. The decrease in the number of master’s level CGS awards reflects a planned decrease as outlined in the federal Budget 2009.
- The number of applications received at SGS for the 2013-14 competition was **432** (375 applications in 2012-13).
- The University of Toronto submitted 350 applications to NSERC and received **190** awards in the 2013-14 competition, which is a competition success rate of **54.3%**.
- The number of NSERC applications received nation-wide has remained fairly steady, however the overall number of awards available has dropped significantly - thus the overall success rate has gone down.
- U of T’s percent of total awards remained fairly steady at 12.2% in 2013-2014 (11.6% in 2012-13).

**Highlights**

- U of T remains the university with the largest share of NSERC awards held nation-wide.
- The NSERC CGS-M award will reflect the new harmonized award process for the 2014-15 award competition.

**NSERC National Results**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total applications Canada-wide</td>
<td>3482</td>
<td>3554</td>
<td>3324</td>
<td>3216</td>
<td>3175</td>
</tr>
<tr>
<td>Total awards Canada-wide</td>
<td>2450</td>
<td>2520</td>
<td>1704</td>
<td>1499</td>
<td>1547</td>
</tr>
<tr>
<td>Success rate</td>
<td>70.4%</td>
<td>71.0%</td>
<td>51.0%</td>
<td>46.6%</td>
<td>48.7%</td>
</tr>
<tr>
<td>U of T - applications reviewed at SGS</td>
<td>470</td>
<td>603</td>
<td>475</td>
<td>375</td>
<td>432</td>
</tr>
<tr>
<td>U of T - applications forwarded (= quota)</td>
<td>328</td>
<td>344</td>
<td>315</td>
<td>334</td>
<td>350</td>
</tr>
<tr>
<td>U of T - awards received</td>
<td>245</td>
<td>259</td>
<td>192</td>
<td>174</td>
<td>190</td>
</tr>
<tr>
<td>U of T - Success rate of applications forwarded</td>
<td>74.7%</td>
<td>75.3%</td>
<td>61.0%</td>
<td>52.1%</td>
<td>54.3%</td>
</tr>
<tr>
<td>U of T - % of total awards nation-wide</td>
<td>10.0%</td>
<td>10.3%</td>
<td>11.3%</td>
<td>11.6%</td>
<td>12.3%</td>
</tr>
</tbody>
</table>
NSERC Results by Award Type

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UofT CAN</td>
<td>UofT CAN</td>
<td>UofT CAN</td>
<td>UofT CAN</td>
<td>UofT CAN</td>
</tr>
<tr>
<td>PGSM</td>
<td>8 102</td>
<td>3 57</td>
<td>3 54</td>
<td>4 50</td>
<td>0 36</td>
</tr>
<tr>
<td></td>
<td>8% 5%</td>
<td>5% 6%</td>
<td>6% 8%</td>
<td>8% 0%</td>
<td></td>
</tr>
<tr>
<td>PGSD</td>
<td>72 620</td>
<td>108 1244</td>
<td>70 585</td>
<td>48 426</td>
<td>66 450</td>
</tr>
<tr>
<td></td>
<td>12% 9%</td>
<td>11% 12%</td>
<td>12% 11%</td>
<td>11% 11%</td>
<td></td>
</tr>
<tr>
<td>CGSM</td>
<td>96 1196</td>
<td>108 946</td>
<td>83 774</td>
<td>73 790</td>
<td>89 800</td>
</tr>
<tr>
<td></td>
<td>8% 11%</td>
<td>11% 11%</td>
<td>11% 9%</td>
<td>9% 11%</td>
<td></td>
</tr>
<tr>
<td>CGSD</td>
<td>70 532</td>
<td>40 273</td>
<td>36 291</td>
<td>49 233</td>
<td>35 261</td>
</tr>
<tr>
<td></td>
<td>13% 15%</td>
<td>15% 12%</td>
<td>12% 21%</td>
<td>21% 13%</td>
<td></td>
</tr>
</tbody>
</table>

Award Totals

<table>
<thead>
<tr>
<th></th>
<th>245 2450</th>
<th>259 2520</th>
<th>192 1704</th>
<th>174 1499</th>
<th>190 1547</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10% 10%</td>
<td>10% 10%</td>
<td>11% 11%</td>
<td>12% 12%</td>
<td>12% 12%</td>
</tr>
</tbody>
</table>

NSERC Comparative Results

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University</td>
<td>Awards</td>
<td>% of National Awards</td>
<td>Awards</td>
<td>% of National Awards</td>
</tr>
<tr>
<td></td>
<td>Toronto</td>
<td>246 10.00%</td>
<td>259 10.30%</td>
<td>192 11.30%</td>
<td>174 11.60%</td>
</tr>
<tr>
<td></td>
<td>UBC</td>
<td>164 6.70%</td>
<td>181 7.20%</td>
<td>123 7.20%</td>
<td>109 7.30%</td>
</tr>
<tr>
<td></td>
<td>Waterloo</td>
<td>138 5.60%</td>
<td>131 5.20%</td>
<td>112 6.60%</td>
<td>97 6.50%</td>
</tr>
<tr>
<td></td>
<td>McGill</td>
<td>120 4.90%</td>
<td>123 4.90%</td>
<td>88 5.20%</td>
<td>82 5.50%</td>
</tr>
<tr>
<td></td>
<td>Alberta</td>
<td>128 5.20%</td>
<td>136 5.40%</td>
<td>83 4.90%</td>
<td>67 4.50%</td>
</tr>
</tbody>
</table>

SSHRC

Award Overview

Three graduate-level scholarships are offered through SSHRC for Masters and Doctoral students:
- The Joseph-Armand Bombardier CGS Master’s Scholarships (CGSM): $17,500 value, awarded for 12 months
- SSHRC Doctoral Fellowships: $20,000 value per year, awarded for 12-48 months
- Joseph-Armand Bombardier CGS Doctoral Scholarships (CGSD): $35,000 value per year, awarded for 36 months

Process

- The number of SSHRC Doctoral applications received at SGS for the 2013-14 competition was 254 (similar to past years).
- The University of Toronto submitted 214 SSHRC Doctoral applications to the national competition and received 105 awards; a success rate of 49%.
• U of T’s percent of total awards is 11.7% slightly down from last year (12.2%) but still higher than 2011-2012.
• SSHRC now provides the breakdown of Doctoral Fellowship and CGS awards offered nationally. This information however was not available before 2012-13.
• The total number of Doctoral awards granted by SSHRC in 2013-2014 (975) has increased since last year (864) and is more in line with the number of awards offered in 2011-12 (981).
• Unlike the SSHRC Doctoral competition whereby applicants must compete nationally at the federal level, the SSHRC CGS Masters competition is based on an allocation system which requires universities to select and forward their top candidates to fill their allocation of awards (U of T was offered 87 awards in 2013-14). SSHRC then conducts an administrative review to verify the candidates meet SSHRC’s eligibility requirements. Eligible applicants are offered an award. In the event that additional awards become available in excess of the assigned allocation SSHRC may offer awards to candidates named on a list of alternates.

Highlights

• U of T is viewed as an overall award gainer, for example U of T received 217 SSHRC awards in total (Masters and Doctoral) in the last competitions, but approximately 250 awards were taken up by students at U of T.
• Following recent consultations, SSHRC will begin implementing in the renewal of its overall program architecture beginning in 2012. Significant changes include:
  o Establish criteria for evaluating “effective research training” and apply consistently across all SSHRC programs.
  o Increase the value of the SSHRC Doctoral Fellowship to $25,000 per year for up to three years.
  o Allow SSHRC Doctoral Fellowships to be taken up at any time during a five-year period.
  o Align the duration of funding under the SSHRC Doctoral Fellowships with the Joseph-Armand Bombardier Canada Graduate Scholarships (CGS) Doctoral Scholarships and the Vanier CGS Doctoral Scholarships by setting a consistent, maximum duration of three years.

SSHRC Doctoral National results

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total applications Canada Wide</td>
<td>1709</td>
<td>1815</td>
<td>1767</td>
<td>1769</td>
<td>1780</td>
</tr>
<tr>
<td>Total awards Canada Wide</td>
<td>1018</td>
<td>930</td>
<td>981</td>
<td>864</td>
<td>894</td>
</tr>
<tr>
<td>Success rate of applications forwarded</td>
<td>59.6%</td>
<td>51.2%</td>
<td>55.5%</td>
<td>48.8%</td>
<td>50.2%</td>
</tr>
<tr>
<td>U of T - applications reviewed at SGS</td>
<td>327</td>
<td>285</td>
<td>264</td>
<td>266</td>
<td>254</td>
</tr>
<tr>
<td>U of T - applications submitted to national competition</td>
<td>201</td>
<td>210</td>
<td>210</td>
<td>211</td>
<td>214</td>
</tr>
<tr>
<td>U of T - awards received</td>
<td>127</td>
<td>96</td>
<td>106</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>U of T - success rate of applications forwarded</td>
<td>63.2%</td>
<td>45.7%</td>
<td>50.5%</td>
<td>49.8%</td>
<td>49%</td>
</tr>
<tr>
<td>U of T - % of total awards</td>
<td>12.5%</td>
<td>10.3%</td>
<td>10.8%</td>
<td>12.2%</td>
<td>11.7%</td>
</tr>
</tbody>
</table>
### SSHRC Comparative Doctoral Results

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>Total Awards Granted</td>
<td>% of National Awards</td>
<td>Total Awards Granted</td>
<td>% of National Awards</td>
<td>Total Awards Granted</td>
</tr>
<tr>
<td>Toronto</td>
<td>127</td>
<td>12.50%</td>
<td>96</td>
<td>10.30%</td>
<td>106</td>
</tr>
<tr>
<td>UBC</td>
<td>62</td>
<td>6.10%</td>
<td>63</td>
<td>6.80%</td>
<td>75</td>
</tr>
<tr>
<td>Waterloo</td>
<td>24</td>
<td>2.40%</td>
<td>14</td>
<td>1.50%</td>
<td>16</td>
</tr>
<tr>
<td>McGill</td>
<td>40</td>
<td>3.90%</td>
<td>55</td>
<td>5.90%</td>
<td>53</td>
</tr>
<tr>
<td>Alberta</td>
<td>39</td>
<td>3.80%</td>
<td>37</td>
<td>4.00%</td>
<td>40</td>
</tr>
</tbody>
</table>

### SSHRC Results by Award Type – Doctoral

N/A = Information not available

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UofT</td>
<td>Cdn</td>
<td>UofT</td>
<td>Cdn</td>
<td>UofT</td>
<td>Cdn</td>
</tr>
<tr>
<td>CGS Award (35K)</td>
<td>62</td>
<td>N/A</td>
<td>38</td>
<td>N/A</td>
<td>40</td>
</tr>
<tr>
<td>SSHRC fellowships (20K)</td>
<td>65</td>
<td>N/A</td>
<td>58</td>
<td>N/A</td>
<td>66</td>
</tr>
<tr>
<td>Total awards</td>
<td>127</td>
<td>1018</td>
<td>96</td>
<td>930</td>
<td>106</td>
</tr>
<tr>
<td>UofT % of total awards</td>
<td>12.5%</td>
<td>10.3%</td>
<td>10.8%</td>
<td>12.2%</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

### SSHRC Results by Award Type – Masters

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>U of T - applications reviewed at SGS</td>
<td>149</td>
<td>115</td>
<td>112</td>
<td>149</td>
<td>144</td>
</tr>
<tr>
<td>U of T - applications forward</td>
<td>86</td>
<td>102 + Alternates</td>
<td>97 + Alternates</td>
<td>97 + Alternates</td>
<td>87+ Alternates</td>
</tr>
<tr>
<td>Total U of T awards</td>
<td>85</td>
<td>111</td>
<td>108</td>
<td>101</td>
<td>112</td>
</tr>
<tr>
<td>Total national awards</td>
<td>1228</td>
<td>1500</td>
<td>1300</td>
<td>1300</td>
<td>1300</td>
</tr>
<tr>
<td>U of T’s % of total awards</td>
<td>6.92%</td>
<td>7.40%</td>
<td>8.31%</td>
<td>7.76%</td>
<td>8.61%</td>
</tr>
</tbody>
</table>
CIHR

Award Overview

- The CIHR Master’s Award: Frederick Banting and Charles Best Canada Graduate Scholarships (CGSM): $17,500 value, awarded for 12 months

Process

- The Graduate Awards Office does not have statistics on the CIHR Doctoral competition as students submit their application directly to CIHR.
- The number of applications received at SGS for the 2013-14 CIHR Masters competition was 80 (91 applications in 2012-13).
- National results of the CIHR Master’s competition are not easily accessible for comparative purposes, therefore unlike NSERC and SSHRC we are unable to report our national results.

Highlights

- Under the Tri-agencies harmonization process the CIHR Master’s level awards are being significantly increased starting with the 2014-15 competition. U of T will have the number of CIHR Master’s awards increased from an average of 20 per year to 60 awards per year starting in 2014-15 through to 2016-17.
- Regarding the results listed below, U of T experienced significant growth in the number of CIHR Master’s awards for the 2010-11 year. The expansion of the CGS M program in that year was linked to Canada’s Economic Action Plan. Subsequently, CIHR announced a decrease to the overall application quota levels for the 2011-12 CGS M competition. Consequently, U of T’s quota was reduced to 29.

CIHR Results

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications reviewed at SGS</td>
<td>88</td>
<td>141</td>
<td>89</td>
<td>91</td>
<td>80</td>
</tr>
<tr>
<td>Applications forwarded</td>
<td>41</td>
<td>81</td>
<td>29</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Awards received</td>
<td>37</td>
<td>66</td>
<td>16</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Success rate of applications forwarded</td>
<td>90.2%</td>
<td>81.5%</td>
<td>55.2%</td>
<td>52.5%</td>
<td>50%</td>
</tr>
</tbody>
</table>

VANIER CGS

Award Overview

Vanier scholarships are awarded through all Tri-agencies: CIHR, NSERC, SSHRC.
- Vanier CGS (doctoral): $50,000 value, awarded for 36 months
Process

- The Vanier Canada Graduate Scholarships (Vanier CGS) program is designed to attract and retain world-class doctoral students by offering them a significant financial award to assist them during their studies at Canadian universities.
- Vanier applicants must apply through only one university and winners must hold their award at the institution that submitted their nomination.
- International students are eligible for the Vanier awards.
- U of T’s quota for submission of applications for the Tri Councils’ is 242, which is to be allocated over a 3-year time period (2013-14, 2014-15 and 2015-16).

Highlights

- Candidates who are nominated by a university where they have completed a previous degree are asked to provide a compelling rationale, in the “Special Circumstances” section, as to why they have chosen the same/nominating university to undertake their PhD. The university was also required to provide an explanation, in the nomination letter.

Vanier Results by Award Type

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UofT</td>
<td>Canada</td>
<td>U of T’s Share</td>
<td>UofT</td>
</tr>
<tr>
<td>Vanier NSERC</td>
<td>7</td>
<td>57</td>
<td>12.28%</td>
<td>9</td>
</tr>
<tr>
<td>Vanier SSHRC</td>
<td>7</td>
<td>58</td>
<td>12.07%</td>
<td>5</td>
</tr>
<tr>
<td>Vanier CIHR</td>
<td>16</td>
<td>59</td>
<td>27.12%</td>
<td>14</td>
</tr>
<tr>
<td>Total Awards</td>
<td>30</td>
<td>174</td>
<td>17.24%</td>
<td>28</td>
</tr>
</tbody>
</table>

Comparative Vanier Results

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Universities</td>
<td>Awards</td>
<td>% of National Awards</td>
<td>Awards</td>
</tr>
<tr>
<td>Toronto</td>
<td>30</td>
<td>17.20%</td>
<td>28</td>
<td>16.80%</td>
</tr>
<tr>
<td>UBC</td>
<td>22</td>
<td>12.60%</td>
<td>25</td>
<td>15.00%</td>
</tr>
<tr>
<td>Waterloo</td>
<td>6</td>
<td>3.40%</td>
<td>5</td>
<td>3.00%</td>
</tr>
<tr>
<td>McGill</td>
<td>16</td>
<td>9.20%</td>
<td>25</td>
<td>15.00%</td>
</tr>
<tr>
<td>Alberta</td>
<td>14</td>
<td>8.00%</td>
<td>11</td>
<td>6.60%</td>
</tr>
</tbody>
</table>
Banting Postdoctoral Fellowships

Award Overview
- Banting Postdoctoral Fellowships: $70,000 value, renewable for two years

Process
- The purpose of the Banting Postdoctoral Fellowships Program is to build world-class research capacity by recruiting top-tier Canadian and international postdoctoral researchers at an internationally competitive level of funding.
- The fellowships are be distributed equally across Canada's three federal granting agencies: CIHR, NSERC, SSHRC.
- 70 new two-year awards annually at the national level, with a total of up to 140 awards active at any one time.
- At the request of the Tri-Council, the number of nominations forwarded in the Banting competition was reduced by the Graduate Awards Office.
- At the University of Toronto, Faculty Research Offices were given a quota from SGS and asked to nominate their best Banting candidates starting with the 2012-13 competition.

Banting Postdoctoral Results

<table>
<thead>
<tr>
<th>Banting PDF</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td># of applications submitted by UofT</td>
<td>79</td>
<td>73</td>
<td>43</td>
</tr>
</tbody>
</table>

Results by agency
- CIHR
- NSERC
- SSHRC
- Total

PDFs at UHN
- 3
- 0
- 0
- 3

PDFs at UofT
- 0
- 3
- 2
- 5

Total awards
- 3
- 3
- 2
- 8

Banting Postdoctoral Comparative Results

<table>
<thead>
<tr>
<th>Banting PDF</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency totals</td>
<td>24</td>
<td>22</td>
<td>23</td>
</tr>
</tbody>
</table>

Results by agency
- CIHR
- NSERC
- SSHRC
- Total

Awarded to UofT
- 0
- 3
- 2
- 5

UBC
- 1
- 1
- 1
- 3

McGill
- 1
- 2
- 4
- 7

McMaster
- 2
- 0
- 1
- 3

Alberta
- 1
- 0
- 2
- 3

Waterloo
- 0
- 2
- 0
- 2

Western
- 0
- 1
- 0
- 1

Queens
- 0
- 1
- 1
- 2

York
- 0
- 2
- 1
- 3

Total
- 1
- 3
- 3
- 7
Ontario Graduate Scholarship (OGS)

Award Overview

- 3000 Ontario Graduate Scholarships are awarded annually province-wide;
- Over 800 awards were allocated by the Province to be administered by U of T (the largest share of OGS awards held province-wide; allocation was based on graduate enrollment); this included 21 OGS awards for Visa students;
- Master’s and Doctoral students in all disciplines are eligible to apply;
- $15,000 value per year ($5000 per term, to be awarded for a minimum of 2 terms).

Process

- For the 2013-14 competition, universities became responsible for the administration of all OGS awards offered and held;
- Students must submit a separate OGS application to each university to which they are seeking admission;
- SGS developed a centralized U of T online OGS application through which all current and prospective students applied;
- Graduate units were given an allocation based on:
  - University’s allocation from MTCU
  - graduate unit’s 3-year average success rate (i.e. percentage of awards held at the unit)
  - graduate unit’s population;
- Graduate units accessed and reviewed applications and nominated OGS recipients along with a reversion list in accordance with their allocation;
- SGS received lists of nominees, completed final eligibility checks, and issued official award offers.

Highlights

- 4747 applications were submitted to U of T in 2013-14 (vs. 3365 in 2012-13 to MTCU).
- Each university must award all of their allocated OGS awards. Unused allocations are to be returned to the Ministry. As U of T has many more applications than allocated awards, the entire 806 awards allocated were awarded to students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of OGS applications received province-wide</td>
<td>10904</td>
<td>13153</td>
<td>14452</td>
<td>12348</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Number of OGS awards offered</td>
<td>3628</td>
<td>3641</td>
<td>5971</td>
<td>3060</td>
<td>3000</td>
</tr>
<tr>
<td>U of T - applications forwarded</td>
<td>2800</td>
<td>2454</td>
<td>3384</td>
<td>3365</td>
<td>N/A</td>
</tr>
<tr>
<td>U of T - awards received</td>
<td>900</td>
<td>867</td>
<td>1518</td>
<td>931</td>
<td>806</td>
</tr>
<tr>
<td>U of T’s Share</td>
<td>24.80%</td>
<td>23.80%</td>
<td>25.40%</td>
<td>30.42%</td>
<td>26.87</td>
</tr>
</tbody>
</table>

OGS Results - U of T applications forwarded to the Ministry (until 2012-13)

Starting 2013-14 – U of T internal application results
<table>
<thead>
<tr>
<th>U of T Results</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Applicants</td>
<td>%</td>
<td>No. of Applicants</td>
<td>%</td>
<td>No. of Applicants</td>
</tr>
<tr>
<td>Awarded</td>
<td>900</td>
<td>32%</td>
<td>894</td>
<td>28%</td>
<td>1518</td>
</tr>
<tr>
<td>Reversions</td>
<td>236</td>
<td>8%</td>
<td>214</td>
<td>7%</td>
<td>236</td>
</tr>
<tr>
<td>Unsuccessful</td>
<td>1664</td>
<td>59%</td>
<td>2092</td>
<td>65%</td>
<td>1630</td>
</tr>
<tr>
<td>Total Applications</td>
<td>2800</td>
<td>100%</td>
<td>3200</td>
<td>100%</td>
<td>3384</td>
</tr>
</tbody>
</table>

**Ontario Trillium Scholarship (OTS)**

**Award Overview**
- Ontario Trillium Scholarship (OTS): $40,000 value, renewable annually for a total of four years.

**Process**
- The Ontario Trillium Scholarships (OTS) provides significant financial support to attract the best qualified international students to Ontario for PhD studies.
- Starting in the 2011-12, the University of Toronto received 15 OTS awards.
- Each year, an additional 15 awards are provided to U of T, reaching a steady state of 60 awards.
- PhD admissions applicants are nominated by eligible graduate units.
- SGS holds a central competition and awards the top candidates an OTS.

**CONCLUSION**
- The tri-agencies (CIHR, NSERC, and SSHRC) harmonization process has begun for the 2014-15 academic year. The CGS-Master’s awards are the first program to be included in the harmonization process, which includes Canadian universities receiving an allocation of awards to be administered internally.
- The harmonization process will expand to the Doctoral awards for the 2015-16 academic year.
- The University of Toronto received the following allocation of CGS-M awards:
  - CIHR: 60
  - NSERC: 110
  - SSHRC: 125
- U of T Award results remain relatively stable, and the U of T consistently receives the largest percentage of scholarships in the Tri-agencies and provincial award competitions.
- The OGS awards underwent a significant change starting in the 2013-14 academic year. The province has devolved the administration of the OGS awards to the provincial universities.
- The U of T is now responsible for the intake, processing, adjudication and awarding of the OGS awards.
ITEM 9.7

SGS Audit of Student Files – Summary Report (2012-2013)

See attached documents:

- [SGS Audit of Student Files, Summary Report 2012-2013](#)
School of Graduate Studies
Audit of Student Files 2012-13 Report to
Graduate Education Council

Mandate

The responsibility and authority for standard admission decisions and the maintenance of the official student file were devolved to graduate units in 1999; henceforth, the School of Graduate Studies has implemented an annual audit of student files to ensure that the minimum admission standards and proper documentation are maintained and that student records are properly managed. It also allows SGS to provide in-person support and advice regarding particular problems faced by graduate units.

Summary

This year, the fourth year of our five year audit cycle, and this being our third audit cycle, a total of 359 admission and registration files were randomly selected from twenty-one graduate units. Overall, we found a decrease in the number of errors compared with the averages of the first and second cycles.

General admission, registration and ROSI diagnostic findings are recorded in this report with an explanation of the most frequent errors.

Admission Files

Admission files (166) were randomly selected from newly admitted students who started their program in September 2012. The proportion of errors decreased compared with the averages of the first and second cycles. For admissions audit criteria see Appendix A.

Most Frequent Admission Errors:

1. Correct entry of admissions data in ROSI. Graduate units must update the ROSI admission codes once an applicant fulfills an outstanding admission condition. ROSI admission codes were not updated after an admissions offer letter was issued.

2. Admission recommendation form. This form must be signed by the Graduate Coordinator to ensure proper admission condition codes were correctly assessed, which are subsequently applied to both the admissions offer letter and ROSI. The admission recommendation form was either missing from the official student file or was not signed by the Graduate Coordinator.

3. Final official and authentic copies of transcripts. The final official and authentic copies of transcripts must be included in the official student file. The final ROSI transcript for U of T applicants were missing. SGS Officers have since verified the missing transcripts were printed and included as part of the official student record.
Registration Files

Registration files (193) were randomly selected from students who were registered for the 2011-12 academic year. The proportion of errors decreased compared with the averages of the first and second cycles. For registration audit criteria see Appendix A.

Most Frequent Registration Errors:

1. Grade submission forms. This form must be signed by the instructor and the Graduate Coordinator to ensure grade accuracy and integrity. When either signature is missing it is recorded as an error. An error is also recorded if the Graduate Coordinator is at the same time the instructor of the course and the sole signatory; in this case, two signatures must be present—preferably by the Graduate Chair.

2. Grades were incorrectly entered into ROSI. Error is recorded when grades are entered by the graduate unit after the SGS deadline. When grades are recorded after the deadline, the request must be accompanied with graduate unit rationale and submitted to SGS for approval.

3. Extension to complete course work forms. This form must be signed by the instructor and Graduate Coordinator for an approved course extension (SDF). The form was either missing from the official student file or was not signed by the instructor or Graduate Coordinator.

ROSI Diagnostics

The ROSI diagnostics report all relevant ROSI data for the academic year 2011-12 taken from the twenty-one graduate units audited.

The most widespread error by graduate units is the failure to record mandatory annual doctoral supervisory committee meetings on ROSI. An annual progress report must be submitted by the supervisory committee for all doctoral students beyond their second year in the program and recorded in both the student file (hard-copy record) and on ROSI (electronic record). This requirement was approved at SGS Council in 1996 and has been outlined in previous correspondence. A useful strategy to ensure that annual reports are recorded in the student file and on ROSI is to designate a certain time of the year (e.g. “May Monitoring”).

Conclusion

We are pleased to report that the overall proportion of errors in managing the official student record by graduate units is decreasing compared with the averages of the first and second cycles. To ensure this encouraging trend, the School of Graduate Studies is committed to supporting graduate units towards strengthening admission, registration and ROSI data entry best practices through workshops and further training sessions.
## Appendix A

<table>
<thead>
<tr>
<th>Admission Criteria</th>
<th># of Files (master and doctoral)</th>
<th>Non-Compliant Files</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final official and authentic transcripts</td>
<td>166</td>
<td>14</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Certified translations of non-English documents</td>
<td>166</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Appropriate degrees from acceptable institutions</td>
<td>166</td>
<td>5</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Acceptable average in final year of degree</td>
<td>166</td>
<td>2</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Acceptable English language proficiency scores</td>
<td>166</td>
<td>3</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>At least two letters of reference</td>
<td>166</td>
<td>2</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Completed application form signed by student</td>
<td>166</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Admission recommendation forms</td>
<td>166</td>
<td>19</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Offer of admission issued with correct conditions</td>
<td>166</td>
<td>5</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Offer is to appropriate/approved graduate program</td>
<td>166</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>ROSI data entry</td>
<td>166</td>
<td>31</td>
<td>19%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Registration Criteria</th>
<th># of Files (master and doctoral)</th>
<th>Non-Compliant Files</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGISTRATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is reg. in correct degree/subject POSs</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Full-time/part-time status is correct</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Program withdrawal</td>
<td>193</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Leave of absence</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Program Extension</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Reinstatement</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Program transfer</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Dual Registration</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>ENROLLMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration/Enrollment Form (or SWS)</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Course Add/Drop form</td>
<td>193</td>
<td>2</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Other activities (dept. exams, lang. req.) on ROSI</td>
<td>193</td>
<td>5</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Transfer credits/exemptions</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GRADING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade submission form</td>
<td>193</td>
<td>23</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Grade entered correctly on ROSI</td>
<td>193</td>
<td>21</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Course extension form on file for SDFs</td>
<td>193</td>
<td>13</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>SUPERVISION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual doctoral supervisory committee report</td>
<td>84*</td>
<td>4</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Candidacy complete for doctoral beyond year 3 (or 4)</td>
<td>84*</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>FEES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register without payment form</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Register without payment correctly entered on ROSI</td>
<td>193</td>
<td>6</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>PERSONAL INFORMATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal status</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Name change</td>
<td>193</td>
<td>0</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

*Doctoral files only.
ITEM 9.8

SGS Graduate Programs Definitions

See attached documents:

- SGS Graduate Programs Definitions – Revised November 2013
University of Toronto Graduate Academic Program Definitions

November 2013

This administrative document provides definitions and operational descriptions for graduate academic programs and activities at the University of Toronto. The definitions have been developed for University of Toronto graduate programs in accordance with the Province of Ontario’s Quality Assurance Framework (2010) (QAF) and the University of Toronto Quality Assurance Process (UTQAP). While more specific in some details than the QAF or the UTQAP, the overall definitions are in line with both documents. The QAF definitions are provided at the end of each section for reference. The process for new program proposals and proposals for new curricular/program components are partially included in this document, and align with procedures in the University of Toronto Quality Assurance Process (UTQAP).

The University of Toronto offers the following categories of graduate academic programs and activities:

1. Graduate Degree
   1.1 Master’s Degree
   1.2 Doctoral Degree
2. Degree Program
   2.1 Master’s Degree Program
   2.2 Doctoral Degree Program
3. Collaborative Program
4. Combined Program
5. Diploma Program
6. Joint Degree Program
7. Joint Educational Placement Agreement for doctoral students
8. Conjoint Program
9. Field/concentration, or Emphasis, within a program
10. Graduate Professional Skills Program (not for academic credit)

1. Graduate Degree
The University of Toronto offers graduate degrees at master’s and doctoral levels upon the successful completion of the requirements of a specific approved graduate program.

QAF definition: “An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the OCAV’s Degree Level Expectations and the institution’s own expression of those Expectations (see Appendix 1).”

1.1 Master’s Degree
A master’s degree is awarded upon successful completion of the requirements of an approved master’s degree program. The requirements of the program must be consistent with the master’s degree level expectations of the Ontario Council of Academic Vice-Presidents (OCAV).

The QAF does not provide a definition of master’s degree.
1.2 Doctoral Degree
A doctoral degree is awarded upon successful completion of an approved doctoral degree program. The requirements of the program must be consistent with the doctoral degree level expectations of OCAV.

The QAF does not provide a definition of doctoral degree.

2. Degree Program
A degree program is composed of courses and/or other academic activities and must include research activities appropriate to the degree level expectations. Other academic activities may include a practical component such as an internship or other placement, and/or a major research paper or thesis. Together, these make up the program requirements. The School of Graduate Studies academic Calendar outlines the specific requirements for each degree program offered by the University and is considered the contract between the University and the registered student. The SGS Calendar also provides general admission and degree program regulations relevant to all graduate students, including regulations on Good Academic Standing, Candidacy, Time Limits, etc., and, additionally those requirements appropriate to the student’s program of registration. The points below highlight the defining characteristics of master’s and doctoral degree programs, but are not intended to be comprehensive.

QAF definition: “The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements of a particular degree.”

2.1 Master’s Degree Program
Master’s degree programs provide education beyond the undergraduate level and appropriate to master’s degree level expectations. They also have the following characteristics:

- **Advertising:** The approved program name (with or without the approved field/concentrations and/or emphases, if any) is used for advertising purposes. In cases where a particular audience (specific cohort) is targeted for delivery of the program as a discrete offering, advertising may indicate the offering in connection with the program, that is, “The Graduate Program in [approved degree program name] for [name the audience/cohort].”

- **Admission:** An appropriate bachelor’s degree that has appropriate breadth, depth and, where appropriate, an affinity to the graduate program to which the applicant is seeking admission as determined by the School of Graduate Studies; an average grade equivalent to at least mid-B or better, normally demonstrated by an average grade in the final year or over senior courses; at least two letters of reference; other qualifications as specified by a graduate unit.

- **Requirements:** Master’s programs have specific program requirements. Programs vary in length from a minimum of two sessions (terms) to two full academic years; a few master’s programs are longer. A master’s degree program is completed on a full-time basis unless the specific program offers other approved options.

- **Program completion:** Students who successfully complete the requirements of the program receive the degree and may participate in a convocation ceremony.

- **Transcript:** The transcript shows the complete academic record including course and other academic activity enrolments, and grades for each session of registration; the transcript also
records the completion of any field/concentration associated with the degree program, program completion, and degree conferral.

- **Approvals**: A master’s degree program proposal follows the New Program Process under the University of Toronto’s Quality Assurance Process (UTQAP), including an external appraisal. University governance approval is required at the level of the Division, as is approval of appropriate bodies of Governing Council. Quality Council approval is required, following University approvals. Proposals normally are submitted to the Ministry of Training, Colleges and Universities (MTCU) for approval.

### 2.2 Doctoral Degree Program

Doctoral degree programs provide education beyond the undergraduate and master’s levels and provide education appropriate to doctoral degree level expectations. They also have the following characteristics:

- **Advertising**: The approved program name (with or without the approved field/concentrations and/or emphases) is used for advertising purposes.

- **Admission**: An appropriate master’s degree or, in some programs, an appropriate bachelor’s degree with high academic standing from a recognized university; an average grade equivalent to a B+ or better in a previous master’s degree program (where relevant, demonstrated research competence equivalent to at least a B+ grade will be considered); Direct entry from a bachelor’s degree to a PhD program may be available when permitted by the graduate unit (for direct-entry applicants, an average grade equivalent to A- or better in courses in the relevant discipline is required); at least two letters of reference; other qualifications as specified by a graduate unit. In some programs, exceptional master’s students may be approved for transfer into the second year of a five-year PhD program before completing the master’s degree program.

- **Requirements**: Doctoral programs have specific program requirements. PhD programs are four years in length, except in the case of direct-entry programs which are five years in length, or flexible-time PhD program options which may have a longer program length. Students who are accepted into direct-entry PhD programs are admitted into programs that are five years in length and, for those students, the PhD program includes about a year’s worth of master’s degree level program requirements in addition to the doctoral program requirements. The PhD program is completed on a full-time basis unless the specific program offers an approved flexible-time option (for practising professionals). Other doctoral programs (e.g., SJD, EdD, DMA) have specific program lengths, also usually four years; some of these offer a part-time option. All doctoral program requirements include a written thesis embodying original research that is successfully defended at a School of Graduate Studies Final Oral Examination.

- **Program completion**: Students who successfully complete the program receive the degree and may participate in a convocation ceremony.

- **Transcript**: The transcript shows the complete academic record including course and other academic activity enrolments and grades for each session of registration; the transcript also records the completion of any field/concentration associated with the degree program, program completion, and degree conferral.

- **Approvals**: A doctoral degree program proposal follows the New Program Process under the University of Toronto’s Quality Assurance Process (UTQAP), including an external appraisal. University governance approval is required at the level of the Division, as is approval of
appropriate bodies of Governing Council. Quality Council approval is required, following University approvals. Proposals normally are submitted to the Ministry of Training, Colleges and Universities (MTCU) for approval.

3. **Collaborative Program**

A collaborative program is an intra-university graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved degree programs. Collaborative programs are governed by a memorandum of agreement signed by the chair/director of the participating graduate units, the chair/director of each participating graduate unit, the SGS Dean, and the Graduate Dean of the lead Faculty for the program. Collaborative programs facilitate collaboration among the participating units through the membership of the Program Committee. In most collaborative programs, there is a supporting unit that may or may not enrol graduate students but contributes support or resources of some kind to the program. Commitments by a supporting unit are documented in the memorandum of agreement. Collaborative programs also have the following characteristics:

- **Advertising:** The approved collaborative program name is used for advertising. Advertising must indicate that applicants must be admitted first to a participating graduate program and then to the collaborative program.

- **Admission:** Admission to a collaborative program is predicated upon admission to a home degree program and requires the approval of the Collaborative Program Director and/or Program Committee. Registration in more than two collaborative programs at one time requires permission from the School of Graduate Studies.

- **Requirements:** Collaborative programs include a common learning experience for students, usually met through the core course and/or a seminar series. The requirements of a collaborative program include some work that may be additional to that of the degree program; in many cases, requirements are met through elective room in the home degree program. Each collaborative program has minimum requirements that normally include a core course. It is expected that a thesis requirement, if any, will be in the topic area of the collaborative program. Thesis supervision normally is provided to collaborative program students by core faculty in the collaborative program who are Graduate Faculty Members from the student’s home unit. Collaborative program requirements do not extend the degree program length. Students must meet both the degree program requirements and the collaborative program requirements.

- **Program completion:** The director of the collaborative program directly provides successful students who complete the collaborative program requirements, in addition to completing the degree program requirements, with a completion parchment signed by the collaborative program director and the SGS Dean and Vice-Provost, Graduate Education. Students who successfully complete the collaborative program and the degree program receive the degree and may participate in a convocation ceremony.

- **Transcript:** Students who complete the requirements of a collaborative program receive a notation on the graduate transcript, for example, “Completed Summer 2012 - Collaborative Program in Neuroscience”.

- **Approvals:** A collaborative program proposal follows the Expedited New Program Process under the University of Toronto Quality Assurance Process (UTQAP). As such it does not require an external appraisal. It requires university governance approval of the Division and the Academic Policy and Programs Committee. Quality Council approval is also required and constitutes final approval. MTCU approval is not required for collaborative programs. Closure of a collaborative program follows a path
similar to the approval path, except that the Quality Council is informed of the closure. Adding or deleting a participating program is a Minor Modification and requires University governance approval at the level of the division.

Adding a degree level (master’s or doctoral) to an existing collaborative program is a Major Modification and requires University governance approval at the level of the Division. Major Modifications are reported to Academic Policy and Programs Committee for information. They are also reported to the Quality Council for information.

See also SGS Collaborative Programs - General Guidelines: http://www.sgs.utoronto.ca/facultyandstaff/Pages/Collaborative-Program-Administration-and-Reviews.aspx

QAF Definition: “A collaborative program is an intra-university graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved programs. Students meet the admission requirements of and register in the participating (or ‘home’) program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation indicating the additional specialization that has been attained (e.g., ‘MA in Political Science with specialization in American Studies’). Proposals for new Collaborative programs will follow the Protocol for Expedited Approvals and thereafter will require cyclical review.”

4. Combined Program
(The terms and conditions of accelerated first entry undergraduate-graduate programs within the category of combined program are under discussion at the University.)

At the University of Toronto, a combined program allows a student to complete two degree programs at the same time within a reduced time period. This is facilitated by a limited number of identified program credits counting towards both programs. The combination involves two existing degree programs, at least one of which must be a graduate program. Where the combination includes an undergraduate program, that program is a second-entry undergraduate program. In combinations that include an undergraduate degree only students who already have been awarded an appropriate undergraduate degree will be permitted to enrol in the combined program. There is an identified and limited overlap of program requirements in combined programs such that credits from one program may count towards the other and possibly vice versa; undergraduate credits may not count towards a graduate program. The overall time required to complete both programs is reduced in combination as a result of the overlap. Combined programs follow a prescribed path to completion involving a combination of full-time and part-time registrations in respective programs (students may not be enrolled full-time in two programs at the same time.) Students normally complete the programs at the same time and receive the degrees at the same time. Combined programs do not have directors but academic responsibility for the combined program is shared jointly by the unit chair/director responsible for each degree program; administrative and student matters are managed jointly by the program coordinators. Combined programs are governed by a memorandum of understanding that is signed by both the administrative unit chairs/directors and Faculties responsible for the degree programs. Combined programs have the following characteristics:

- **Advertising:** The approved combined program name may be used consistently in advertising by each of the units offering the combination of degree programs.
- **Admission:** Students must meet the admission requirements of both of the programs involved in the combination, and must apply and be accepted into each, as well as be accepted into the combined program. Each combined program defines the possible entry points for applicants and students.
• **Requirements**: Students register and enrol separately in each program and must meet the requirements of both degree programs as specified for the combined program. Each combined program has a prescribed path to completion, structured so that both degrees are completed at the same time. Each combined program has an established time limit.

• **Program completion**: Students who successfully complete the requirements of the combined program receive two degrees and may participate in a convocation ceremony.

• **Transcript**: The graduate transcript shows enrolment in the combined program. Upon successful completion of both degree programs, the transcript shows completion of the graduate program/s in the combination, and the awarding of the graduate degree/s in the combination.

• **Approvals**: A proposal for a combined program is a Major Modification and requires University governance approval at the level of the Division which is final approval. This is reported to the Academic Policy and Programs Committee for information. Major Modifications are also reported to the Quality Council for information. Program requirements for existing combined programs may not be altered unilaterally by either of the degree offering units and are subject to divisional governance approvals as appropriate for each program.

Combined programs are not defined in the QAF.

5. **Diploma Program**

A graduate diploma is awarded by the University of Toronto for completion of an approved graduate diploma program. Graduate diplomas are offered at the master’s, post-master’s, or doctoral level, and are composed of approved graduate courses or other graduate academic activities appropriate to the diploma level. In addition to aligning with the Quality Assurance Framework definitions, graduate diplomas also follow the University of Toronto’s Policy on Diplomas and Certificates. The University of Toronto offers two types of graduate diploma programs:

**QAF Type 2 Graduate Diploma Program**

An approved Type 2 graduate diploma program is offered in conjunction with a master’s or doctoral degree program, the admission to which requires that the student be already admitted to the master’s or doctoral program. The diploma program represents an additional, usually interdisciplinary or specialized, qualification. Type 2 diploma programs having the following characteristics:

• **Advertising**: The diploma program is advertised in conjunction with the associated master’s or doctoral degree program.

• **Admission**: Students may be admitted to a Type 2 graduate diploma program once they are admitted to the associated master’s or doctoral degree program.

• **Requirements**: Students complete the requirements of the Type 2 graduate diploma program as well as the requirements of the master’s or doctoral degree program. A Type 2 graduate diploma requires, as a minimum, the equivalent of one session of full-time graduate studies, and, as a maximum, the equivalent of three sessions (one year) of full-time graduate studies. The requirements for the diploma program normally will increase the overall program length of the two programs together.

• **Program completion**: Students receive the graduate diploma upon successful completion of both the diploma program and the degree program requirements. The diploma and the degree are presented to students at the same convocation ceremony.

• **Transcript**: Once the student is accepted into the master’s or doctoral program followed by acceptance into the diploma program, the transcript shows that the student is enrolled in both the master’s or
doctoral program and the diploma program. The transcript shows completion of the diploma program and the awarding of the diploma in addition to the usual recording of registration, completion, etc. in the degree program.

- **Approvals:** A Type 2 graduate diploma program proposal follows the Expedited New Program Process under the University of Toronto’s Quality Assurance Process (UTQAP). As such it does not require an external appraisal. University governance requires approval of the Division and Academic Policy and Programs Committee. Approval by the Quality Council is required. Finally, Type 2 diploma programs require MTCU approval.

QAF Definition: “Type 2: Offered in conjunction with a master’s (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master’s (or doctoral) program. This represents an additional, usually interdisciplinary, qualification.”

**QAF Type 3 Graduate Diploma Program:**
An approved Type 3 graduate diploma program is a stand-alone, direct admission program, generally developed by a graduate unit already offering a master’s or doctoral degree program, and designed to meet particular needs. Type 3 diploma programs have the following characteristics:

- **Advertising:** The approved diploma program name may be advertised independently of other graduate programs.
- **Admission:** A Type 3 graduate diploma program has a minimum admission requirement of an appropriate bachelor’s degree from a recognized university. A Type 3 post-master’s or doctoral level diploma program normally has a minimum admission requirement of an appropriate master’s degree.
- **Requirements:** Students complete the requirements of the graduate diploma program. A Type 3 graduate diploma requires as a minimum the equivalent of one session of full-time graduate studies, and as a maximum the equivalent of three sessions (one year) of full-time graduate studies.
- **Program completion:** Students receive the graduate diploma upon successful completion of the diploma program. The diploma is presented to students at a convocation ceremony.
- **Transcript:** Once the student is accepted into a Type 3 diploma program, the transcript shows that the student is enrolled in the graduate diploma program; upon graduation, the transcript shows that the student has been awarded the graduate diploma.
- **Approval:** A Type 3 diploma program proposal follows the New Program Process under the University of Toronto’s Quality Assurance Process (UTQAP), including an external appraisal. University governance requires approval at the level of the Division and appropriate bodies of Governing Council. Quality Council approval is required. Finally, MTCU approval is required.

QAF Definition: “Type 3: A stand-alone, direct-entry program, generally developed by a unit already offering a related master’s (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.”

**6. Joint Degree Program**
A graduate joint degree program is a program of study offered by two or more universities, or equivalent degree-granting institution, in which successful completion of the requirements is confirmed by a single degree document. Joint programs are governed by a memorandum of agreement, signed by the appropriate individuals at each institution. Normally, a “lead” institution is identified in the memorandum of agreement for administrative purposes. Joint degree programs have the following characteristics:
• **Advertising:** A graduate joint degree program may be advertised by each participating institution involved in offering the program.

• **Admission:** Students apply to the joint degree program at one of the participating institutions and are accepted into the program at that institution (the “home” institution).

• **Requirements:** Students admitted to the program through the University of Toronto complete the requirements of the joint degree program as articulated by the SGS Calendar. Students are governed by the policies and regulations of the University of Toronto as well as the regulations of the joint degree program. Some, or all, of the program offerings may be delivered at another participating institution or in an alternate educational setting and will often include graduate students who are enrolled in the joint degree program at other participating institutions.

• **Program completion:** Students enrolled at the University of Toronto who successfully complete the requirements for the program receive a U of T degree and may participate in a U of T convocation ceremony.

• **Transcript:** The transcript for University of Toronto students indicates that the student is enrolled in the degree program. Upon successful completion of the joint program, the transcript shows that a U of T degree is awarded.

• **Approval:** A joint graduate degree program proposal follows the New Program Process under the University of Toronto’s Quality Assurance Process (UTQAP), including an external appraisal. A joint degree program proposal requires university governance approval at the level of the Division and appropriate bodies of Governing Council. It requires Quality Council approval. Finally, MTCU approval is required.

QAF Definition: “A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document.”

7. **Joint Educational Placement Agreement for doctoral students**

The University of Toronto offers the Joint Educational Placement Agreement for doctoral students. While “cotutelles” share some similarities of the Joint Educational Placement Agreement, the University of Toronto does not participate in cotutelle agreements. The Joint Placement is intended to allow exceptional doctoral students to pursue research opportunities and acquire research experience in two institutions at an early stage in their careers. Joint Educational Placement Agreements have the following characteristics:

• **Advertising:** Joint Educational Placement Agreements are advertised in association with a doctoral program.

• **Admission:** The Joint Educational Placement Agreement is a registration option for doctoral students who have applied and been accepted into an approved full time doctoral program at the University of Toronto. In addition, students must also be accepted into full time doctoral studies at a recognized collaborator institution. A Joint Placement student’s application, enrolment and academic program must meet the doctoral requirements of both institutions.

• **Requirements:** Students are enrolled in a doctoral program at each institution. The student must designate one institution as the lead institution and the second as the collaborator institution. This designation must be made at the time of the signing of the agreement and is binding for its duration. The academic and research program of a student enrolled in a Joint Placement should be based on ongoing or developing research collaboration between supervisors and/or research groups in the two participating institutions.
• **Program completion:** Students enrolled at the University of Toronto as the lead institution who successfully complete the requirements of the program receive a U of T degree and may participate in a U of T convocation ceremony.

• **Transcript:** The University of Toronto transcript will show the student’s registration in the U of T doctoral program, and a notation will be added upon successful completion of the program, for example, “Awarded as a single degree under a Joint Placement arrangement with the (collaborator) institution”.

• **Approvals:** The University has endorsed the individual agreement model for establishing Joint Placements. Graduate units with applicants or students who are interested in a Joint Placement will develop an individual agreement in consultation with the School of Graduate Studies. Approval is secured with the appropriate signatures from the student and each institution in each case.

8. **Conjoint Degree Program**

The University of Toronto and the Toronto School of Theology, according to a Memorandum of Agreement between the two institutions, have agreed to offer specific and approved conjoint programs, some of which may be graduate degree programs. The list of conjointly awarded degree programs is provided in the Memorandum of Agreement in a schedule; the list includes second-entry undergraduate, and graduate degree programs. Under the terms of the agreement, faculty appointments, admissions, grading, program requirements and all academic components of programs must be consistent with the appropriate standards of U of T. The School of Graduate Studies is represented on TST governance bodies. Graduate conjoint degree programs have the following characteristics:

• **Advertising:** A conjoint graduate degree program is advertised by the University of Toronto or the Toronto School of Theology and its Member Institution as a graduate degree program that is conjointly offered by the University of Toronto and the Toronto School of Theology and its Member Institution.

• **Admission:** Applicants must meet standards for admission that are consistent with the graduate admission standards of the School of Graduate Studies at the University of Toronto according to master’s or doctoral degree level.

• **Requirements:** Students must meet requirements for conjoint graduate programs that are consistent with the rules, regulations and standards of the School of Graduate Studies at the University of Toronto according to master’s or doctoral degree level requirements.

• **Degree completion:** Upon successful completion of a conjoint program, the student receives a conjoint degree which is conferred by both the University of Toronto and the appropriate Toronto School of Theology Member Institution. Students participate in a convocation ceremony offered by the Member Institution. The degree parchment includes signatures from U of T, the Member Institution, and the Toronto School of Theology.

• **Transcript:** The Toronto School of Theology is responsible for maintaining and producing the transcripts of students in conjoint degree programs, including conjoint graduate programs.

• **Approvals:** A graduate conjoint degree program proposal follows the New Program Process under the University of Toronto’s Quality Assurance Process (UTQAP), including an external appraisal. It requires university governance approval at the level of the Division (TST and may include U of T division/s as appropriate) and appropriate bodies of Governing Council. It requires both Quality Council approval. Finally, MTCU approval is required.
QAF Definition: “A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university, which is approved by the university's Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.”

9. **Field/concentration, or Emphasis, within a program:**

A program may offer fields or concentrations, but not both. Emphases are offered independently of fields/concentrations.

9.1 **Field/concentration**

The terms “field” and “concentration” are synonymous. A graduate unit may elect to identify either fields or concentrations but not both. Faculties may elect to identify fields or concentrations as the term of choice throughout the graduate units within the Faculty.

A field/concentration is an identified area of specialization or area of study in a graduate degree program that is related to distinct, demonstrable and collective strengths of the program’s faculty members. Fields/concentrations reflect the capacity of the research faculty to support graduate level research in specific areas.

In some fields/concentrations, a curricular pathway may be defined, requiring completion of a specific set of courses in a graduate degree program. There is no requirement to identify field/concentrations in either master’s or doctoral programs. Different degrees within a program may identify different field/concentrations.

As with all academic initiatives, proposals for fields/concentrations require demonstration of adequate resources. Field/concentrations are generally identified as areas of strength and are broadly associated with a discipline. The declaration of approved fields/concentrations in a program indicates that the program has the collective strength to offer these specializations. Approved fields/concentrations have the following characteristics:

- **Advertising:** An approved field/concentration is advertised in conjunction with the degree program. A graduate program may advertise with or without reference to approved fields/concentrations.
- **Admission:** Students are admitted into programs; in some programs students also may apply to and be admitted directly into an approved field/concentration. Students may be formally associated with a field/concentration in a program upon admission, if desirable.
- **Requirements:** The total number of courses and other program requirements in an individual field/concentration normally are the same as the overall degree program requirements, and the same as in any other field/concentration in the program.
- **Transcript:** An approved field/concentration may appear as a notation on the student transcript upon completion of the degree program.
- **Approvals:** A proposal for a field/concentration is a Major Modification and requires University governance approval at the level of the Division which is final approval. University approval of a new field/concentration is reported to the Academic Policy and Programs Committee for information. It is also reported to the Quality Council for information.
may be closed following a similar approval path. Renaming of an existing field/concentration is a Minor Modification and the change is reported to the Quality Council for information.

QAF Definition: “In graduate programs, field/concentration refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program’s faculty. Institutions are not required to declare field/concentrations at either the master’s or doctoral level.”

9.2 Emphasis
An emphasis is associated with an identified set and sequence of graduate courses or other academic activity completed on an optional basis in partial fulfillment of the requirements for a graduate degree program. As with all academic initiatives, a proposal for an emphasis requires demonstration of adequate resources. An approved emphasis has the following characteristics:

- **Advertising**: An approved emphasis is advertised in conjunction with the degree program.
- **Admission**: Students are not admitted to an emphasis. Students are admitted to a graduate degree program and may complete the requirements for an emphasis as part of the requirements for the graduate degree program.
- **Requirements**: The requirements for an emphasis do not affect the overall requirements for the graduate degree program and are not additional to the usual program requirements.
- **Letter of Completion**: There is no transcript notation for completion of an emphasis. The graduate unit may issue a Letter of Completion to students who complete the requirements of an approved emphasis. This is provided upon completion of both the emphasis requirements and the degree program requirements.
- **Approvals**: Proposal for an emphasis is a Minor Modification and requires University governance approval at the level of the Division. It is not reported to any higher level of governance or to the Quality Council. Closure or renaming of an emphasis is also a Minor Modification.

QAF Definition: A graduate emphasis is “An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed on an optional basis in partial fulfillment of the requirements for the awarding of a degree, and may be recorded on the graduate’s academic record. While requiring recognition in the IQAP, proposals for their introduction or modification do not require reference to the Quality Council unless they are part of a New Program.”

10. Graduate Professional Skills Program (not for academic credit)
The Graduate Professional Skills Program (GPS) at the University of Toronto is a not-for-academic credit program presented by the School of Graduate Studies consisting of a variety of offerings that provide graduate students a range of opportunities for professional skills development. GPS recognises a need to help graduate students acquire skills in addition to those conventionally learned within their disciplinary program. Such skills include: communication and interpersonal skills, personal effectiveness, teaching competence and research related skills. GPS provides a framework for coordinating and publicizing existing and new offerings in the area of professional skills development for graduate students, for establishing and implementing appropriate criteria to ensure academic standards, and for creating an institutional “seal of approval” to enhance the value of these offerings to students.
• **Advertising:** The GPS is an SGS-sponsored program; information is available via the SGS website and graduate units.
• **Admission:** There is no formal admissions process. Graduate students may self-enrol via the U of T portal.
• **Requirements:** GPS offerings consist of co-curricular courses, workshops, seminars, and placements offered by various units throughout the University of Toronto. Students select from four skill areas and complete a total of 20 GPS credits.
• **Transcript:** Students successfully completing the GPS will receive a notation on their transcript.
• **Approvals:** The GPS program has overall approval from the SGS Graduate Education Council. GPS offerings are approved by the School of Graduate Studies.

**REFERENCES:**

http://oucqa.ca/resources-publications/quality-assurance-framework/

University of Toronto Quality Assurance Process (UTQAP)
http://www.vpacademic.utoronto.ca/Quality_Assurance/UTQAP.htm

OCAV Graduate Degree Level Expectations (GDLEs)
http://cou.on.ca/issues-resources/student-resources/publications/reports/pdfs/ensuring-the-value-of-university-degrees-in-ontario

SGS Calendar
http://www.sgs.utoronto.ca/calendar/Pages/default.aspx

SGS Collaborative Program General Guidelines
http://www.sgs.utoronto.ca/facultyandstaff/Pages/Collaborative-Program-Administration-and-Reviews.aspx

University of Toronto and Toronto School of Theology Memorandum of Agreement

University of Toronto Policy on Diploma and Certificate Programs

*Revised November 13, 2013; April 10, 2012*
FOR INFORMATION
Graduate Education Council
Tuesday, November 19, 2013

ITEM 9.9
Graduate eLearning Guidelines – June 2013
See attached documents:

  • [Graduate eLearning Guidelines June 2013 - FINAL]
Executive Summary

Local, provincial, national and international interest among faculty and students continues to grow in eLearning at the graduate level\(^1\). eLearning includes online learning and delivery of curricular content in courses and programs. The Offices of the Vice-Provost, Graduate Education, the School of Graduate Studies (SGS), and the Vice-Provost, Academic Programs, provide advice to Faculty Deans and their academic units on appropriate academic structures and program content in the development of new graduate programs. The inclusion of eLearning may be deemed as a minor or major modification to existing programs.

Clear terminology, effective guidance and appropriate resources facilitate the development and ensure the quality of online graduate courses and programs. These eLearning Guidelines serve as a reference for academic administrators and Graduate Faculty Members who plan to create online courses and programs, and for the administrative staff members who provide support for those endeavours.

The Guidelines provide terminology and definitions, outline the required approvals, and guide the reader’s thinking to broad questions of appropriate use, to quality and technical considerations, to principles and practice, to approval paths, and finally to resources. There is a Frequently Asked Questions (FAQs) section near the end of this document. These Guidelines replace the previous SGS guidelines of 2009.

1. Terminology

**eLearning:**
eLearning describes the delivery of online and hybrid courses, and online and hybrid programs using audio, video or computer technologies singly or in combination. The definitions in this Terminology section are drawn from the Ministry of Training Colleges and Universities reporting definitions found in the Multi-Year Accountability Agreement form (http://www.utoronto.ca/about-uoft/measuring-our-performance.htm).

*Consultation:* Faculty Members interested in developing online courses and programs first will contact their graduate unit chair/director. The chair/director then contacts the Vice-Dean or Associate Dean of Graduate Studies in the Faculty Dean’s Office.

*Approvals:* References to approval routes below align with the University of Toronto Quality Assurance Process (UTQAP).

**Courses\(^2\):**

Regular course (also known as “face-to-face” or “traditional”):

A regular course is one in which both the instructor and the student are in the same physical location at the same time for most or all of the teaching and learning involved in the course components, usually on campus. While online components may be included as part of the course design, they do not constitute the majority of academic activities.

*Approval:* Regular courses are proposed as Minor Modifications under UTQAP. Final approval rests with the divisional Council or delegated governance body.
**Hybrid Course (also known as “blended”):**

A hybrid course includes a majority of online instructional components, with some face-to-face components. Online instruction may be via synchronous or asynchronous web-based learning technologies including, for example, online instruction, webcasts, podcasts, etc. Assessments for hybrid courses may be conducted face-to-face and/or online. Students must be informed at the outset of the course of components or assessments that will be conducted face-to-face, if any.

**Approval:** Hybrid courses require initial course approval as a Minor Modification under UTQAP when a new course is proposed; however, a hybrid course does not require governance approval if it is already being offered as a regular course.

---

**Online Course:**

An online course is delivered online such that the instructional components occur without the student and instructor being in the same physical location. Instruction may be via synchronous or asynchronous web-based learning technologies including, for example, online instruction, webcasts, podcasts, etc. Assessments for online courses usually are conducted online. Students must be informed at the outset of the course of components or assessments that will be conducted face-to-face, if any. Courses that are delivered face-to-face in one section and online in another section (that is, a separate offering that is online), whether offered in a synchronous or asynchronous manner, must receive approval as online courses. Students are registered in separate sections of one course. Online courses have an indicator on the electronic student record system.

**Approval:** Online courses require approval as a Minor Modification under UTQAP when a new course is proposed. If an existing regular course is converted to an online course or a section of an existing regular course is delivered online, then approval as a Minor Modification is required.

---

**Programs:**

**Regular graduate program (also known as “face-to-face” or “traditional”):**

A regular graduate program is one in which both the instructor and the student are in the same physical location at the same time for most or all of the teaching and learning involved in the program requirements, usually on campus. While online components may be included as part of the program, they do not constitute the majority of program elements.

**Approval:** New graduate programs require the approvals of the divisional council, U of T Governing Council committees as appropriate, Quality Council, and MTCU.

**Hybrid Graduate Programs (master’s, doctoral, or diploma) (also known as “blended”):**

Hybrid master’s, doctoral, or diploma programs are designed in such a way that while the majority of the coursework components are online, students are required to be in attendance on campus for a portion of the program activities over the program length. Assessments may be conducted either online or face-to-face. Students must be informed at the outset of the course/program of which components will be conducted face-to-face.

**Approval:** See requirements for Regular graduate program (above) if the proposed program is new. If the proposal is to convert or extend an existing program to a Hybrid offering, approval as a Major Modification is required.

---

**Online Professional Master’s or Diploma Program:**

An online professional master’s or diploma program is designed in such a way that the curricular components are delivered online and students are not required to be in attendance on campus. All courses in the program are online courses (not hybrid). Non-course components are delivered via online learning.

Assessments usually are conducted online. Students must be informed at the outset of the
course/program of which components, if any, will be conducted face-to-face.

Approval: See requirements for Regular graduate program (above) if the program is new. If the proposal is to convert or extend an existing program to an Online offering, approval as a Major Modification is required.

Online Research-stream Master’s and all Doctoral Programs:
Research-stream master’s programs and doctoral programs of any type are not delivered online at this time but may be delivered as Hybrid Graduate Programs.

2. Preliminary Considerations

Decisions to use eLearning to support course and program delivery must be based on both a clearly developed academic rationale and a robust instructional model. These must align with institutional expectations for engagement of graduate students in scholarly learning and related activities. In cases where online offerings develop within existing programs, the degree level expectations for online courses and programs should be in alignment with the regular offerings.

Faculty Members who are creating online courses and programs require support in terms of training, delivery, and assessment methods. Various technology mediated options should be assessed to ensure that the ones selected are compatible with the teaching and learning outcomes envisaged. Technical supports must be in place to ensure a smooth and rich teaching and learning environment for both Graduate Faculty and graduate students. Some educational components in graduate studies may not be suited to eLearning, including various types of placements, some aspects of supervision, for example. Other aspects of graduate education such as relationship and community building in some programs must be addressed in novel ways if online learning is utilized. It may be appropriate to include only some online elements in courses and/or other program components in order to facilitate learning. Discussion within the graduate unit and with the Vice-Dean or Associate Dean, Graduate Studies, in the appropriate Faculty is a necessary and important step in developing online courses and/or programs.

3. Quality Considerations

Courses and programs delivered through eLearning must meet the same quality standards as all University of Toronto graduate courses and programs. Proposals for new programs or major modifications that involve delivery of the program through eLearning must include discussion of the appropriateness of eLearning modes of delivery in terms of the intended program learning outcomes and degree level expectations. Proposals should also include an indication that appropriate planning has occurred to ensure the adequacy of central or local infrastructure and support strategies for eLearning delivery of the course/s and/or program.

The previous section directed those in graduate units involved in development of online courses/programs to consult with their Faculty Dean’s office. This is important since generally, according to the UTQAP framework, Faculties “are responsible for curriculum design, the identification of program objectives, the development of learning outcomes and degree level expectations, and generally for the assembly of human, instructional and physical resources. . .” All proposed courses/programs utilizing an eLearning strategy must meet UTQAP quality expectations and provide a clear rationale for using this mode. Admission and program requirements for online or hybrid courses or programs must be consistent with the regular course or program, if one exists. The required learning outcomes should be consistent within the context of program design.
### 4. Principles, Process and Practice Considerations

The following table identifies five Principles (drawn from “pillars” defined in the Sloan Consortium model\(^5\) and reworked to suit the U of T environment) of program planning and support required for graduate courses and programs. These Principles offer a useful, research-informed model for quality considerations in online courses/programs. The Process and Practice Considerations column lists components to be considered when proposing the use of eLearning in courses or programs.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Process and Practice Considerations</th>
</tr>
</thead>
</table>
| **1) Learning effectiveness** | o Online program design, delivery methods and standards of academic integrity are effective and meet University of Toronto’s expectations for rigor and depth of scholarly activity at the same or higher level than regular programs, as evaluated through UTQAP processes.  
  o Assessment of student learning is equivalent to traditional methods and is in keeping with the University Assessment and Grading Practices Policy.  
  o Delivery mode(s) contribute to and enhance the creation of academic community among students and between students and faculty members.  
  o Admission and program requirements for eLearning offerings are not altered compared to the existing courses/programs. |
| **2) Scale (Cost effectiveness and institutional commitment)** | o The division and graduate unit both demonstrate appropriate continuing budgetary and technical commitment to its online offerings, including plans for upgrading technology, as required.  
  o Existing resources are leveraged to optimize use of existing support and infrastructure; institutional stakeholders have been consulted.  
  o Program personnel and those working in the information technology infrastructure employ strategies to ensure online tools and systems are reliable, secure, supportable, scalable, and accessible while protecting confidentiality and integrity of personal data.  
  o Risk assessment planning is conducted and includes a disaster recovery plan, data and technology back-up, and documentation, as applicable. |
| **3) Access** | o Online course/s and/or program is responsive to one or more of the following considerations:  
  - facilitates wider access including geographically distant learners, traditionally under-represented groups, and others;  
  - addresses demand for new fields of study;  
  - increases enrolment capacity.  
  o Admissions, registration, orientation, ongoing learner support, faculty consultation, and other academic services are appropriately available to all students accessing programs and program components through eLearning. |
4) **Faculty Satisfaction (and Engagement)**

- Appropriate and ongoing faculty development opportunities and support for those teaching and supervising online courses and programs is available (e.g., orientation/training; coaching in online instructional practice and student engagement; copyright and IP issues; course design and assessment methods); there are resources available through the Centre for Teaching Support & Innovation and via the Director of Online Learning Strategies in the office of the Chief Information Officer.

5) **Student Satisfaction (and Engagement)**

- Positive student experience includes active learning, access to online tools, regular interaction with instructors, shared participation in learning activities with peers, learning outcomes that match expectations and align with assessments and instructional activities, and access to academic services and support.
- Students feel part of an environment and community of scholars and development of a high quality learning community in which students interact with each other and with faculty is promoted.

### 5. Technology Infrastructure and Support Considerations

The following technical infrastructure and support are highlighted among many important considerations:

- establishment, maintenance, and reliability of technical infrastructure and support, including resources, system stability, recovery, data security, accessibility, scalability, etc. to meet current and projected needs;
- professional development for faculty in online teaching, learning and pedagogy;
- ongoing technical training and support for faculty and others;
- ongoing access to online course design support for faculty;
- choice of online learning environment(s);
- ongoing student technical orientation and support;
- student access to academic support services (e.g., Library, writing centres);
- creation of feedback and assessment processes to monitor and improve the effectiveness of course/program design and support.

### 6. Resources for eLearning Course and Program Design

**University of Toronto:**

Within the University of Toronto (U of T) advice regarding effective infrastructure resourcing and development strategies for online courses, programs and program components, and the reasonable support thereof, is available through:

(i) the Director of Online Learning Strategies, Office of the CIO
(ii) the Director of Academic and Collaborative Technologies, Centre for Teaching Support & Innovation (CTSI).
(iii) the Director of the Centre for Teaching Support & Innovation.

The Directors provide support for planning academic technology use, acquisition and integration to meet online course and program requirements.
CTSI’s Online Learning Strategies website provides information specific to the U of T context, including links to local instructional technology resources and policy documents. The guides and documentation provided by CTSI are continuously updated. CTSI also provides information on instructional methods and examples of best practice from across campus. The following resources are examples of those featured on the CTSI web site:

**Engaging Students Online**
An overview of pedagogical models, online tools and instructional activities including discussion-based frameworks, group projects, case studies, real time webinar formats and authentic learning through use of interactive tools for student engagement.

**Online Course Design**
Checklist of components that have been demonstrated to increase student success by fully engaging the learner in the course experience and providing appropriate linkages to student services and academic support.

**Alternative Online Environments**
Guidelines for those considering moving beyond U of T’s portal (Blackboard) including implications for divisional support, FIPPA policy, accessibility and data security requirements, as well as use of third party online tools.

**Other resources and guidelines:**

There are a number of excellent research-informed documents from other institutions and research centres that provide guidance on key principles in effective teaching online and characteristics of high quality, effective curriculum component design and student engagement. These include:

**Rubric for Online Instruction**:
This document was developed by the California State University – Chico campus as a framework for course design as well as communication strategies, student support and related academic/instructional considerations.

**Best Practice Models for e-learning**:
This practical instructional strategy development framework comes from the Learning Development and Innovation team at Staffordshire University with short, clear summaries of good practice and related research.

**Community of Inquiry**:
This is a high level research-informed model that provides useful guidance on underlying principles of effective online pedagogy, particularly applicable to graduate programs. The original research reflects asynchronous course design; nevertheless, it is also relevant to synchronous models in terms of the importance of teaching presence and social presence in building a community of scholarly inquiry.

See also the Addendum which provides definitions of various types of eLearning communication and related resources.
7. Frequently Asked Questions

1) Do the regulations of the School of Graduate Studies permit the design and delivery of online programs?

YES. Master’s, doctoral, and diploma programs may be delivered as hybrid (also known as “blended”) graduate programs. Currently, only professional master’s degree or diploma programs may be delivered as online programs.

2) Is the conversion of an existing regular program to eLearning mode a Major Modification under the UTQAP?

YES. Consult the Vice-Dean or Associate Dean, Graduate Studies, in your Faculty Dean’s Office.

3) What is the process for creating an online version of a Face-to-Face Course?

Under the UTQAP, this is a Minor Modification and is handled at the divisional level.

4) Can online courses be part of a research master’s or doctoral degree program?

YES. These must be approved at the divisional level as online courses.

5) Can some courses be delivered via online learning without the master’s or diploma program requiring approval as an online program?

YES. Provided that the majority of courses are delivered in a face to face setting, the program may contain some online courses.

6) Can my graduate unit offer an online doctoral program?

NO. It is possible for doctoral programs to be offered as hybrid programs, with appropriate governance approval, but not as online programs at this time.

7) My graduate unit currently is offering online courses that have not been approved as such. Do we need to bring these forward as Minor Modifications for governance approval?

NO. Courses that have been operating as online courses are “grandparented”. Beginning with the 2012-13 academic year, any existing courses that offer online or hybrid learning sections or are converting to online or hybrid courses require governance approval as Minor Modifications.
ADDENDUM
Guidelines for eLearning in Graduate Academic Programs

TYPES OF eLEARNING COMMUNICATION

Drawn From Brett, C. and E. Smyth, Integrating Online Technology for Learning, 2010 and edited with permission of the authors.

Lecture Capture refers to the process of digitally capturing and archiving the content of a lecture, conference, or seminar. The process requires both hardware and software components that work in together to record audio and visual components of the lecture. After processing, an archive of the event is then made available to learners to view at a later time. [http://www.aces.edu/ctu/techref/video/DistanceEdTech.pdf]

Peer online discussion has a rich research history in education of supporting effective learning through interaction. It can be contrasted with teacher led discussion, which has a more linear and less learner-centered structure. Discussion tools that offer structured forums and threaded presentation of content support this process within online learning environments.

Podcasts or videocasts are audio or audio and video recordings available for download through the internet. “A podcast is a series of audio of video digital media files which is distributed over the Internet by syndicated download, through Web feeds, to portable media players and personal computers. The term is a portmanteau of the words “iPod” and “broadcast”, the Apple iPod being the brand of portable media player for which the first podcasting scripts were developed. Such scripts allow podcasts to be automatically transferred from a personal computer to a mobile device after they are downloaded. Podcasting is becoming increasingly popular in education. Podcasts enable students and teachers to share information with anyone at any time. An absent student can download the podcast of the recorded presentation. Podcasting can be a publishing tool for student oral presentations. Video podcasts can be used all these ways as well.” [http://en.wikipedia.org/wiki/Podcasting]

Point-to-point videoconferencing: Videoconferencing between two locations and/or individuals. Typically the video quality from this method is higher than when the signal is sent over the internet (IP-based) to multiple users.

Screencasts are recordings of computer screen outputs, usually containing audio narration typically published as a video file. The term screencast comes from the term screenshot; whereas screenshot is a picture of a computer screen, a screencast is essentially a movie of the changes over time that a user sees on a computer screen, enhanced with audio narration. [http://en.wikipedia.org/wiki/Screencast]

Skype: (audio or video interaction), An Internet-based service that replicates the function of the telephone (www.skype.com). Being softphone based, calls from Skype subscribers originate from their personal computers. All calls between Skype subscribers on personal computers are free, while “SkypeOut” lets users dial a regular telephone for a low per-minute charge.

Streaming video: When streaming video technologies are used, a user does not have to wait for a large file to download before seeing the video or hearing the sound. Instead, the media is sent in a...
continuous steam and is played as it arrives. The user needs a player, which is a special program that uncompressed the video and audio data. A player can be either an integral part of a browser or downloaded as a standalone utility.

**Synchronous:** means occurring at the same time. In an online situation synchronous usually refers to people being online and interacting at the same time, and is therefore the opposite of asynchronous.

**Threading:** is a feature of many discussion platforms whereby entries linked to each other by a reply or build in function are shown in reverse chronological order, allowing one to follow the “conversation”.

**Text chat:** Online chat can refer to any kind of communication over the Internet, but primarily refers to direct one-on-one chat or text-based group chat using integrated tools within an online platform. This simple technology is used synchronously and is characterized by real-time direct transmission of text-based messages from sender to receiver [http://en.wikipedia.org/wiki/Online_chat]

**Web conferencing or Webinar** technology allows interactive seminars or presentations to be shared with remote participants in real time. The university has licensed software that can be used for this purpose. The technology supports individual point-to-point audio, video and text communications, polls and quizzes, as well as lecture presentations, desktop sharing, web tours and media file transfer from one sender to many receivers.

**Wikis:** A wiki is a page or collection of Web pages designed to enable anyone who accesses it to contribute or modify content, using a simplified markup language. Wikis are often used to create collaborative websites and to power community websites.

**Weblog (blog):** is a Web site, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order…Many blogs provide commentary or news on a particular subject; others function as a more personal online diaries. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. The ability for readers to leave comments in a interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art, photographs, or videos, music. Micro-blogging is another type of blogging, one which consists of blogs with very short posts. [http://en.wikipedia.org/wiki/Blog]

**RECOMMENDED JOURNALS**

**International Journal of Instructional Technology and Distance Learning (ITDL):** This journal describes its focus as involving “research and innovation in teaching and learning are prime topics for the Journal. The Journal was initiated in January 2004 to facilitate communication and collaboration among researchers, innovators, designers, producers, practitioners, and administrators of education and training. The Journal is monthly, refereed, and global. ITDL is committed to publish significant writings of high academic stature for worldwide distribution to stakeholders in distance learning and technology.” [http://www.itdl.org/about.htm]
International Review of Research in Open and Distance Learning (IRRODL): “is a refereed, open access e-journal that aims to disseminate research, theory, and best practice in open and distance learning worldwide. IRRODL is available free of charge to anyone with access to the Internet.” [http://www.irrodl.org/index.php/irrodl]

Journal for Asynchronous Learning Networks (JALN): describes its goal as “to describe original work in asynchronous learning networks (ALN), including experimental results. Our mission is to provide practitioners in online education with knowledge about the very best research in online learning.” [http://sloanconsortium.org/publications/jaln_main]

Journal of Distance Education: [http://www.jofde.ca/index.php/jde] A Canadian journal that describes its mission as “an international publication of the Canadian Network for Innovation in Education (CNIE). It aims to promote and encourage Canadian scholarly work in distance education and provide a forum for the dissemination of international scholarship.”

Technology, Pedagogy and Education (TPE): This journal serves “the international education community by supporting educators in the integration of information and communications technology in teaching and learning. It focuses on research evidence and critical analysis on all aspects of ICT and its relation to teacher education and professional development in all phases of education. The journal aims to promote the advance of research and scholarship in its field; to provide a vehicle for the exchange and dissemination of reports of good practice and research; to offer a forum for the debate of major issues; to create an international arena for discussion of the role of ICT in education and professional development; and to develop greater awareness, understanding and cooperation between educations.” [http://www.tandfonline.com/toc/rtpe20/current]

American Journal of Distance Education: [http://www.ajde.com] describes itself as an “internationally recognized journal of research and scholarship in the field of American distance education established with the mission of disseminating information about research and scholarship in the Americas. Distance education describes teaching-learning relationships where the actors are geographically separated and communication between them is through technologies such as audio and visual broadcasts, teleconferences and recordings; printed study guides; and multimedia systems. The principal technology of current research interest in the World Wide Web, and subfields of distance education therefore include on-line learning, e-learning, distributed learning, asynchronous learning and blended learning.”

______________________________
NOTES

1 The University of Toronto joined Coursera (www.coursera.org) in the summer of 2012; the University is also a participant in EdX (https://www.edx.org/university_profile/TorontoX).

2 See also School of Graduate Studies. Policies and Guidelines on Graduate Courses: http://www.sgs.utoronto.ca/facultyandstaff/Pages/Graduate-Courses-Guidelines.aspx

3 See School of Graduate Studies Graduate Program Definitions: http://www.sgs.utoronto.ca/facultyandstaff/Pages/Graduate-Program-Definitions.aspx


For further discussion see:

6 See the MTCU’s Postsecondary Education Quality Assessment Board’s Review Guidelines: Capacity to Deliver Online Degree Programming6 highlights the following key characteristics of the technology involved in high quality programs and may be helpful in eLearning course and program planning:
   • student and faculty preparation and orientation to existing and new technologies; adequate resources and processes to acquaint faculty and students with new software or systems on an ongoing basis;
   • regular opportunities for ongoing professional and course development for faculty and others responsible for program development;
   • reliable, sufficient, and scalable learning technologies and appropriate technology support staffing to meet current and projected needs.

7 U of T Centre for Teaching Support and Innovation – Online Learning


11 Brett, C. and E.M. Smyth. Integrating Online Technology for Learning, 2010. OISE Higher Education Teaching Series, Modules for Faculty Development, University of Toronto, paper and CD-ROM.
ITEM 9.10

Termination of Registration Guidelines – November 2013

To be distributed:

• Termination of Registration Guidelines - November 2013
• Termination of Registration: Guidelines for Graduate Students - November 2013
ITEM 9.11

Change to the guidelines on alternate way to establish eligibility for admission: Qualifying Year and Upgrading Year

The SGS Admissions Manual includes guidelines on alternate ways to establish eligibility for admission, including Qualifying Year and Upgrading guidelines.

Currently, applicants with undergraduate degrees that do not meet admission eligibility standards may be advised to complete a Qualifying Year (4-5 FCEs) with a mid-B average. Those who do not meet the minimum mid-B average may be advised to complete an Upgrading Year (4-5 FCEs) with a B+ average.

We are merging the two guidelines into one guideline with some modifications to the number of courses required and the minimum grade average. The reason for doing so is because requirements for these two groups are so similar.

The revised guideline will be effective immediately and will continue to be published in the SGS Admissions Manual. This change will be communicated in an SGS Procedural Memorandum to Graduate Chairs, Directors, Coordinators and Administrators.

Consultations

SGS Committee of Deans and Directors (January 29, 2013; April 30, 2013; October 7, 2013)

SGS Admissions & Programs Committee (February 6, 2013; October 2, 2013)

Council of Graduate Deans (May 28, 2013; October 22, 2013)

See attached document:

Qualifying Year Guideline (for inclusion in the SGS Admissions Guide)
ITEM: # 9.11 (attachment)
REVISED GUIDELINE – QUALIFYING YEAR

CURRENT TEXT FROM ADMISSIONS MANUAL 2013

Qualifying Year - Applicants, who have applied for admission to a Master’s program with a bachelor’s degree that does not meet SGS minimum requirements, may be advised by the graduate unit to complete a qualifying year of study to become eligible for standard admission. Normally this would entail taking the equivalent of a full year of study of senior-level undergraduate third- or fourth-year courses (5 full courses or equivalent, as specified by the graduate unit concerned) and obtaining at least a mid-B average. Five FCEs is intended as a general guideline. Grad units may exercise flexibility, in consultation with your SSO.

Upgrading - Applicants who have applied for admission to a master’s program with less than the SGS minimum requirement of a mid-B GPA in the final year of study, may be advised by the graduate unit to complete an upgrading year of study to become eligible for standard admission. Normally this would entail taking the equivalent of one full year of senior-level undergraduate courses (4-5 full courses or equivalent as specified by the graduate unit concerned) with an average of at least B+.

The program of study may be completed on a full-time or part-time basis but must be completed within five years or less.

In cases where the final average was lowered by one or two grades in coursework not pertinent to the graduate field of study, an applicant may upgrade by completing as a Special Student, a number of senior-level undergraduate or graduate level courses as specified by the graduate unit. The average of the final year bachelor’s combined with the upgrading courses must be at least B+.

Note: Due to high enrolment, Special Students are not given priority when applying to the Faculty of Arts and Science, where the deadline for applying as a Special Student is June 1st. An average of at least mid-B is required by Arts and Science to be considered for admission as a full-time student and mid-C to be considered as a part-time student.

REVISED TEXT FOR ADMISSIONS MANUAL

Applicants who do not meet SGS minimum admission requirements (see SGS Calendar, General Regulations section 5) may be advised by the graduate unit to complete a number of qualifying undergraduate courses. This normally consists of (1) a minimum of 2.5 FCE made up of undergraduate third- or fourth-year courses; and (2) at least a mid-B average in the qualifying courses with no grade lower than B-. Graduate units may set higher minimum standards and specify the nature of courses to be taken. Applicants who complete qualifying courses are not guaranteed admission and must re-apply. Such applications are considered non-standard and need to be approved by the School of Graduate Studies. Qualifying courses are not eligible for transfer credit towards graduate programs.