

**EXCERPT FROM REPORT NUMBER 136 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS – May 13, 2008**

**2. Faculty of Applied Science and Engineering: Engineering Science Program –
Renaming of Options to Majors**

Professor Hillan said that students enrolled in the Engineering Science Program pursued their field of specialization after second year by choosing an “option” to study in Years 3 and 4. The Faculty of Applied Science and Engineering proposed that the “options” within the third and fourth year of the Engineering Science Program be renamed “majors”. “Major” is the generally used term within engineering science programs in North America. The Faculty has consulted internally and also with the Canadian Engineering Accreditation Board (CEAB). Engineering Science Program students were consulted and were supportive of the proposal. The Faculty would like to implement the proposed change effective September 2007 so that the transcripts for students graduating in June 2008 would show their enrolment in an option in Year 3 and in a major in Year 4. The proposal had been approved by the Faculty of Applied Science and Engineering Faculty Council on February 25, 2008.

A member noted that there were currently two other “options” within the Faculty: the Collaborative Environmental Option in Chemical Engineering and the Collaborative Environmental Option in Civil Engineering. The member asked why those programs were not included in the current proposal. Invited to respond, Professor Allen said that neither option was in the Engineering Science program. The Faculty intended to propose to its Curriculum Committee in the next year that those options be named “minors.”

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED

THAT the Faculty of Applied Science and Engineering - Engineering Science Program “Options” be renamed “Majors” and reflected as such on student official academic transcripts to properly recognize the field they have chosen to focus on in Years 3 and 4 of their Program, effective June, 2008.

**3. Toronto School of Theology: Master of Sacred Music (M.S.M.) Conjoint
Degree**

Professor Hillan proposed University of Toronto approval of a new conjoint degree, the Master of Sacred Music (M.S.M.) degree, to be offered under the terms of the 2004 Memorandum of Agreement between the Toronto School of Theology (T.S.T.), its member institutions, and the University of Toronto. The program would be a second-entry undergraduate program. The admission requirements would be a bachelor’s degree and music experience. The name, Master of Sacred Music, was the standard nomenclature for a professional degree of this nature in North America. The program

**EXCERPT FROM REPORT NUMBER 136 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS – May 13, 2008**

3. Toronto School of Theology: Master of Sacred Music (M.S.M.) Conjoint Degree (Cont'd)

would comprise twenty half-credit courses (ten full-course equivalents). Fifteen of those half courses would be required, including a practicum. The five half-course electives would include three in Music and two in Theology. The program could be taken on a full-time basis over two years or on a part-time basis within a five-year limit. All courses, required or elective, already existed, either in Emmanuel College of Victoria University, the Toronto School of Theology, or the Faculty of Music. The proposed program would be open to all qualified students regardless of their religious or denominational affiliation or the absence of such affiliation. There had been extensive discussion of the proposed program including consultation with the members of the Faculty of Music. In accordance with the requirements of the Memorandum of Agreement, the proposal had been approved by the University of Toronto - Toronto School of Theology Joint Committee, the Council of Emmanuel College, the Basic Degree Council of the T.S.T. and the Senate of Victoria University.

Professor Gooch said that Victoria University and the University of Toronto had been federated for 118 years. This proposal was the most recent expression of the federation. It would be a wonderful thing to have a further degree program that was interdivisional and interdisciplinary and that would involve and benefit members of the community.

Questions and discussion focused on two topics.

(a) Prior program and the benefits of the proposed program. A member asked whether a similar program had been previously available at Emmanuel College in Victoria University. He noted that all of the courses for the proposed program were already offered. Professor Gooch replied that there were some courses available at Emmanuel in liturgy and sacred music. Emmanuel students did not, however, have access to courses in organ, choral conducting, or music education. The proposed program would bring together instruction in the liturgical side with that in music performance and music education.

(b) Conjoint degrees. In response to a member's question about conjoint degrees, Professor Gooch said that the Province of Ontario had agreed to fund programs in Theology so long as the degree was conferred by one of the existing universities. The Toronto School of Theology (T.S.T.) was a complex federation of different theological colleges. The University of Toronto had agreed to participate in the offering of degrees to students who completed programs that had been approved by the University and met University standards. It had decided to offer those degrees conjointly with the T.S.T. and the federated theological college. All of this was regulated in accordance with the terms of the Memorandum of Agreement among the University, the T.S.T and the federated colleges.

**EXCERPT FROM REPORT NUMBER 136 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS – May 13, 2008**

3. Toronto School of Theology: Master of Sacred Music (M.S.M.) Conjoint Degree (Cont'd)

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDS

THAT the Master of Sacred Music (M.S.M.) degree offered by Victoria University, as described in Appendix “A” hereto, have conjoint status with the University of Toronto as of September 1, 2008.

4. Leslie Dan Faculty of Pharmacy: Baccalaureate of Science in Pharmacy (BScPhm) Curriculum and Admission Requirement Changes and Proposal that the PharmD become the Entry-to-Practice Degree

Professor Hillan said that the Leslie Dan Faculty of Pharmacy currently offered an undergraduate degree program, leading to the BScPhm degree, to about 240 students per year. It also offered a PharmD degree, which was a post-graduate degree. Over the past three years, there had been on-going discussions within the Faculty about curriculum renewal. The proposal concerning the BScPharm included a new curriculum and also changes to the admission requirements. The proposed curriculum would include changes both to the content and the delivery of the program. The program would include significantly more experiential training, providing additional time for students to develop their clinical skills and thus to increase their confidence. All of this would reflect the Primary Health Care Reform within Ontario and the new expanded role for pharmacists as key members of health care teams. It was proposed that courses in Physical Chemistry, Biochemistry, Organic Chemistry and Statistics become pre-requisites for admission to the program. Those courses were currently taught in years 1 and 2 of the program. The Faculty had determined that approximately 75% of students applying to the program had already taken those courses in any event. The revised program and admission requirements would not come into effect until September 2010 to enable the Faculty to provide appropriate notice to future applicants.

Professor Hillan continued that the second part of the proposal concerned the entry-to-practice degree for the undergraduate professional Pharmacy program. The Faculty was recommending that, subject to approval of the Ministry of Training, Colleges and Universities, the entry-to-practice degree be changed from the baccalaureate BScPhm to the Doctor of Pharmacy PharmD degree. The PharmD degree had been the entry-to-practice degree in every school of pharmacy in the United States for the past eight years or more. It was also the entry-to-practice degree at the University of Montreal and Laval University in Quebec. Students who did not have a PharmD degree were at a marked disadvantage in seeking access to advanced specialty residency and fellowship

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ACADEMIC POLICY AND PROGRAMS – May 13, 2008**

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opportunities in the U.S.A., which required a PharmD degree for admission. The proposed BScPhm curriculum would surpass or be equivalent to the PharmD programs in Canada (Montreal and Laval), the United States and Europe.

Professor Hillan said that the proposals had been the subject of extensive discussion within the Faculty. In addition, there had been broad consultation with representatives from other University Divisions including the Deans of Dentistry, Medicine, the Lawrence Bloomberg School of Nursing, Physical Education and Health, and Social Work; with the Director of the Division of Anatomy in the Department of Surgery; and with the Chairs of the Department of Chemistry and Physiology. All supported the revised admission requirements and curriculum. The proposal had been approved by the Leslie Dan Faculty of Pharmacy Council on April 17, 2008.

The Faculty would communicate its revised curriculum to potential students as soon as the proposal was approved by the Committee. Upon the proposed granting of entry-to-practice degree recognition by the Ministry of Training, Colleges and Universities, the Faculty would bring forward to University governance for approval a change in degree designation from the BScPhm to a Doctor of Pharmacy (PharmD) degree to reflect appropriately the proposed renewed BScPhm curriculum. The BScPhm degree would be disestablished at that time.

Among the matters that arose in discussion were the following.

(a) Extent of curriculum change. In response to a member's question, Dean Hindmarsh said that the proposed change to the BScPhm curriculum would bring it to the level required for a PharmD program, if approval was granted by the Ministry to the entry-to-practice degree designation. If that change were not approved, the Faculty would consider reducing the requirements for the BScPhm somewhat to cut back on some of the clinical components. Dean Hindmarsh had been advised that the Faculty could make such a change without governance approval beyond the level of the Faculty Council.

(b) Purpose of curriculum change. In response to a question, Dean Hindmarsh reiterated that the PharmD was the entry-level degree for all universities in the United States. University of Toronto students who graduated with a BScPhm were at a real disadvantage because they would not qualify for admission to further training in the United States. Universities in the European Union were also looking at the proposed change. The real purpose of the proposed change was to make graduates of the University's program globally competitive and to develop their confidence to work effectively in a health-care system that was changing more and more to a team-based approach.

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ACADEMIC POLICY AND PROGRAMS – May 13, 2008**

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(c) Current PharmD program. In response to a member's questions, Professor Hindmarsh said that the University did currently offer a PharmD program as a post-graduate degree program to about 25 students. The program required a Bachelors degree and a year or two of professional practice for admission. If the change of name for the entry-to-practice degree were to be approved, the current PharmD graduate program would disappear and would be replaced by residency and fellowship programs.

(d) Degree and program nomenclature. A member expressed his disappointment at a series of proposals where Canadian nomenclature had been changed to match American names: The Juris Doctor degree, the Doctor of Music degree, and the naming of majors in Engineering Science were other recent examples.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED

The proposed Baccalaureate of Science in Pharmacy (BScPhm) curriculum and admission requirements, contained in the proposal from the Leslie Dan Faculty of Pharmacy dated April 2, 2008, be approved, effective September 2010; and

THAT the proposal to change the entry-to-practice degree for the undergraduate professional pharmacy program from the current baccalaureate (BScPhm) to the Doctor of Pharmacy (PharmD) degree, with the revised curriculum and admission requirements, be approved in principle.

5. Policy on Standards of Professional Practice Behaviour for Health Profession Students

Professor Hillan recalled that at present three of the health science Faculties had standards of professional practice behaviour for their students: the Faculties of Medicine, Pharmacy, and Social Work. Those standards were now fairly old, having been approved by the Governing Council in 1995-96. The Council of Health Science Deans had taken the initiative to consider a single set of Standards of Professional Practice Behaviour for All Health Professional Students that would apply to all or virtually all students working in clinical settings. That would provide consistency of information and application of procedures across related professional disciplines. It was anticipated that each Faculty

**EXCERPT FROM REPORT NUMBER 136 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS – May 13, 2008**

5. Policy on Standards of Professional Practice Behaviour for Health Profession Students (Cont'd)

would develop associated guidelines for their division that would articulate the processes for assessment and the procedural aspects of the Standards as they related to their own students. Unified standards would also help externally, particularly within the affiliated teaching hospitals, where there had sometimes been a lack of clarity as between University and hospital standards. Professor Hillan anticipated that the proposed standards would be adopted by the hospitals and produce a mutually reinforcing set of standards.

Professor Hillan noted that there had been a broad process of consultation, both within the health science Faculties but also with the School of Graduate Studies. The Standards had been approved by the various health sciences Faculty Councils, including the Council of the Ontario Institute for Studies in Education (OISE), which had programs in Counselling Psychology and School and Clinical Child Psychology. It might be the case that students from other Divisions would occasionally be placed in health science settings. When they were in such settings, those other Divisions might wish to consider adopting the proposed guidelines for their students. The Standards were intended to be effective as of September 2008, and each Faculty would distribute the information about the standards to its students in a timely manner.

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDS

THAT the *Standards of Professional Practice Behaviour for Health Profession Students*, a copy of which is included in Appendix “B” hereto, be approved, effective September 2008; and

THAT the *Standards of Professional Behaviour for Medical Undergraduate and Postgraduate Students of the Faculty of Medicine* (approved June 28, 1995) and the *Social Work Code of Ethics* (approved August 31, 1995) and the *Standards of Professional Behaviour for Pharmacy Undergraduate and Postgraduate Students of the Faculty of Pharmacy* (approved August 26, 1996) be rescinded.

**EXCERPT FROM REPORT NUMBER 136 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS – May 13, 2008**

6. Policy on Access to Student Academic Records

Ms Swift said that the Policy on Access to Student Academic Records had served as the University's privacy legislation with respect to student records since the 1970s. In June of 2006, universities were made subject to the Province of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA). As a result, the University had rescinded its general institutional Policy on Access to Information and Protection of Privacy. It was now proposed to rescind the policy concerning student academic records. It was no longer required that there be a University policy. It was also risky to have such a policy in that it would appear to create legislation outside of FIPPA. Because many faculty and staff did make frequent use of student academic records, it was thought to be useful to have guidelines on the interpretation of the Province's *Act* in the University of Toronto context. They were administrative guidelines; the Committee was not being asked to approve them.

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDS

**THAT the Policy on Access to Student Academic
Records, approved by the Governing Council on April 21,
1998, be rescinded.**

Documentation concerning this item is attached hereto as Appendix "C".

Secretary

Chair

May 20, 2008