TO: Academic Policy and Programs

SPONSOR: Vivek Goel
CONTACT INFO: provost@utoronto.ca

DATE: March 24, 2004 for the meeting on May12, 2004

AGENDA ITEM: 10c

ITEM IDENTIFICATION:

School of Graduate Studies: Proposal for a Collaborative Master's Program in Community Development.

JURISDICTIONAL INFORMATION:

The Committee has general responsibility for policy on, and for monitoring, collaborative graduate programs, after approval by the Council of the School of graduate studies.

PREVIOUS ACTION TAKEN:

HIGHLIGHTS:

Each graduate student in the Program shall be enrolled in a degree program a home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program. The students must complete a set of core, and additional credit and non-credit programs, and as required by the home degree program, either a thesis or the major research program related to community development. With the approval of the Collaborative Program Director, the designation "Completed the Collaborative Graduate Program in Community Development" shall be shown on the transcript, upon certification that all requirements of the program have been fulfilled.

FINANCIAL AND/OR PLANNING IMPLICATIONS:

There are direct costs for the Program. The budget is set out for seven years and covered by funding from the School of Graduate Studies and the four supporting departments. The administrative home for the Collaborative Program will be the Centre for Urban and Community Studies (CUCS) through its Director and Administrative Assistant.

RECOMMENDATION:

For Information.

School of Graduate Studies

University of Toronto

April 15, 2004

Professor Vivek Goel
Interim Vice-President and Provost
Room 225, Simcoe Hall
27 King's College Circle
University of Toronto

Dear Professor Goel:

With respect to my original letter of March 15, 2004, I am writing to confirm that SGS Council approved the following motion at its meeting of March 23, 2004:

> **THAT** SGS Council approve the proposal for a Collaborative Master's Program in Community Development, effective September 2004. The new collaborative program is to be housed within Division II for administrative purposes.

The motion and revised supporting documentation, including a signed memorandum of agreement, are attached.

Mr. Andrew Drummond, Secretary to the Committee on Academic Policy and Programs, has informed my office that the item will appear on the agenda of the May 12 meeting of AP&P, for information.
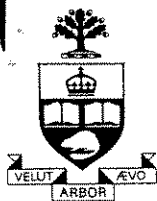
Yours sincerely,

Jane Alderdice
Secretary to SGS Council
and Coordinator of Policy, Program and Liaison

/smr
Encl. (2)

c.c. S. Acker   J. Barber   L. Bourne
      D. Cormack   T. Chan   U. De Boni
      A. Drummond (with attachments)   D. Hulchanski
      C. Johnston   J. Lalonde   V. Makarovska
      M. Marrus   L. Stermac   L. Yee
      K. Young   S. Zaky (with attachments)

School of Graduate Studies

University of Toronto

March 15, 2004

Professor Vivek Goel
Interim Vice-President and Provost
Room 225, Simcoe Hall
27 King's College Circle
University of Toronto

Dear Professor Goel:

The following motion is on the agenda of the upcoming March 23, 2004 SGS Council meeting:

> **THAT** SGS Council approve the proposal for a Collaborative Master's Program in Community Development, effective September 2004. The new collaborative program is to be housed within Division II for administrative purposes.

The motion and supporting documentation are attached. Division II and Division IV Executive Committees approved the proposal at their respective meetings in March 2004.

We will confirm this approval on March 24, after the SGS Council meeting. In the meantime, we hope you are able to place this item on the agenda of the Committee on Academic Policy and Programs meeting scheduled for March 31. Approval of the Committee on Academic Policy and Programs will permit inclusion of this new information into the SGS Calendar for 2004-2005. Please let me know if you require any further information.

On behalf of the Council of the School of Graduate Studies and pending SGS approval, I am presenting this item to Governing Council committees, for information.

Yours sincerely,

per Jane Alderdice
Secretary to SGS Council
and Coordinator of Policy, Program and Liaison

Encl.
/smr

c.c.	S. Acker	J. Barber	L. Bourne
	D. Cormack	T. Chan	U. De Boni
	A. Drummond (with attachments)		D. Hulchanski
	C. Johnston	J. Lalonde	V. Makarovska
	M. Marrus	L. Stermac	L. Yee
	K. Young	S. Zaky (with attachments)	

H:Council/FollowUp/2003-2004/March 23/Community Development CP

63/65 St. George Street Toronto Canada   M5S 2Z9   Fax: (416) 978-4367

Motion

School of Graduate Studies Council
Tuesday, March 23, 2004

Item 7.

7. **Proposal for a New Collaborative Master's Program in Community Development**

MOTION (/   ) **THAT** SGS Council approve the proposal for a Collaborative Master's Program in Community Development, effective September 2004. The new collaborative program is to be housed within Division II for administrative purposes.

See the proposal, executive summary and memorandum of agreement attached.

NOTE:
Division II and Division IV Executive Committees approved this proposal at their respective meetings in March, 2004.

With SGS Council's approval this item will go to Governing Council committees for information, and to the Ontario Council on Graduate Studies for a standard appraisal.

Collaborative Master's Program in
Community Development
Centre for Urban and Community Studies, March 2004

EXECUTIVE SUMMARY

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems.

Community development is a process, not an end in itself. It is the process of organizing, learning, and implementing practices that increase a community's ability to achieve existing goals and increase a community's ability to reach toward higher-level goals in the future.

University of Toronto courses in this field are offered by a number of graduate programs. Given the dynamics and local impacts of globalization, the field of community development is experiencing a rebirth. As the slogan "think globally, act locally" implies, people are coming together in many types of organizations to achieve some common (i.e., "community") objective. There is a need to better serve graduate students with an interest in community development theory, research and practice.

The Collaborative Program will contribute to a common learning experience for enrolled graduate students through the following new resources: a new required core course called 'Community Development: Theory and Practice' and a new non-credit seminar series that all students registered in the Collaborative Program are required to attend.

The administrative home for the program is the Centre for Urban and Community Studies (CUCS). As one of the research centres that report to the School of Graduate Studies, CUCS, established in 1964, promotes and disseminates multidisciplinary research and policy analysis on urban and community issues. Four UofT departments/faculties and five graduate programs are participating in the program: Adult Education and Community Development (M.A. and M.Ed.) and Counselling Psychology (M.Ed.) in the Department of Adult Education and Counselling Psychology at OISE/UT; Program in Planning (M.Sc.(Pl.)), in the Department of Geography; Public Health Sciences (M.H.Sc.) in the Faculty of Medicine; and the Faculty of Social Work (M.S.W.). If approved, the program will begin in September 2004.

At present, the demand is strong for existing community development courses in each of the participating departments. There is a growing number of students seeking out courses in other departments so as to achieve more of a concentration. We will begin with an upper limit of 20 new students per year. Each of the five participating departments has 5 to 10 students per year interested in community development as we define it.

To fulfill the requirements of the Collaborative Program, students must complete the following (note that normally, with the exception of the non-credit seminar, the required courses listed below are taken as options within regular departmental or faculty degree requirements, not as additional courses): (1) the core course in community development ("Community Development: Theory and Practice," a half-course; Professor J.D. Hulchanski, course instructor); (2) two additional half-courses in the subject area of the program, to be approved by the program director; at least one of the two additional half-courses must be external to the home graduate unit; (3) mandatory participation in a non-credit coordinating seminar on community development; and (4) where required by the home degree program, either a thesis or the major research paper, as designated by the home degree program, must be on a topic related to community development.

david.hulchanski@utoronto.ca   www.urbancentre.utoronto.ca

UNIVERSITY OF TORONTO

Brief for the Standard Appraisal of the

Collaborative Master's Program

in

Community Development

Submitted to the
Ontario Council on Graduate Studies

March 24, 2004

TABLE OF CONTENTS

1. Introduction and Rationale

What is Community Development?

Community development is positive change in the social, economic, organizational, or physical structures of a community that improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems.

Community development is a process, not an end in itself. It is the process of organizing, learning, and implementing practices that: (1) increase a community's ability to achieve existing goals; and (2) increase a community's ability to reach toward higher-level goals in the future.

To improve people's lives, communities have to organize and work together. They need to gain the power, insight and resources to make decisions and take action regarding their well-being. Organized communities can mobilize people who are directly affected by a community situation to enable them to take action. A successful community development process is one that helps the people who participate increase their confidence, co-operation, social responsibility, motivation, sense of purpose, skills, and organizational capacity.

Civil society organizations play a major role in promoting, enabling and sustaining community development initiatives. 'Civil society' consists of civic organisations, associations and networks which occupy the 'social space' between households (individuals, families) and the state and the market. People come together in civil society organizations (via a community development process) to advance their common interests through collective action. Civil society includes volunteer and charity groups, parents and teachers associations, senior citizens groups, academic institutions, sports clubs, arts and culture groups, faith-based groups, trades unions, non-profit think-tanks, and 'issue-based' activist groups.

Within universities the study of community development processes and the evolving role of civil society organizations in community change is an area of scholarship that is shared by a number of disciplines and professional schools.

Why a collaborative program?

Given the dynamics and local impacts of globalization, the field of community development is experiencing a rebirth. As the slogan "think globally, act locally" implies, people are coming together in many types of organizations to achieve some common

(i.e., "community") objective. There is a need to better serve graduate students with an interest in community development theory, research and practice.

The Collaborative Program in Community Development will bring together graduate students and professors from several disciplines and professional programs that have an interest in better understanding the role of communities and civil society organizations in the community development processes that are shaping contemporary societies.

Community development processes are multi-sectoral, involving the economic, social and physical health of communities. The process requires skills in education, planning, policy and political action. These do not belong to any university department or faculty.

Students who want a fuller appreciation of the many dimensions of community development need to draw on several disciplines. The Collaborative Program in Community Development will allow students the opportunity to work with the faculty from collaborating departments and to tackle research, policy and practice topics that cross disciplinary boundaries. While maintaining the subject area focus of their home department (e.g., social policy, planning, adult education, health), students in the collaborative program will have the benefit of learning from the approach of other disciplines and professional programs.

Each of the collaborating units has an existing focus on community development within its substantive area. It is a specialty of a few faculty and a small sub-set of students in each program. One collaborating unit, Adult Education and Community Development (AECD), has the term 'community development' in its name. The focus of this department is adult education. This department is not different from the other participating units in that community development is one of the processes or approaches it takes to its substantive area (adult education, in this case). Thus, the University of Toronto does not have a program focused on 'community development' – even though one graduate unit includes the term in its name. The Collaborative Program in Community Development is designed to fill this void for graduate students working towards a master's degree.

2. Objectives and Added Value

Why a University of Toronto collaborative program?

University of Toronto courses in this field are offered by a number of graduate programs. Although students from these graduate programs can find their way to courses outside their home department, one purpose of the collaborative program is to assist students with an interest in this field to *formally* connect with other professors and

graduate students. Another purpose is to provide an organizational home within the University for students and professors who focus on community development processes within their various disciplines and professions. The collaborative program has the potential of facilitating better co-ordination of course offerings in this field within the University. It will also connect graduate students with the research projects of a broader range of professors. Students in the collaborative program will receive recognition of their specialization on their transcript, providing a helpful credential for their future career. The creation of the Collaborative Program is also likely to serve as a useful recruiting tool for attracting the best students to the participating departments and may also serve as a useful feature in recruiting faculty.

The Collaborative Program in Community Development will contribute to a common learning experience for enrolled graduate students through the following:

- a new required core course called 'Community Development: Theory and Practice".

- a new one-year non-credit seminar series that all students registered in the Collaborative Program are required to attend. The seminar is the place to discuss, compare, and bring together the various approaches to the study of community development. Students will be expected to present and discuss their areas of interest in the seminar. Student participation is mandatory and will be monitored as this is a key part of the common learning experience. They will be expected to attend 80% of the seminars in order to satisfy this requirement.

- The Collaborative Program will also host speakers, seminars and workshops from time-to-time. Students in the Collaborative Program are expected to participate in these events (including decisions on the themes, topics, speakers, format, etc). This is a benefit to the University and the community in general – in addition to the students in the Collaborative Program.

Who is Collaborating?

The hub for this collaborative program is the Centre for Urban and Community Studies (CUCS). As one of the research centres that report to the School of Graduate Studies, CUCS, established in 1964, promotes and disseminates multidisciplinary research and policy analysis on urban and community issues. The Centre's activities contribute to scholarship on questions relating to the social, economic and physical well-being of people who live and work in communities, large and small, in Canada and around the world. CUCS will provide the required space and administrative resources. (See: www.urbancentre.utoronto.ca)

This proposed collaborative program is a partnership involving four UofT departments/faculties and five graduate programs:

- Adult Education and Community Development (M.A. and M.Ed.) and Counselling Psychology (M.Ed.) in the Department of Adult Education and Counselling Psychology at OISE/UT;
- Program in Planning (M.Sc.(Pl.), in the Department of Geography;
- Public Health Sciences (M.H.Sc.) in the Faculty of Medicine; and the
- Faculty of Social Work (M.S.W.).

Demand for a Community Development Collaborative Program

At present, the demand is strong and growing for existing community development courses in each of the participating departments. This is perhaps the major reason why a number of professors are now making this proposal. There are a growing number of students seeking out courses in other departments so as to achieve more of a concentration. For the past five or six years there have been informal discussions about establishing this collaborative program.

Once the Collaborative Program is in place, it will likely increase the demand further and lead to better co-ordinated and potentially additional course offerings. The core course that is included in this submission is one such example of a course that currently does not exist but should.

We will begin with an upper limit of 20 new students per year. It is difficult to assess demand. Each of the five participating departments has 5 to 10 students per year interested in community development as we define it for this collaborative program. We are thus specifying an upper limit. This is in keeping with the limited resources available for the new program. We intend to keep the program small in order to limit our intake to the best and most dedicated students which in turn will help establish the reputation of the program.

3. Admission Requirements

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

Members of the Program Committee will develop an application form seeking relevant information about a student's experience and education relating to community development, as well as the reasons for applying for the Collaborative Program.

Application Procedures

Collaborative programs are administered under the auspices of the School of Graduate Studies. Applicants may apply concurrently to their participating graduate unit and to the Collaborative Program in Community Development.

1. Applicants must apply to a participating graduate unit and comply with the admission procedures of that unit.

2. Applicants must forward the following to the Program Committee of the Collaborative Program in Community Development:
    a. a copy of the School of Graduate Studies Application form submitted to the participating graduate unit;
    b. copies of official undergraduate and graduate transcripts from all institutions previously or currently attended;
    c. a résumé or curriculum vitae; and
    d. a letter explaining how their program of study and specific research interests relate to community development studies at the graduate level.
    Note: Students may use copies of official documents (a and b above) for their application to the Collaborative Program in Community Development. These may be obtained from their home participating graduate unit.

4. Program Requirements and Common Learning Experience

Master's Degree Students

Students must register in the master's degree program through one of the participating home graduate units. They must meet all respective degree requirements of the School of Graduate Studies and their participating home graduate unit.

To fulfill the requirements of the Collaborative Program in Community Development, they must complete the following (note that normally, with the exception of the non-credit seminar, the required courses listed below are taken as options within regular departmental or faculty degree requirements, not as additional courses):

1. the core course in community development ("Community Development: Theory and Practice," UCS 1000H, a half-course, see Appendix IV);

2. two additional half-courses in the subject area of the Collaborative Program, to be approved by the Collaborative Program director; at least one of the two additional half-courses must be external to the home graduate unit;

3. participation in a non-credit coordinating seminar on community development; and

4. where required by the home degree program, either a thesis or the major research paper, as designated by the home degree program, must be on a topic related to community development. The supervisor of the thesis or the major research paper must be a member of the faculty associated with the Collaborative Program.

Synopsis of the Core Course

Name: Community Development: Theory and Practice
Instructor: J. David Hulchanski, PhD
             Director, Centre for Urban and Community Studies and
             Professor, Faculty of Social Work

This graduate seminar is designed to provide an overview of the theory and practice of the field, including a historical review, an examination of contemporary issues and debates, and methodological considerations. Participants in the course will draw significant insights for community development practice from the various theoretical positions on the nature of society, social change, and social mobilisation. The course explores the various models of community development in relation to their goals, processes and outcomes. It incorporates contributions from the five graduate units participating in the CD collaborative program: Adult Education and Community Development; Counselling Psychology; Program in Planning, Public Health Sciences; and Faculty of Social Work.

The objectives of the course are
- To develop an appreciation of community development both as a change process and as an interdisciplinary field.
- To provide a broad understanding of the scope and range of activities in community development in Canada and internationally.
- To develop an understanding of the main traditions, theoretical debates, successful experiences and research findings in community development.
- To develop an understanding of the basic skills needed to work with diverse communities.
- To introduce students to the research and scholarship on community development undertaken by faculty and students in the five collaborating units.

Common Learning Experience

It is through the core course and the seminar series that students will share a common learning experience in community development.

All students registered in the Collaborative Program are required to attend the sessions in the one-year non-credit coordinating seminar. The seminar is the place to discuss, compare, and bring together the various approaches to the study of community development. Students will be expected to present and discuss their areas of interest in the seminar. Students must attend 80% of the seminars in order to meet this requirement of the program.

The Collaborative Program will also host speakers, seminars and workshops from time-to-time. Students in the Collaborative Program are expected to participate in these events.

Doctoral program requirements

N/A

Completion of program requirements

All students enrolled in the collaborative program must complete the requirements of the collaborative program in addition to those requirements for the degree program in their home graduate unit. In most cases the required courses in the Collaborative Program will be taken as options within regular departmental or faculty degree requirements, not as additional courses.

The collaborative program Director and/or Program Committee (see Memorandum of Agreement, Appendix I) are responsible for certifying the completion of the collaborative program requirements. The home graduate unit is solely responsible for the approval of the student's home degree requirements.

5. Participation of Home Graduate Programs

The collaborative program's core faculty members are available to students in the home program as advisors or supervisors. If a student's program includes a thesis or a major research paper, it is expected that a core faculty member in the student's home department will be involved in supervision. Core faculty members contribute to the collaborative program through teaching of the core course/s and participating in the

delivery of seminar series and other common learning elements. Not all faculty members participate each year and, in many cases, may simply remain available to interested students. Some faculty may teach courses in the subject area of the collaborative program in the home program. The list of the collaborative program's core faculty members is available in Appendix III. Each participating degree program contributes to the collaborative program through student enrolments, though not necessarily every year.

6. Administration

The Collaborative Program has an approved Director. It also has a Program Committee composed of a faculty representative from each participating graduate unit. The Program Committee initiates and recommends the appointment of a new Director to the Dean of SGS, after consultation with chairs/directors of participating graduate units. The Dean of the School of Graduate Studies approves appointments of Directors of Collaborative Programs. The initial term normally is three years, with subsequent terms normally up to five years. An appointment is renewable upon recommendation of the Program Committee in consultation with the chairs/directors of participating graduate units, and approval of the Dean of SGS.

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

The following individuals are proposed as the initial director and members of the program committee.

Director
J. David Hulchanski,
Faculty of Social Work and Centre for Urban and Community Studies, 3 years.

Program Committee members
J. David Hulchanski, Faculty of Social Work and Centre for Urban and Community Studies; Jack Quarter, and Daniel Schugurensky, Adult Education and Community Development; Margaret Schneider, Counselling Psychology; Amrita Daniere, Geography; Blake Poland, Public Health Sciences; Usha George, Social Work.

7. Resource Issues

Administration will be carried out by the Centre for Urban and Community Studies (CUCS), through its Director and Administrative Assistant. CUCS commits itself to offering the course. As home of the Collaborative Program, CUCS will ensure continuity in the offering of the core course, the non-credit seminar and the seminar series. The Collaborative Program will become one of the core activities of CUCS.

Costs in first three years:

$5,000 per year for course release for core course instructor; the Program Director;
$800 per year for honoraria for speakers;
$200 per year for promotion
$6,000 per year in total

Funding

Year 1: $2,500 from SGS; $1,000 ($250 from each of the four participating departments/faculties);
remainder an in-kind contribution from the department of the program director.

Years 2 and 3: $1,000 ($250 from each of the four participating departments/faculties); remainder an in-kind contribution from the department of the program director.

Registration Information/Enrolment Projections

Given that there is no existing program upon which to base enrolment projections, the figures are strictly an estimate. As noted, the existing courses in the Collaborative Program are in demand. It is not certain what portion of the students taking the existing courses would apply to the proposed Collaborative Program. However, we project our admissions at a maximum of 20 per year, the target for enrolment in the core course.

Students who are not enrolled in the Collaborative Program will be admitted to the core course with the permission of the Director if there is room.

APPENDIX I.   Memorandum of Agreement

School of Graduate Studies
University of Toronto

COLLABORATIVE MASTER'S PROGRAM IN
COMMUNITY DEVELOPMENT

MEMORANDUM OF AGREEMENT

March 2004

Memorandum of Agreement concerning a Collaborative Graduate Program in Community Development among the Centre for Urban and Community Studies, Adult Education and Community Development, Counselling Psychology, Program in Planning (Department of Geography); Public Health Sciences, and Faculty of Social Work.

1.   Brief Description

In order to develop a multidisciplinary graduate education and research program in community development, the following collaborating units agree to participate in a Collaborative Program at the master's level:

- Department of Adult Education and Counselling Psychology, Adult Education and Community Development (M.A., M.Ed.)
- Department of Adult Education and Counselling Psychology, Counselling Psychology for Community and Education Settings (M.Ed.)
- Department of Geography, Program in Planning (M.Sc.(Pl.))
- Department of Public Health Sciences (M.H.Sc.)
- Faculty of Social Work (M.S.W.)

2.   Admission and Program Requirements and Completion

2.1 Admission

Each graduate student in the Program shall be enrolled in a degree program in one of the participating graduate units, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the

Collaborative Program. The required courses in the Collaborative Program are taken as options within regular departmental or faculty degree requirements, not as additional courses.

Admission Procedure

1. Applicants must apply to a participating graduate unit and comply with the admission procedures of that unit.

2. Applicants must forward the following to the Program Committee of the Collaborative Program in Community Development:
   a. a copy of the School of Graduate Studies Application form submitted to the participating graduate unit;
   b. copies of official undergraduate and graduate transcripts from all institutions previously or currently attended;
   c. a résumé or curriculum vitae; and
   d. a letter explaining how their program of study and specific research interests relate to community development studies at the graduate level.

2.2 Program Requirements

Master's Degree Students

Students must register in the master's degree program through one of the participating home graduate units. They must meet all respective degree requirements of the School of Graduate Studies and their participating home graduate unit.

To fulfil the requirements of the Collaborative Program in Community Development, they must complete the following (note that normally, with the exception of the non-credit seminar, the required courses listed below are taken as options within regular departmental or faculty degree requirements, not as additional courses):

1. the core course in community development ("Community Development: Theory and Practice," UCS 1000H, a half-course, see Appendix IV);

2. two additional half-courses in the subject area of the Collaborative Program, to be approved by the Collaborative Program director; at least one of the two additional half-courses must be external to the home graduate unit;

3. participation in a one-year non-credit coordinating seminar on community development; and

4. where required by the home degree program, either a thesis or the major research paper, as designated by the home degree program, must be on a topic related to community development. The supervisor of the thesis or the major research paper must be a member of the faculty associated with the Collaborative Program.

The additional work a student must complete, over and above the home unit's degree requirements, is the required participation in the non-credit seminar on community development. With the advice of their program advisor students can plan the use of their electives so that the required courses (the core course and the two additional courses) are taken as options within regular departmental or faculty degree requirements, not as additional courses. The reason for one of the electives to be from outside the home department or faculty is to enable the student's exposure to the approach or perspective or substantive issue of another discipline or profession.

Common Learning Experience

It is through the core course and the non-credit seminar that students will share a common learning experience in community development.

All students registered in the Collaborative Program are required to attend the sessions in the non-credit coordinating seminar. The seminar is the place to discuss, compare, and bring together the various approaches to the study of community development. Students will be expected to present and discuss their areas of interest in the seminar.

The Collaborative Program will also host speakers, seminars and workshops from time-to-time. Students in the Collaborative Program are expected to participate in these events.

Doctoral program requirements

N/A

2.3 Program Completion

With the approval of the Collaborative Program Director, the designation "Completed the Collaborative Graduate Program in Community Development" shall be shown on the transcript, upon certification that all requirements of the Collaborative Graduate Program in Community Development have been fulfilled.

3. Role of Participating Graduate Units

Each participating graduate unit shall retain its statutory control over admissions and home program requirements, and its statutory duty to provide adequate research supervision by a member of the graduate faculty in the unit. The home graduate unit shall recommend the granting of the degree. Students in the Collaborative Program normally shall be supervised by a member of the Collaborative Program's core faculty, or have a core faculty member as a member of the supervisory committee (see Appendix II of the proposal). Participating graduate units will include reference to the Collaborative Program in the SGS Calendar entry, on the department website, and in other related advertising of the home program. Core faculty members shall remain available to contribute to the collaborative program through teaching of the core course, and when needed, in directed reading courses to students in the Collaborative Program. Not all faculty members participate each year and may simply remain available to interested students. Some faculty may teach courses in the subject area of the collaborative program *in the home program*.

4. Administration of the Program

4.1 Program Director

The Program Committee initiates and recommends the appointment of a new Director to the Dean of SGS, after consultation with chairs/directors of participating graduate units. The Dean of the School of Graduate Studies approves appointments of Directors of Collaborative Programs. The initial term normally is three years, with subsequent terms normally up to five years. An appointment is renewable upon recommendation of the Program Committee in consultation with the chairs/directors of participating graduate units, and approval of the Dean of SGS.

The Director shall be responsible for certifying for each collaborative program student that the requirements of the Program have been fulfilled. The Director shall also coordinate the Core Seminar in Community Development and other events related to the Collaborative Program.

4.2 Program Committee

It is agreed that the Collaborative Program shall be administered by a program committee consisting of one graduate faculty member from each participating home program (recommended by each Chair). The Program Committee shall be chaired by the Program Director.

The Program Committee shall meet at least once per year and shall be responsible for the following activities:
      a) review of all applications and admissions to the collaborative program,

b) nomination of a new Director from amongst its membership, as required, and

c) reviewing the curriculum.

4.3 Administration: General

Administration will be carried out by the Centre for Urban and Community Studies, through its Director and Administrative Assistant.

Course Costs   Year 1: $5,000 for course release for core course instructor;
                         $800 honoraria for speakers
                         <u>$200 for advertising</u>
                Total: $6,000

                Year 2: $6,000, as per year 1
                Year 3: $6,000, as per year 1

5. Supporting Departments

Funding:

Year 1: $2,500 SGS
             $1,000 ($250 from each of the four participating departments/faculties)
                  Remainder is an in-kind contribution from the
                  department of the program director

Year 2 $1,000 ($250 from each of the four participating departments/faculties)
                  Remainder is an in-kind contribution from the
                  department of the program director

Years 3 to 7 Same as in year 2.

Courses of Instruction

Core Course in Community Development
    #TBA H   Community Development: Theory and Practice

The following is an initial list of courses. This list will be reviewed annually and updated by the Program Committee.

Adult Education and Counselling Psychology
    AEC1102H Community Development: Innovative Models
    AEC1104H Community Education and Organizing
    AEC3131H Citizenship Learning and Participatory Democracy
    AEC3129H Global Perspectives on Feminist Education,
    Community Development and Community Transformation
    AEC1289H Community Mental Health
    AEC 3211H Counselling and Researching in Context: Critical Perspectives on
    Counselling and Health Promotion Research

Program in Planning (Department of Geography)
    JPG1421 Health in Urban Environments
    JPG1508 Planning with the Urban Poor in Developing Countries
    JPG 1507 The Geography of Housing and Housing Policy
    JPG1418 Rural Planning
    PLA1503 Planning and Social Policy

Public Health Sciences
    CHL5112 Community Development in Health
    CHL5801 Health Promotion

Social Work
    SWK4651 Community Social Work Practice
    SWK 4210 Promoting Empowerment
    SWK 4422 Social Housing and Homelessness
    SWK 4568 Social Work with Immigrants and Refugees

School of Graduate Studies
University of Toronto

COLLABORATIVE MASTER'S PROGRAM IN
COMMUNITY DEVELOPMENT
MEMORANDUM OF AGREEMENT
March 2004

SIGNATURE PAGE
UNIT AGREES TO PARTICIPATE IN ACCORDANCE WITH ALL TERMS OUTLINED IN THIS
MEMORANDUM OF AGREEMENT

Director:

(signature) Date: 5 March 2004

J. David Hulchanski
Professor, Faculty of Social Work
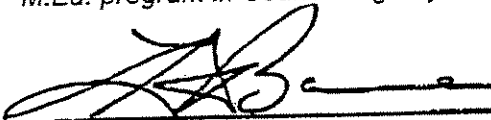*Director, Centre for Urban and Community Studies*

Participating Graduate Units:
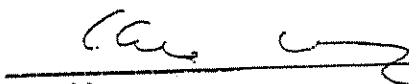
(signature) Date: MARCH 12 2004

Lana Stermac
Chair, Department of Adult Education and Counselling Psychology
M.A./M.Ed. program in Adult Education and Community Development
M.Ed. program in Counselling Psychology for Community and Education Settings
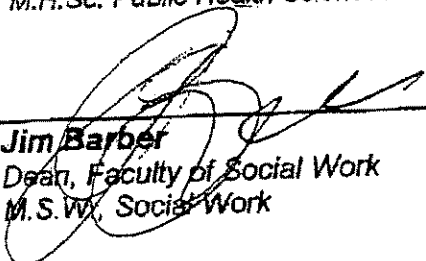
(signature) Date: 4 Mar '04

Larry S. Bourne
Acting Chair, Department of Geography,
M.Sc. (Pl.) Program in Planning

(signature) Date: March 23 2004

Kue Young
Acting Chair, Department of Public Health Sciences
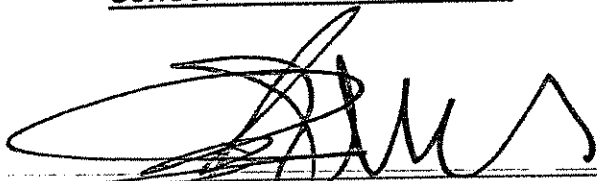*M.H.Sc. Public Health Sciences*

(signature) Date: 23 March 04

Jim Barber
Dean, Faculty of Social Work
M.S.W. Social Work

School of Graduate Studies

Date: March 15/04

Professor Michael R. Marrus, Dean
School of Graduate Studies

Date: March 16/04

Professor Donald E. Cormack, Vice-Dean
School of Graduate Studies

APPENDIX II. Program Requirements for the Participating Programs

APPRAISAL BRIEF FOR THE
COLLABORATIVE MASTER'S PROGRAM IN
COMMUNITY DEVELOPMENT

PROGRAM REQUIREMENTS FOR THE PARTICIPATING PROGRAMS

* NOTE: Please describe the degree and collaborative program requirements for each home program, and indicate whether the collaborative program requirements are in addition to, or may count in part or fully towards, the home program requirements.

DEPARTMENT OF ADULT EDUCATION AND COUNSELLING PSYCHOLOGY

M.A. in Adult Education and Community Development
8 half-courses, half of which must be in the Adult Education and Community Development program; plus a thesis. The Collaborative Program credits would count towards the program requirements, though if they are from outside the home program, they could not satisfy the course credits from that program.

M.Ed. in Adult Education and Community Development
10 half-courses, half of which must be in the Adult Education and Community Development program; plus a comprehensive paper. The Collaborative Program credits would count towards the program requirements, though if they are from outside the home program, they could not satisfy the course credits from that program.

M.Ed. in Counselling Psychology for Community and Education Settings
10 half-courses, including the six required courses in the Counselling Psychology program; plus a comprehensive paper. The Collaborative Program credits would count towards the program requirements, though if they are from outside the home program, they could not satisfy the course credits from that program.

DEPARTMENT OF GEOGRAPHY

M.Sc.(Pl.) in the Program in Planning

This program has 16 half-courses, including six required courses in the Program in Planning, plus a current issues paper. The Collaborative Program credits would count towards the program requirements with three of the nine electives being the required

Collaborative Program course and two half-courses from the list of approved Collaborative Program courses (at least one from outside the home program). The current issues paper required of all students will be on a theme related to community development.

DEPARTMENT OF PUBLIC HEALTH SCIENCES

Master's of Health Science (M.H.Sc.) in Health Promotion
20-month program with practice or research specialization options, no thesis but 2 field/research practicum placements, 12 half courses required PLUS 2 practicum placements (12 and 16 weeks respectively, the latter with a research/field inquiry requirement). The collaborative program in Community Development would fit into the 4 half course electives. One such elective already available within the department is CHL5112 Community Development in Health.

FACULTY OF SOCIAL WORK

M.S.W.
The MSW program of the Faculty of Social Work has two streams: a two-year program for students with non-social work undergraduate degrees and a one-year stream for students with BSW degrees. The first year of the program consists of 8 courses and the a practicum of 450 hrs. The second year consists of 6 courses and a practicum of 450 hrs. There is also a thesis option during the second year. In both these streams, the Collaborative Program credits would count towards the program requirements. Students would use their electives to take the core course and the outside-the-Faculty course required by the collaborative program. They can take a community development course within social work to satisfy the remaining requirement. Those MSW students who chose the thesis requirement will write on a community development related topic.

APPENDIX III.   Core Faculty Research Synopses

APPRAISAL BRIEF FOR THE
COLLABORATIVE MASTER'S PROGRAM IN
COMMUNITY DEVELOPMENT

CORE FACULTY RESEARCH SYNOPSES

The following is a list of the collaborative program's initial core faculty.

Centre for Urban and Community Studies

J. David Hulchanski
- Hulchanski, J. David. *Housing Policy for Tomorrow's Cities*, Discussion Paper F27, Canadian Policy Research Networks (CPRN), December 2002. www.cprn.org
- Hulchanski, J. David et al. "Making health data maps: A case study of a community/university research collaboration," *Social Science and Medicine*, 55(7), October 2002, pp: 1189-1206.

Adult Education and Counselling Psychology

Jack Quarter
- (2003). with Jorge Sousa. The Convergence of Nonmarket Housing Models in Canada. Housing Policy Debate. 14(4), 559-588.
- (2003). With Isla Carmichael. Why some pension funds engage in social investment. In Isla Carmichael and Jack Quarter (eds.), Money on the line: Workers' capital in Canada. Ottawa: Canadian Centre for Policy Alternatives, pp. 139-162.

Daniel Schugurensky
- (2004, forthcoming). Informal civic learning through engagement in local democracy: The case of the Seniors' Task Force of Toronto's Healthy City Project. In Katherine Church, Nina Bascia and Eric Shragge (Eds.), *Making Sense of Lived Experience in Turbulent Times: Informal Learning.* Wilfred Laurier University Press, 28 pages.
- (2002). Transformative learning and transformative politics: The pedagogical dimension of participatory democracy and social action. In O'Sullivan, E., A. Morrell & M.A. O'Connor (Editors), *Expanding the boundaries of transformative learning.* Essays on theory and praxis. New York: Palgrave, 59-76.

Margaret Schneider
- Harper, G., & Schneider, M. (2003). Theory and research in community–based approaches to lesbian, gay, and bisexual issue. *American Journal of Community Psychology, 31*(2), 3–11.

- Schneider, M., & Witherspoon, J.J. (2000). Friendship patterns among lesbian and gay youth: An exploratory study. <u>Canadian Journal of Human Sexuality</u>, <u>9</u>(4), 239-246.

Program in Planning (Department of Geography)

Amrita Daniere
- Daniere, Amrita, Lois Takahashi and Anchana NaRanong. (2002). "Social capital, networks and community environments in Bangkok, Thailand. <u>Growth and Change</u> 33, 453-484.
- Daniere, Amrita, Lois Takahashi. (1999). Environmental behavior in Bangkok, Thailand: A portrait of attitudes, values and behavior. <u>Economic Development and Cultural Change</u> 47, 525-558.

Department of Public Health Sciences

Blake Poland
- Poland, B. *et al* (2001) 'We're hired by the hospital, but we work for the community': Examining hospital involvement in community action. *Hospital Quarterly.* 4(3): 52-59.
- Poland, *et al* (2000) A policy context for community development practice in public health: a Canadian case study, *Journal of Public Health Policy.* 21(1): 5-19.

Faculty of Social Work

Usha George
- George, U. (2002). Community: Concepts and strategies for change. In Chen Qineng's (Ed.) <u>Community Development in China and Canada</u>, pp. 187- 215. Beijing: The Ethnic Publishing House.
- George, U.; Moffatt, K.; Lee, B.; and McGrath S. (2002). Community practice in diverse communities. In Chen Qineng's (Ed.) <u>Community Development in China and Canada</u>, pp. 154-172. Beijing: The Ethnic Publishing House.

APPENDIX IV.   Outline of Core Course

School of Graduate Studies

Proposal for a New Course

Community Development:
Theory and Practice

Proposed course for Fall 2004

Instructor: J. David Hulchanski, PhD

Director, Centre for Urban and Community Studies
Professor, Faculty of Social Work

tel 416 978-4093. david.hulchanski@utoronto.ca

Course Rationale and Significance

This graduate seminar is the core course of the University of Toronto's Collaborative Program in Community Development. It is designed to provide an overview of the theory and practice of the field, including a historical review, an examination of contemporary issues and debates, and methodological considerations. Participants in the course will draw significant insights for community development practice from the various theoretical positions on the nature of society, social change, and social mobilisation. The course explores the various models of community development in relation to their goals, processes and outcomes. It incorporates contributions from the five graduate units participating in the CD collaborative program: Adult Education and Community Development; Counselling Psychology; Program in Planning, Public Health Sciences; and Faculty of Social Work.

The course examines the challenges of community development in the context of the current socioeconomic realities internationally and in Canada. Canada's demographic diversity—for example, gender, age, class, disability and sexual orientation—requires community development strategies that are anti-racist, non-discriminatory and inclusive. Community development is understood as a dynamic and comprehensive process that

includes social, political, economic and ecological dimensions. At the end of the course, students will grasp the main traditions and current approaches to CD, and will be able to relate these theories and concepts to an analysis of how communities work for social change.

Objectives of the Course

- To develop an appreciation of community development both as a change process and as an interdisciplinary field.
- To provide a broad understanding of the scope and range of activities in community development in Canada and internationally.
- To develop an understanding of the main traditions, theoretical debates, successful experiences and research findings in community development.
- To develop an understanding of the basic skills needed to work with diverse communities.
- To introduce students to the research and scholarship on community development undertaken by faculty and students in the five collaborating units.

Format

The course explores theoretical and practical issues in community development. The first four sessions provide an opportunity for a further assessment of issues and concepts that are fundamental to practice in the CD area. These include community, development, equality, diversity, discrimination, participation, democracy, human rights (individual and group, and cultural relativism), social justice and local/global dynamics. In these sessions different approaches to CD will be examined and compared. Sessions 5 and 6 will be devoted to the analysis of case studies in Canada and abroad. Session 7 will be used to review the learning acquired during the first part of the course, and to prepare the groundwork for the final paper. The following sessions (8 to 12) will bring guest speakers from each of the five collaborating units (faculty members and doctoral students) and from the local community (organizers and facilitators from non-governmental organizations and/or from municipal government agencies).

Evaluation

1. Classroom Participation (10%). Students are expected to attend all classes and to participate in the discussion. The quality of the course depends a great deal on the quality of discussion in the classroom. Students are expected to complete the designated readings prior to class.

2. Two Short Papers (40%). Two short papers (maximum 1,000 words) based on material covered in Sessions 2-4 and 5-6; due one week following the last session in these two groups of sessions. These present critical analysis of the themes covered in the readings and the classroom discussions during those sessions. The assignment seeks a thoughtful, insightful summary of your current understanding and assessment of the CD theories. These are not research papers – in the sense that further research beyond the course reading and classroom discussion is expected. Do not use footnotes or extensive quotes. You can refer to authors as the source for a certain approach or idea, such as (Jones 1989:37).

3. Final Paper: 50%. Fifteen to twenty pages, typed, double-spaced, APA style. Topics to be finalized in consultation with the instructor. Students will present their proposals and their work in progress to the group during seminar 7. The final paper will be due one week after the last day of classes. Example of topic for final paper: Describe two experiences of community development in a comparable context, and examine their assumptions, strategies and impact. Link this comparative analysis with the conceptual frameworks, theories and cases discussed in class and in the texts. Propose your own model of CD for that particular context. Students will receive a letter grade. The mark is intended to reflect both the thoughtfulness of the analysis and the clarity with which ideas are expressed.

Readings: Three texts plus an additional reader

There are three important texts in the CD field. Students should have a copy of each. Readings from these books will be supplemented with others.

Campfens, Hubert, ed. (1997). *Community development around the world: Practice, theory, research, training.* Toronto: University of Toronto Press, 481 pp.

> This book is organized in 9 parts (plus references and appendix): Part I: Introduction (1-10); Part II: International review of community development theory and practice (11-46); Part III: Canada (47-134); Parts IV-VII: International Case Studies (137-436); Part IX: An international framework for practice in the 21st. century (437-466).

Murphy, Patricia, and Cunningham, James. (2003). *Organizing for community controlled development: Renewing civil society.* Thousand Oaks, Calif.: Sage Publications. 339 pp.

> This book is organized in 16 chapters. The first six explain the model of organizing for community-controlled development, or OCCD. They are: 1. Introduction; 2. The Potency of Community Power; 3. Community Development Corporations and the Resurgence of Organizing; 4. The Small Community; 5.

Community Organizing: Principal Tool for Change and Reform; and 6. Participation: Lifeblood of Renewal. The remaining chapters deal with how-to on issues like organizational strategic planning, community planning, fundraising, housing development, business development and workforce development. They are: 7. Aliquippa: A Small Community on the Front Line; 8. Forging an Organizational Plan; 9. Unity in Creating a Comprehensive Community Plan; 10 Maximizing Social Strength; 11. Tapping Essential Resources; 12. Capital Formation: Building Community Financial Assets; 13. Neighborhood Preservation Through Affordable Housing; 14 Business District Renewal: Transforming Your Shopping Area; 15. Workforce Development: Strengthening the Economic Base of the Small Community; 16 Organizing for Community Controlled Development and the Promise of Coalition Politics.

Kretzmann, John, and McKnight, John (1993). Building Communities from the inside out. A path toward finding and mobilizing a community's assets. Evanston: Northwestern University, 376 pp.

The book is organized as follows: Introduction: Needs-driven dead end v. capacity focused development; Chapter 1: Releasing individual capacities; Chapter 2: Releasing the power of local associations and organizations; Chapter 3: Capturing local institutions for community building; Chapter 4: Rebuildinng the community economy; Chapter 5: asset-based community building: mobilizing and entire community.

Sessions & Readings

Session 1
Introduction to the Course & the Collaborative Program

Discussion of outline

Description of the areas of academic work on CD undertaken in the five collaborating units: Adult Education and Community Development, Counselling Psychology, Program in Planning, Department of Geography; Public Health Sciences, and Faculty of Social Work.

Session 2
Concepts, issues and approaches

Discussion of basic concepts related to the field, such as community, development, equality, discrimination, participatory democracy, human rights, co-operativism, social justice, and local-global relations.

Discussion of intellectual traditions and approaches to CD

Readings

- Campfens, Hubert, ed. (1997) Community Development Around the World: Practice, Theory, Research, Training. Part I: Introduction (1-10), and Part II: International review of community development theory and practice (11-46).

- Murphy, Patricia and Cunningham, James. (2003). Organizing for Community Controlled Development : Renewing Civil Society. Chapters 1-6.

- Christenson, James, Fendley, Kim, & Robinson, Jerry, eds. (1994). Community development in perspective. Pp. 3-25 (Community development) and pp. 26-47 (Themes of community development).

- Etzioni, A. 1993. "Back to we." Chapter 4, pp. 116-133. *The Spirit of Community: Rights, Responsibilities and the Communitarian.* New York: Crown Publishers.

- Beiner, R. 1993. "Liberalism: Community's Nemesis," *Compass: A Jesuit Journal*, Nov/Dec, pp. 7-11.

Session 3
Organizing for community-controlled development (OCCD)

- Murphy, Patricia, and Cunningham, James. (2003). Organizing for Community Controlled Development : Renewing Civil Society. Chapters 7-16.

- Temali, Mihailo (2002). The Community Economic Development Handbook: Strategies and Tools to Revitalize Your Neighborhood.

- Video on Saul Alinsky

Session 4
Asset-Based Community Development

- Kretzmann, John, and McKnight, John (1993). Building Communities from the inside out. A path toward finding and mobilizing a community's assets. Evanston: Northwestern University.

Session 5
Canadian Perspectives & Experiences

- Campfens, Hubert, ed. (1997) Community Development Around the World: Practice, Theory, Research, Training. Part III: Canada, pp. 47-134.

Session 6
International Perspectives & Experiences

- Campfens, Hubert, ed. (1997). Community Development Around the World: Practice, Theory, Research, Training. International Case Studies. Cases of The Netherlands, Israel, Ghana, Bangladesh, and Chile (pp. 137-436).

Session 7
Discussion of students' proposals for the final paper

In this session students will share with the group their proposal and work in progress for the final paper. Students and instructor will provide feedback.

Session 8
CD and Social work

This session will be coordinated by guest speakers from Social Work

Readings

- Lee, B., U. George, S. McGrath, and K. Moffat (2002). Exploring the insider role in community practice with diverse communities, Critical Social Work 2(2), http://www.CriticalSocialWork.com.

- George, Usha (2002). Strategies for social development: Lessons from Kerala,s development experience, Social Development Issues 24(1), pp. 15-24.

- George, Usha (2002). A needs-based model of settlement service for newcomers to Canada, International Social Work Journal 45(4), pp. 465-480.

Session 9
CD and Urban Planning

This session will be coordinated by guest speakers from the Program in Planning.

Readings

- Harwood, Stacy, Environmental Justice on the Streets: Advocacy Planning as a Tool to Contest Environmental Racism, Journal of Planning Education and Research 23 (1), pp. 24-38.

- Arefi, Mahyar, "Revisiting the Los Angeles Neighborhood Initiative (LANI): Lessons for Planners," Journal of Planning Education and Research 22 (4), pp. 384 - 399.

- Njoh, Ambe (2002). Barriers to community participation in development planning: lessons from the Mutengene (Cameroon) self-help water project Community Dev. Journal 37: 233-248.

Note: Deadline for submission of revised proposal for final paper

Session 10
CD and Community Health

This session will be coordinated by guest speakers from Public Health Sciences

Readings

- Boutilier, M., S. Cleverly, & R. Labonte (2000) "The community as a setting for health promotion". In B. Poland, L. Green, I. Rootman, Settings for Health Promotion: Linking Theory and Practice, Thousand Oaks, CA: Sage Publications.

- Poland, B. with members of the HICA Research Team (2001) "'We're hired by the hospital, but we work for the community': Examining hospital involvement in community action" Hospital Quarterly. 4(3): 52-59.

- Wallerstein, N., V. Sanchez-Merki, and L. Dow, "Freirian praxis in health education and community organizing: a case study of an adolescent prevention program", pp. 195-211 in Minkler, M. (ed) (1997) Community Organizing and Community Building for Health. New York: Routledge.

- Poland, B, M Boutilier, S Tobin, R Badgley (2000) "A policy context for community development practice in public health: a Canadian case study", Journal of Public Health Policy 21(1): 5-19.

Session 11
CD and Community Psychology

This session will be coordinated by guest speakers from Counselling Psychology

Readings

- Tolan, P., Keys, C., Chertok, F., & Jason, L. (1990). Researching community psychology: Issues of theory and methods. (Part 1). Washington, D.C.: APA

- Ferren, D. (1997). Making services accessible to lesbian, gay and bisexual youth. In M. Schneider (Ed.) Pride and prejudice: Working with lesbian, gay and bisexual youth. Toronto: Central Toronto Youth Services.

Session 12
CD and Adult Education

This session will be coordinated by guest speakers from Adult Education and Community Development.

Readings

- Kane, Liam (2001). Popular Education in Latin America: An Overview. Chapter 1 of Popular Education and Social Change in Latin America. London: Latin American Bureau, pp.7-29.

- Kane, Liam (2001). The Work of Paulo Freire. Chapter 2 of Popular Education and Social Change in Latin America. London: Latin American Bureau, pp. 33-54.

- Horton, Myles, with Judith Kohl and Herberth Kohl. (1998) Reading to Vote: the Citizenship School. Chapter 9 of The Long Haul. New York: Teachers College, pp. 96-112.

Session 13
Community Development in Toronto

Guest speakers from local NGOs, community groups and/or local government
Discussion on progress for final paper. Course evaluation.

APPENDIX V.   Calendar Entry

CALENDAR ENTRY

Collaborative Program In Community Development

Program or Executive Committee

J. David Hulchanski, Ph.D., Centre for Urban and Community Studies; Jack Quarter,
Ph.D. and Daniel Schugurensky, Ph.D., Adult Education and Community Development;
Margaret Schneider, Ph.D., Counselling Psychology; Amrita Daniere, Ph.D.,
Geography; Blake Poland, Ph.D., Public Health Sciences; Usha George, Ph.D., Social
Work.

Address:

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E-mail: urban.centre@utoronto.ca
Web: http://www.urbancenter.utoronto.ca/

Nature of Collaborative Program

The Collaborative Program provides students with a multidisciplinary graduate
education in community development. Community development is positive change in
the social, economic, organizational, or physical structures of a community that improve
both the welfare of community members and the community's ability to control its future.

Students must apply to and register in a home participating unit (i.e., one of the graduate departments or faculties listed below), and follow a course of study acceptable to both that unit and the Collaborative Program in Community Development. Applications will be considered for the following degree programs:

- Adult Education and Community Development (M.A. and M.Ed.) and Counselling Psychology (M.Ed.) in the Department of Adult Education and Counselling Psychology at OISE/UT;
- Program in Planning (M.Sc.(Pl.)), in the Department of Geography;
- Public Health Sciences (M.H.Sc.) in the Faculty of Medicine; and the
- Faculty of Social Work (M.S.W.).

Application Procedures

Collaborative programs are administered under the auspices of the School of Graduate Studies. Applicants may apply concurrently to their participating graduate unit and to the Collaborative Program in Community Development.

1. Applicants must apply to a participating graduate unit and comply with the admission procedures of that unit.

2. Applicants must forward the following to the Program Committee of the Collaborative Program in Community Development :
   a. a copy of the School of Graduate Studies Application form submitted to the participating graduate unit;
   b. copies of official undergraduate and graduate transcripts from all institutions previously or currently attended;
   c. a résumé or curriculum vitae; and
   d. a letter explaining how their program of study and specific research interests relate to community development studies at the graduate level.
   Note: Students may use copies of official documents (a and b above) for their application to the Collaborative Program in Community Development. These may be obtained from their home participating graduate unit.

Program Requirements

Students must register in the master's degree program through one of the participating home graduate units. They must meet all respective degree requirements of the School of Graduate Studies and their participating home graduate unit.

To fulfil the requirements of the Collaborative Program in Community Development , they must complete the following (note that normally, with the exception of the non-

credit seminar, the required courses listed below are taken as options within regular departmental or faculty degree requirements, not as additional courses):

1. the core course in community development ("Community Development: Theory and Practice," a half-course, see Appendix IV);

2. two additional half-courses in the subject area of the Collaborative Program, to be approved by the Collaborative Program director; at least one of the two additional half-courses must be external to the home graduate unit;

3. participation in a non-credit coordinating seminar on community development; and

4. where required by the home degree program, either a thesis or the major research paper, as designated by the home degree program, must be on a topic related to community development. The supervisor of the thesis or the supervisor of a major research paper must be a member of the faculty associated with the Collaborative Program.

Doctoral Degrees

N/A

Courses of Instruction

Core Course in Community Development

UCS 1000H Community Development: Theory and Practice

Also: Seminar in Community Development (non-credit)

Students must take two half-courses in the subject area of the Collaborative Program, to be approved by the Collaborative Program director. One must be outside their home department. The following is a list of the currently approved courses (the list will be reviewed annually).

Adult Education and Counselling Psychology

AEC1102H Community Development: Innovative Models
AEC1104H Community Education and Organizing
AEC3131H Citizenship Learning and Participatory Democracy
AEC3129H Global Perspectives on Feminist Education, Community Development and Community Transformation
AEC1289H Community Mental Health

AEC 3211H   Counselling And Researching in Context: Critical Perspectives On
        Counselling and Health Promotion Research

Program in Planning (Department of Geography)

JPG1421 Health in Urban Environments
JPG1508 Planning with the Urban Poor in Developing Countries
JPG 1507 The Geography of Housing and Housing Policy
JPG1418 Rural Planning
PLA1503 Planning and Social Policy

Public Health Sciences

CHL5112 Community Development in Health
CHL5801 Health Promotion

Social Work

SWK4651 Community Social Work Practice
SWK 4210 Promoting Empowerment
SWK 4422 Social Housing and Homelessness
SWK 4568 Social Work with Immigrants and Refugees

Motion

School of Graduate Studies Council
Tuesday, March 23, 2004

Item 7.

7. **Proposal for a New Collaborative Master's Program in Community Development**

   MOTION (/   ) **THAT** SGS Council approve the proposal for a Collaborative Master's Program in Community Development, effective September 2004. The new collaborative program is to be housed within Division II for administrative purposes.

   See the proposal, executive summary and memorandum of agreement attached.

   NOTE:
   Division II and Division IV Executive Committees approved this proposal at their respective meetings in March, 2004.

   With SGS Council's approval this item will go to Governing Council committees for information, and to the Ontario Council on Graduate Studies for a standard appraisal.