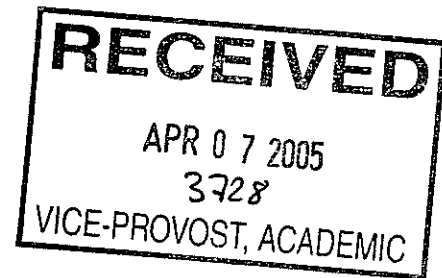


## School of Graduate Studies

University of Toronto

April 5, 2005

Professor Edith Hillan  
Vice-Provost, Academic  
Office of the Vice-President and Provost  
University of Toronto  
Simcoe Hall  
225 - 27 King's College Circle



Dear Professor Hillan:

At its meeting of March 22, 2005, the Council of the School of Graduate Studies approved the following motion:

**THAT** SGS Council approve the proposal from the Department of Curriculum, Teaching and Learning for a Flexible-Time Ph.D. Option in the Second Language Education Program, for inclusion in the School of Graduate Studies Calendar, effective September 2005.

The motion and supporting documentation are attached. Division II Executive approved the proposal at its meeting of March 2, 2005.

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

Yours sincerely,

Jane Alderdice  
Secretary to SGS Council

Encl.

c.c.    S. Acker            C. Johnston        H. Lasthiotakis    D. McDougall  
         S. Pfeiffer        D. Thiessen        L. Yee                S. Zaky (attachments)

*Motion*

**School of Graduate Studies Council  
Tuesday, March 22, 2005**

---

Item 6.2

**New Options Within Existing Programs:**

**Second Language Education Program (CTL) - Flexible-Time Ph.D. Option**

6.2: **MOTION** (    /    ) **THAT** SGS Council approve the proposal from the Department of Curriculum, Teaching and Learning for a Flexible-Time Ph.D. Option in the Second Language Education Program, for inclusion in the School of Graduate Studies Calendar, effective September 2005.

*See SGS Governance Form, proposal, and revised SGS Calendar entry, attached.*

**NOTE:**

The proposal was approved by the Division II Executive Committee at its meeting of March 2, 2005. With SGS Council approval, this proposal will go to Governing Council Committees for information.

# Graduate Proposal Requirements for Governance Form

1. **Graduate Unit:** Curriculum Teaching and Learning
2. **Graduate Program/s involved in proposal:** Second Language Education Program  
(Flextime Ph.D. option)
3. **Contact name, e-mail address and telephone #:**  
Dennis Thiessen, [dthiessen@oise.utoronto.ca](mailto:dthiessen@oise.utoronto.ca) 416 923 6641 ext 7876  
Doug McDougall, [dmcdougall@oise.utoronto.ca](mailto:dmcdougall@oise.utoronto.ca) 416-923-6641 ext 2249
4. **Previous Action Taken:** Approved by CTL Council (unanimous), Feb. 2<sup>nd</sup> 2005
5. **Brief Summary of Proposed Change:**  
That the Second Language Education Program offer the flexible-time PhD degree option.
6. **Proposed Effective Date: September 2005**
7. **Rationale:** There are a number of mid-career qualified applicants who would undertake a flexible time PhD without funding if there was greater flexibility in how the program requirements could be met. A typical applicant would be in a mid-career teaching position in a post-secondary institution, or in a research department of a teaching hospital or school board, or in a private consultancy, and have available to him or her a system for professional leaves, or a study incentive system that guarantees some portion or all of salary. The flexible-time Ph.D. option would be ideal, and is the preferred doctoral degree for most of them since it is designed to enhance the research and publishing skills that their employing institutions value.
8. **Financial and/or Planning Implications:** There will be no financial implications, as these students will not be funded. Our non-funded doctoral target will combine Ed.D. and flex-time Ph.D. admissions and our non-funded doctoral targets will not change with the addition of these students. Projected enrolment in the flexible time Ph.D. option is up to 13 students in the 2006/07 admissions cycle and thereafter. Across all department programs we have been limiting admission into the doctoral cohort over the last two years and reducing Ed.D. admissions beyond the norm at OISE/UT (about 5 across both programs this year from a total of 23 spots across the department in 2003/04). There will be no increase in the department's doctoral student quota or its faculty supervisions due to the introduction of a flexible time Ph.D. option.

**Submitted by:** Doug McDougall, Associate Chair, CTL.  
Dennis Thiessen, Chair CTL.

**Date:** Feb 2005

## **PROPOSAL TO OFFER THE FLEXIBLE-TIME Ph.D. IN THE SECOND LANGUAGE EDUCATION PROGRAM IN THE DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING, OISE/UT**

**Motion:** That the Second Language Education program offer a flexible-time Ph.D. program option.

The Second Language Program in the Department of Curriculum, Teaching and Learning currently offers four degrees: M.Ed., M.A., Ed.D. And Ph.D. The doctoral students in the Second Language Education program are drawn from two streams, one research-based and one professional, and graduate into two career tracks. Ph.D. candidates currently enter the full-time program with guaranteed funding, and typically undertake research-related courses and theses in preparation for university academic positions. The Ed.D. candidates are predominantly employed in administrative and managerial positions within the formal school and post-secondary education systems, or private sector. Ed.D. candidates commence their programs on a part-time basis and use it to enhance professional knowledge and skills. Although they take the same courses and comprehensive examinations as their Ph.D. thesis students, Ed.D. theses tend to focus on theoretically-grounded applied topics such as program evaluation, professional development and issues of administration.

A typical flexible time Ph.D. option applicant would be in a mid-career teaching position in a post-secondary institution, or in a research department of a school board, or in a private consultancy, and have available to him or her a system for professional leaves, or a study incentive system that guarantees some portion or all of salary. These applicants would prefer to undertake a Ph.D. and are willing to undertake the full time residence requirements if these can be scheduled around their career schedules. The flexible-time Ph.D. option would be ideal, and is the preferred doctoral degree for most of them since it is designed to enhance the research and publishing skills that their employing institutions value. At present, students who want to combine their professions with further study apply for the professional doctorate, the Ed.D. because it is the only part-time option available to them. In previous OCGS reviews, the distinction between the Ed.D. and Ph.D. programs has been questioned. As a result, the SLE program will discontinue admissions to the Ed.D. program effective September 2006 and will close the program subsequent to the completion of all currently registered Ed.D. students.

Therefore, to provide a program for applicants who are seeking a research-based doctoral degree that can be pursued in conjunction with employer commitments and is available outside the guarantee of financial support for those undertaking the full time Ph.D., the Department of Curriculum, Teaching and Learning proposes to offer the flexible-time Ph.D. option beginning in September 2006.

The flexible-time Ph.D. was approved by the School of Graduate Studies Council in 1995. The regulations that were approved at that time are attached to this proposal. Curriculum and Second Language Education does not propose any amendments or exceptions. We propose to offer the flexible-time Ph.D. in accordance with the regulations. Indeed, the regulations explain clearly our fundamental objective:

*Such programs will be offered where there is sufficient demand by practicing professionals for design and delivery of Ph.D. programs that except for short specified periods of time, permit continued employment in areas related to the fields of research. In these programs, theory and praxis would uniquely engage and inform each other. (Flexible-time Ph.D. Degree Regulations, approved by SGS Council on May 25, 1995.)*

The addition of a flexible-time Ph.D. program option will have no impact on the full-time Ph.D. program. The admission process will be the same for flexible-time Ph.D. applications as for full-time applicants with the exception that in their statement of intent flexible-time Ph.D. applicants will have to outline a plan that demonstrates a) they are in a career that is related to the academic field they wish to pursue; b) they have been with the same employer for 3 or more years; c) the need and desire to continue with their current career path; d) the capacity to secure blocks of time to enable concentrated study (e.g.

reference to the employer's leave policy or study incentive system. Applicants for the flexible-time Ph.D. program option must apply specifically to this Ph.D. option to be considered. We will consider flexible-time and full-time Ph.D. doctoral applications in the same admissions cycle and admit the most qualified applicants within the doctoral enrollment quota set by OISE/UT. Flexible-time Ph.D. students will not be eligible for guaranteed funding.

As governed by the university regulations, flexible-time students must be registered full-time and pay full-time fees for four years and may apply to be registered part-time thereafter. They will be required to undertake the same requirements as the full-time Ph.D. candidates in the Second Language Education program. The number of courses, comprehensive examination and thesis requirements will also be the same as those currently required for the full time Ph.D. The difference is that students enrolled in the flexible-time Ph.D. will be able to maintain a part-time course load and will have an overall time limit to completion of 8 years rather than 6 allowing them more 'flexibility' to pursue a Ph.D. and maintain their career track.

In order to appreciate the overall intent of this motion (and the flex-time motion for the Curriculum program), the department's broader enrolment plan needs to be considered. The CTL department has no intention of increasing its overall doctoral enrolment. The SLE program flexible-time Ph.D. will be part of the CTL non-funded doctoral enrolment which will include remaining Ed.D. students and the new flexible-time Ph.D. students. When quotas and targets were introduced in 2003/2004, CTL had a PhD quota of 28 (6 in SLE, 22 in Curriculum and Teacher Development) and an Ed.D. target of 23 (total of 51 doctoral students). In 2005/2006, CTL has a Ph.D. quota of 26 (6 in SLE, 20 in Curriculum) and an Ed.D. target of 5 (total of 31 doctoral students). The Ed.D. target has been reduced at the OISE/UT level until such time that each of the departments decide what to do with the current Ed.D. program model. CTL plans to suspend further admissions into the current Ed.D. model as of 2006/2007 and although the Ed.D. will remain closed in the SLE program, CTL will introduce a new cohort-based Ed.D. model in the Curriculum program by 2008/2009. We are in the early stages of development of the new model so the full details of this model are not yet available. However we do intend to develop a model that would admit one cohort of 20 students every 2-3 years.

By 2008/2009, CTL plans to return to the 2003/2004 quota/target of 49 doctoral students. Our intention is to have a quota of 26 full-time Ph.D. students and 23 non-funded doctoral students (a combination of flex-time Ph.D. and "new" Ed.D. students). The non-funded doctoral will include 20 Ed.D. students admitted into a 2-year cohort and up to 13 flex-time PhD students. In the case of the Ed.D. students, CTL will "count" only 10 Ed.D. students per year since we will admit a new cohort of Ed.D. on a two-year cycle. Thus in any one year, we would admit no more than 23 in the non-funded cohort (13 flex-time PhD + 10 Ed.D.).

Over the next few years then our CTL quotas and targets would look as follows:

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Full-time Ph.D. Cohort	26	26	26	26	26
Non-Funded Doctoral Cohort					
Flex-Time Ph.D.	Up to 13 through transfers (see below)	13	13	13	13
Ed.D.	5	0	0	10	10

Across the department few applications to transfer from the Ed.D. to the flexible-time Ph.D. are likely in the first year of the introduction of this program from those who applied to the Ed.D. when it was the only part-time doctoral option. We anticipate that six to eight students in both the SLE and Curriculum programs who are early enough in their Ed.D. will meet the criteria for the flexible-time Ph.D. program option and will apply for this transfer. In keeping with our enrolment targets, no more than 13 applications will be considered. The requests will be considered individually. Transfer students must write a statement of intent describing their ability to write an academic thesis, and why the Ph.D. is more beneficial to their present employer and their future career development. They will need the support of their faculty advisor. The Program Advisory Committee of CTL will review all transfer requests from the Ed.D. to the flexible-time Ph.D. Transfers will not be allowed from the flexible time Ph.D. to the full time Ph.D. or vice versa. Since the enrolment quotas for our non-funded doctoral degrees (i.e. Ed.D. and flexible-time Ph.D.) is projected to be virtually unchanged until at least 2009/2010, transfers from the Ed.D. to the flexible time Ph.D. option will have no impact on our overall doctoral numbers. After 2005/2006, transfer applications between the Ed.D. and Ph.D. will not be considered.

#### REVISED SGS CALENDAR ENTRY:

#### **Second Language Education:**

##### **Doctor of Philosophy**

Individuals pursuing the Ph.D. typically wish to be university professors in this field. The Second Language Education program offers both a full-time and flexible-time Ph.D. option. Applicants must declare the option(s) for which they are interested in applying.

#### **Admission Requirements**

##### *Full time Ph.D. option:*

Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto B+ or better is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

##### *Flexible time Ph.D. option:*

Applicants to the flexible time Ph.D. option are accepted under SGS general regulations and are subject to the same admission requirements as applicants to the full time Ph.D. option. However, in addition, applicants to the flexible Ph.D. must include in their statement of intent the outline of a plan that demonstrates the following: (a) that the applicant is in a career related to the field of study; (b) the applicant has 3 or more years with the same employer; (c) a need and desire to continue with current career path; (d) the capacity to secure blocks of time to enable concentrated study (eg., reference to the employer's leave policy, study incentive system, etc.)

#### **Degree Requirements:**

Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years. Degree requirements for both programs are the same. The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications),

comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL 3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001 - Research Colloquium in Second Language Education, Master's Level), as well a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement:

CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H, CTL4805H, AEC1400H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of the SLE Program coordinator and either their faculty advisor or thesis supervisor. For the full-time Ph.D., a minimum of two consecutive years of full-time study are required at the beginning of the Program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal and form a thesis committee.

### **SAMPLE PROGRAM OF STUDY, CTL SECOND LANGUAGE EDUCATION PROGRAM FLEXIBLE-TIME PHD**

**Course Work:** generally completed at the beginning of the program

- six to eight half-courses (depending on previous experience and academic qualifications), at least four of which must be undertaken in the program. Students are required to take CTL 3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001 - Research Colloquium in Second Language Education, Master's Level), and a research methods course relevant to the topic of the thesis. Completion of course work may take longer than one year which is normal for full-time PhD students.

**Formation of three person thesis committee:** this is normally done in the first four years.

**Comprehensive Requirement:** presentation of major literature related to the candidate's thesis topic, to be determined by the supervisor in consultation with thesis committee members and the candidate. This requirement must be fulfilled within the first four years of the program.

**Thesis proposal and ethical review:** students are encouraged to begin considering their thesis topic and working on their proposal from the beginning of their program and receive support for this in the required doctoral research methods course. Students are expected to complete their proposal after completing all course requirements and to complete their ethical review immediately after their thesis proposal has been accepted by their committee.

**Data Gathering:** may begin as soon as the thesis proposal has been accepted and the ethical review has passed.

**Thesis completion:** is required within eight years of beginning the program.