

UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL
REPORT NUMBER 137 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS

November 25, 2008

To the Academic Board,
University of Toronto.

Your Committee reports that it met on Tuesday, November 25, 2008 at 4:10 p.m. in the Council Chamber, Simcoe Hall, with the following present:

Professor Douglas McDougall
(In the Chair)
Professor Edith Hillan, Vice-Provost,
Academic
Professor Elizabeth Cowper
Professor Luc F. DeNil
Professor William Gough
Ms Jacqueline Greenblatt
Ms Emily Gregor
Ms Jenna D. Hossack
Professor Lesley Ann Lavack
Professor Rhonda Love
Professor Hy Van Luong

Professor Cheryl Regehr
Ms Charlene Saldanha
Ms Lynn Snowden
Miss Maureen J. Somerville
Professor Suzanne Stevenson
Mr. John David Stewart

Professor Susan Pfeiffer, Vice-Provost,
Graduate Education and Dean, School of
Graduate Studies

Mr. Neil Dobbs, Secretary

Regrets:

Professor Gage Averill
Professor Katherine Berg
Professor Ragnar Buchweitz
Professor Jonathan Freedman
Professor Robert Gibbs

Ms Anne Guo
Mr. Joseph Koo
Professor Ato Quayson
Professor Andrea Sass-Kortsak
Professor Elizabeth M. Smyth

In Attendance:

Professor Cristina Amon, Dean, Faculty of Applied Science and Engineering
Professor Will Cluett, Director, Division of Engineering Science, Faculty of Applied Science and Engineering
Professor Normand Labrie, Associate Dean, Research and Graduate Studies, Ontario Institute for Studies in Education
Ms Helen Lasthiotakis, Director, Policy and Planning, Office of the Vice-President and Provost
Ms Barbara McCann, Registrar, Faculty of Applied Science and Engineering
Professor J. J. Berry Smith, Vice-Dean, Students, School of Graduate Studies
Ms Mae-Yu Tan, Assistant Secretary of the Governing Council
Ms Alison Webb, Committee Secretary, Office of the Governing Council

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ITEMS 6 AND 7 CONTAIN RECOMMENDATIONS TO THE ACADEMIC BOARD. ALL OTHER ITEMS ARE REPORTED FOR INFORMATION.

1. Chair's Remarks

The Acting Chair welcomed members to the Committee's first meeting of the academic year. He reported that the Committee's Chair, Professor Sass-Kortsak, was recovering very well from major surgery, and she was expected back in the Chair for the next term. After introductions, the Chair reminded members that the Committee's terms of reference and a list of "frequently asked questions" had been distributed over the summer. He reviewed the highlights of the Committee's responsibilities and procedures and of members' duties.

2. Calendar of Business, 2008-09

The Committee received its Calendar of Business for 2008-09, showing the items planned to come before the Committee over the year. The Chair noted that the Calendar of Business was subject to change. The timing might not be precise. Changes might arise for a variety of reasons, including the emergence of new priorities and issues.

Professor Hillan said that the Committee could expect to receive at its January meeting proposals from the academic divisions, particularly the Arts and Science divisions, for major calendar changes for 2009-10. The divisions were, during the fall term, in the process of considering any major changes, which would be forwarded to the Committee in January. Undergraduate and second-entry programs were now expected to articulate degree-level expectations, and those expectations would be included in future program proposals. The Committee could also expect to receive, at its March meetings, the University-commissioned reviews of academic programs and units. The Committee received the reviews on a slip-year basis. It would in the current year consider the reviews completed in 2007-08 along with the administrative responses to the recommendations contained in those reviews.

The Chair noted that the calendars of business of all Governing Council Boards and Committees were available on the Governing Council website. The calendars were updated weekly, and members were invited to refer to them in order to know what items were likely to come forward during the year.

3. Report of the Previous Meeting

Report 136 (May 13, 2008) was approved.

REPORT NUMBER 137 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – November 25, 2008**4. Business Arising from the Report of the Previous Meeting****Item 3, Toronto School of Theology: Master of Sacred Music Conjoint Degree.**

Later in the meeting, a member noted that the proposed abbreviation for the new Master of Sacred Music degree was planned to be M.S.M. He observed that the M.S.M post-nominal was legally protected for another purpose, and it could be used only by individuals awarded the Meritorious Service Medal. Professor Hillan undertook to look into the matter and to ensure that any necessary action was taken.*

Professor Hillan commented that this particular degree represented an example of the recent trend towards a proliferation of highly specialized degrees. That trend replaced the previous situation in which students were simply awarded, for example, Master of Arts or Master of Science degrees in many different academic areas. Professor Pfeiffer noted that the situation was more complicated in the case of this particular new program because the Master of Sacred Music was not a graduate degree but a second-entry undergraduate degree.

Item 7, Reviews of Academic Units and Programs – Annual Report, 2006-07

Professor Hillan recalled that representatives of the Undergraduate Program Review Audit Committee (UPRAC) had visited in the spring term to audit the University's process for reviews of undergraduate and second-entry degree programs. UPRAC was a committee of the Ontario Council of Academic Vice-Presidents (OCAV), itself an affiliate of the Council of Ontario Universities. UPRAC audited the program of undergraduate reviews at each University every seven years. Professor Hillan anticipated that the University would receive UPRAC's audit report early in the 2009 year. She would report to the Committee on the receipt of, and on any recommendations in, the report.

Professor Hillan noted that the process to review graduate programs was a very different one, conducted by the Ontario Council on Graduate Studies, another affiliate of the Council of Ontario Universities. That process was being reconsidered by OCAV, and Professor Hillan anticipated that the responsibility for review of graduate programs would, like the process for review of undergraduate and second-entry programs, devolve to the individual institutions.

Professor Pfeiffer added that the reconsideration of the process for the review of graduate programs was working towards the harmonization of the undergraduate and graduate program quality assurance processes in the Province. The proposed deadline for implementation of a new process was September 2010. Professor Pfeiffer hoped to see substantial changes, harmonization of all review processes, and clarity of those processes.

* It was subsequently decided to use the post-nominal abbreviation M.S.Mus.

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5. Report on Approval Under Summer Executive Authority

Ontario Institute for Studies in Education: Consecutive Bachelor of Education (B.Ed.) Program: Changes in Pre-Requisite Course Requirements

The Chair reported that the President, with the approval of the Chair of the Governing Council, had used his summer executive authority to approve one matter within the jurisdiction of the Committee on Academic Policy and Programs. The President had approved:

THAT the Ontario Institute for Studies in Education Consecutive Bachelor of Education (B.Ed.) program enact change in prerequisite course requirements, as outlined, effective for students entering the program in the 2009-10 academic session.

6. School of Graduate Studies Ontario Institute for Studies in Education: Ed.D. Program in Developmental Psychology and Education – Closure

Professor Hillan said that at the present time the Department of Human Development and Applied Psychology at the Ontario Institute for Studies in Education (OISE) offered two doctoral programs in Developmental Psychology and Education: a Ph.D. Program and an Ed.D. program. The original distinction between the two programs was that the Ed.D. program was to be more a professional program intended for practitioners and the Ph.D. program was to be more an academic program. That distinction had become less clear in recent years. With the offering of the Ph.D. program on a flexible-time basis, there had been a marked decline in the enrolment in the Ed. D. program and a corresponding increase in the enrolment in the Ph.D. program. OISE therefore proposed to cease admission to the Ed.D. program and to disestablish the program when the last of the current students ceased to be registered in it. Invited to comment, Professor Labrie added that there had been only seven students in the Ed.D. program in 2004, and no students had been admitted to the program beginning in 2005. Only two students had remained enrolled in the Ed.D program in 2008-09, and one of those had now completed the degree requirements.

A member asked whether the proposed closure of the Ed.D. program reflected a broader trend across Canada. Professor Labrie replied that he could not comment on the presence of any national trend. At OISE, the decision had been based on the finding, through surveys, that there was no significant difference in the type of students in the Ed.D. program and the Ph.D. program or in the empirical basis of the work they completed. Particularly with the availability of the flex-time Ph.D., a distinction no longer appeared to be applicable. It might well be the case that in programs in Education

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6. School of Graduate Studies Ontario Institute for Studies in Education: Ed.D. Program in Developmental Psychology and Education – Closure (Cont'd)

based on purely academic disciplines such as Psychology there was a trend away from offering Ed.D. programs.

On the recommendation of the School of Graduate Studies and the Ontario Institute for Studies in Education,

YOUR COMMITTEE RECOMMENDS

THAT the proposal from the School of Graduate Studies and the Ontario Institute for Studies in Education to cease admission to the Developmental Psychology and Education Ed.D. program be approved effective immediately and,

THAT the closure of the Developmental Psychology and Education Ed.D. program be approved, effective when no students are registered in it, and THAT the entry for the program be removed from the School of Graduate Studies calendar on a permanent basis.

7. Faculty of Applied Science and Engineering: Bachelor's Degree in Engineering Science – Renaming

Professor Hillan said that the Engineering Science program was a very important one in the Faculty of Applied Science and Engineering and one that was offered by very few universities around the world. The Faculty proposed to award a separate degree to students who completed that distinctive program: a Bachelor of Applied Science in Engineering Science. While the program shared elements of the core Engineering programs, it was also distinctive in several respects. Students completed a two-year foundation curriculum followed by two years of specialization in a diverse range of fields or Majors, many of which were unique to the Engineering Science program. Students were also required to complete an independent research-based thesis project. Professor Hillan reported that the proposal had followed extensive consultation within the Faculty, and it enjoyed the full support of faculty and students.

Discussion focused on two topics.

(a) Broader implication of the proposal for a separate degree. A member stated his support for a separate degree for students who had completed the clearly unique program in the Faculty of Applied Science and Engineering. He asked, however, whether the proposal might serve as a precedent for future proposals for separate

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degrees in other fields, for example in the various, clearly distinctive disciplines in the faculty of Arts and Science. Did the proposal reflect a trend that was already underway? Professor Hillan replied that this case was probably unique with respect to undergraduate degrees; she was unaware of similar proposals being considered elsewhere in the University. This proposal represented a natural evolution. Universities were expected by the Province to articulate degree-level expectations for each of their undergraduate and professional programs, and separate expectations had been articulated for this program because it was so distinctive. It was therefore natural to consider awarding a separate degree upon its completion.

Professor Stevenson noted that the Faculty of Arts and Science awarded separate degrees in Arts, Science and Commerce. There had been no discussion in that Faculty of any other degrees. The degree-level expectations in all disciplines and for all degrees had been considered and were the same.

Professor Cluett stressed that Engineering Science was not a discipline but rather a program that was distinctive from the other programs in the Faculty of Applied Science and Engineering. Within that program, there were specializations within particular disciplines or areas. While there were some areas of overlap between corresponding specializations in Engineering and Engineering Science, the latter program was clearly a distinctive one. That distinction had been recognized by the Faculty over the years, for example in its Calendars. There was some precedent for the request. At McGill University, for example, students in Mechanical and Electrical Engineering enrolled either in the usual engineering programs or distinctive Honours programs. The McGill Honours programs, like the Engineering Science program at this University, were more rigorous, dealt with their subjects in more depth and required a research thesis. The Faculty at the University of Toronto did not want to use the "honours" terminology because it was now used at this University to signify a level of achievement within a program rather than a separate program. The Faculty had also considered a "Bachelor of Engineering Science" degree, but the students in the program had stated their preference for the degree name - the Bachelor of Applied Science – that was granted for other programs in the Faculty, but at the same time a degree name that signified their completion of the distinctive program.

(b) Recognition of earlier graduates from the program. A member noted that the degree was not to be made available retroactively. Was there any risk of confusion, especially in the profession, arising from the fact that graduates of the same Engineering Science program over the years would have different degree names? Had there been any thought given to providing a letter to explain the reason for the differing degree names? Dean Amon replied that there was indeed no plan to permit graduates from

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7. Faculty of Applied Science and Engineering: Bachelor's Degree in Engineering Science – Renaming (Cont'd)

earlier years to change their degree designation. Currently enrolled students who completed the program successfully would be permitted to opt to receive either the current Bachelor of Applied Science degree (the degree available to them upon their first enrolment in the Faculty) or the proposed new degree. Newly admitted students would work towards the new degree. While no thought had been given to providing an explanatory letter, it would certainly be possible to provide one if requested.

On the recommendation of the Faculty of Applied Science and Engineering,

YOUR COMMITTEE RECOMMENDS

THAT the degree name for students graduating from the Engineering Science Program in the Faculty of Applied Science and Engineering be changed from Bachelor of Applied Science to Bachelor of Applied Science in Engineering Science, effective for graduates receiving their degree in June 2009.

8. School of Graduate Studies: Transcript Notation for Completion of the Professional Skills Development Program

Professor Hillan said that the School of Graduate Studies proposed approval of a notation on the transcript of graduate students who complete a non-academic, co-curricular program in Professional Skills Development. The program would give graduate students the opportunity to enhance their professional skills in several areas. The program was optional, and students who completed it were eager to have that fact noted on their transcripts.

Invited to comment, Professor Smith said that the proposal had followed broad discussions within the School of Graduate Studies. The proposal had the enthusiastic support of all concerned. Numerous individuals had volunteered to serve on the committee that would oversee the program.

Discussion focused on the following topics.

(a) Availability of the program and notation. A member observed that the document provided by the School of Graduate Studies made it appear that the new program would be available primarily to doctoral students. Would it also be available to Master's degree students? Professor Smith replied that the program was intended for, and open to, doctoral-stream students including Master's level students. However, it was anticipated that completion of the program, along with regular academic studies, might well take

REPORT NUMBER 137 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – November 25, 2008**8. School of Graduate Studies: Transcript Notation for Completion of the Professional Skills Development Program (Cont'd)**

more than one year. The program might therefore be less suitable for Master's degree students.

(b) Approval of the transcript notation but not the program. A member observed that the Committee was being asked to approve only the transcript notation of completion of the program but not the program itself. The content of the program was to be left to a standing committee of the School of Graduate Studies devoted to its oversight. Professor Hillan replied that the approval of the Committee was not required for non-academic programs but only for their notation on academic transcripts. The previous notation approved was the language-skill notation. Professor Smith added that many of the details of the program and its requirements had still to be worked out, and he anticipated that they would change over time. The oversight committee would report annually to the Graduate Education Council through its Committee on Student Matters. Professor Pfeiffer said that she would be pleased to include summary information on the program in her annual report to the Committee on matters approved by the Graduate Education Council under authority delegated from the Committee on Academic Policy and Programs. She noted that information about the planned program was available on the School's website and it would be updated as changes were made.

(c) Evaluation of performance. A member asked whether the proposed notation would be available to any student who completed the required number of hours and the distribution of courses / workshops / seminars / placements, or whether students would be evaluated on their work and required to meet an appropriate standard. Professor Smith replied that the matter was being addressed by the oversight committee. The form for proposals for courses to be included in the program required a statement concerning the instructor, the expected learning outcome, and the method for evaluation of performance. Therefore, there was an expectation of a stated level of performance. However, the program was to be based, especially initially, on existing courses, activities, etc. There would therefore be flexibility in accepting the level of performance already established in them. Professor Smith did, however, anticipate that a level of expectations would be established as the program was being implemented.

(d) General support for the idea. A member strongly supported the proposal, noting that students were very much in favour of it. Transcript notation of completion of the program would be of great value to students seeking employment upon completion of their graduate studies.

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8. School of Graduate Studies: Transcript Notation for Completion of the Professional Skills Development Program (Cont'd)

On the recommendation of the Graduate Education Council,

YOUR BOARD APPROVED

The addition of a transcript notation for graduate students indicating the successful completion of the Graduate Professional Skills Development program, effective May 2009

9. Reports of the Administrative Assessors

Master of Information Degree

Professor Hillan recalled the recent approval of the change of name of the former Faculty of Information Studies to the Faculty of Information. The Faculty had proposed that the name of the Master's degree it offered be changed correspondingly from the Master of Information Studies to the Master of Information. That change had been approved by the Graduate Education Council. There was no change to the degree program itself. Because the change of name of the degree was made simply to correspond with the change of name of the Faculty itself, and because the latter name change had recently been approved by the Governing Council, it was deemed unnecessary to submit the change for approval beyond the level of the Graduate Education Council.

10. Date of Next Meeting

The Chair reminded members that the next regular meeting of the Committee was scheduled for Tuesday, January 20, 2009. The agenda would include calendar change proposals from the academic divisions, the annual report on changes approved by the Graduate Education Council, and proposals from the University Registrar concerning two policies.

The meeting adjourned at 5:02 p.m.

Secretary

Acting Chair

December 4, 2008