University of Toronto
Major Modification Proposal – Type A: Significant Modifications to Existing Graduate and Undergraduate Programs

This template should be used to bring forward all proposals for major modifications to existing graduate and undergraduate programs for governance approval under the University of Toronto’s Quality Assurance Process.

<table>
<thead>
<tr>
<th>Program being modified:</th>
<th>Master of Information (MI), Information</th>
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<tbody>
<tr>
<td>(Please specify exactly what program and which components of that are being modified, E.g., BA … Specialist, Major, and Minor components.)</td>
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<tr>
<td>Nature of the Major Modification:</td>
<td>Creation of a second concentration pathway that includes a co-op</td>
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<td>With reference to the UTQAP please characterize the nature of the change being made.</td>
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<td>Department / Unit (if applicable) where the program will reside:</td>
<td>Faculty of Information</td>
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<td>i.e. site of academic authority. Where a program is housed elsewhere (in physical terms), this should also be indicated.</td>
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<td>Faculty / Academic Division:</td>
<td>Faculty of Information</td>
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<tr>
<td>Dean’s Office contact:</td>
<td>Professor Wendy Duff</td>
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<td>Proponent:</td>
<td>Professor Wendy Duff</td>
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<tr>
<td>Anticipated Effective date:</td>
<td>September 1, 2015</td>
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<tr>
<td>Version Date: (please change as you edit proposal)</td>
<td>March 5, 2015</td>
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This is a proposal to create a new (4\textsuperscript{th}) option within the Master of Information (MI) program. Currently, prospective students can choose to enroll in a general program pathway or in a concentration pathway (see graph below). For the general program pathway, students can either do coursework or choose a thesis option. The concentration option allows students to pursue a specialization in a pre-defined area of study. There are 7 pre-defined concentrations: Archives & Records Management; Critical Information Policy Studies; Culture & Technology; Information Systems & Design; Knowledge Management & Information Management; Knowledge Media and Design and Library and Information Science.

The proposal is to create a new option for the concentration pathway, which would include 7 concentrations with a co-operative education component. The Master of Information concentration and co-op option (CCO) would become a second option for full-time students (only) in the concentration pathway within the Master of Information program that students would apply to in year one.
2 Academic Rationale

Throughout the last several years, there have been many calls for creating more opportunities for experiential learning in the Master of Information program.

A survey of “Students' Perceptions of Information Programs in Canada” (Cherry, et.al. 2013)\(^1\) noted that 73% of students support and strongly support the idea of more practical engagements and experiential opportunities.

The Faculty of Information “Self Study” (November 2013), stated “During our consultations with Alumni and MI students, participants indicated that there was a gap between the skills and the knowledge required in the workplace and what was being taught in some concentrations. Furthermore, at one of the sessions with the alumni, attendees suggested that a co-op program might help students to connect their learning to practice.”

As per the Faculty of Information’s “iSchool Strategic Plan 2012-2017”, the introduction of a co-operative education program would address the goal of “Engaging our students in experiential, experimental and empirical learning”.

“Bringing Life to Learning at Ontario Universities”, an Experiential Learning Report (March 2014)\(^2\) by the Council of Ontario Universities (COU), says:

- “Graduates with relevant work experience are ahead of their peers.”
- “Today, work-integrated learning programs at Ontario universities span all disciplines, from environmental science to fine arts, engineering and health sciences”
- “Applied, or work-integrated, learning is one of the fastest-growing areas for universities in Ontario, a testament to its tremendous value to students and employers.”
- “The benefits of these programs reach far beyond the individual experience – many thousands of students have found full-time employment in their fields of study as a result of the experiential learning opportunities gained during their university education.”

The Canadian Association for Co-operative Education (CAFCE) defines co-operative education as\(^3\):

“a program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

i. each work situation is developed and/or approved by the co-operative educational

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\(^1\)Joan Cherry, Luanne Freund, & Wendy Duff. Student Perceptions of Information Programs in Canada. Journal of Education in Library and Information Science, 54 no. 3 (2013), 174-190

\(^2\)http://cou.on.ca/publications/reports/pdfs/march262014---experiential-learning-report

\(^3\)http://www.cafce.ca/coop-defined.html
institution as a suitable learning situation;

ii. the co-operative student is engaged in productive work rather than merely observing;

iii. the co-operative student receives remuneration for the work performed;

iv. the co-operative student's progress on the job is monitored by the co-operative educational institution;

v. the co-operative student's performance on the job is supervised and evaluated by the student's co-operative employer;

vi. the time spent in periods of work experience must be at least thirty per cent of the time spent in academic study.”

CAFCE further describes co-op education as “an educational model rather than a job placement strategy. Co-op Education promotes continuous learning through the integration of classroom and applied work-based learning.”

Co-operative education is designed to integrate classroom studies with work experience relevant to a student’s area of study.

The co-op nomenclature and model is the norm the field. For example, the Faculty of Information at Western University offers master’s degree in library and information science with a well-established co-op program that integrates graduate studies with co-op work experience. Additionally, Master of Information Studies co-op program at the University of Ottawa similarly combines academic and work experiences. At the University of British Columbia, the School of Library, Archival and Information Studies also offers a Master of Library and Information Science with experiential learning options, i.e. practicum courses, as well as a co-op program.

Students who enroll in the Master of Information Concentration pathway with Co-operative Option (CCO) benefit from two consecutive 12-week sessions of full-time paid work in the private, not-for-profit or public sectors. Co-operative education contributes to a student’s educational experience; provides an opportunity to further develop and apply the knowledge and expertise acquired during their coursework; and increases their potential for employment upon graduation. Employers play a key role in co-operative education as their participation ensures students gain valuable and meaningful work experience. The program also allows students to further develop their skills and knowledge; to apply them in real world settings; and to network with potential employers and future colleagues.

Pairing the seven concentrations: Archives & Records Management; Critical Information Policy Studies; Culture & Technology; Information Systems & Design; Knowledge Management & Information Management; Knowledge Media and Design and Library and Information Science with a co-op option would allow students interested in a wide range of information professions to gain practical experience. The student’s academic learning, as specified within each concentration through required courses, would be applied through a related work experience. This would enhance the student’s overall knowledge, experience and empirical learning in that particular field.
3 Description of the Proposed Major Modification(s)

MI Concentration with Co-op Option (CCO)

Admissions Process

Admissions process for enrolling in the MI program will not be affected by the new co-op option. Since prospective students are required to declare their concentration when they apply to the MI program, once accepted into the MI program, they will already be accepted into a specific concentration or the general program.

To be considered for the CCO first year full-time MI students will have to apply for admission to the CCO in the first (Fall) session. The process of submitting a separate application from the program admission one is the disciplinary norm, which information schools in Ontario, such as Western University and University of Ottawa have been following. Also, according to CAFCE: “students should have an initial grounding in their field of study and preparation they can apply to gaining and maintaining their first work term.”

MI students who wish to pursue this pathway will complete an on-line application and submit a:

- Letter of interest (approximately 500 words explaining why she/he wants to enroll the CCO, his/her career objectives and how enrolling in the CCO will support these objectives);
- Current resume; and
- Permission to see previous transcripts and U of T academic record
- Co-op application fee ($50 non-refundable)

To better manage the co-op option as it develops, a maximum of 30 students will be admitted to the CCO in its first year. Admission will be based upon the student’s application and professional readiness assessed during an interview. The Director and/or the Co-op Coordinator will interview all applicants to the option. The decision not to allow a student to enroll in the co-op option is made by the Director of the CCO and cannot be appealed.

CCO Application Fee & Tuition

Students admitted to the CCO must adhere to the procedures and regulations of the option and are required to pay a one-time $50 non-refundable co-op application fee to apply to the option, and a $1200 auxiliary fee paid in three installments ($400 per session), i.e. for the second (Winter) session, third (Summer) and fourth (Fall) session as per the University of Toronto fee schedule. During the second (Winter) session, students will partake in career workshops and receive one-on-one career advising session including individual resume and co-op application review. During the third (Summer) and fourth (Fall) sessions, students will be enrolled in the co-op courses, further explained below in section “CCO Requirements”.

Student Eligibility

To better manage the option as it develops, a maximum of 30 students will be admitted to the CCO in its first year.
To compete for admission to the CCO, an applicant must:

- Be a current full time first year MI student who is a Canadian citizen, permanent resident of Canada, or international student;
- Have received minimum A- cumulative average on classes completed in their first session;
- Be enrolled in or completed a minimum of two required courses in their declared concentration;
- Have completed at least 8 courses (4.0 FCE) prior to starting the co-op work session;
- Maintain good academic standing prior to the start of their work terms;
- Agree to return to the MI program to complete their degree upon completion of their work terms;
- Complete an interview with the Co-op Director and/or the Co-op Coordinator;
- Complete mandatory career workshops for the CCO;

As a support for students through the application process, we will encourage them to take the following not-for-credit workshops in their first (Fall) session, prior to applying for CCO: writing resume, cover letter, and job interviews. All other workshops, i.e. introduction to co-op, how to network, professional communication, and career options, can be taken during the first (Fall) session or the second (Winter) session.

**CCO Requirements**

All Master of Information students complete 8.0 FCEs to obtain the degree. The MI program is designed to be completed over two years (4 sessions full-time FW/FW). Students admitted to the CCO will also complete the program over two years with an additional two sessions (6 sessions full-time FWS/FWS). In order to complete the co-op option, students would complete the concentration requirements core and required course requirement (3.0 FCE) plus 1.0 FCE co-op (2 co-op credits worth .5 FCE each) and 4.0 FCE elective courses. Students who are enrolled in one concentration will be able to do a co-op in that field and apply theoretical knowledge, gained through core and required courses. Students who are enrolled in two concentrations will be able to do two work terms, in one or two areas of study, thus getting exposure and experience in two fields, which align with their course selection. The breakdown of the curriculum is:

- 0.5 core crs FCE
- 2.5 required FCE
- 1.0 co-op (CCO) FCE
- 4.0 elective FCE

Students enrolled in the CCO must complete two 0.5 credit courses:

- INF XXXX MI Co-operative Education I
- INF XXXX MI Co-operative Education II

These courses will be graded “credit/non-credit” and will appear on a student’s transcript.

Since in the CAFCE’s definition of the co-op it is stated that “the time spent in periods of work
experience must be at least thirty per cent of the time spent in academic study”, the CCO will consist of two 12-week, full-time co-op sessions. According to CAFCE, “The program must begin with a study term and end with one, to ensure that the preparation for the work term and the synthesis of the work experience into the total program can be accomplished.” If a student is not able to obtain a co-op placement in third (Summer) session, then the first co-op session can be completed in the Fall of the second year. For example, students would normally proceed through their CCO as follows:

“A” stands for academic term
“Co-op” stands for co-op session

<table>
<thead>
<tr>
<th></th>
<th>1st Fall</th>
<th>1st Winter</th>
<th>1st Summer</th>
<th>2nd Fall</th>
<th>2nd Winter</th>
<th>2nd Summer</th>
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<tbody>
<tr>
<td>Option 1</td>
<td>A</td>
<td>A</td>
<td>Co-op</td>
<td>Co-op</td>
<td>A</td>
<td>A</td>
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<tr>
<td>Option 2</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>Co-op</td>
<td>Co-op</td>
<td>A</td>
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</table>

Students will need to complete the majority of their required courses for their concentration(s) in the first year of their study to ensure they can complete their course work in a timely manner.

Students will continue to be registered while completing the co-op.

Evaluation
For each co-op session, in consultation with the coop Director, students will develop a set of goals and a final report. The Co-op Director and/or Co-op Coordinator will carry out an onsite evaluation at the workplace of each student (in special circumstances the evaluation may be conducted by phone), and the employer will complete a performance evaluation. The credit/non-credit for MI Co-operative Education I and MI Co-operative Education II will be determined by the graduate faculty member teaching the course. It will include an evaluation from the co-op supervisor and the student’s final report. If the Co-op Director, a graduate faculty member, deems that student has not performed at a satisfactory level, and/or did not complete two co-op sessions, that student would not receive the CCO notation on their transcript.

Roles and Responsibilities
The Co-op Director and the Co-op Coordinator will be responsible for the administration of the CCO including the selection of students to the CCO; the development and delivery of a co-op workshop; the maintenance of employer relationships; the employer visits; the submission process for and grading of the co-op final reports; and the gathering and reporting to the Faculty of the CCO successes. While the Co-op Coordinator will be responsible for posting available opportunities, it will be student’s responsibility to apply for and obtain a co-op placement. This means that students are not guaranteed a co-op position. This is common practice among all U of T co-op programs, including ones at UTSC, U of T Engineering, as well as Western University and University of Ottawa information schools.

A CCO Advisory Committee will provide guidance for the development of the option and assist
with recruitment of work terms. A Director of the CCO and the Co-op Coordinator will administer the option. The Director of the CCO will be a faculty member, who will assist with the option including site visits. The Faculty of Information Careers Officer will spend 50% of the time as a Co-op Coordinator.

Co-op Opportunities

The iSchool’s Careers Officer has already built relationships with several organizations that offer co-op opportunities every year. Some of the include:

- Canadian Security Intelligence Service (information management roles)
- Communications Security Establishment (library and information science and records management roles)
- Environment Canada (information management roles)
- Library and Archives Canada (library and archives roles)
- Ministry of Government Services (policy roles)
- Public Works and Government Services Canada (information management roles)
- Sanofi Pasteur (records management and knowledge management roles)
- United Nations Archives (archives roles)

Once the co-op option has been approved, more effort will be made to establish more contacts and opportunities for the co-op students. Even though it is student’s responsibility to find the co-op opportunities, the Careers Officer will promote the CCO to potential employers, including those who already participate in MI practicum placements (approx. 300 contacts) and those employers who post jobs on the iSchool’s job site (approx. 70 jobs per month). Additionally, a more structured outreach to new employers and organizations will be undertaken to find opportunities for all information areas.

The above mentioned practicum placements are offered through two elective practicum courses (INF2173H and INF2158H). Students, who are not in the CCO, will be able to continue to take these courses. Practicum placements are unpaid, 105 hours (for INF2173H) and 45 hours (for INF2158H) projects completed at an organization’s location. With the long history of placing students at a variety of organizations, we will be able to build upon this experience. The Careers Officer, who will serve as the Co-op Coordinator, is the contact person for practicum placement employers, for both courses, and has an established relationship with them, which will be leveraged appropriately for the CCO. Students in the CCO will not be able to take practicum courses, as their co-op placement will provide practical engagement opportunities. The projects for the practicum courses will differ from co-op, not just in length, but also in the level of responsibility and type of roles. Practicum placements will not be affected by the creation of the CCO since those placements are more projects based. Students who withdraw from the CCO because they could not find the co-op work by the fourth session (Fall) will be able to take the practicum courses.

Learning Outcomes

In addition to the Master of Information program Learning Outcomes, two additional CCO
outcomes have been developed. (Appendix D)

4 Impact of the Change on Students

The new option will not impact the current/continuing students, as it will be offered only to (starting with) the incoming class of 2015. The MI Co-operative Education I (first co-op session) will be offered in the summer of 2016.

Current students were informed of the proposal for the new co-op option at the meeting of the Master of Information Student Council (MISC). Students were overwhelmingly supportive of the creation of the co-op option and their suggestions have been considered in drafting this proposal.

5 Consultation

In developing this proposal, Co-op Development Committee consulted widely with stakeholders. The Committee discussed the Co-op option with the MI student council, with faculty members, employers and with the alumni association.

The proposal was discussed at a Faculty meeting and was reviewed by the Program committee (with student representation) as well as a Working Group on the Curriculum. The co-op was discussed briefly at the Faculty Council.

Since the iSchool’s Master of Museum Studies (MMSt) program has been offering an internship course for many years, a MMSt faculty member was a member of the CCO Developing Committee. This provided the committee an opportunity to compare and consider all options, i.e. co-op vs. internship.

Also, meetings were held with Co-op coordinators from well-established Co-op programs within the University of Toronto and at other universities:

- UTSC Management Co-op, University of Toronto
- Engineering Career Centre (PEY & eSIP programs), University of Toronto
- Master of Public Health, Dalla Lana School of Public Health, University of Toronto
- Master of Industrial Relations and Human Resources (MIRHR), Centre for IRHR, University of Toronto
- Master of Public Policy, School of Public Policy and Governance, University of Toronto
- Master of Business Administration, DeGroot School of Business, McMaster University
6 Resources

A Director of the Co-op Option and the Co-op Coordinator will administer the CCO. The Director of the CCO will be a graduate faculty member and the instructor for MI Co-operative Education I and MI Co-operative Education II. The Faculty of Information Careers Officer will spend 50% of her time as a Co-op Coordinator.

Students admitted to the CCO must adhere to the procedures and regulations of the option, as outlined in the CCO Handbook (to be developed) and are required to pay a one-time $50 non-refundable co-op application fee to apply to the co-op option and an additional $1200 auxiliary fee as per the University of Toronto tuition fee schedule.

7 Governance Process

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<tr>
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<th>Levels of Approval Required</th>
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<tr>
<td>Dean’s Office Sign-Off</td>
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<td>Unit level approval</td>
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<td>Faculty/ Divisional Council</td>
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<td>Submission to Provost’s Office</td>
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<td>AP&amp;P – reported annually</td>
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<td>Ontario Quality Council – reported annually</td>
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Appendix A: Current Calendar Copy

2014-15 SGS Calendar

Master of Information

- The Faculty of Information offers two pathways to complete the Master of Information (MI) program:
  - concentration pathway: students choose one or two of seven concentrations
  - general program pathway, including coursework only or thesis option

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Application deadlines are available on the Faculty of Information website. Applicants must also satisfy the Faculty's additional admission requirements stated below.
- An appropriate bachelor's degree with at least a B average (3.0 GPA) from a university recognized by the University of Toronto. Generally, successful applicants hold an academic level of B+ (3.3 GPA) or higher in the final year.
- The bachelor's degree must normally contain at least 75% academic credits—that is, courses that are not professional, practical, technical, or vocational. Courses such as studio art, drama or music performance, theology, education, or undergraduate courses in library science are not normally considered to be sufficiently academic in content for admission purposes.
- Applicants who meet current admission requirements and who hold a BLS degree from the University of Toronto, or its equivalent from an approved university, may be admitted to the MI program with advanced standing. Such students may be required to take additional courses if certain requisite instruction is lacking.
- Applicants who have satisfactory standing in an undergraduate program and who have successfully completed information studies graduate courses in programs equivalent to the University of Toronto MI program may also apply for admission with advanced standing. Each application will be evaluated individually. At least 4.0 full-course equivalents (FCEs) towards the MI degree must be taken at the University of Toronto.
- All incoming graduate students must have a good command of English. All applicants educated outside Canada whose primary language is not English must demonstrate proficiency in the English language. This requirement is a condition of admission and must be met before an offer of admission is made. The English language requirement may be satisfied using one of the following tests:

1. Test of English as a Foreign Language (TOEFL) with the following minimum scores:
   - paper-based TOEFL exam: 600 with 5.5 on the Test of Written English (TWE)
   - Internet-based TOEFL exam: 100/120 with 24/30 on the speaking section and 27/30 on the writing section

2. Michigan English Language Assessment Battery (MELAB) with a minimum required score of 95.

3. International English Language Testing System (IELTS) with a minimum required score of 8.0.
4. English Language Diagnosis and Assessment (ELDA)/Certificate of Proficiency in English (COPE) with a minimum required score of 6 and at least 3 in the writing portion.

Concurrent Registration Option (CRO)
- Master of Information/Master of Museum Studies degree programs. Applicants interested in completing the Master of Information and the Master of Museum Studies degree programs concurrently must apply to and be accepted into each program separately and receive approval from the Graduate Coordinator in each program. Applicants should indicate interest in the concurrent registration option at the time of application to the second of the two programs.

Program Requirements
- The minimum requirement is completion of 8.0 FCEs, regardless of pathway or option therein.
- All students must successfully complete all degree requirements as outlined for either the concentration pathway or for the general program pathway.
- The Faculty expects students to be competent in their use of information and communication technologies as appropriate to their programs of study.

Concentration Pathway
- The Faculty of Information offers seven concentrations leading to the MI degree:
  1. Archives and Records Management
  2. Critical Information Policy Studies
  3. Culture and Technology
  4. Information Systems and Design
  5. Knowledge Management and Information Management
  6. Knowledge Media Design
  7. Library and Information Science
- Each concentration requires a total of 8.0 full-course equivalents (FCEs) including:
  - two quarter-weight core courses (0.5 FCE total)
  - five required half courses (2.5 FCEs total specific to each concentration); note: the Knowledge Media Design concentration requires three half courses and one full course
  - plus 10 additional elective half courses (5.0 FCEs total)

Concentration: Archives and Records Management (ARM)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1003H, INF 1330H, INF 1331H or INF 2186H, INF 2175H, and INF 2184H)
- 5.0 elective FCEs
Concentration: Critical Information Policy Studies (CIPS)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1001H, INF 2181H, INF 2198H, INF 2240H, and INF 2242H)
- 5.0 elective FCEs

Concentration: Culture and Technology (C&T)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1240H, INF 1501H, INF 1502H, INF 2010H, and INF 2241H)
- 5.0 elective FCEs

Concentration: Information Systems and Design (IS&D)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1340H, INF 1341H, INF 1342H, INF 1343H, and INF 2177H)
- 5.0 elective FCEs

Concentration: Knowledge Management and Information Management (KMIM)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1003H, INF 1230H, INF 2175H, INF 2176H, and INF 2186H)
- 5.0 elective FCEs

Concentration: Knowledge Media Design (KMD)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (KMD 1001H, KMD 1002H, KMD 2001H, and INF 1601Y)
- 5.0 elective FCEs

Concentration: Library and Information Science (LIS)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1230H, INF 1240H, INF 1300H, INF 1310H, and INF 1320H)
- 5.0 elective FCEs

General Program Pathway

Coursework Option
- 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005H, and 1006H)
- 6.0 elective FCEs
- Students choosing the coursework option must have their program of study approved by the Graduate Coordinator.
**Thesis Option**
The thesis option allows students to gain experience in developing and executing a research project from beginning to end. Students gain familiarity with the research process and hone their research skills. The thesis option is designed for students who have a clearly defined topic, can find a supervisor, and can meet tight deadlines in order to graduate within the usual time frame envisioned for the degree.

- 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF1005H, and 1006H)
- 0.5 required FCE consisting of one research methods half course appropriate to the student's program of study with a final grade of at least A-
- 3.0 thesis FCEs
- 2.5 elective FCEs (five additional half courses which may include up to four graduate half courses (2.0 FCEs) taken outside the MI program
- Faculty approval is required to enter the thesis option.

**Program Length**

4 sessions (2 years) full-time (typical registration sequence: F/W/F/W);
11 sessions (5.5 years) part-time

**Time Limit**

3 years full-time;
6 years part-time
Appendix B: Proposed Calendar Copy

Proposed text is highlighted in yellow

Master of Information
The Faculty of Information offers two pathways to complete the Master of Information program:

- **Concentration Pathway** (students choose one or two of seven concentrations), including concentrations only or concentrations with co-op option (CCO)
- **General Program Pathway**, including coursework only or thesis option

Admission Requirements
- To be considered for the CCO, first year, full-time students will apply at the end of the first (Fall) session. For more information, please visit [www.ischool.utoronto.ca](http://www.ischool.utoronto.ca). Acceptance is limited and not guaranteed.

Program Requirements
- The minimum requirement is completion of 8.0 FCEs, regardless of pathway or option therein.
- All students must successfully complete all degree requirements as outlined for either the concentration pathway or for the general program pathway.
- The Faculty expects students to be competent in their use of information and communication technologies as appropriate to their programs of study.

Concentration Pathway
- The Faculty of Information offers seven concentrations leading to the MI degree:
  1. Archives and Records Management
  2. Critical Information Policy Studies
  3. Culture and Technology
  4. Information Systems and Design
  5. Knowledge Management and Information Management
  6. Knowledge Media Design
  7. Library and Information Science

- Each concentration requires a total of 8.0 full-course equivalents (FCEs) including:
  - **Concentration Only option**
    - two quarter-weight core courses (0.5 FCE total)
- five required half courses (2.5 FCEs total specific to each concentration); note: the Knowledge Media Design concentration requires three half courses and one full course
- plus 10 additional elective half courses (5.0 FCEs total)

- **Concentration with Co-operative Option (CCO) option**
  - two quarter-weight core courses (0.5 FCE total)
  - five required half courses (2.5 FCEs total specific to each concentration); note: the Knowledge Media Design concentration requires three half courses and one full course
  - co-op/CCO INF XXXXH and INF XXXH (1 FCEs total)
  - plus 8 additional elective half courses (4 FCEs total)

**General Program Pathway**

The General Program Pathway includes two options, coursework only and thesis option. The major modification proposal does not affect the General Program Pathway, which will stay the same (Appendix A).

**Program Length**

- 4 sessions (2 years) full-time (typical registration sequence: F/W/F/W); CRO Option: 6 sessions (2 years) full-time (typical registration sequence: F/W/S/F/W/S); 11 sessions (5.5 years) part-time

**Time Limit**

- 3 years full-time;
- 6 years part-time
Appendix C: Current Learning Outcomes, and Degree Level Expectations

Table 1: Master of Information DLEs for all students

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<tr>
<th>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
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<td>EXPECTATIONS:</td>
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<td>This Master of Information is awarded to students who have demonstrated:</td>
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<tr>
<td>1. Depth and Breadth of Knowledge</td>
<td>Depth and breadth of knowledge is defined in Master of Information as understanding and being conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines.</td>
<td>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: Required 2.5 FCE course work in each of the 7 concentrations and a .5 core course and the 2.0 FCE core courses in the general program pathway.</td>
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<td>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.</td>
<td>This is reflected in students who are able to:</td>
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<td>• understand the literature in their field and analyze and respond to changing information practices and needs of society.</td>
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<td>2. Research and Scholarship</td>
<td>Research and scholarship is defined in Master of Information as the ability to contribute through research and publication, to the continuous expansion and critical assessment of the body of knowledge underlying the information and archives sciences.</td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship are: Embedded in all courses as well as in requirements for the thesis option.</td>
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<td>A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of</td>
<td>This is reflected in students who are able to:</td>
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<td>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
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<td>current research and advanced research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.</td>
<td>• demonstrate a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the study of information; • critically evaluate current research and scholarship in the study of information and in related areas of professional competence. • build on established principles and techniques from the study of information to treat complex issues</td>
<td>The program design and requirement elements that ensure these student outcomes for level and application of knowledge are: Required 2.5 FCE course work in each of the 7 concentrations and a .5 core course. Understanding the design and implement of information system are integral to the required courses.</td>
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<td>3. Level of Application of Knowledge</td>
<td>Application of Knowledge is defined in the Master of Information as the development of understanding the theory concerning information, where it is found, and how it is used. This is reflected in students who are able to: • develop an understanding of complex systems, and the application of new technological developments to the curation, preservation and communication of information, along with the identification of the impact of such developments on society.</td>
<td>The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are:</td>
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<tr>
<td>4. Professional Capacity/Autonomy</td>
<td>Professional Capacity/Autonomy is defined in the Master of Information as knowledge and values appropriate to the future exercise of economic, cultural, and/or social leadership. This is reflected in students who are able to:</td>
<td>The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are:</td>
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<tr>
<td>a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal</td>
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<td>embedded in the required and elective course of</td>
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<td>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
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<td>responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</td>
<td>• provide leadership in defining the social responsibility of information professionals to provide information services for all, regardless of age, educational level, or social, cultural, or ethnic background.</td>
<td>the MI program especially in 1005/1006 Information Workshop</td>
</tr>
</tbody>
</table>

5. Level of Communications Skills

The ability to communicate ideas, issues and conclusions clearly.

Communications Skills is defined in this Master of Information as the ability to communicate effectively orally and in writing to formal and informal audiences.

This is reflected in students who are able to:

- Develop and support a sustained argument in written form,
- Show originality in the application of knowledge
- Adhere to professional standards and practices.

The program design and requirement elements that ensure these student outcomes for level of communication skills are:

Assignments for the course work and class discussions and presentations.
### Appendix D: Proposed Learning Outcomes, and Degree Level Expectations

#### Table 2: Additional Master of Information Learning Outcomes for CCO students

<table>
<thead>
<tr>
<th>Master’s Degree Level Expectations (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>Master’s Program Learning Objectives and Outcomes</th>
<th>How the program design and requirement elements support the attainment of student learning outcomes</th>
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<tbody>
<tr>
<td>EXPECTATIONS: The subset of students in the MI who complete the Master of Information concentration and co-op option (CCO) will achieve a small number of additional learning outcomes due to the coop activity. The learning outcomes below are in addition to those in Appendix A. The Master of Information is awarded to students in the Master of Information concentration and co-op option (CCO) who have demonstrated:</td>
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<td>3. Level of application of practical knowledge Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</td>
<td>Application of Knowledge is defined in Master of Information CCO option as understanding of how information practices are changing in dynamic professional work environments and the impact of these changes on individuals, institutions and society. This is reflected in students who are able to:</td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship are:</td>
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<td>• apply theoretical knowledge, gained through core and required courses to the critical analysis of a specific issue in the co-op as reflected in the student’s goals and final report</td>
<td>Mandatory workshop prior to co-op Two sessions of co-op. These will be reflected in the goals developed by students and in their co-op final report.</td>
</tr>
<tr>
<td>4. Professional capacity/autonomy a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and</td>
<td>Professional Capacity/Autonomy is defined in Master of Information CCO Option as ability to contribute to their profession through active and critical integration of information concepts, theories and practices with institutional practices and goals. This is reflected in students who are able to:</td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship are:</td>
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<td>• transfer skills necessary for employment in the co-op setting through initiative and initiative</td>
<td>Mandatory workshop prior to co-op Two sessions of co-op.</td>
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<td>the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</td>
<td>• appreciate the broader implications of applying knowledge within the context of the co-op activity</td>
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