Section 1

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<tr>
<th>Program being modified:</th>
<th>Master of Information (MI) program — proposal for a new concentration in Culture and Technology (C&amp;T)</th>
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<tr>
<td>Department / (graduate) Unit (if applicable) where the program is housed:</td>
<td>Faculty of Information</td>
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<td>Faculty / Academic Division:</td>
<td>Faculty of Information</td>
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<td>Faculty / Academic Division contact:</td>
<td>Seamus Ross, Dean, and Brian Cantwell Smith, Professor</td>
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<tr>
<td>Department / Unit contact:</td>
<td>Adriana Rossini, Faculty of Information</td>
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<td>Anticipated Effective date:</td>
<td>September 2013</td>
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Section 2

i. Executive Summary

This is a proposal to create a new concentration in Culture & Technology (C&T) within the existing Master of Information (MI) degree program of the Faculty of Information (iSchool). The MI currently has 7 (seven) approved concentrations\(^1\). This new concentration will be supported by the Faculty of Information, and strengthened through the participation of the Faculty’s Coach House Institute (CHI) and its McLuhan Program in Culture & Technology (MPCT). Because the research mandates of these research initiatives focus directly on the subject area of the concentration (Culture & Technology), the CHI and MPCT will allow students in the C&T concentration to engage in experiential and participatory learning intimately connected with leading-edge research on their chosen topic of study.

The Culture & Technology concentration is designed to allow students to examine how society, culture, and our understanding of the human condition both influence, and are influenced by, ongoing and impending technological development.

\(^1\) At the Faculty of Information Faculty Council meeting of 14 May 2012 the transition of fields to concentrations was unanimously approved.
The proposed C&T concentration builds on the international visibility that the iSchool and the University of Toronto (U of T) garnered during 2011, the centenary of Marshall McLuhan’s birth. Established in recognition of McLuhan’s life-long commitment to the exploration of fundamental issues at the intersection of culture, technology, and science, the concentration will allow U of T and the iSchool to build on this brand and international recognition. The concentration is intended to deepen and bring to a new generation of students the long-standing U of T tradition of exploring the intersection of scientific, technological, social, and cultural issues (a tradition represented over the years not only by McLuhan, but by numerous other luminary U of T intellectuals, including for example Ursula Franklin).

There is a wide demand for specialists able to identify, interpret, explain, and shape the socio-cultural impact of technologies. The introduction of new technologies continues to reshape our socio-cultural fabric on topics at the micro and macro levels—be they information technologies, genetic modified crops, in vitro fertilization, cyborg implants or genetic adjustments to the human body, or any of a myriad others. Employers from the commercial sector and public policy makers increasingly appreciate the importance of understanding what is happening in this sphere. Graduates of the iSchool’s MI program who complete the C&T concentration will be ideally equipped to provide employers with access to these forms of knowledge and understanding.

It is expected that the proposed C&T concentration will attract two types of students: (i) students pursuing an MI degree as their primary intellectual/professional focus, with a background in technological and scientific issues, who are interested in a career or profession in which dealing with socio-cultural issues will play a critical role; and (ii) students from other academic and professional avenues, who enroll for an MI degree and take the C&T concentration specifically in order to delve in more depth into issues at the intersection of science, technology, and culture, which they will then incorporate into their ongoing professional work.

The Faculty of Information and its Master of Information program are highly multidisciplinary. This characteristic is reflected in the shape of the proposed C&T concentration, which will employ a combination of approaches (including explicit instruction, peer review, cohort guidance and individual mentoring) that the Faculty has determined to be effective for creating exceptional educational experiences. Students in the concentration will develop expertise in assembling and integrating diverse perspectives on complex phenomena. One especially distinctive feature of the proposed concentration is that the multidisciplinary orientation will include perspectives from all four major SGS divisions: the humanities, social sciences, physical sciences (including engineering), and life sciences. The concentration will thereby provide a context for the iSchool and its MI degree to deepen its distinctive approach of teaching radically multi-methodological research methods.

The C&T concentration will be limited initially to a maximum of 30 incoming students per year. While the educational experience of students following this concentration will be shaped by educational opportunities within the iSchool, we will also encourage our students to take advantage of courses outside the Faculty to expand their understanding both of technological issues and of social and political critique. These perspectives from beyond the Faculty will contribute to developing the intellectual shape of conversation within the concentration and to broadening the minds of the students who pursue it.

ii. Academic Rationale

It is widely agreed that major scientific and technological advances, especially in information technology and biotechnology, are having a fundamental impact on socio-cultural practices and values. Reciprocally, major societal forces (economic, political, national, religious, etc.) are playing...
a profound role in affecting how science and technology develop. Technological and scientific developments are only expected to increase in coming years, rapidly transforming arenas that have classically been taken to be the domain of cultural, religious, and human concern. It is of the utmost importance that society develops resources to think clearly and deeply about these reciprocal influences that culture and technology have on each other, especially as the pace of technological development increases, and as technology penetrates ever deeper into the substrates of society and human life.

The aim of the proposed Culture & Technology concentration within the Master of Information (MI) degree program of the Faculty of Information (iSchool) is to bring technical, philosophical and critical perspectives to bear on these issues of substantial social concern. Students will be provided with insight, expertise, and leadership capabilities in guiding society to debate and chart a path through these complex issues. The concentration will provide them with the resources to understand, integrate, assess, and deploy multi-methodological arguments necessary in order to develop powerful, balanced, integrated positions.

Rapid increases in the power of computational models, and more generally the deepening influence of communication and information technologies throughout society, and the pervasive use of informational and computational ideas and models throughout contemporary thinking demand that today’s students of culture and technology especially develop expertise in using, understanding, and critiquing technologies and services of information, communication, and computation.

### iii. Description of the Proposed Major Modification(s)

The addition of a concentration in Culture & Technology (C&T) to the existing Master of Information (MI) Program of the Faculty of Information builds on the core courses and general requirements of that degree program, amplified by specific C&T concentration requirements, as detailed in §4, below (Requirements). For this reason, the major modification required by the addition of the C&T concentration is simple:

- Addition of Culture & Technology as a new concentration within the Master of Information (MI) Program of the Faculty of Information.

The new concentration will follow the new two-year, coursework only, MI curriculum for concentrations, through having the following overall structure (involving 8.0 FCEs):

- One core course (.5 FCE)
- Five required courses (2.5 FCEs) in the C&T concentration
- Ten additional elective courses (5.0 FCEs).

The specific requirements for the C&T concentration are detailed in the next section.

### iv. Concentration Requirements and Description

Please see Appendix B for associated revised calendar copy.

*Note: Whereas the Province’s Quality Assurance Framework requires that graduate students complete a minimum of 2 out 3 courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from amongst graduate level courses. This proposed modification to the MI program complies with this more specific U of T requirement.*
A · Requirements

1. Admissions
   a. Entry into the Master of Information (MI) Program of the Faculty of Information.²

2. General Program Requirements:
   a. Complete the two core quarter courses: INF1005H and INF1006H Information Workshops (0.5 FCE TOTAL)

3. C&T required courses (2.5 FCEs) as follows:
   b. Two introductory half courses in the Culture and Technology sequence (1.0 FCE):
      INF1501H Culture & Technology I (0.5 FCE)
      INF1502H Culture & Technology II (.5 FCE)
   c. One half course (0.5): INF2241H Critical Making: Information Studies, Social Values, and Physical Computing.
   d. INF1240H (0.5): Research Methods
   e. INF2010H (0.5): Reading course (typically with a C&T affiliated faculty member) on a topic at the intersection of culture and technology.

4. Electives: Ten half-course graduate courses (5.0 FCE).

B · Description

1. Learning outcomes: Students in the C&T concentration will:
   a. Develop technical, philosophical, and critical skills to examine the reciprocal influences of culture and technology;
   b. Gain an understanding of the multiple ways in which technologies reflect, influence, encourage, support, and enforce social, political, cultural, and economic forces and values;
   c. Develop critical skills in the design, use, assessment, and evaluation of complex information systems;
   d. Acquire sufficient multi-methodological skills to understand positions, participate in discussions, and critique arguments expressed in the vocabularies and normative standards from the humanities, social sciences, natural sciences, life sciences, and engineering disciplines;
   e. Develop the requisite conceptual, critical, and philosophical skills necessary to take a leading role in guiding social and cultural discussions of the radical and transformative possibilities that are and increasingly will be afforded by technological intervention in the physical bases of human life; and
   f. Be exposed to and trained in intensive processes of cross-disciplinary peer review.

2. Concentration Duration: The proposed concentration will fit within the established program length of the current Master of Information (MI) degree within the Faculty of Information, of 2 years (8.0 FCE) for full-time registered students.

3. Mode of delivery: Only standard delivery as a full-time program will be implemented in the

² Admission requirements are the same across all concentrations.
C&T concentration since expertise in discursive critique and critical assessment can be developed only through on-going, intense interaction with other students and faculty members, under close faculty supervision.

4. **Assessment of teaching and learning**: Assessment of student achievement will be conducted within the current procedures within the Faculty of Information Master of Information (MI) degree and according to the University Assessment and Grading Practices Policy.

v. **Criteria**

The C&T concentration meets the six criteria that the Faculty has adopted for new concentrations:

1. **Uniqueness**
   
a. **National and international**: There are no other graduate programs with a concentration of this nature anywhere else in Canada, and few elsewhere in the world. The strongly multidisciplinary and multi-methodological focus of the proposed concentration is an especially important factor, without parallel within Canada, and distinctive internationally as well. In addition, the association of the program with the affiliated McLuhan Program in Culture & Technology and the Coach House Institute, and its ability to build, in place, on the legacy of the Toronto School of Communication, will give it a distinctive place on the international agenda (see §7, Consultation, below). Of particular note will be the program’s: (i) strong focus on multi-methodological approaches, (ii) grounding within an information context, so as to keep abreast of rapid changes in information and digital technologies, (iii) close association with the McLuhan legacy, described above, and (iv) explicit education in discursive practices, experiential learning, and peer review.

b. **University of Toronto**: There are no other graduate programs of this nature on any of the three U of T campuses.

   At the graduate level, the two units whose mandates have similarities to the proposed concentration are: (i) the Institute for the History and Philosophy of Science and Technology (IHPST); and (ii) the Department of Humanities, Social Sciences and Social Justice Education (HSSSJE). The IHPST graduate program offerings differ from the proposed concentration methodologically, since it maintains a methodological approach within the humanities (philosophy and history); it is also not centrally involved in information, computation, and digital technologies, particular strengths of the Faculty of Information that will be highlighted in the C&T concentration. The HSSSJE Department offers graduate courses that focus almost exclusively on social science and critical studies perspectives. One of the most important distinguishing aspects of the proposed C&T concentration is its genuinely cross-divisional methodological perspectives.

   At the undergraduate level, the most closely related program, with a culture and technology emphasis, is the Communication, Culture, and Information Technology (CCIT) program at the University of Toronto at Mississauga (UTM)—an undergraduate program with which the Faculty of Information is increasingly involved, and in which Faculty of Information faculty members teach. The proposed C&T concentration within the Master of Information (MI) program forms a natural “follow on” to that program; the C&T concentration within the graduate Master of Information (MI) program will offer graduates of the CCIT undergraduate program, especially those with a critical and conceptual focus, a way to pursue their interests in greater depth.

c. **MI Program**: The C&T concentration will be distinctive from other concentrations in
numerous ways: (i) its explicit focus on multi-methodological approaches; (ii) its explicit instruction in peer review;\(^3\) (iii) its requirement for supervision of a research-related reading course chosen from a range of supervisors with distinct methodological and subject matter backgrounds;\(^4\) and (iv) its provision of an optional mechanism\(^5\) for students to attend courses on issues in culture and technology offered elsewhere at U.of.T, with mentorship, guidance, and guided peer review supporting their ability to assess, distil, critique, and integrate those experiences into their own research.

2. **Quality**

The C&T concentration will adhere to the level of research excellence, critical thought, originality and research output of the Master of Information (MI) program. In addition, because of its local, national, and international distinctiveness, the C&T concentration should serve as a magnet for some of the country’s and world’s best Information students.

3. **Strength**

Though not large, the Faculty of Information a wide-ranging, multidisciplinary faculty from diverse academic backgrounds. The Faculty counts among its professoriate faculty with doctorates in a range of disciplines, including the humanities, the social sciences, and science and engineering. All of these faculty members have expertise in, and conduct research focusing on, salient issues of information and information technologies within the current social, political, economic, and culture context. Because of this, “culture and technology,” the focus of the new concentration—especially culture and technology with an emphasis on information and new information technologies—is a major research and teaching strength of the Faculty.

The Faculty’s current professoriate includes approximately 27 full-time instructors (7 Full Professors, 8 Associate Professors, 11 Assistant Professors, and 1 lecturer). Courses taught and research projects conducted by at least the following professors are considered to be directly relevant to the culture and technology concentration (this list is more illustrative than exhaustive):

a. **Caidi, Nadia**
   
   Explores the information practices of ethno-cultural, First Nation, and vulnerable communities; and the use of information and communication technologies (ICTs) in nationalist agendas.

b. **Clement, Andrew**
   
   Explores the social and public policy implications of the emerging information and communication infrastructure, examining identity, privacy, and surveillance, as well as related public education initiatives.

c. **Dallas, Costis**
   
   Studies cultural heritage, digital curation, and public communication practices, focusing on the import of scholarly, curatorial and interpretive traditions on emerging perspectives to long-term digital curation.

d. **Galey, Alan**
   
   Researches the history and future of the book, bridging the fields of

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\(^3\) Peer review and mutual critical engagement will be a pedagogical theme in INF1501 & INF1502 (Culture & Technology I & II), both required courses, and a major component of INF1510Y (Integrative Seminar in Culture & Technology), a recommended elective for which students in the C&T concentration will be given enrolment priority. Note, however, that issues of grading will be kept separate; in all cases grading remains the sole responsibility of the course instructor.

\(^4\) In required course INF2010H.

\(^5\) In the required electives, coupled with optional course INF1510Y (Integrative Seminar in Culture & Technology).
e. Grimes, Sara · Studies children’s media cultures, play studies, and critical theories of technology, with a special focus on digital games, children’s virtual worlds, and online communities.

f. Keilty, Patrick · Examines and critiques knowledge structures, digital culture, digital humanities, gender and sexuality, intersectionality, and science and technology studies, with special focus on information structures, information behaviour, critical theory, sexual representation, and queer media, art, and technology.

g. Krmpotich, Cara · Examines the relationship between museums and source communities, particularly the local significance of collections to indigenous communities, the interconnections between memory and material culture, and theoretical aspects of repatriation.

h. Lyons, Kelly · Researches service science, social media to support human-to-human interactions in service systems, and collaborative decision making. For many years she has also played a leadership role in supporting women in science.

i. McEwen, Rhonda · Examines information practices involving new media infrastructures, including social media design, mobile communication, and assistive technologies for communication and peer interaction.

j. Phillips, David · Examines the relationship between museums and source communities, particularly the local significance of collections to indigenous communities, the interconnections between memory and material culture, and theoretical aspects of repatriation.

k. Shade, Leslie Regan · Conducts research focusing on the social and policy aspects of information and communication technologies (ICTs), with particular concerns towards issues of gender, youth and political economy.

l. Smith, Brian Cantwell · Studies the philosophical foundations of computing, information, and technology, with a special interest in the role that metaphors of computation and information play in the foundations of science and in our self-understanding.

m. Stevenson, Siobhan · Investigates the working conditions within the information economy, with particular reference to consumer-producer identity and the diminishment of the skilled, waged, public service workers.

n. Yu, Eric · Researches the analysis and design of information systems and services in social contexts, including designing for security & privacy.

Additional candidates for supervision of C&T students’ reading course (INF2010H) include: (i) annual “McLuhan Centenary Fellows” invited to the Coach House Institute; and (ii) Prof. Dominique Scheffel-Dunand, professor at York University and also Director of the Faculty’s McLuhan Program in Culture & Technology. The Faculty will ensure that these individuals are appointed as graduate faculty members in the Faculty of Information.

4. **Fit with iSchool academic planning**
The inauguration of a concentration in Culture & Technology within the Master of Information (MI) degree program aligns with a key priority of the Faculty of Information: to expand the graduate curriculum in order to provide, within the framework of the iSchool, an innovative learning, research and training experience engaging its student population to respond to issues of great social concern in a digital environment.

The proposal is also in line with the core values of the iSchool’s strategic plan, which emphasizes, throughout its various programs, such values as critical assessment, technological judgment, and social responsibility. It also endorses and strengthens the Faculty’s commitment to an “E3” pedagogical model: experientially, experimentally, and empirically grounded educational programs.

Moreover, as illustrated below (see §4, “Requirements”), the proposal involves the participation not only of other programs within the iSchool, and other concentrations within the MI program, but also other programs and Faculties at the University of Toronto. The proposal is thus aligned with the University’s academic plan, which encourages interdisciplinary collaboration and cooperation between and among the University’s three campuses.

5. Benefit to Society

Benefit to society is one of the key aims of the program—since the impact of rapidly accelerating major technological influences on fundamental issues in culture and society is the focus of the program. Rather than societal benefit being an ancillary or side-effect of the program’s focus, it constitutes the very domain of inquiry.

Moreover, as legions of commentators have noted, many of these technological developments are arriving and affecting society and culture without our having people to guide us in understanding such impacts. The very purpose of the C&T concentration is to provide a cohort of students with exactly the skills that we deem most important in order to shoulder this substantial social responsibility.

6. Student Interest & Employability

The tremendous rise in interest and employment in medical ethics, as just one example out of many, illustrates the interest, the need, and the employability of people who are educated on both the scientific/technological and the societal/ethical/cultural dimensions of scientific and technological advance.

As issues steadily impinge more on our daily lives, corporations and the public sector alike are very keen to find people who can navigate, and provide guidance, on the thorny ethical and societal dimensions of increasingly easy technological capabilities: such as face recognition and its impact on surveillance, the inadequacy of copyright laws to deal with “mash-ups” and other new forms of creative expression, the transformation of the economy away from goods to personalized services, etc. There is clear need in the information-society for people who are educated and up-to-date on these complex loci of intervention and interaction.

vi. Impact

A · Impact on teaching

Approximately 27 faculty members are presently affiliated with the Master of Information (MI) degree program of the Faculty of Information, which admits about 225 students per year. It is expected that the projected cohort of 20–30 new students per year within the C&T concentration will be a relatively small fraction of the total MI program registration. The C&T concentration is
being developed within the context of a planned expansion of the Faculty of Information. Success in the C&T concentration may lead to increased emphasis in additional Faculty hiring in areas relevant to culture and technology. Such impact, however, is anticipated to be minor, since most of the areas in which the Faculty focuses are relevant to the culture and technology concentration. For example, the Faculty has just this year completed the hiring of Leslie Regan Shade, an expert in the area of Communications, who is expected to be directly involved in offering C&T courses.

B - Impact on continuing students

The proposed change is expected to have no negative impact on continuing students within the MI program. Positive changes will include:

1. Additional high-quality students, with diverse multidisciplinary perspectives, within the core MI courses, and other electives offered by the Faculty of Information.
2. Provision, by the Coach House Institute and its McLuhan Program in Culture and Technology, of colloquia and other events especially targeted towards students in the C&T concentration but made available to all MI students within the Faculty.

vii. Consultation

The development of a C&T concentration arises out of conversations and explorations across the University of Toronto conducted both by the present Dean of the Faculty of Information (Seamus Ross) and by the former Dean (Brian Cantwell Smith), who will be serving as Director of the Coach House Institute, and in that position will serve as C&T concentration coordinator.

Consultation also included discussions with students, including both: (i) students who in the past had taken Culture & Technology courses affiliated with the McLuhan Program in Culture & Technology, who strongly recommended that Culture & Technology courses be integrated into the main academic programs (master’s and doctoral) of the Faculty; and (ii) students in the current Master of Information (MI) program, who similarly expressed interest in the studies and activities of Culture & Technology being conducted by the Coach House Institute and its McLuhan Program in Culture & Technology, and who recommended that the courses and program and requirements of the Master of Information degree be adjusted so as to allow them to focus on and participate in such research.

In addition, intensive consultation was conducted the centenary year (2011) of McLuhan’s birth, in concert with the large number of events coordinated by “McLuhan100,” a Faculty of Information led partnership that included U of T, York University, Ryerson University, OCAD University, The Mozilla Foundation, and the City of Toronto (as well as numerous other public and private partners). There was tremendous encouragement from all of these stakeholders, as well as from the international community (including the 200-some attendants at the international “McLuhan 100: Then | Now | Next” conference hosted by the Faculty on Nov 6–10, 2011) that it was both timely and important for the University to revive and renew its program in Culture and Technology. One of the strongest lessons learned during the McLuhan centenary was how much the University of Toronto remains in international focus as the locus of the rise of media studies and transformative thinking about the cultural impact of new technologies. The C&T concentration has in part been forged as a focused educational program that responds to this strong international interest and perception of need.

The Faculty of Information discussed and contributed to shaping this proposal at a series of Faculty meetings in November, December, February, March and April and finally agreed on the 24th of May that the proposal was in a shape that it would be willing to encourage its passages through the
various Faculty program committees and its eventual forwarding on to Faculty Council.

viii. Resources

A · Space

Space issues for the C&T concentration take both a general and a specific form:

1. General: Because Culture & Technology is being added, as an additional concentration, within the existing Master of Information (MI) program, students and faculty within the concentration will be part of the general cohort of faculty and students within the Faculty of Information. As such, lab and office space available for students within the MI program generally will be available through the facilities of the enclosing Faculty.

2. Specific: In addition to these general resources, the small but iconic McLuhan Coach House, at 39A Queen’s Park East, is being given modest renovation in order to serve as the home of the eponymous Coach House Institute and as a dedicated, cohort-specific space for students within the C&T concentration.

   Funds for the renovation of the Coach House are available within the capital renovation envelope associated with the graduate expansion in which the Faculty of Information has been involved. No additional funding is expected to be required in order to meet this space plan.

B · Administration

The C&T concentration will be administered through the existing graduate program office within the Faculty of Information. The Faculty’s Academic Associate Dean oversees the MI program on a day-to-day basis.

   In addition, as part of his responsibility as Director of the Coach House Institute, Prof. Brian Cantwell Smith will serve as C&T concentration coordinator, taking special responsibility for the content and substance supervision of the C&T concentration, working not only with other Faculty of Information faculty members, but also other faculty members across the U of T campus, to ensure that courses are appropriately staffed, that the curriculum remains integrated, cohesive, and timely, and that the concentration meets its mandate of providing intensely multi-methodological form of learning.

   These human resources will be able to support the program’s initiation. Academic and support-level staffing levels will be revisited as necessary as the program evolves.

C · Faculty

The addition of a concentration in Culture & Technology to the existing Master of Information (MI) program was endorsed at a faculty meeting of the Faculty of Information in the fall of 2011. Faculty who are either currently supervising or have recently supervised MI graduate students responded positively about the prospect of supervising MI students within a C&T concentration—for example, by serving as mentors for the required INF2010H reading course. Faculty with particular interest in the area of Culture & Technology include those listed in §v.3.a–n, above, regarding strength of the proposed concentration.

   In addition, the C&T concentration will benefit tremendously from the dedication of Dominique Scheffel-Dunand, Director of the McLuhan Program in Culture & Technology, a project of the Coach House Institute with which the concentration will be closely associated. Prof. Scheffel-Dunand contributes energy, vision, and leadership to the McLuhan program, from which the C&T
concentration will greatly benefit.

Given this widespread Faculty support, adding a C&T concentration to the MI degree does not require additional faculty complement. To the extent that the program plays a role in the (planned) expansion of the Faculty in both student numbers and faculty complement, however, enrolment in the C&T concentration will draw on faculty resources related to future faculty searches in other concentrations. In particular, as part of its advancement plan the Faculty will search for funds in order to endow a McLuhan Chair in Culture and Technology, to be filled with an internationally renowned leader in probing the questions pursued in the C&T concentration.

D · Tuition

Tuition for students within the C&T concentration will be the same as for all others within the Master of Information (MI) program, consisting of tuition + related ancillary fees. See: http://www.ischool.utoronto.ca/admissions/tuition-fees

E · Funding

This is a professional master’s program and students are expected to be self-funded. Students may apply for a limited number of awards.

F · Enrolment

In the long term, the Faculty of Information expects to enroll 20 to 30 students per year in the C&T concentration. It is expected that enrolments may be lower in the first two years, especially in 2012–13, and perhaps 15–20 in 2013–14. Given that the MI degree is a two-year program, the steady state enrolment of about 50–60 students in the C&T concentration overall will be attained after about five years of operation of the C&T concentration. This estimate is based on the capacity within the MI program, where a majority of faculty members have indicated an interest in funding and mentoring Master’s students within the C&T concentration.

G · Source of applicant pool

It is expected that the proposed C&T concentration will attract two types of students: (i) students pursuing an MI degree as their primary intellectual/professional focus, with a background in technological and scientific issues, who are interested in a career or profession in which dealing with socio-cultural issues will play a critical role; and (ii) students from other academic and professional avenues, who enroll in the C&T concentration specifically in order to delve in more depth into issues at the intersection of science, technology, and culture, which they will then incorporate into their ongoing professional work.

ix. Governance Process:

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<td><strong>Faculty of Information</strong></td>
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<td><strong>Programs Committee</strong></td>
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<tr>
<td><strong>Faculty Council</strong></td>
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Appendix A: Show how the proposed changes will be reflected in changes to the calendar copy.

<Refer to the consolidated version accompanying the proposed MI program change.>

Appendix B: Synopses for INF1501H and INF1502H

INF1501H - Culture & Technology I. Introduction to the wide range of issues and methodologies employed across the academy to identify, understand, analyze, investigate, and critique issues at the intersection of culture and technology. Provides a background in philosophy of information, philosophy of technology, and science and technology studies. Affiliated with the McLuhan Program in Culture & Technology, a program of the Coach House Institute (CHI). Particular focus on socio-technical issues having to do with computing, information systems and services, digital technologies, media, and the internet and social media.

INF1502H - Culture & Technology II. In-depth exploration of student-selected issues at the intersection of culture and technology, using the philosophical, critical, and methodological skills, knowledge, and techniques developed in INF1501H (Culture & Technology I). Students will identify a topic on which they have educational and/or professional background, and explore the socio-technical consequences of that issue’s transformation in virtue of the development of computing, digital technologies, and information systems, services, and practices. Affiliated with the McLuhan Program in Culture & Technology, a program of the Coach House Institute (CHI).

Pre-requisite: INF1501H