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. It is designed to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for a new program.

Section 1

<table>
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<tr>
<th>Program being modified:</th>
<th>Master of Information (MI) – proposal for a new concentration in Knowledge Media Design (KMD)</th>
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<tbody>
<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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| Faculty / Academic Division contact: | Seamus Ross, Dean
Andrew Clement, Professor |
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| Anticipated Effective date:   | Sept 2013 |
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Section 2

1. Executive Summary

  This is a proposal to create a new concentration in the area of Knowledge Media Design (KMD) within the existing Master of Information (MI) program of the Faculty of Information (iSchool). The MI currently has five approved concentrations. (At the Faculty of Information Faculty Council meeting of 14 May 2012 the transition of existing fields to concentrations was unanimously approved.) This proposal for a new concentration has the support of the Knowledge Media Design Institute.

  This new Knowledge Media Design concentration will draw on the expertise and research of faculty associated with the Faculty of Information, building on the strengths of KMDI’s existing Collaborative Program first established in 2002. This concentration in Knowledge Media Design establishes a unique offering to iSchool students. The concentration will provide a venue for students in the MI program to work collaboratively and intensively on complex media design problems with students and researchers from the iSchool. The concentration will stress...
interdisciplinary design thinking and knowledge translation through human-centred media design.

The concentration builds on an established infrastructure and reputation, and will be complemented by the continuation of the existing Collaborative Program. Whereas the Collaborative Program (CP) provides a 1.0 FCE supplement to a different principal program of study, with 4.5 FCEs in knowledge media design and related areas, the proposed concentration enables much more intensive focus on this emerging area. The KMD concentration responds to existing student interest and demand in the iSchool for additional courses in knowledge media design. It also recognizes the demand for professionals with the capacity to provide knowledge media design thinking, support and services in commercial and public sector environments.

The KMD concentration will be limited initially to a maximum of 30 new students per year.

2. Academic Rationale

• Outline the rationale for the proposed change(s) and the fit with the unit’s and Division’s academic plans.

Everywhere you turn, and increasingly so, knowledge is being mediated by digital technologies. How media shape and influence the representation, analysis and presentation of knowledge is increasingly a foundational skill of all researchers, engineers, and information professionals or designers. Knowledge Media Design (KMD) looks at a class of media that are increasingly pervasive or embedded in our work, play and leisure activities.

The development of a Knowledge Media Design concentration within the Master of Information (MI) degree program of the Faculty of Information (iSchool) recognizes a historically expressed interest of Master of Information students in the KMD Collaborative Program and its courses. The concentration will strengthen an already prominent focus of the iSchool faculty with its significant number of KMDI member faculty. This concentration will provide a specific venue to bring interdisciplinary user-centred design thinking to bear on complex problems that span disciplinary boundaries.

The Faculty of Information attracts students from many disciplines and backgrounds interested in the interaction between media design, technology, and society. Project-based design-oriented classes allow students to gain transferable insights into complex problems, work with experts in other fields, and learn how to communicate across disciplines. The KMD MI concentration will engage students in each stage of the design process - brainstorming, prototyping, and evaluation to produce research projects that lead to published papers, conference presentations, competition winners, thesis projects, new products and services and even start-up businesses.

The aim of this concentration is to provide students with a core shared experience in the analysis and design of knowledge media. While the Collaborative Program provides some MI students with a few courses as part of their existing programs, this concentration will recognize and address the existing demand for a dedicated degree program focusing more deeply on issues of Knowledge Media Design within the context of the Information disciplines. The concentration will also allow MI students to benefit from a well-established and innovative curriculum in a long-standing degree program.

Students will:

1. Develop technical, conceptual and critical skills to approach the design, evaluation and criticism of knowledge media;
2. Acquire the ability to evaluate critically interactive communication strategies employed using digital media;

3. Be able to integrate knowledge from a variety of disciplines to generating comprehensive solutions for problems relating to the design of digital and interactive media domains;

4. Work collaboratively on an interdisciplinary team or independently to create solutions and implementation strategies for problems relating to the design of digital and interactive media domains;

5. Design and implement solutions in the digital and interactive media domains that demonstrate socially responsible, ethical and culturally sensitive practices.

**Fit with the iSchool’s Vision, Values and Mission**

The establishment of Knowledge Media Design concentration within the Master of Information (MI) degree program of the Faculty of Information (iSchool) is an evident synergy that provides both the KMDI and the iSchool an opportunity to leverage established core strengths in its teaching and research priorities in areas of knowledge translation, interdisciplinary collaboration and applied problem solving. The proposed KMD concentration also aligns with the iSchool’s key priority which is to expand the graduate curriculum in order to provide within the framework of the iSchool an innovative learning, research and design experience allowing its student population to engage with applied critical thinking about media through project-based design in digital environments. Furthermore, it establishes a natural bridge to the iSchool’s recently established undergraduate program in Interactive Digital Media offered jointly with the Institute of Communication, Culture and Information Technology at UTM.

The KMD concentration also meets the six criteria that the Faculty has adopted for new concentrations:

1. **Uniqueness**
   The KMD concentration fills a recognised niche both within the Faculty of Information and within the University of Toronto as a whole. It is distinct from the existing iSchool concentrations in that the KMD concentration will:
   1. prioritize design thinking and iterative collaboration;
   2. tap into the Knowledge Media Design Institute’s (KMDI’s) network of affiliated courses, units and faculty;
   3. provide students with the opportunity to work on a major knowledge media design capstone project; and
   4. incorporate a focus on criticism, analysis and design of communication media

The KMD concentration has some synergy with the Information Systems and Design (ISD) concentration. While there is an interplay between these fields, it is appropriate to think of them as complementary. Whereas IS&D focuses heavily on the systematic flows, stores and processing of information in organizations, KMD focuses more on digitally mediated interpersonal communication and interactions at the human/machine interface. Whereas various forms of data modelling are fundamental to IS&D analysis and design techniques, in KMD iterative, collaborative prototyping are central to developmental processes. The KMD concentration looks more broadly than Information Communication Technologies (ICTs) with a
focus on more interdisciplinary and collaborative approaches to solving particular design problems across all knowledge media. The KMD concentration looks beyond adaptable solutions to problems of information practices in digital environments to address human-centered design problems and methodologies in a range of domains with a range of knowledge media.

The KMD concentration will also have strong connections with the existing Collaborative Program (CP), but will be quite distinct from it several important respects. The CP is designed to provide an opportunity for collaborative learning experience to supplement the main course of study of students from a wide range of graduate programs. This means that the CP course requirements are relatively light, recently reduced from 1.5 FCE to 1.0 FCE so they do not interfere with or delay completion of the main program. By contrast, the KMD concentration, with its requirement of 4.5 FCE in various facets of knowledge media design will provide for a much more intensive exposure to the topic area. The concentration culminates in a major capstone project course that will enable students to integrate their learning in a concrete fashion and graduate with a solid and marketable specialization in KMD.

2. Quality
Building on the longstanding expertise of faculty members and researchers affiliated with the Faculty’s Knowledge Media Design Institute and supplemented by excellent faculty members in the iSchool itself, the proposed concentration offers a focused program that supplements existing strong offerings within the Institute and the Faculty. It brings together and focuses expertise in a strong, two-year program from which students can benefit both from required courses in the concentration as well as from the Master of Information framework educating students to the interdisciplinary nature of the information disciplines and professions.

3. Strength
The strength of this concentration comes from the focus on interdisciplinary, complex collaborative problem solving and design thinking. The KMD concentration builds on the expertise of the KMDI CP, and leverages the Institute’s pedagogic expertise in design and knowledge media to provide MI students with unique KMD design opportunities. The concentration will help develop and augment the Collaborative Program, and will build on the established curriculum of the CP.

4. Fit within MI program itself
Graduates of the MI program, KMD concentration, are expected to meet the following outcomes:

1. Students understand and are conversant with fundamental concepts, theories, practices and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society. Students in the KMD concentration will take the MI Program core courses to establish the foundational concepts, theories and practices in information disciplines.

2. Students develop knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership, and thereby 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. In addition to
the foundation provided in the MI Core, KMD courses are human-centred and stress collaboration and social responsibility.

3. Students develop 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. Through collaborative projects and the final capstone project at the end of the program, students will have the opportunity to contribute to research, publications as well as design research.

4. Students develop an understanding of the development of theory concerning information, where it is found and how it is used. Understanding how information and knowledge is coded, translated and distributed through media is key to thinking critically about its design.

5. Students develop an understanding of the application of new technological developments to the preservation and communication of information, and in the identification of the impact of such developments on society.

6. Students continue in life-long intellectual growth beyond graduation. One of the key learning outcomes for this concentration is to graduate students who critically evaluate interactive communication strategies employed using media, this skill prepares students for life-long intellectual growth in any future educational or career path.

The six outcomes above are well aligned and contribute towards students achieving the MI program outcomes.

5. Benefit to Society
Graduates from the program will be prepared to enter professions highly in demand related to digital media, knowledge media, and design. In addition, they will have a broad-based understanding of the major issues facing the development of the information society, where complexity and rapid change are the norm. As a result, the program will prepare them to be tomorrow’s information leaders.

6. Student Interest and Employability
Students with a fundamental appreciation of the design of knowledge media in a society increasingly tethered to mobile devices are in demand both by industry and academic institutions. Researchers and employers are recognizing the need for people who are media savvy, are able to evaluate different forms of knowledge media, and make critical decisions about communication strategies and designs.

Moreover the benefits of a KMD concentration to the students require only modest modifications and will have multiplicative benefits for the iSchool, and the University of Toronto as a whole.
3. Description of the Proposed Major Modification(s)

The concentration in Knowledge Media Design within the present Master of Information degree program within the Faculty of Information (iSchool), builds on established curriculum and current course offerings within the iSchool.

A · Major modifications

Addition of “knowledge media design” as a new concentration in the Faculty of Information MI program.

B · Faculty Complement

The Faculty of Information includes 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. Approximately 27 graduate faculty members are presently affiliated with the Master of Information (MI) degree program of the Faculty of Information. All of these faculty members have expertise in, and conduct research focusing on, salient issues of information and information technologies within contemporary social, political, economic, and cultural contexts. These inevitably raise issues around the design and implications of knowledge media, making this field a major research and teaching strength of the Faculty.

C · Minor Modifications

Minor Modifications include the addition of one new course to the Faculty’s existing offerings. This course will be specifically prioritized for students in the KMD concentration and will be required for successful completion of the concentration:

Add INF1677Y KMD Major Project (1.0 FCE); This will be the capstone project for KMD MI students. Students will work in collaborative teams to address an applied design problem in Knowledge Media Design.

4. Requirements

- Note: Whereas the Province’s Quality Assurance Framework requires that students complete a minimum of 2 out of 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 program complies with this requirement.

A · Admission requirements

The proposed concentration is aimed at students interested in a knowledge media design focus within the iSchool’s Master of Information degree (MI). Students admitted to the
Faculty of Information’s Master of Information (MI) degree will automatically be admissible to the KMD concentration as there are no additional requirements.

**B · Program requirements** (please refer to the calendar entry in the Appendix)
One core course (0.5 FCE)
- Five required courses (2.5 FCE) in the KMD concentration
- Ten additional elective courses (5.0 FCE)

**C · Course requirements**

1. **General Program Requirements:**
   Complete the two core quarter courses: INF 1005/1006H Information Workshops (0.5 FCE)

2. **KMD required courses** (2.5 FCEs) as follows:
   Three half courses in the KMD core sequence:
   - KMD1001H Core Seminar in Knowledge Media Design I – Fundamental Concepts (0.5 FCE)
   - KMD1002H Pro-seminar in Knowledge Media Design II: Contexts and Practices (0.5 FCE)
   - KMD2001H Human-centred Design (0.5 FCE)
   plus one full KMD capstone project course:
   - INF1601Y: Knowledge Media Design Major Project. (1.0 FCE)

**D · Program length**
The proposed concentration will fit within the established two-year program length (full-time students) of the current Master of Information (MI) degree within the Faculty of Information, 8.0 FCE.

**E · Mode of delivery**
The KMDI concentration will use standard modes of content delivery during lectures and seminars. The concentration will supplement standard modes of delivery with problem solving design thinking during tutorials, labs and co-curricular design research activities intended to both experiment with and stay current in media theory, design, and deployment. Working collaboratively on a specific knowledge media problem in the KMD capstone project is not only an opportunity for students to contribute to communities within the University and beyond, but allows students to acquire skills useful in respond to changing information practices and needs of society. The KMD capstone project enables students to position themselves as leaders in the application and development of new media strategies that take account of the implications of such developments for society more widely.

**F · 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.
5. Impact of the Change on Students

A · Impact on teaching

Approximately 27 graduate 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. The expected cohort of up to 30 students per year within the KMD concentration will be a relatively small fraction of the total MI program registration. Some additional, incremental teaching resources will have to be applied for the KMD concentration to proceed; this increase can be funded by the students enrolled.

B · Impact on continuing students

This concentration will increase current class sizes and seminars in KMDI CP courses including: KMD1001, KMD1002, KMD2001, KMD2002, KMD2003 and KMD2004. But this increase will be off-set by an increase in resources provided by the Faculty of Information. Since not all CP courses are offered every year, added resources will allow for more KMD courses to be offered more often—providing both MI and CP students with course choices in any one year. The proposed change is expected to have no negative impact on continuing students within the MI program nor on collaborative program students.

Positive changes will include:

1. Additional high-quality students, with diverse inter-disciplinary perspectives, within the core MI courses, and other electives offered by the Faculty of Information.

2. Projects that contribute to the KMDI’s, iSchool’s and University of Toronto’s profiles;

3. Critical and design thinking that will be used on real-world and community media projects;

3. Addition of a unique graduate program concentration; there are no other programs of this nature anywhere on campus, or elsewhere in Canada.

6. Consultation

The development of a KMD concentration arises out of conversations and explorations across numerous Divisions conducted both by the present Dean of the Faculty of Information (Seamus Ross) and by the former Dean (Brian Cantwell Smith). The key consultation component arose following the recent (2010) absorption of the Knowledge Media Design Institute within the Faculty of Information. This change facilitated discussions between the Institute’s Directors (Professors Ron Baecker (Computer Science), Kostas Plataniotis (Electrical and Computer Engineering), and Andrew Clement(Information)) and Dean Ross with a view to integrating KMDI within the Faculty’s intellectual and administrative firmament. One of the principal reasons for KMDI’s relocation to the Faculty of Information was the ideal of an expansion of
Knowledge Media Design instruction within the University through a more stable process than a small collaborative program.

During the 2011-2012 year the Institute drafted a strategic plan based on input from its faculty collaborators and from the Faculty of Information. The plan contained as one of its major aims the expansion of its offerings beyond the collaborative program. A major consultation meeting with faculty members affiliated with the Institute took place on January 27, and, following that meeting, every faculty member involved with the collaborative program was provided a draft of this proposal for comment and was given the option of declining their association with the concentration. The Faculty of Information had its own internal consultation process, culminating in this proposal’s entry into the governance system. At every stage, comments and suggestions have been solicited from the relevant parties and incorporated to the extent feasible in the next version of the proposal.

7. Resources:

A · Space

Space issues for the KMD concentration take both a general and a specific form:

1. **General:** Because KMD is being added, as a sixth 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:** Currently KMDI occupies space on the ground floor of Robarts Library. The space includes office space, a work-room and a demo space. This space is enabled by a CFI grant to the multi-university Inclusive Design Institute (IDI) with KMDI as the U of T affiliate. In the short term, this space will suffice for the administration of the MI KMD concentration. In the longer term, resources that accrue to the concentration should contribute to the sustainability of the space.

B · Administration

The KMD 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. The KMD concentration will have a concentration coordinator. These human resources will be able to support the concentration’s initiation.

C · Faculty

The quality of current Faculty of Information faculty who are expected to play a role both in teaching within the KMD concentration, and in supervising KMD Projects, are demonstrated in the attached summary of key faculty. The current professoriate of the Faculty of Information includes approximately 27 full-time instructors (7 Full Professors, 9 Associate Professors, 11 Assistant Professors). Of these faculty, the following are illustrative of the current teaching and research interests that intersect with the field of knowledge media design:
1. Associate Professor **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.

2. Professor **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.

3. Assistant Professor **Galey, Alan** – Researches the history and future of the book, bridging the fields of book history, digital humanities, and critical information studies.

4. Assistant Professor **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.

5. Assistant Professor **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.

6. Assistant Professor **McEwen, Rhonda** – Examines information practices involving new media infrastructures, including social media design, mobile communication, and assistive technologies for communication and peer interaction.

7. Associate Professor **Phillips, David** – Investigates the political, economic, social, and technical configuration of surveillance and ubiquitous computing, and how infrastructures of data exchange and knowledge production can be made amenable to democratic action, non-normative identities and ideals, and queer world-making.

8. Professor **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.

9. Assistant Professor **Ratto, Matt** – Studies how hands-on productive work – making – can supplement and extend critical reflection on the relations between digital technologies and society.

10. Associate Professor **Shade, Leslie Regan** (recently hired Communication scholar) – Studies the social, policy, and ethical aspects of information & communication technologies.

11. Associate Professor **Wensley, Anthony** – He is an Associate Professor of Accounting and Management Information Systems at the University of Toronto, Mississauga cross-appointed to the Faculty of Information and Director of the Institute of Communication, Culture and Information Technology at the University of Toronto, Mississauga. His research interests include Game Theory and Information Systems; Intellectual property and
knowledge structures; Encoding of Organizational Knowledge; the understanding, implementing, and managing of Enterprise Systems and, in particular, ERP systems, Organizational Transformation, and the Impact of Information Technology on Organizations and Society.

12. Professor **Yu, Eric** – Studies the analysis and design of information systems and services in social contexts, including designing for security and privacy. Intentionality modeling and i*.

In addition to iSchool faculty there are a number of other faculty across nine academic units who have contributed to the Collaborative Program and are likely to continue to play prominent roles in the pedagogical direction in the KMD concentration—they have either taught for KMDI CP, sit on the CP program committee or have lectured many times in various CP courses. Each of the faculty members listed below has agreed to have their names stand as part of this proposal. If they become formally involved in the offering of the concentration, they will be cross-appointed to the Faculty of Information. These faculty include:

1. Associate Professor **Boler, Megan** – (OISE) Her interdisciplinary research and teaching interests focus on social justice in political and cultural contexts; race, class, and gender in education and media; feminist theories and philosophies; poststructuralism; cultural and communications, and media studies; digital media and democracy.

2. Associate Professor **Brett, Clare** – (OISE). Her research interests are in the areas of teaching and learning in online and distance contexts; the social and cultural implications of technology use and the affordances of online environments for learning. Other research interests include cognitive perspectives on reading and writing development.

3. Professor **Chignell, Mark** (MIE) – In the context of digital libraries, this work is concerned with developing effective non-traditional methods for accessing large digital information collections, using dynamic hypertext and customized information retrieval in a variety of desktop, handheld, and mobile computing settings.

4. Associate Professor **Danahy, John** (ALD) – He has lead the development of research software systems at the Centre for Landscape Research (CLR) and been a pioneer in the use of computing and virtual reality in urban design and landscape architectural practice. He is Director of the CLR, a steering committee member of the Knowledge Media Design Institute (KMDI) and a founding member of the Canadian Design Research network (CDRN).

5. Professor **Easterbrook, Steve** (CS) – He has studied analysis of requirements for complex software-intensive systems, particularly the question of how the views of different stakeholders can be compared and merged; the role of modeling for understanding and communicating key ideas about systems; software verification and validation and how it affects software quality; and the social and cognitive processes that support coordination within teams of software developers.

6. Associate Professor **Leiberman, David** (ALD) – Materials development and testing are
ongoing research activities in addition to the construction of large scale alchemical instruments in landscape.

7. Associate Professor Mann, Steve (ECE) - is a tenured professor at University of Toronto, where he teaches and does research in the Faculty of Applied Science and Engineering as well as the Faculty of Arts and Sciences. His research interests include wearable computing, sousveillance, computational photography, and computer-mediated reality.

8. Associate Professor Garrett, Frances (DR) – Associate Chair of the Department for the Study of Religion. Her research focuses on Tibetan religious history and its relations with other forms of Tibetan intellectual and literary culture, especially medicine.

9. Assistant Professor Mount, Howard (IMS) – His research interests are Alzheimer's disease, ataxia, cell death, cerebellum, energy, memory, neurodegeneration, neurotrophic factors, sensorimotor function, Ataxia-telangiectasia, Parkinsons disease, energy, metabolism, mitochondria, neurodegeneration, memory, transgenic mouse, behaviour, HPLC, and cell culture.

10. Associate Professor Pennefather, Peter (IMS) – His research interests are calcium initiated signals, calcium signals, computer simulations of ionic signals, potassium channels, synaptic currents, intrinsic neuronal inhibition, slow calcium activated after hyperpolarization, regulation and generation of postsynaptic currents in CNS neurons, excitatory amino acid receptor pharmacology, potassium channels, neurotoxicity.

11. Professor Platoniotis, Kostas (ECE) – His research interests are multimedia systems, biometrics, image and signal processing, communications systems and pattern recognition. He is a registered professional engineer in Ontario, Fellow of the IEEE and Fellow of the Engineering Institute of Canada.

12. Professor Steele, Lisa (VS) – She is a co-founder of the media arts centre Vtape. Her artwork has been exhibited nationally and internationally in galleries, museums and festivals and is in many collections including the Art Gallery of Ontario, the National Gallery of Canada and the Museum of Modern Art (New York).

13. Professor Wellman, Barry (Soc) – His research examines virtual community, the virtual workplace, social support, community, kinship, friendship, and social network theory and methods. Based at the University of Toronto, he directs NetLab, is the S.D. Clark Professor at the Department of Sociology, is a member of the Cities Centre, and the Knowledge Media Design Institute, and is a cross-appointed member of the Faculty of Information.

Between the faculty members already in place at the Faculty of Information and the numerous external affiliations that the Institute has already fostered, the level of intellectual grounding for the concentration is very high. The Faculty of Information recognizes that all individuals who teach in the Faculty’s programs will require cross-appointments within the Faculty.

D · Tuition
Tuition for students within the KMD 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
Funding will primarily come from the additional planned expansion of the iSchool MI as well as established KMDI funding for the Collaborative Program. As enrolment grows and the program expands the Faculty of Information will negotiate with KMDI to cross appoint appropriate teaching and research staff.

F · Enrolment
During the next 3 years the Faculty of Information expects to enroll up to thirty students per year in the KMD concentration. It is expected that enrolments may be lower in the first two years, starting with perhaps 20 in 2013–14, and 25 in 2014–15. Given that the MI degree is a two-year program, the steady state enrolment of about 60 students in the KMD concentration overall will be attained after about four years of operation of the concentration.

G · Source of applicant pool
It is expected that the proposed KMD 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 design thinking and collaborative projects will play a critical role; and

(ii) students from other academic and professional domains, who enroll in the KMD concentration specifically to explore collaborative inter-disciplinary problem solving and critical analysis of media.

The Faculty and the Knowledge Media Design Institute have observed strong demand (unfilled on an ongoing basis) for KMD courses and the KMD collaborative program. The introduction of the MI KMD concentration will likely reduce the number of iSchool students in the KMD Collaborative Program (CP). However, since MI students have made up the majority of the CP cohort, this will tend to strike a more balanced interdivisional mix for those who see the CP as an opportunity for interdisciplinary collaboration. At the same time, additional resources from the MI KMD will contribute to the development of existing courses, more offerings of existing courses, and possibly the growth and expansion of KMD related courses as a whole. The CP will need to clearly benefit from these changes and this will require more coordination with the other collaborating units to ensure that the CP remains a rich and diverse program.

The three KMD core courses will require additional sections. KMDI has been repeatedly asked for a summer offering of KMD 1001 for students from units such as Architecture, Landscaping and Design, the Institute of Medical Science, and Sociology—whose students are currently not able to fit KMD classes into their crowded schedules during the primary academic terms. Summer offering of KMD 1001, KMD1002 and KMD 2001 should sufficiently accommodate the foreseeable demand from the MI students as well as accommodate students from other collaborating units. The approved KMD electives should be able to accommodate the MI students as the program ramps up, and with added resources either more sections of the same
courses or new courses maybe introduced as needed.

With more students KMDI and the iSchool will be able to take advantage of the existing capacity at KMDI to provide more courses more often. With more courses the additional 30 students from the MI will be distributed throughout the seven courses KMD CP already runs, and with a stronger cohort, more resources it is likely that the KMD collaborative program will benefit from more collaboration and active student projects.

Applicants are expected to be drawn from such undergraduate programs as communication, visual studies, computer science, and engineering, as well as a range of arts and science programs. In particular, graduates of the newly launched undergraduate program in Interactive Digital Media offered jointly with the Institute of Communication, Culture and Information Technology at UTM, seeking to continue their studies will find the KMD concentration attractive option.

8. Governance Process:

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<tr>
<th>Faculty of Information</th>
<th>Levels of Approval Required</th>
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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.>

Developed by the Office of the Vice-Provost, Academic Programs: April 4, 2011