

# MINUTES

## Graduate Education Council

Tuesday, December 11, 2018, 3:10 p.m. – 5:00 p.m.  
Governing Council Chambers, Room 214, Simcoe Hall

The Acting Dean called the meeting to order at 3:10 p.m. and welcomed all new and continuing members.

### 1. Approval of the Agenda of the Graduate Education (GEC) Meeting of December 11, 2018

**MOTION** (*duly moved by Brian Desrosiers-Tam and seconded by Cameron Wachowich*)

THAT the agenda of the Graduate Education Council meeting of December 11, 2018, as circulated with the agenda, be approved.

The motion is **CARRIED, unanimous.**

### 2. Approval of the Minutes of the Graduate Education Council Meeting of April 10, 2018

The Acting Dean noted that the minutes of the April 10, 2018 meeting were distributed with the agenda.

**MOTION** (*duly moved by Brian Desrosiers-Tam and seconded by Cameron Wachowich*)

THAT the minutes of the Graduate Education Council meeting of April 10, 2018, be approved.

The motion is **CARRIED, unanimous.**

### 3. Business Arising from the Minutes

There was no business arising from the minutes.

### 4. Dean's Remarks

- i. **Orientation** - The Acting Dean provided an overview of the role of the Graduate Education Council. One of GEC's responsibilities is the approval of policy, regulation, and guidelines affecting graduate studies at U of T. In the case of most SGS regulations, that is, those in the Graduate Calendar, Council will have final approval authority. Proposals for new guidelines and documents reflecting best practices or changes to existing ones are brought to GEC for information, consultation, and discussion. GEC provides valuable advice to administrators and the graduate community.

The Dean provided some guidance with respect to the role of each GEC member and commented that each member may exercise their own judgment on matters. Members are not representing their department or division directly. GEC members are encouraged to contact Dianne Heximer, prior to the meeting, at [sgs.dean@utoronto.ca](mailto:sgs.dean@utoronto.ca) with questions regarding the agenda, items where clarification is needed, or if you wish an item added to the agenda.

SGS has a Vice-Dean Programs and Innovation and a Vice-Dean Students. The Vice-Deans have Advisory Councils that report to them: [Committee on Program Matters](#), (CPM) and [Committee on Student Matters](#) (CSM). Members are encouraged to contact the Decanal team with matters of interest for discussion at future meetings.

GEC agendas and meeting documentation are available on the SGS website and GEC [webpage](#). Items that come before Council for approval will have a motion sheet as cover. Motion sheets provide information about previous governance actions and consultations, and may include other information to provide context for your decision. The GEC website also includes the membership list, Rules of Council, past agendas and minutes.

- ii. **Post-Doctoral Fellows Employment Outcomes Project** –As a follow-up to the 10,000 PhDs Project, SGS decided to explore employment outcomes for approximately 3,000 postdoctoral fellows who have completed research at U of T for the past ten years. Data has been collected from publicly-available websites, and results will be made available through a Tableau dashboard to allow filtering for individual searches. Screenshots of preliminary results were shared.
- iii. **TRaCE Project** – Last year U of T participated in the [TRaCE](#) pilot project which involved interviewing doctoral Humanities graduates to learn about their career paths. In the second phase of the project, Trace 2.0, career path information on graduates from other disciplines will be explored. To this end, four departments at U of T (Anthropology, History, Medieval Studies, and Linguistics) will participate in Trace 2.0. Employment data will be collected for the doctoral graduates from these four units; volunteer student researchers will be engaged and trained, and graduates will be contacted and invited for interviews in the New Year. Data will be shared with the primary investigator at McGill University, who will compile results from the 11 participating institutions, and provide a rich sample of career paths from a wide variety of disciplines. Information will ultimately be publicly available on the TRaCE website.
- iv. **SGS Graduate Education Dashboard** – In the New Year, SGS will be publishing a comprehensive data dashboard. The Acting Dean presented screenshots highlighting the four sets of data that will be available: Admissions and Enrolment, Degree Completion, Funding, and Career Outcomes. Data will be offered in a Tableau format allowing for filtering and customized searches. This initiative is timely given the expectation for outcome metrics as part of the Strategic Mandate Agreement (SMA), and for departments during their accreditation processes. SGS will send a communication when the dashboard goes live.
- v. **Progress Tracker** – Progress Tracker is an interactive online tool that will allow students to track their progress towards their degree completion, upload reports, and relevant the documentation. Research students, Program Administrators, Graduate Supervisors and Supervisory Committee Members will have access based on their designated roles. Progress Tracker can be customized for graduate programs. Information will be dynamically downloaded from ROSI so it is important that the information is up-to-date in ROSI. While use of Progress Tracker is not mandatory, it is hoped that units will opt to use tool for their programs. Students will only have access to Progress Tracker if their graduate unit is using it. A potential security breach was identified during testing which resulted in a slight delay. Communications, training materials and workshops are currently being prepared, and it is expected that Progress Tracker will go live at the end of January 2019 giving units time to familiarize themselves with the Tracker for incoming students in September 2019.

- vi. **gradOutlines Pilot Project** - Last term A. Kenzie and K. Stinchcombe worked with four programs (Chemical Engineering PhD, Social Work PhD, MHSc in Medical Genomics, and MSW with the Indigenous Trauma and Resilience field of study in Social Work) on a pilot project to create program-specific Graduate Outlines to clarify progression through the program, for students and faculty. Sample print versions of the pocket-sized gradOutlines were circulated to Council. These resources will also be available online. SGS will be assessing how to expand this initiative to include more programs and graduate units.

## 5. 10,000 PhD Project

Last year the School of Graduate Studies undertook an initiative to determine the current employment status of the last 10,000 PhD students to graduate from U of T to 2016. Results are presented in Divisional Fact Sheets which were circulated for information. These fact sheets can also be downloaded from the [SGS Website](#), or if you would like to receive hard copies please contact Alison Kenzie at [sgs.communications@utoronto.ca](mailto:sgs.communications@utoronto.ca). Members are encouraged to visit the interactive [Tableau dashboard](#), using the numbered grey tab to filter and customize your search parameters to learn more about graduates in your programs.

The Acting Dean summarized highlights from the 10,000 PhD Project and thanked Professor Dr. Reinhart Reithmeier and the team of students who helped collect the data for this Project. SGS expects to undertake this type of project again in the future and will consider expanding parameter to include other students, i.e., Law and Professional Masters.

## 6. SGS Updates

### i. Graduate Centre for Academic Communication

Professor Peter Gray, Associate Professor, Teaching Stream in the Graduate Centre for Academic Communication (GCAC) provided an overview of services. Through a variety of non-credit courses, single-session workshops, individual writing consultations, boot camps and through website resources, the GCAC provides graduate students with advanced training in academic writing and speaking. A winter 2019 course schedule was distributed and can also be found [here](#). Slides summarizing enrolment and user statistics were shared. More information on CGAC can be found at on the GCAC [website](#).

### ii. Student Academic Services

- a. **Embedded Accessibility Advisor at SGS** – With the overall number of students registered at Accessibility Services increasing by 78% over the past five years, the decision was made to embed Accessibility Advisors within five units across the St. George campus (SGS, Engineering, Professional Faculties North, Central, and South). Ms. Josie Lalonde, Director of Student Academic Services, introduced the SGS Accessibility Advisor, Ms. Sandra Hohener. Sandra is located at 63 St. George Street and she will work with graduate students to assess accommodations needs and to facilitate the accommodations process with faculty/supervisors and staff within their home department. She will also serve as a resource for graduate units in reducing barriers to programs, services and resources at U of T.

- a. **3MT and Masters Students** - At the University of Toronto, participation in the Three Minute Thesis (3MT) competition has been limited to ABD doctoral students. Other universities open the competition to both Master's and doctoral students, with last year's national 3MT winner being a Master's student at the University of Calgary. This year SGS has decided to open the competition to Master's students working on Major Research Papers. Council members are encouraged to attend competitions and consider participating as a judge. Please contact Liam O'Leary with questions, [liam.oleary@utoronto.ca](mailto:liam.oleary@utoronto.ca); visit the SGS 3MT website [here](#).

## 7. Motions

### i. Graduate Academic Appeals Board Membership

The Acting Dean advised that the Graduate Academic Appeals Board (GAAB) is a standing committee of the Graduate Education Council. The motion documentation provides details regarding nominations and appointments to GAAB. The Chair, Alternate Chair, and new members are being appointed due to resignations. The biographical sketch of the proposed Alternate Chair was included with the agenda, for information. GEC is the final approval level for this committee.

The Acting Dean called on Brian Desrosiers-Tam to present the motion.

**MOTION** (*duly moved and seconded by Jan Mahrt-Smith*)

*THAT Graduate Education Council approve the membership of the Graduate Academic Appeals Board (GAAB) for the 2018-19 academic term.*

Seeing no discussion, the Acting Dean called the vote.

The motion was **CARRIED, unanimous**.

### ii. Admissions and Program Committee Membership

The Acting Dean advised that the Admissions and Programs (A & P) Committee is the other standing committee of Graduate Education Council. The motion documentation provides details of the committee responsibilities, powers, and full membership for 2018-19. The two divisional members and a graduate student member are being appointed due to resignations. GEC is the final approval level for this committee.

The Acting Dean called on Brian Desrosiers-Tam to present the motion.

**MOTION** (*duly moved and seconded by Siobhan Stevenson*)

*THAT Graduate Education Council approve the membership of the Admissions and Program Committee (A&P) for the 2018-19 academic term.*

Seeing no discussion, the Acting Dean called the vote.

The motion was **CARRIED, unanimous**.

## 8. Other Business

Professor Allan Kaplan acknowledged and thanked Professor De Nil for his contribution to the School of Graduate Studies in his roles of Vice-Dean Students since 2012 and most recently as Acting Dean and Acting Vice-Provost, Graduate Research and Education.

## 9. For Information

The following reports were distributed with the agenda for information:

- i. **Graduate Education Council Membership: 2018-19** – This is a list of the current GEC membership; elections for terms ending in June 2019 will begin in the New Year.
- ii. **Code of Behaviour on Academic Matters – Annual Report 2017-18** – The increased number of cases is credited to a greater awareness of Academic Integrity issues by SGS to Graduate Coordinators and Chairs in bringing cases forward, and the increasing use of Turn-it-in. SGS plans to develop Best Practices for students and faculty in dealing with these cases. A member suggested it would be helpful to have statistics per division. SGS is currently investigating the development of online submission of academic integrity cases, and is consulting with individuals in the Office of Student Academic Integrity (OSAI) in the Faculty of Arts & Science, the Academic Integrity Offices in the Faculty of Applied Science & Engineering and at the University of Toronto Mississauga. Professor J. Mahrt-Smith, from Rotman, shared that they have developed a mandatory online course and video, on academic integrity that professional Master's students must complete. Please contact [jan.mahrt-smith@rotman.utoronto.ca](mailto:jan.mahrt-smith@rotman.utoronto.ca) for more information.
- iii. **Graduate Academic Appeals Board – Annual Report 2017-18** – This report lists appeals and outcomes of cases reviewed by GAAB in the last academic year.

## 10. Closing Remarks

There being no further discussion or questions, the Acting Dean thanked Council member for their participation and called on Brian Desrosiers-Tam to present the motion.

**MOTION** (*duly moved and seconded by Jan Mahrt-Smith*)  
*that the Graduate Education Council meeting of December 11, 2018 be adjourned.*

Seeing no discussion, the Acting Dean called the question.

The motion was **CARRIED, unanimous.**

The meeting adjourned at 5:00 p.m.



Appendix to the Minutes  
UNIVERSITY OF TORONTO - GRADUATE EDUCATION COUNCIL  
Record of Attendance – December 11, 2018

**Present**

(Voting & Non-Voting Members)  
Audet, Julie  
Brummell, Alice  
Buck, Leslie  
Cairney, John  
Cresswell, Jesse  
Dalrymple-Fraser, Charles  
De Nil, Luc (Chair)  
Dubber, Markus  
Gu, Yi (Evie)  
Harrison, Timothy  
Harvey-Sanchez, Amanda\*  
Hu, Jim  
Kaplan, Allan  
Katz, Chaim  
Koga, Midori  
Mahrt-Smith, Jan  
Markovic, Melanie  
Mou, Leping  
McDougall, Doug  
Packer, Jeremy  
Pirvulescu, Mihela  
Prado, Marianne\*  
Schuman, Boaz  
Shantz, Coleen (*ex-officio*)  
Silcox, Mary\*  
Stead, Sam (*ex-officio*)  
Steeves, Craig  
Stevenson, Siobhan  
Stremler, Robyn\*  
Van Lieshout, Pascal  
Versace, Carmela  
Von Schütz, Konstanze  
Wachowich, Cameron  
Wright, Robert  
Zhang, Jonny

**In Attendance**

(Guests & SGS Staff)  
Desrosiers-Tam, Brian  
Grav, Peter  
Haley, Lisa  
Heximer, Dianne (*Secretary to Council*)  
Hohener, Sandra  
Hurlihey, Victoria  
Kenzie, Alison  
Lalonde, Josie  
O'Leary, Liam  
Plata, Angelique  
Stinchcombe, Kristen

**Absent**

Alford, Larry (*ex-officio*)  
Aqrabawi, Afif  
Bascia, Nina  
Baxter, Nancy  
Benjamin, Dwayne  
Boon, Heather  
Corts, Ken  
Freeman, Jane  
Gertler, Meric (*ex-officio*)  
Goel, Vivek  
Kerr, Gretchen (*ex-officio*)  
Lam, Ernie  
Lee, Chi-Guhn  
Lyons, Kelly  
Mabury, Scott  
MacGregor, Rob  
Macklem, Tiff  
McCahan, Susan  
Murphy, Jennifer  
Pietropaolo, Nelly  
Qudrat, Anam  
Quinonez, Carlos  
Ratto, Matt  
Schmitt, Cannon  
Segal, Hugh  
Simpson, Andre  
Stirling, Ashley  
Regehr, Cheryl  
Williams, Charmaine (*ex-officio*)  
Williamson, Shane

\* Member joined meeting via teleconference



UNIVERSITY OF TORONTO  
SCHOOL OF GRADUATE STUDIES

# Graduate Education Council SGS Updates

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Luc De Nil,  
Acting Dean, SGS and  
Acting Vice-Provost, Graduate Research  
& Education  
December 11, 2018



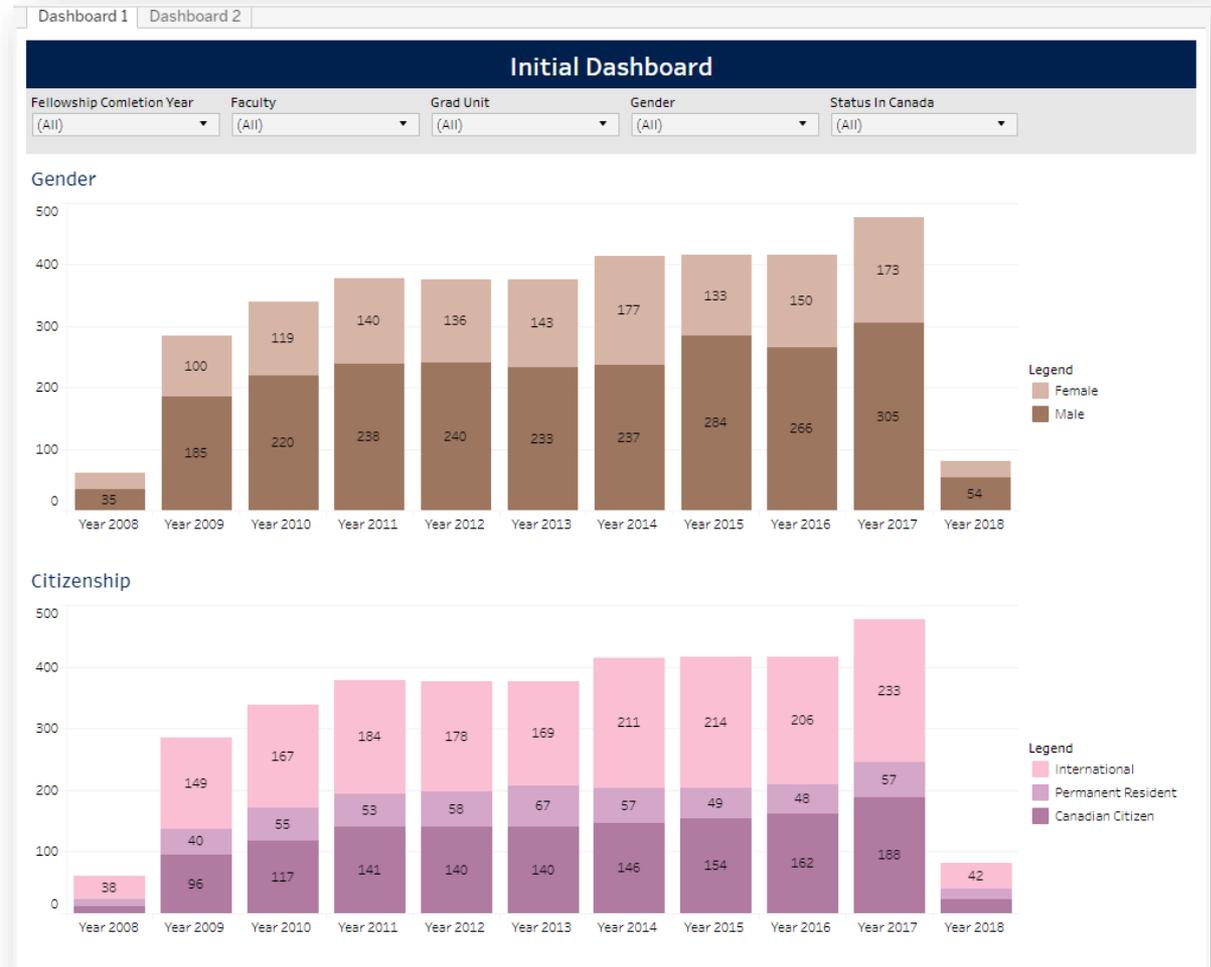
UNIVERSITY OF TORONTO  
SCHOOL OF GRADUATE STUDIES

# Post-Doctoral Fellows Employment Outcomes Project

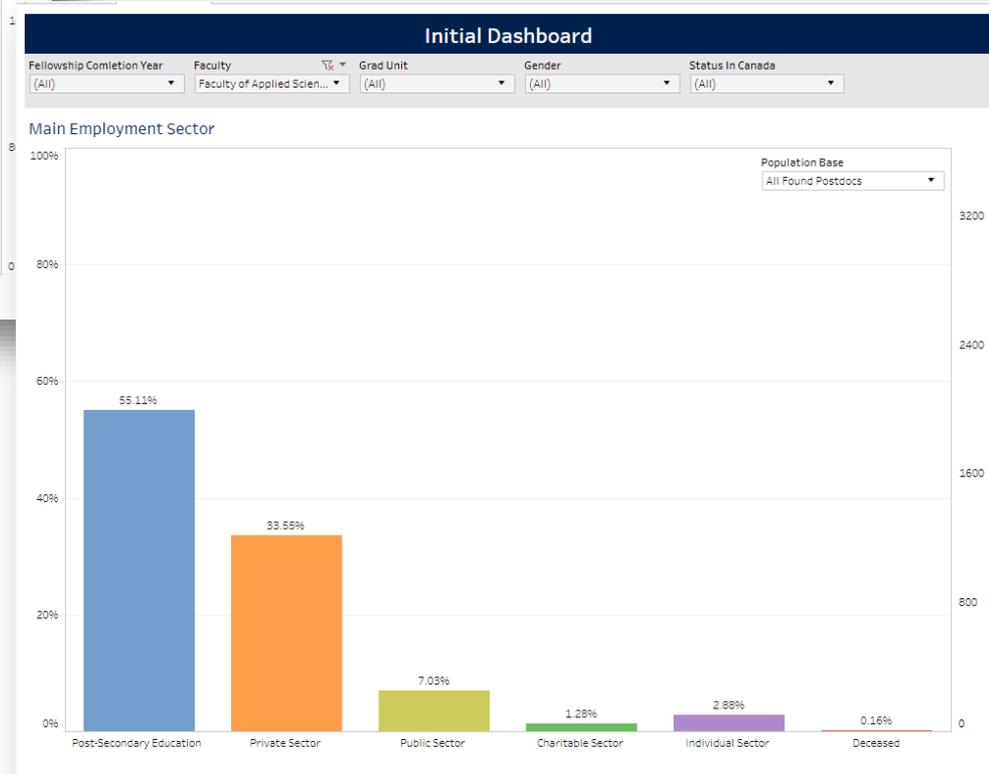
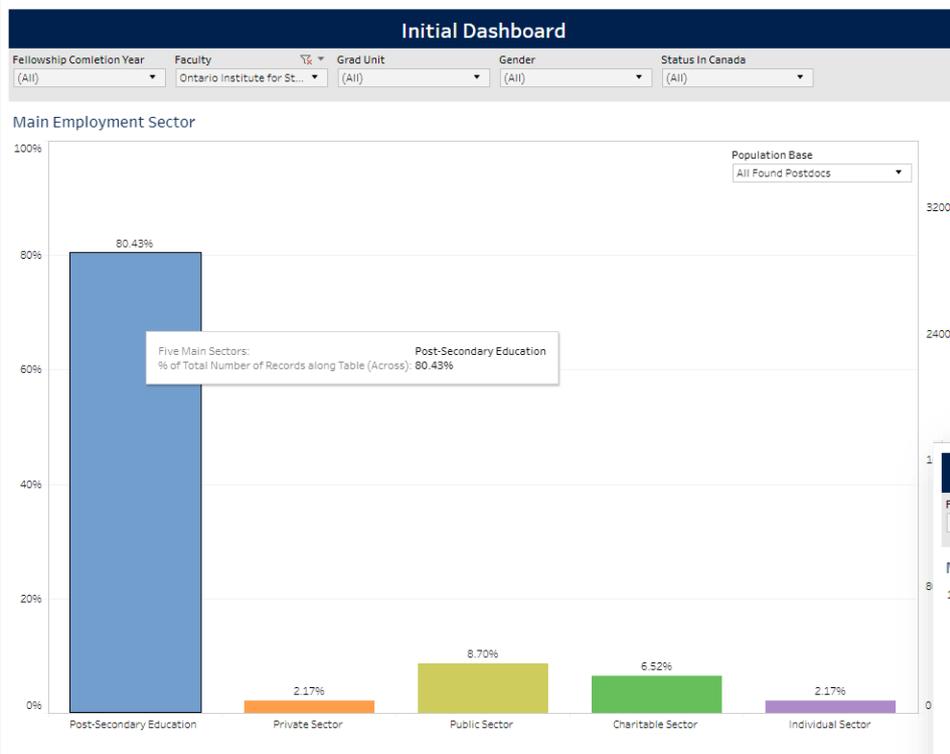
# Tableau Dashboard – PDF Demographics

## Filters:

- Fellowship Completion Year
- Faculty
- Department
- Gender
- Status In Canada



# Tableau Dashboard – Main Employment Sector





UNIVERSITY OF TORONTO  
SCHOOL OF GRADUATE STUDIES

# TRaCE 2.0 Project

# TRaCE 2.0 Project

**T = Track**  
**R = Report**  
and  
**C = Connect**  
**E = Exchange (knowledge and knowhow)**



## TRaCE Pilot Project – PhD Outcomes in HUMANITIES

The TRaCE Pilot Project was a one-year project that tracked 2,800 PhD graduates in the humanities from 24 Canadian universities. This project was a joint effort among collaborating universities, the Canadian Association for Graduate Studies, the Federation for the Humanities and Social Sciences, the Higher Education Quality Council of Ontario, and the Jackman Humanities Institute at the University of Toronto. It was headquartered at the Institute for the Public Life of Arts and Ideas (IPLAI) at McGill University. The project interviewed over 300 participants.

Here are the [results](#) as well as the [qualitative](#) and the [quantitative](#) summaries of the project.

## TRaCE 2.0 – PhD Outcomes in HUMANITIES, FINE ARTS, SOCIAL SCIENCES

The TRaCE 2.0 Project expands the pilot project by seeking to enhance public and institutional knowledge of what PhDs in Humanities, Social Sciences, and Fine Arts actually contribute to society in Canada and beyond. It also seeks to reorient these fields toward a more active public and engaged life; that reorientation will foster the continuing robust practices of these knowledges inside and outside the academy. It is headquartered at the Institute for the Public Life of Arts and Ideas (IPLAI) and Postdoctoral Studies (GPS) at McGill University.

The TRaCE 2.0 project will gather both statistical and discursive, especially narrative, forms of knowledge.

The McGill team leading the project is partnering with 10 other universities. Thus far we have tracked 1418 graduates. We are inviting them to be interviewed and to share their stories about their transitions from the PhD to their current career pathways.

The project aims to launch the stories on our website by November 2018, with further analysis coming by January 2019.

SGS has engaged six PhD research assistants from these departments:

- Linguistics
- Germanic Languages & Literatures
- Medieval Studies
- Anthropology

Currently collecting PhD Outcomes from publicly available data

Conducting interviews in early 2019



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# SGS Graduate Education Data Dashboard

# SGS Data Dashboard – Landing Page

- Admission and Enrolment Data
- Degree Completion Data
- Funding Data
- Career Outcomes Data

**UNIVERSITY OF TORONTO**  
SCHOOL OF GRADUATE STUDIES

U of T Home | Webmail | Portal | ROSI | Contacts | Maps | A-Z Index

Home | About Us | Prospective Students | **Current Students** | International Portal | Postdoctoral Fellows | Faculty & Staff

## Graduate Education Data Dashboard

[PRINTER-FRIENDLY VERSION](#)

### Current Students

- Academics
- New Students
- International Students
- Graduate Fees
- Financing Your Graduate Education
- International Student Awards
- Registration & Enrolment
- Student Forms & Letters
- Graduate Wellness Portal
- Services for Students
- Managing Your Program
- Policies, Guidelines, Student Responsibilities
- Graduate Centre for Academic Communication
- Program Completion
- Enhance Your Experience
- After You Graduate
- Frequently Asked Questions
- GradLife
- Graduate Conflict Resolution Centre
- Supervision Resources

#### Admission and Enrolment Statistics

Admission and Enrolment Statistics

#### Graduate Doctoral Education Statistics

Graduate Doctoral Education Statistics

#### Admission & Enrolment Data

[Explore the dashboard](#)

#### Funding Data

[Explore the dashboard](#)

#### Degree Completion Data

[Explore the dashboard](#)

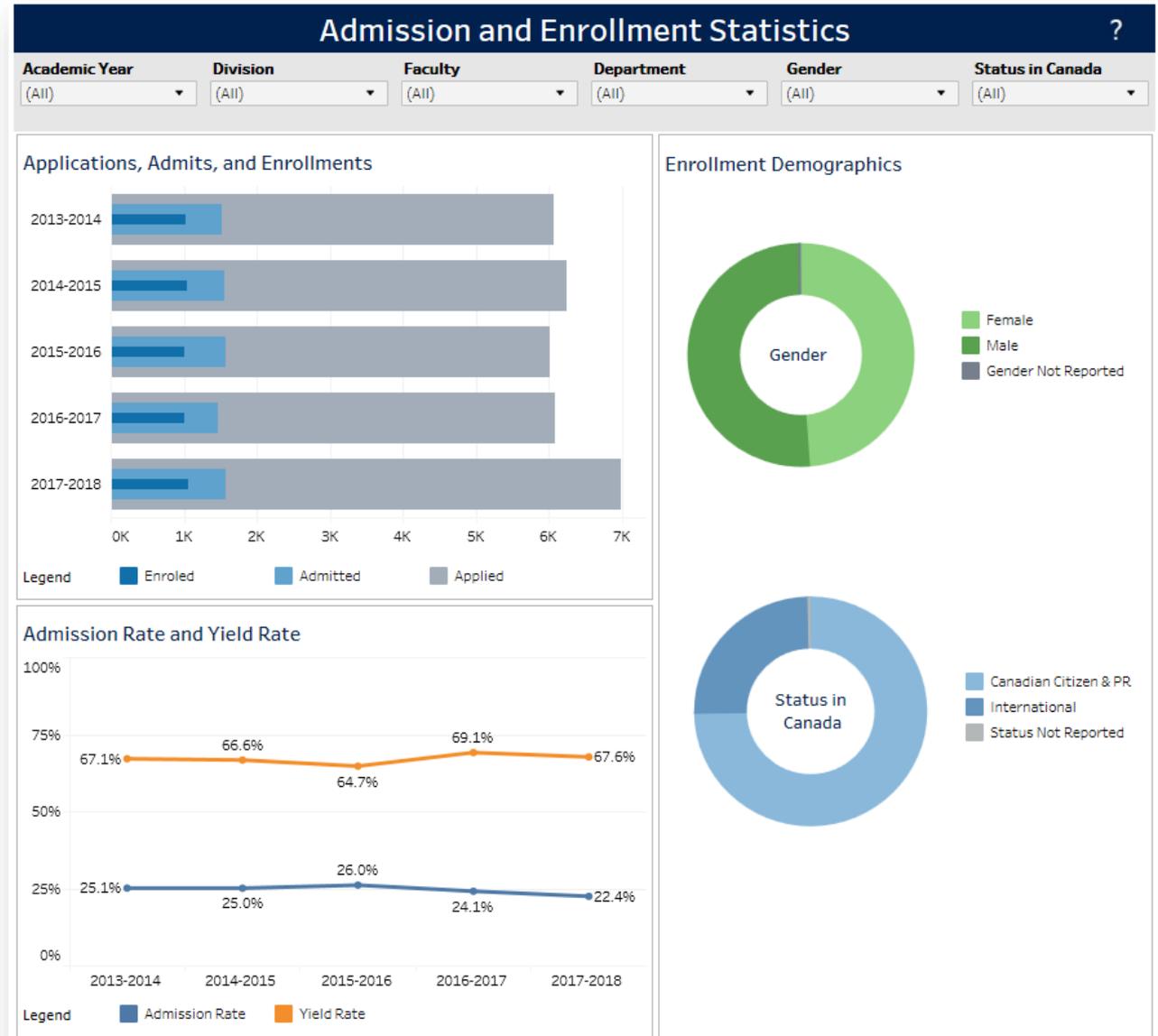
#### 10K PhDs Data

[Explore the dashboard](#)

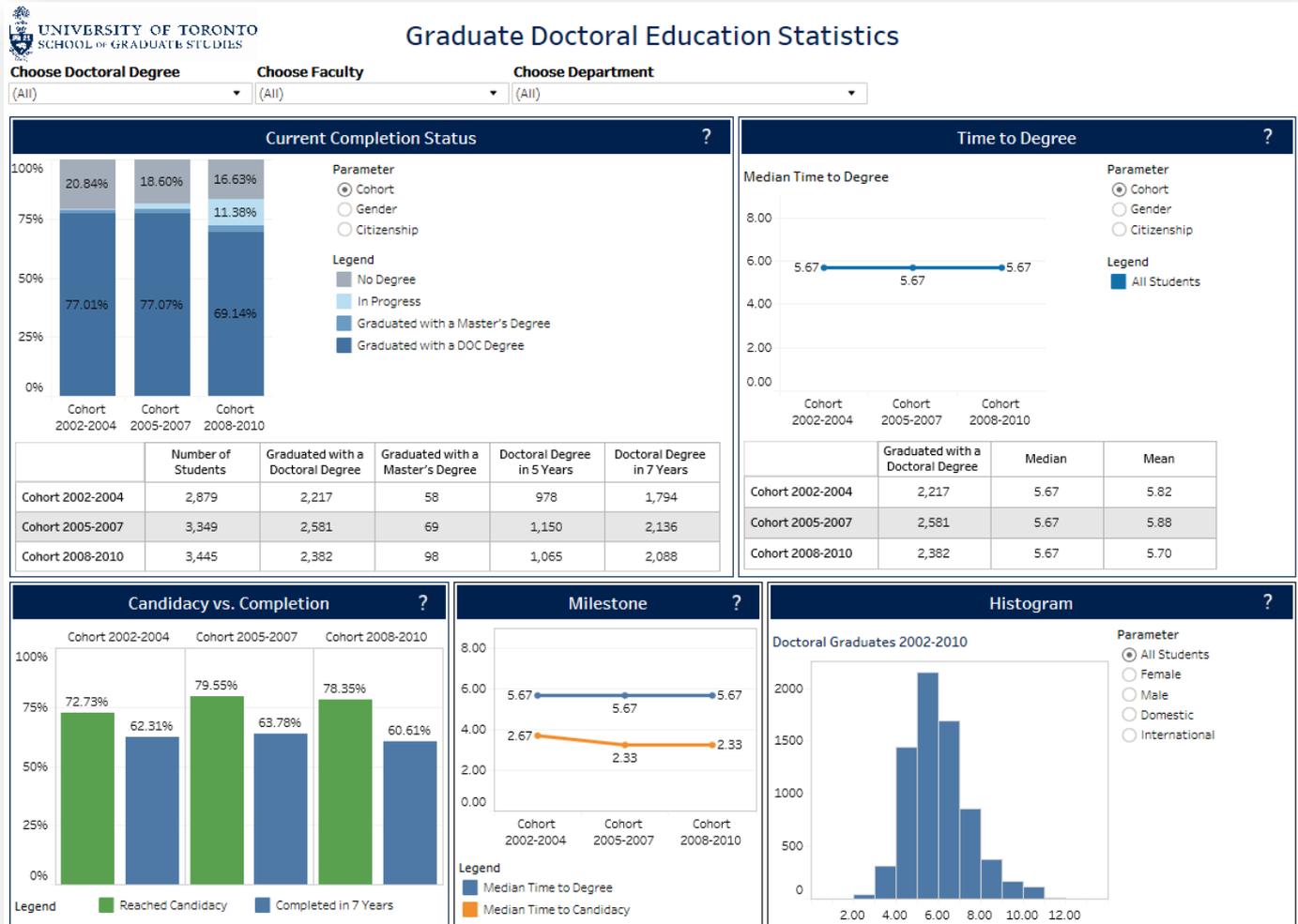
# Admission and Enrolment Data

## Filters:

- Academic Year
- Division
- Faculty
- Department
- Gender
- Status In Canada



# Degree Completion Data



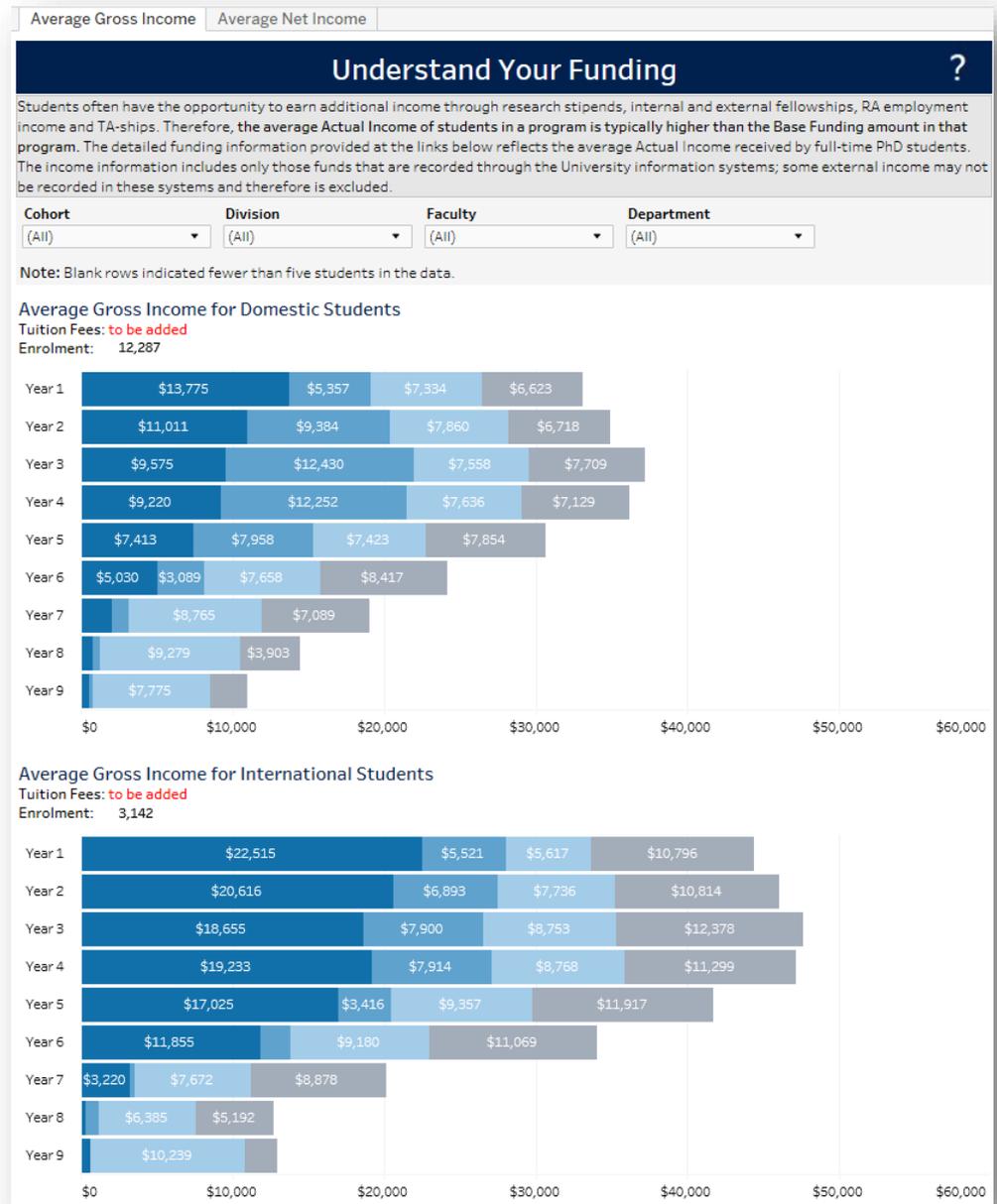
Filters:

- Doctoral Degree
- Faculty
- Department

# Funding Data – Average Gross Income

## Filters:

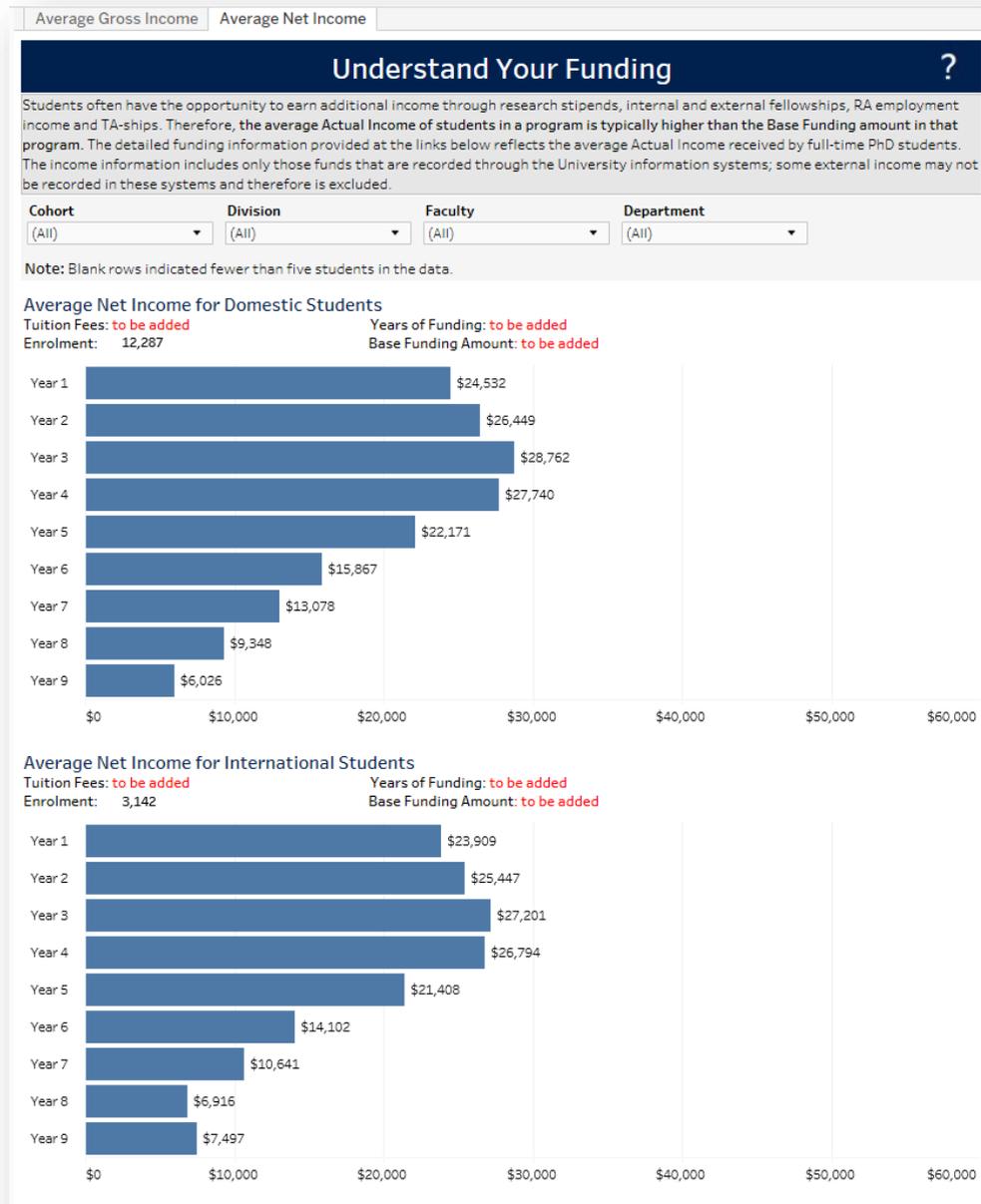
- Cohort
- Division
- Faculty
- Department



# Funding Data – Average Net Income

## Filters:

- Cohort
- Division
- Faculty
- Department





UNIVERSITY OF TORONTO  
SCHOOL OF GRADUATE STUDIES

# SGS Progress Tracker Update

# SGS Progress Tracker – Student Profile

- My Current Report
- All My Reports
- Progress Reports
- Settings
- Users
- Programs
- Notifications

### Report 2018-12-06 (ID:4)

Current Status: Awaiting Student Acknowledgement

[ - Custom Report Instructions By Program - ]

#### Report Control Panel

REPORT ENABLED:

A report which is enabled is available to student and supervisory committee members. Notifications will be sent.  
A report which is disabled will not be available to the student or supervisory committee and notifications will not be sent.

#### Student Information

The following information is from ROSI as of 2018-12-06.

[ - Custom Student Details Instructions By Program - ]

#### Details

NAME [REDACTED]  
STUDENT NUMBER [REDACTED]  
LEGAL STATUS Permanent Resident  
CANDIDACY Reply of 'yes' to offer  
FUNDING N

DEGREE PROGRAM [REDACTED]  
THESIS TITLE  
YEAR OF STUDY 6  
START SESSION 20099  
LAST PERMITTED REGISTRATION SESSION 20199

#### Supervisory Committee

Member Name (Email)	Type	Start Date	End Date
[REDACTED]	SUP	2009-08-31	-

#### Extensions

Description	To Be Satisfied By Date
Second Program Extension	2019-12-30
First Program Extension	2018-04-29

Leave

# SGS Progress Tracker – Upload Attachments

## Student Progress Report

[ Custom Student Progress Report Instructions By Program - ]

### Report Attachments

Upload a file

	<b>Lighthouse.jpg (561.3kB)</b> DESCRIPTION: <input type="text" value="This is an example of an image upload."/> <input type="button" value="Save Description"/> <input type="button" value="Main Report Item"/> <input type="button" value="Delete"/>
	<b>pdf-sample.pdf (7.9kB) - Main Report Item</b> DESCRIPTION: <input type="text" value="This is an example of a PDF document."/> <input type="button" value="Save Description"/> <input type="button" value="Delete"/>

#### Your report has not been committed

Your report attachments have been saved and your report will remain editable until you commit.

**Committing your report is irreversible.** Committing will make your report available to your supervisory committee members. You will not be able to upload additional attachments once you commit. Please ensure your report contains the correct attachments and versions before you commit.

I understand and am ready to commit my report.



“I understand and am ready to commit my report.”

# SGS Progress Tracker – Committee Report

## Supervisory Committee Report

[- Custom Supervisory Committee Report Instructions By Program -]

SCHEDULED MEETING DATE & TIME:

IS THE STUDENT MAKING ADEQUATE PROGRESS IN THEIR PROGRAM?

- Yes
- No

DOES THE COMMITTEE RECOMMEND THE STUDENT PROCEED TO CANDIDACY?

- Yes
- No
- Not Applicable

Report Attachments (optional)

Upload a file



Change of Campus Affiliation.pdf (150.3kB)

DESCRIPTION:

This is a sample description.

Save Description

Main Report Item

Delete

COMMENTS (OPTIONAL):

test

**The report has not been committed!**

Save Changes To Report

**Committing the report is irreversible.** Committing will make your report available to the student for review and acknowledgment. You will not be able to edit the report or upload additional attachments once you commit. Please ensure your report contains the correct information, attachments, and versions before you commit.

I understand and am ready to commit this report.

Commit Report



“I understand and am ready to commit this report.”

# SGS Progress Tracker – Program Admin Review

## Program Administrator Review

[ - Custom Program Admin Report Instructions By Program - ]

SCHEDULE NEXT MEETING?

NOTES (OPTIONAL)

These are sample notes.

Report Attachments (optional)

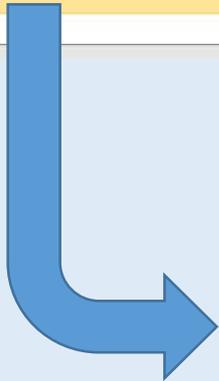
**Warning** If the student is not rescheduled for a meeting they will be considered removed from the system. Please ensure this is the correct action.

**This report has not been committed!**

I have reviewed all reports and any attachments they may have as well as entered the results into ROSI.

Save Changes To Report

Commit Report



“I have reviewed all reports and any attachments they may have as well as entered the results into ROSI.”

# SGS Progress Tracker – Report Dashboard

UNIVERSITY OF TORONTO  
SCHOOL OF GRADUATE STUDIES

Graduate Student Progress Tracker (VER. 20181202) deniluc@utoronto.ca

Progress Report Dashboard

All Statuses  
In Progress  
Awaiting Student Report  
Awaiting Supervisory Committee Report  
Awaiting Student Acknowledgement  
Awaiting Program Admin Review  
Complete

Search

Number	Name (Email)	Degree (POST)	Status	Due By	Actions
34	Dales, Corey (corey.dales@utoronto.ca)	PHD-Public Health Science (CL PHD)	Complete	--	<a href="#">View</a>

Showing 1 to 1 of 1

## All Statuses (select)

In Progress

Awaiting Student Report

Awaiting Supervisory Committee Report

Awaiting Student Acknowledgement

Awaiting Program Admin Review

Complete



UNIVERSITY OF TORONTO  
SCHOOL OF GRADUATE STUDIES

# gradOUTLINES Pilot Project

# gradOUTLINES Pilot: PhD and Master's



**Chemical Engineering and Applied Chemistry, PhD**  
Faculty of Applied Science and Engineering

**ABOUT THIS PROGRAM**  
Chemical Engineering and Applied Chemistry impacts much of our modern world. We seek to integrate chemistry, biology and engineering to create the most advanced and healthiest products and processes while addressing the global challenges of energy, food, water, and the environment.

## Chemical Engineering and Applied Chemistry, PhD

Faculty of Applied Science and Engineering

YOUR DEGREE TIMELINE	FIRST YEAR	MIDDLE YEARS	FINAL YEAR/TRANSITION
<p><b>CHE222H4</b> (12 credits)</p> <p><b>CHE300H4</b> (6 credits)</p> <p><b>CHE301H4</b> (6 credits)</p> <p><b>CHE302H4</b> (6 credits)</p> <p><b>CHE303H4</b> (6 credits)</p> <p><b>CHE304H4</b> (6 credits)</p> <p><b>CHE305H4</b> (6 credits)</p> <p><b>CHE306H4</b> (6 credits)</p> <p><b>CHE307H4</b> (6 credits)</p> <p><b>CHE308H4</b> (6 credits)</p> <p><b>CHE309H4</b> (6 credits)</p> <p><b>CHE310H4</b> (6 credits)</p> <p><b>CHE311H4</b> (6 credits)</p> <p><b>CHE312H4</b> (6 credits)</p> <p><b>CHE313H4</b> (6 credits)</p> <p><b>CHE314H4</b> (6 credits)</p> <p><b>CHE315H4</b> (6 credits)</p> <p><b>CHE316H4</b> (6 credits)</p> <p><b>CHE317H4</b> (6 credits)</p> <p><b>CHE318H4</b> (6 credits)</p> <p><b>CHE319H4</b> (6 credits)</p> <p><b>CHE320H4</b> (6 credits)</p> <p><b>CHE321H4</b> (6 credits)</p> <p><b>CHE322H4</b> (6 credits)</p> <p><b>CHE323H4</b> (6 credits)</p> <p><b>CHE324H4</b> (6 credits)</p> <p><b>CHE325H4</b> (6 credits)</p> <p><b>CHE326H4</b> (6 credits)</p> <p><b>CHE327H4</b> (6 credits)</p> <p><b>CHE328H4</b> (6 credits)</p> <p><b>CHE329H4</b> (6 credits)</p> <p><b>CHE330H4</b> (6 credits)</p> <p><b>CHE331H4</b> (6 credits)</p> <p><b>CHE332H4</b> (6 credits)</p> <p><b>CHE333H4</b> (6 credits)</p> <p><b>CHE334H4</b> (6 credits)</p> <p><b>CHE335H4</b> (6 credits)</p> <p><b>CHE336H4</b> (6 credits)</p> <p><b>CHE337H4</b> (6 credits)</p> <p><b>CHE338H4</b> (6 credits)</p> <p><b>CHE339H4</b> (6 credits)</p> <p><b>CHE340H4</b> (6 credits)</p> <p><b>CHE341H4</b> (6 credits)</p> <p><b>CHE342H4</b> (6 credits)</p> <p><b>CHE343H4</b> (6 credits)</p> <p><b>CHE344H4</b> (6 credits)</p> <p><b>CHE345H4</b> (6 credits)</p> <p><b>CHE346H4</b> (6 credits)</p> <p><b>CHE347H4</b> (6 credits)</p> <p><b>CHE348H4</b> (6 credits)</p> <p><b>CHE349H4</b> (6 credits)</p> <p><b>CHE350H4</b> (6 credits)</p> <p><b>CHE351H4</b> (6 credits)</p> <p><b>CHE352H4</b> (6 credits)</p> <p><b>CHE353H4</b> (6 credits)</p> <p><b>CHE354H4</b> (6 credits)</p> <p><b>CHE355H4</b> (6 credits)</p> <p><b>CHE356H4</b> (6 credits)</p> <p><b>CHE357H4</b> (6 credits)</p> <p><b>CHE358H4</b> (6 credits)</p> <p><b>CHE359H4</b> (6 credits)</p> <p><b>CHE360H4</b> (6 credits)</p> <p><b>CHE361H4</b> (6 credits)</p> <p><b>CHE362H4</b> (6 credits)</p> <p><b>CHE363H4</b> (6 credits)</p> <p><b>CHE364H4</b> (6 credits)</p> <p><b>CHE365H4</b> (6 credits)</p> <p><b>CHE366H4</b> (6 credits)</p> <p><b>CHE367H4</b> (6 credits)</p> <p><b>CHE368H4</b> (6 credits)</p> <p><b>CHE369H4</b> (6 credits)</p> <p><b>CHE370H4</b> (6 credits)</p> <p><b>CHE371H4</b> (6 credits)</p> <p><b>CHE372H4</b> (6 credits)</p> <p><b>CHE373H4</b> (6 credits)</p> <p><b>CHE374H4</b> (6 credits)</p> <p><b>CHE375H4</b> (6 credits)</p> <p><b>CHE376H4</b> (6 credits)</p> <p><b>CHE377H4</b> (6 credits)</p> <p><b>CHE378H4</b> (6 credits)</p> <p><b>CHE379H4</b> (6 credits)</p> <p><b>CHE380H4</b> (6 credits)</p> <p><b>CHE381H4</b> (6 credits)</p> <p><b>CHE382H4</b> (6 credits)</p> <p><b>CHE383H4</b> (6 credits)</p> <p><b>CHE384H4</b> (6 credits)</p> <p><b>CHE385H4</b> (6 credits)</p> <p><b>CHE386H4</b> (6 credits)</p> <p><b>CHE387H4</b> (6 credits)</p> <p><b>CHE388H4</b> (6 credits)</p> <p><b>CHE389H4</b> (6 credits)</p> <p><b>CHE390H4</b> (6 credits)</p> <p><b>CHE391H4</b> (6 credits)</p> <p><b>CHE392H4</b> (6 credits)</p> <p><b>CHE393H4</b> (6 credits)</p> <p><b>CHE394H4</b> (6 credits)</p> <p><b>CHE395H4</b> (6 credits)</p> <p><b>CHE396H4</b> (6 credits)</p> <p><b>CHE397H4</b> (6 credits)</p> <p><b>CHE398H4</b> (6 credits)</p> <p><b>CHE399H4</b> (6 credits)</p> <p><b>CHE400H4</b> (6 credits)</p>	<p><b>Strategies for Success</b></p> <p><b>PLAN</b></p> <ul style="list-style-type: none"> <li>Identify research questions that excite you in the field.</li> <li>Maximize your research impact.</li> </ul> <p><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>How did an essential research question differ from what has been done before and why is it important to research?</li> <li>How do you plan to contribute to the field?</li> </ul>	<p><b>Strategies for Success</b></p> <p><b>MASTER</b></p> <ul style="list-style-type: none"> <li>Master one technical method required for your project assessments.</li> <li>Develop a research proposal that is innovative and addresses a societal need.</li> <li>Present your research at a conference and submit it to a journal.</li> </ul> <p><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>How did you contribute to the field?</li> <li>How do you plan to contribute to the field?</li> </ul>	<p><b>Strategies for Success</b></p> <p><b>ACHIEVE</b></p> <ul style="list-style-type: none"> <li>Apply to graduate programs in your field.</li> <li>Present your research at a conference and submit it to a journal.</li> </ul> <p><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>How did you contribute to the field?</li> <li>How do you plan to contribute to the field?</li> </ul>

gradOUTLINE



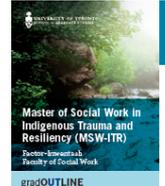
**Social Work, PhD**  
Factor-Inwentash Faculty of Social Work

**ABOUT THIS PROGRAM**  
The PhD program in Social Work is designed to prepare students for careers in research, teaching, and leadership in the field of social work.

YOUR DEGREE TIMELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<p><b>SWK 6000</b> (6 credits)</p> <p><b>SWK 6001</b> (6 credits)</p> <p><b>SWK 6002</b> (6 credits)</p> <p><b>SWK 6003</b> (6 credits)</p> <p><b>SWK 6004</b> (6 credits)</p> <p><b>SWK 6005</b> (6 credits)</p> <p><b>SWK 6006</b> (6 credits)</p> <p><b>SWK 6007</b> (6 credits)</p> <p><b>SWK 6008</b> (6 credits)</p> <p><b>SWK 6009</b> (6 credits)</p> <p><b>SWK 6010</b> (6 credits)</p> <p><b>SWK 6011</b> (6 credits)</p> <p><b>SWK 6012</b> (6 credits)</p> <p><b>SWK 6013</b> (6 credits)</p> <p><b>SWK 6014</b> (6 credits)</p> <p><b>SWK 6015</b> (6 credits)</p> <p><b>SWK 6016</b> (6 credits)</p> <p><b>SWK 6017</b> (6 credits)</p> <p><b>SWK 6018</b> (6 credits)</p> <p><b>SWK 6019</b> (6 credits)</p> <p><b>SWK 6020</b> (6 credits)</p> <p><b>SWK 6021</b> (6 credits)</p> <p><b>SWK 6022</b> (6 credits)</p> <p><b>SWK 6023</b> (6 credits)</p> <p><b>SWK 6024</b> (6 credits)</p> <p><b>SWK 6025</b> (6 credits)</p> <p><b>SWK 6026</b> (6 credits)</p> <p><b>SWK 6027</b> (6 credits)</p> <p><b>SWK 6028</b> (6 credits)</p> <p><b>SWK 6029</b> (6 credits)</p> <p><b>SWK 6030</b> (6 credits)</p> <p><b>SWK 6031</b> (6 credits)</p> <p><b>SWK 6032</b> (6 credits)</p> <p><b>SWK 6033</b> (6 credits)</p> <p><b>SWK 6034</b> (6 credits)</p> <p><b>SWK 6035</b> (6 credits)</p> <p><b>SWK 6036</b> (6 credits)</p> <p><b>SWK 6037</b> (6 credits)</p> <p><b>SWK 6038</b> (6 credits)</p> <p><b>SWK 6039</b> (6 credits)</p> <p><b>SWK 6040</b> (6 credits)</p> <p><b>SWK 6041</b> (6 credits)</p> <p><b>SWK 6042</b> (6 credits)</p> <p><b>SWK 6043</b> (6 credits)</p> <p><b>SWK 6044</b> (6 credits)</p> <p><b>SWK 6045</b> (6 credits)</p> <p><b>SWK 6046</b> (6 credits)</p> <p><b>SWK 6047</b> (6 credits)</p> <p><b>SWK 6048</b> (6 credits)</p> <p><b>SWK 6049</b> (6 credits)</p> <p><b>SWK 6050</b> (6 credits)</p> <p><b>SWK 6051</b> (6 credits)</p> <p><b>SWK 6052</b> (6 credits)</p> <p><b>SWK 6053</b> (6 credits)</p> <p><b>SWK 6054</b> (6 credits)</p> <p><b>SWK 6055</b> (6 credits)</p> <p><b>SWK 6056</b> (6 credits)</p> <p><b>SWK 6057</b> (6 credits)</p> <p><b>SWK 6058</b> (6 credits)</p> <p><b>SWK 6059</b> (6 credits)</p> <p><b>SWK 6060</b> (6 credits)</p> <p><b>SWK 6061</b> (6 credits)</p> <p><b>SWK 6062</b> (6 credits)</p> <p><b>SWK 6063</b> (6 credits)</p> <p><b>SWK 6064</b> (6 credits)</p> <p><b>SWK 6065</b> (6 credits)</p> <p><b>SWK 6066</b> (6 credits)</p> <p><b>SWK 6067</b> (6 credits)</p> <p><b>SWK 6068</b> (6 credits)</p> <p><b>SWK 6069</b> (6 credits)</p> <p><b>SWK 6070</b> (6 credits)</p> <p><b>SWK 6071</b> (6 credits)</p> <p><b>SWK 6072</b> (6 credits)</p> <p><b>SWK 6073</b> (6 credits)</p> <p><b>SWK 6074</b> (6 credits)</p> <p><b>SWK 6075</b> (6 credits)</p> <p><b>SWK 6076</b> (6 credits)</p> <p><b>SWK 6077</b> (6 credits)</p> <p><b>SWK 6078</b> (6 credits)</p> <p><b>SWK 6079</b> (6 credits)</p> <p><b>SWK 6080</b> (6 credits)</p> <p><b>SWK 6081</b> (6 credits)</p> <p><b>SWK 6082</b> (6 credits)</p> <p><b>SWK 6083</b> (6 credits)</p> <p><b>SWK 6084</b> (6 credits)</p> <p><b>SWK 6085</b> (6 credits)</p> <p><b>SWK 6086</b> (6 credits)</p> <p><b>SWK 6087</b> (6 credits)</p> <p><b>SWK 6088</b> (6 credits)</p> <p><b>SWK 6089</b> (6 credits)</p> <p><b>SWK 6090</b> (6 credits)</p> <p><b>SWK 6091</b> (6 credits)</p> <p><b>SWK 6092</b> (6 credits)</p> <p><b>SWK 6093</b> (6 credits)</p> <p><b>SWK 6094</b> (6 credits)</p> <p><b>SWK 6095</b> (6 credits)</p> <p><b>SWK 6096</b> (6 credits)</p> <p><b>SWK 6097</b> (6 credits)</p> <p><b>SWK 6098</b> (6 credits)</p> <p><b>SWK 6099</b> (6 credits)</p> <p><b>SWK 6100</b> (6 credits)</p>	<p><b>Strategies for Success</b></p> <p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>Complete your first research paper.</li> <li>Develop your research proposal.</li> </ul> <p><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>How did you contribute to the field?</li> <li>How do you plan to contribute to the field?</li> </ul>	<p><b>Strategies for Success</b></p> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>Complete your second research paper.</li> <li>Develop your second research proposal.</li> </ul> <p><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>How did you contribute to the field?</li> <li>How do you plan to contribute to the field?</li> </ul>	<p><b>Strategies for Success</b></p> <p><b>YEAR 3</b></p> <ul style="list-style-type: none"> <li>Complete your third research paper.</li> <li>Develop your third research proposal.</li> </ul> <p><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>How did you contribute to the field?</li> <li>How do you plan to contribute to the field?</li> </ul>	<p><b>Strategies for Success</b></p> <p><b>YEAR 4</b></p> <ul style="list-style-type: none"> <li>Complete your fourth research paper.</li> <li>Develop your fourth research proposal.</li> </ul> <p><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>How did you contribute to the field?</li> <li>How do you plan to contribute to the field?</li> </ul>

gradOUTLINE

## PhD: Chemical Engineering and Social Work



## Master of Social Work in Indigenous Trauma and Resiliency (MSW-ITR)

Factor-Inwentash Faculty of Social Work

The MSW-ITR field of study is founded on values of respect, honesty, kindness, humility, cooperation and belonging held by the Indigenous people of Turtle Island. The curriculum invites learners of all Indigenous origins to identify and explore their ancestry, learning how to build on inherent knowledge and wisdom to address their social work practice. Each learner will bring their gifts of humanity and healing to the program and integrate them with the wisdom of an Indigenous worldview, the latest neuroscience and knowledge of trauma and resiliency, and social work practice and ethics to contribute to a collective understanding of how to serve individuals, families and communities in the global context.

### ABOUT THE PARTNERS

ITR was launched in 2015 in partnership among the Ontario Federation of Indigenous Friendship Centres (OFIFC), the Midleton-MoZ Institute, and the Toronto-Georgetown Faculty of Social Work (TFGSW), University of Toronto.

The MSW-ITR came from the vision of six Indigenous women: Jane Midleton-MoZ, Barbara Marshall, Sheila Maracle, Kim Anderson, Lucy Crawford, and Maria Campbell. They had a dream of how community care through trauma and healing practices were approached from a cultural-based and community-driven lens. In the spring of 2011, the OFIFC and the Midleton-MoZ Institute formed a partnership in the field of trauma education, Indigenous spirituality, healing and leadership and community investment to form the Governing Council to maintain the MSW-ITR field of study.



The Ontario Federation of Indigenous Friendship Centres (OFIFC) was founded in 1971 and works to support, advocate for, and build the capacity of member Friendship Centres across Ontario. The OFIFC is the largest urban Indigenous service network in the province supporting street and diverse Indigenous communities through culturally-based and culturally appropriate programs and initiatives. Learn more at [www.ofifc.ca](http://www.ofifc.ca)

The Midleton-MoZ Institute addresses the effects of generational and historical cultural trauma with individuals, families and communities. With a focus of experience as a Christian and author, Jane Midleton-MoZ focuses on delivering community interventions addressing the need for strength-based approaches to trauma informed work, and increasing recognition of resiliency. Learn more at [www.midleton-moz.com](http://www.midleton-moz.com)

The Factor-Inwentash Faculty of Social Work (FISSW) at the University of Toronto was established in 1968 and is a leader in the field of social work. Distinguished by its commitment to evidence and practice excellence, FISSW is ranked as one of the top five social work schools in North America, focusing on the integration of research and practice to both the classroom and practice settings. Learn more at [www.factor-inwentash.com](http://www.factor-inwentash.com)

## gradOUTLINE

### ADMISSION INFORMATION

To be considered for admission, applicants must have work experience in any of the fields of social work, psychology, education, community intervention, nursing, or traditional healing and medicine. While this work may resonate with many people, preference will be given to individuals who have both addressed their personal trauma and worked in the community in a capacity as noted above.

Refer to Admission Requirements: [socialwork.uutoronto.ca/admission/apply-to-the-program](http://socialwork.uutoronto.ca/admission/apply-to-the-program)

### FUNDING OPPORTUNITIES

- Learn about internal awards at FISSW, SGS awards, and external government funding opportunities.
- FISSW Internal Awards:** [socialwork.uutoronto.ca/current-students/financial-aid/awards](http://socialwork.uutoronto.ca/current-students/financial-aid/awards)
- SGS Financial Support Information:** [sgs.uutoronto.ca](http://sgs.uutoronto.ca)
- External Government Funding Opportunities:** [sgs.uutoronto.ca](http://sgs.uutoronto.ca)
- International Student Award Information:** [sgs.uutoronto.ca](http://sgs.uutoronto.ca)



## Medical Genomics, MHS

Molecular Genetics, Faculty of Medicine

**ABOUT THIS PROGRAM**  
The MHS program in Medical Genomics is designed to prepare students for careers in research, teaching, and leadership in the field of medical genomics.

**APPLYING TO THE PROGRAM**  
Applicants must have a BSc or equivalent in a related field and a minimum GPA of 3.0.

### FUNDING OPPORTUNITIES

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# Master's: MSW Indigenous Trauma and Resiliency Field of Study & Medical Genomics MHS





UNIVERSITY OF TORONTO  
SCHOOL OF GRADUATE STUDIES

QUESTIONS?

# Graduate Centre for Academic Communication

[PRINTER-FRIENDLY VERSION](#) ▶

## Current Students

[Academics](#)

[New Students](#)

[International Students](#)

[Graduate Fees](#)

[Financing Your Graduate Education](#)

[International Student Awards](#)

[Registration & Enrolment](#)

[Student Forms & Letters](#)

[Graduate Wellness Portal](#)

[Services for Students](#)

[Managing Your Program](#)

[Policies, Guidelines, Student Responsibilities](#)

**Graduate Centre for Academic**

Welcome to the Graduate Centre for Academic Communication (GCAC). GCAC provides graduate students with advanced training in academic writing and speaking.

Graduate students need to be able to communicate sophisticated information to sophisticated audiences. As you prepare to attend your first conference, to write your first proposal, or to publish your first paper, you will need stronger communication skills than those needed in undergraduate work. By emphasizing professional development rather than remediation, GCAC can help you cultivate the ability to diagnose and address the weaknesses in your oral and written work.

GCAC offers five types of support designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, writing intensives, and a list of additional resources for academic writing and speaking.

All of our programs are free. While the **workshops** function on a drop-in basis, **writing centre consultations** require an appointment, and **courses** and **writing intensives** require registration.

[COURSE SCHEDULE](#) ▶

[GCAC TEAM](#) ▶

[CONTACT US](#) ▶

[LISTSERV](#) ▶

[FAQ](#) ▶

**Note:** If you need to know the location of a course in which you are registered, please check your registration confirmation email. That email is sent to the

[Courses](#) ▶

[Workshops](#) ▶

[Writing Centre](#) ▶

[Boot Camps and Writing Intensives](#) ▶

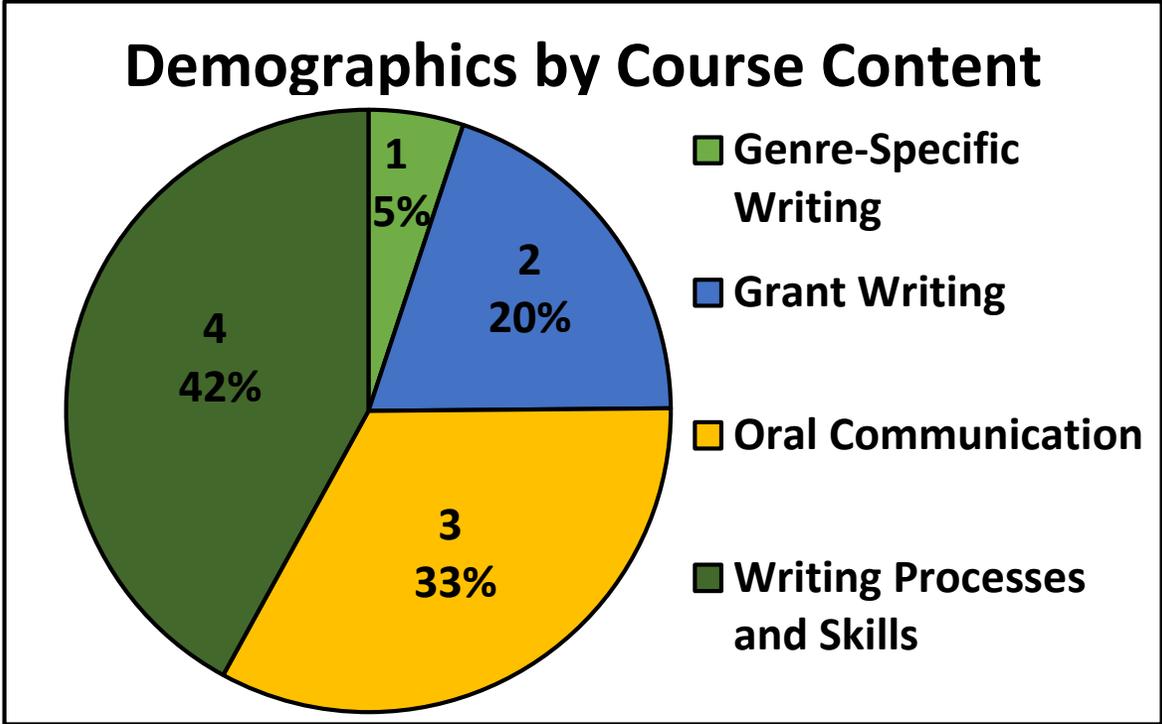
[Additional Resources](#) ▶

**Tweets** by [@UoTGCAC](#)

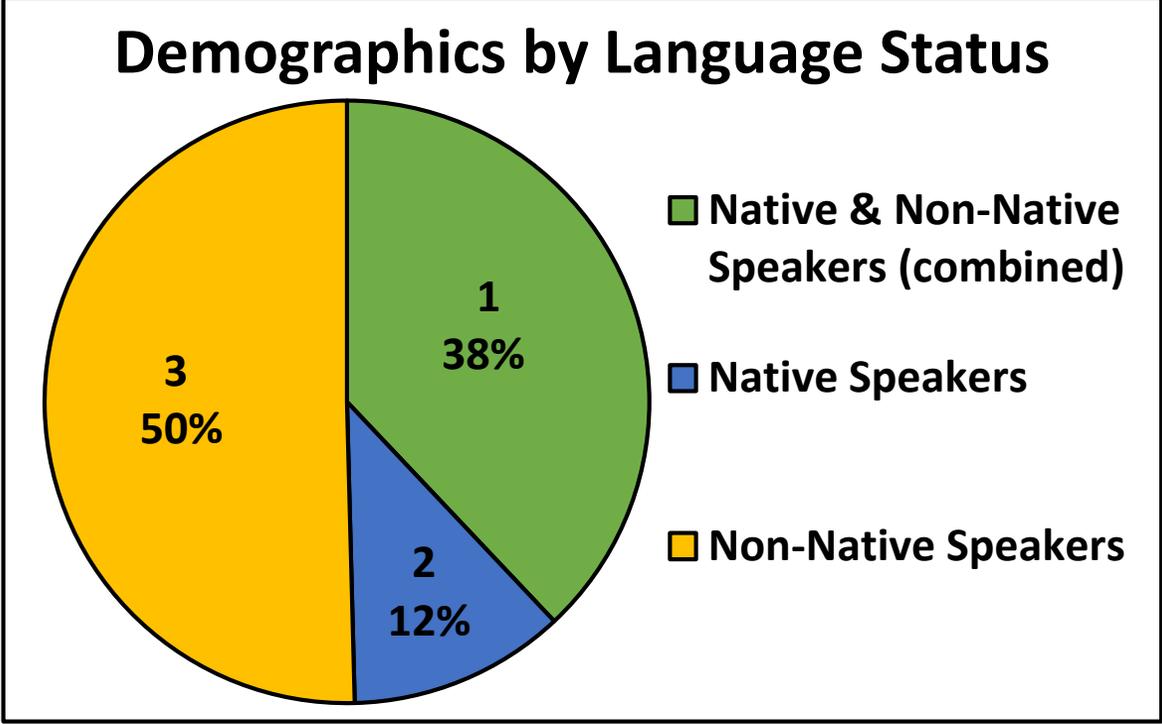


# Graduate Centre for Academic Communication (GCAC): What Do We Offer?

## 2017-18

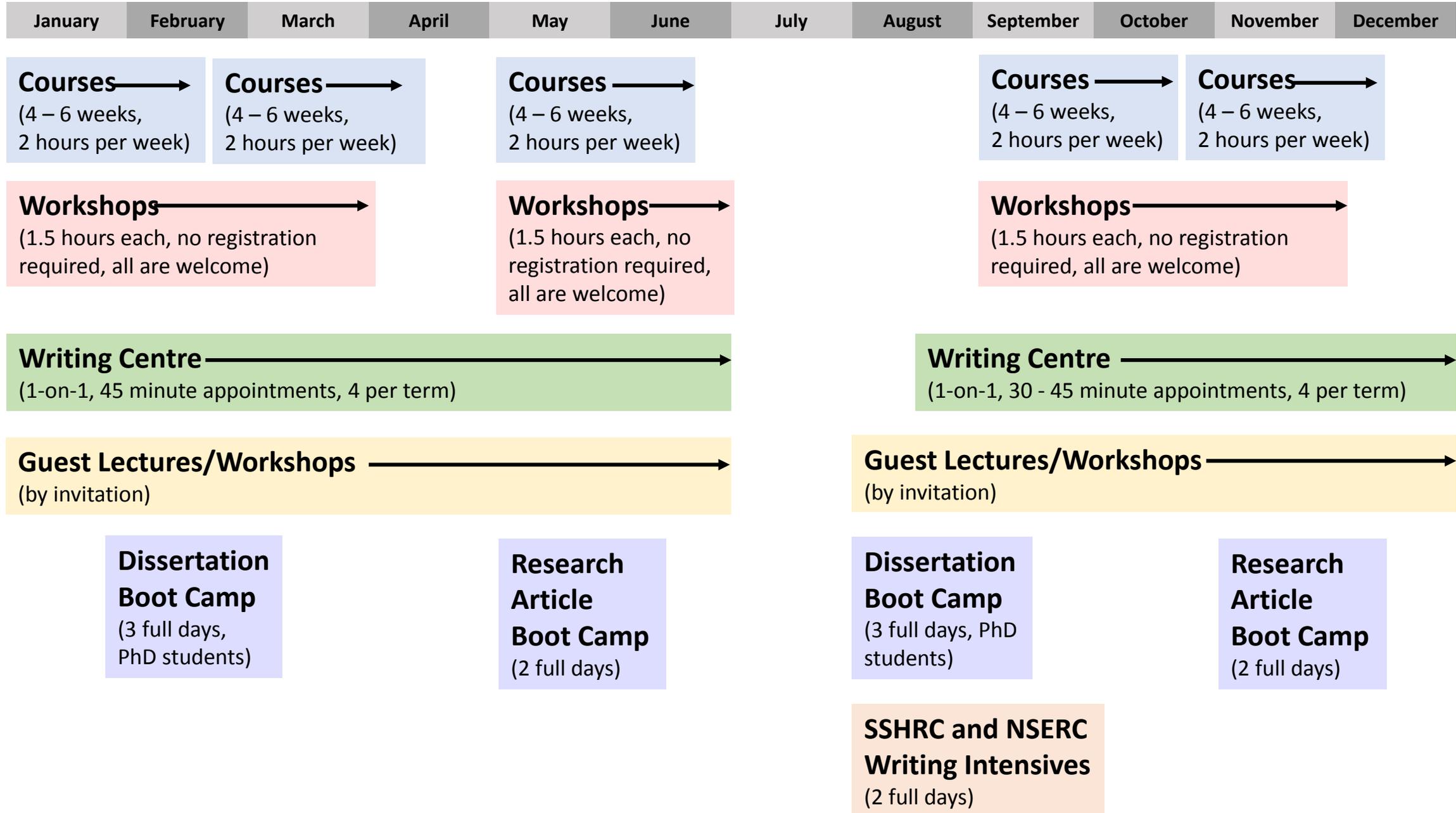


- 1 Research Articles, Thesis Writing
- 2 NSERC, SSHRC, CIHR
- 3 Presentation (OPS) and Conversation (ACS)
- 4 Prewriting Strategies, Becoming a Better Editor of Your Own Work (EDIT), Academic Writing 1, 2 & 3



- 1 Grant Writing, OPS, Thesis Writing, Research Articles, Prewriting Strategies, Into to Science Journalism
- 2 EDIT, OPS
- 3 Academic Writing 1, 2 & 3, ACS, OPS

# Annual Timing of GCAC Offerings



## Current Students

Academics

New Students

International Students

Graduate Fees

Financing Your Graduate Education

International Student Awards

Registration & Enrolment

Student Forms & Letters

Graduate Wellness Portal

Services for Students

Managing Your Program

Policies, Guidelines, Student Responsibilities

Graduate Centre for Academic Communication

- [Current Year's Courses](#)
- **[Current Term's Courses](#)**
- [Workshops](#)
- [Writing Centre](#)
- [Boot Camps and Writing Intensives](#)
- [Additional Resources](#)
- [GCAC Team](#)

Registration will open on January 7 at 10:00am

Students may register in a maximum of two GCAC courses in the January session

**Note:** If you need to know the location of a course in which you are registered, please check your registration confirmation email. That email is sent to the address that is listed in your official U of T profile.

[REGISTRATION INSTRUCTIONS & ATTENDANCE POLICIES ►](#)

## January 2019 Course Schedule

COURSE			DAY AND TIME	DURATION
<b>Discipline -Specific Courses</b>				
<a href="#">*Introduction to Science Journalism</a>	3 weeks	Section 1	Sat. 9:30 - 12:30	Jan. 19 - Feb. 2
<a href="#">*Oral Presentation Skills for Professional Master's Students</a>	6 weeks	Section 1	Fri. 1:00 - 3:00	Jan. 11 - Feb. 15
	6 weeks	Section 2	Mon. 6:00 - 8:00	Jan. 14 - Feb. 11
<a href="#">Thesis Writing in the Humanities and Social Sciences</a>	5 weeks	Section 1	Fri. 10:00 - 12:00	Jan. 18 - Feb. 15
<a href="#">*Understanding the Research Article: Reading Towards Writing (for students engaged in experimental research)</a>	5 weeks	Section 1	Thurs. 10:00 - 12:00	Jan. 17 - Feb. 14
<b>Courses for Native Speakers of English</b>				
<a href="#">*Oral Presentation Skills (for native speakers of English)</a>	6 weeks	Section 1	Fri. 10:00 - 12:00	Jan. 11 - Feb. 15
<b>Courses for Non-Native Speakers of English</b>				
<a href="#">Academic Conversation Skills</a>	6 weeks	Section 1	Thurs. 6:00 - 8:00	Jan. 10 - Feb. 14
	6 weeks	Section 2	Wed. 10:00 - 12:00	Jan. 16 - Feb. 20
<a href="#">Academic Writing 1: Focus on Essentials</a>	5 weeks	Section 1	Fri. 1:00 - 3:00	Jan. 18 - Feb. 15
<a href="#">Academic Writing 2: Focus on Grammar</a>	5 weeks	Section 1	Tues. 5:00 - 7:00	Jan. 15 - Feb. 12