University of Toronto

New Graduate   
Collaborative Specialization   
Major Modification Proposal

This template has been developed in line with the University of Toronto’s Quality Assurance Process.

This template should be used to bring forward all proposals for new graduate Collaborative Specializations for governance approval under the University of Toronto’s Quality Assurance Process.

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| --- | --- |
| Name of proposed collaborative specialization:  Please specify exactly what is being proposed. E.g., a Collaborative Specialization in… |  |
| Lead Faculty/academic division: |  |
| Lead Faculty/academic division contact: |  |
| Anticipated start date of new collaborative specialization: |  |
| Version date: |  |

New Graduate Collaborative Specialization Proposal

[**Name**]

[**Unit**]

**University of Toronto**

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[right-click to update entire table]

Please include all sections with page numbers and a full list of appendices in the Table of Contents. Assuming styles embedded in this document have been maintained and headers used, the Table of Contents will update automatically by right clicking on it and selecting “Update Field” and then “Update Entire Table”

# Specialization Rationale

* What is being proposed? What is the academic focus?
* Rationale for establishing the Collaborative Specialization.

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# Participating Programs, Degrees and Names of Units

* E.g., History program, MA, PhD, Department of History.

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# Objectives, Added Value for Students

* What are the academic objectives of the specialization?
* What is the anticipated demand for the proposed Collaborative Specialization and how has that been assessed?
* How will the Collaborative Specialization serve the interest of its students (academic interests, career preparation, etc.)?
* Explain the value that is added to the student’s educational experience by participating in the Collaborative Specialization, and explain how the added value is provided (e.g., course requirements, multidisciplinary focus, exposure to other viewpoints, topics of thesis research, etc.).
* Identify the common learning experience for all students.

Explain how the Collaborative Specialization is different from and/or the same as others offered by the University of Toronto.

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# Admission and Specialization Requirements

* Define the admission requirements to the Collaborative Specialization. Note: all Collaborative Specialization students must apply to and be accepted by both the home degree program and the Collaborative Specialization.
* If individual students are allowed to complete the Collaborative Specialization at both the master’s and PhD levels, please clarify how each specialization is distinctive.
* If new courses are proposed, please make this clear and include short course descriptions. (Please note that new courses must be proposed and approved separately following established procedures.)

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* SGS Calendar copy
* Please provide a full program description and complete Collaborative Specialization requirements, including core course, seminar requirements, etc. and state clearly whether the requirements are in addition to the participating program requirements
* Please complete Appendix A which provides a detailed description of how the requirements for the Collaborative Specialization can be accommodated within the requirements for each participating program

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| **CALENDAR ENTRY**  **[Name of Graduate Collaborative Specialization]**  **Lead Faculty**  [Name of Faculty]  **Participating Degree Programs**  [Participating programs, degree, names of unit]  **Supporting Units**  [Name of unit]  **Overview**  [Provide a brief general description (maximum 200 words) of the Collaborative Specialization. Include the following text:]  Upon successful completion of the [PhD] degree requirements of the home department and the collaborative specialization, students receive the notation “Completed [name of collaborative specialization]” on their transcript and parchment.  **Contact and Address**  Web: Email: [most collaborative specializations establish an email address for general inquiries] Telephone: (416) Fax: (416)  [Full formal name of the Collaborative Specialization] [Address] Toronto, Ontario [postal code] Canada  **Master’s Level**  **Admission Requirements**  **Specialization Requirements**  **Doctoral Level**  **Admission Requirements**  **Specialization Requirements**  **Completion of Specialization Requirements**  All students enrolled in the Collaborative Specialization must complete the requirements of the Collaborative Specialization, in addition to those requirements for the degree program in their home graduate unit. The Collaborative Specialization Director and/or Specialization Committee is/are responsible for certifying the completion of the Collaborative Specialization requirements. The home graduate unit is solely responsible for the approval of the student’s home degree requirements. |

# Degree-Level Expectations, Program Learning Outcomes and Program Structure

* Clearly describe the learning outcomes (LOs) of the proposed Collaborative Specialization. Please note that the LOs are specific to the Collaborative Specialization and thus in no way are meant to address all degree-level expectations (DLEs). In every instance, the LOs of the home program in which the student is registered are critical in addressing the DLEs at the master’s or doctoral level. The LOs of the CS must be understood to identify the additional capacity students may have in addition to those deriving from the home program.
* Demonstrate the clarity and appropriateness of the specialization’s requirements and associated LOs in addressing the institution’s DLEs.

A Collaborative Specialization is intended to provide an additional multidisciplinary experience for students enrolled in, and completing the requirements of a degree program. The requirements for the Collaborative Specialization in [……] are **in addition to** the degree requirements and are not meant to extend the student’s time to degree.

(You may wish to make a general statement here about the primary purpose or outcome of the Collaborative Specialization.)

Table 1: Master's DLEs

| MASTER’S DEGREE-LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents [OCAV] DLEs) | MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES | HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES |
| --- | --- | --- |
| EXPECTATIONS:  This [IDENTIFY DEGREE PROGRAM] is awarded to students who have demonstrated: | | |
| 1. Depth and Breadth of Knowledge  A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice. | Depth and breadth of knowledge is defined in [PROGRAM NAME] as …  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: |
| 2. Research and Scholarship  A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge. | Research and Scholarship is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for research and scholarship are: |
| 3. Level of Application of Knowledge  Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. | Application of Knowledge is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for level and application of knowledge are: |
| 4. Professional Capacity/Autonomy  a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts. | Professional Capacity/Autonomy is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are: |
| 5. Level of Communications Skills  The ability to communicate ideas, issues and conclusions clearly. | Communications Skills is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for level of communication skills are: |

Table 2: Doctoral DLEs

| DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs) | DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES | HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES |
| --- | --- | --- |
| EXPECTATIONS  This [IDENTIFY DEGREE PROGRAM] extends the skills associated with the Master’s degree and is awarded to students who have demonstrated: | | |
| 1. Depth and Breadth of Knowledge  A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice. | Depth and breadth of knowledge is defined in [PROGRAM NAME] as …  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: |
| 2. Research and Scholarship  a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. | Research and Scholarship is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for research and scholarship are: |
| 3. Level of Application of Knowledge  The capacity to i) Undertake pure and/or applied research at an advanced level; and ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. | Level of Application of Knowledge is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for level of application of knowledge are: |
| 4. Professional Capacity/Autonomy  a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts. | Professional Capacity/Autonomy is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are: |
| 5. Level of Communication Skills  The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively. | Level of Communications Skills is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for level of communication skills are: |
| 6. Awareness of Limits of Knowledge  An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.  Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. | Level of Awareness of Limits of Knowledge is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for awareness of limits of knowledge are: |

# Assessment of Learning

* Please explain explicitly how the Collaborative Specialization will assess whether students are achieving the stated LOs and how it knows that students have the capacity it hopes to nurture.
* Describe how the methods for assessing student achievement are appropriate and effective relative to established program LOs and DLEs. In other words, how will faculty be able to determine whether students have learned and can do what we expect them to by the end of the specialization?
* How will the specialization document and demonstrate the level of performance of students consistent with the University’s DLEs?

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# Resources

* Faculty complement:
* Core Collaborative Specialization graduate faculty must be members of a participating graduate unit.
* Please include the standard wording below, adapting as necessary.
* Please also complete Appendix B: a list, by participating program, of core graduate faculty member(s) whose teaching and research expertise relate to that of the Collaborative Specialization subject area.

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| The Collaborative Specialization’s core faculty members are available to students in the home program as advisors or supervisors. If a student’s program includes a thesis, it is expected that a core faculty member in the student’s home department will be involved in thesis supervision. Core faculty members contribute to the Collaborative Specialization through teaching of the core course(s) and participating in the delivery of seminar series and other common learning elements. Some faculty may teach courses in the subject area of the Collaborative Specialization in the home program. Not all core faculty members are active in the Collaborative Specialization every year and, in many cases, simply may remain available to interested students. The list of core faculty members is available in Appendix B. Each participating degree program contributes to the Collaborative Specialization through student enrolments, although not necessarily every year.  Each Collaborative Specialization has a director and a specialization committee. Together they are responsible for admitting students to the Collaborative Specialization and ensuring that the faculty associated with the program have the capacity to supervise all program students. Consequently an assessment of supervisory capacity occurs twice: once when students are admitted to their home degree program and once on their application to the Collaborative Specialization.  The University finds that the participation in a Collaborative Specialization does not normally add significantly to a faculty member’s supervisory load. For the most part, students in the Collaborative Specialization will continue to have their thesis or major research project supervised by a faculty member in their home program who also participates in the Collaborative Specialization.  Please see Appendix B for a list, by program, of core graduate faculty. |

# Administration

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| Please see Appendix C: Memorandum of Agreement. |

# Governance Process

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| Steps | Levels of Approval Required |
| Development and consultation with unit(s) |  |
| Consultation with Dean’s Office (and VPAP) |  |
|  | Graduate unit approval |
|  | Faculty/divisional governance |
| Submission to Provost’s Office |  |
| Report to AP&P |  |
| Report to Ontario Quality Council |  |

Appendix A: Collaborative Specialization Requirements and Degree Program Requirements

Please provide the following information for each participating program. The purpose is to clarify how the Collaborative Specialization requirements are accommodated within each participating program.

Following the format below, please explain if the Collaborative Specialization requirements are in addition to the home program requirements or if they may be counted towards regular home program requirements. State explicitly, for example, “The core course (X FCE) may be counted as one of the electives.”

For Collaborative Specialization students in a degree program that requires a thesis or major research paper, the topic should be in the area of the Collaborative Specialization. For students in a coursework-only master’s degree program, at least 30% of the courses for the home degree must be in the area of the Collaborative Specialization—this includes the core course for the Collaborative Specialization (please see the [Quality Assurance Framework “Collaborative Specialization” definition](http://oucqa.ca/framework/1-6-definitions/) for more details). It is not necessary to reiterate all the requirements for each degree program.

Department of [Name of Graduate Unit]:

* **Degree Level (e.g., M.A.) in [Name of Program]**

**MA requirements**: X FCEs required courses

X FCEs electives

X FCEs required for the Collaborative Specialization may be counted as electives—no additional courses are required.

[Please alter the wording if the Collaborative Specialization requirements are in addition to the home program requirements and may not be fulfilled with elective courses.]

* **PhD in [Name of Program]**

**PhD requirements**: X FCEs required courses

X FCEs electives

X FCEs required for the Collaborative Specialization may be counted as electives—no additional courses required.

Appendix B: Core Faculty Research Synopses

Note for proponents: Please provide a full list **of all faculty** who intend to participate in the Collaborative Specialization from each participating degree program. In each instance, provide two to four recent publications that show active engagement in the field.

Core faculty members are those who are eligible to teach and/or supervise in the Collaborative Specialization, as appropriate. Core faculty members must hold graduate faculty membership in one of the participating degree programs. The process of identifying a graduate faculty member as a Collaborative Specialization core faculty member is initiated by the faculty member or the Collaborative Specialization Director. Both the faculty member’s home graduate unit chair or director and the Collaborative Specialization Director must agree, as well as the faculty member involved. The Collaborative Specialization Director is responsible for maintaining records of agreements concerning assignment of core faculty members to the Collaborative Specialization. Formal cross-appointments to the graduate faculty are not required for core faculty members.

There must be at least one faculty member listed from each participating graduate program. Collaborative Specialization students must have a core Collaborative Specialization graduate faculty member from the student’s home graduate unit as a supervisor, where a supervisor is required.

All teaching staff identified as members of the Collaborative Specialization are core faculty of the participating approved graduate programs and have been approved by the chair or director of their home unit for cross-appointment to the Collaborative Specialization. In bringing forward a proposal for a new Collaborative Specialization, the concern is that, in addition to being approved members of the graduate teaching staff, all proposed faculty be active in the area of the Collaborative Specialization. This list highlights peer review publications by the approved faculty members in the Collaborative Specialization area.

Participating Graduate Program Name

1. Faculty member  
a. Publication  
b. Publication

2. Faculty member  
a. Publication  
b. Publication