

University of Toronto Annual Report on Graduate Collaborative Specialization Reviews, Cycle 6, 2018-19

Collaborative Specialization Reviews are Commissioned by the Dean of the Lead Faculty

Collaborative Specialization (CS) Definition: "an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved master's and/or PhD programs within the collaborative specialization. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home program, and the completion of the Collaborative Specialization is indicated by a transcript notation indicating the additional specialization that has been attained." ([Quality Assurance Framework](#))

The learning outcomes of a collaborative specialization are in addition to those supported by the home program.

Collaborative Specialization & Lead Faculty	Participating Programs & Degrees	Appropriateness of Collaborative Specialization Requirements	Vitality of Collaborative Specialization	Other Strengths or Challenges Identified	Review Outcome
Aging, Palliative and Supportive Care Across the Life Course Lead Faculty: Social Work Date of Summary Assessment Report: March 12, 2019	Applied Psychology and Human Development — MA, MEd, PhD, EdD Anthropology – MA, MSc, PhD Dentistry — MSc, PhD Exercise Science — MSc, PhD Health Policy, Management and Evaluation — MHSc, MSc, PhD Information — MI, PhD	<ul style="list-style-type: none"> A common learning activity is required for each of the two options at both the master's and doctoral graduate levels. All participating programs can accommodate the requirements of the CS, including the two coursework-only master's degree programs which require additional electives in the CS to ensure that 30% of coursework is in the area of the specialization. Students in the 	The vitality of this CS is confirmed based on the annual numbers of students enrolled, which averages approximately 50 to 60 registered students per year.	<ul style="list-style-type: none"> The CS is well received by students and affiliated faculty in the participating units, and for some programs, it acts as a recruiting tool. The two supporting organizations, the Institute for Life Course and Aging, and the Global Institute for Psychosocial Palliative and End of Life Care, in conjunction with the Institute's lead faculty, ensure that the core courses continue, and instructors are provided for the two 	Memorandum of Agreement (MOA) is recommended for renewal.

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	Leadership, Higher and Adult Education — MA, MEd, PhD Medical Science — MSc, PhD Music — MA, PhD Nursing — MN, PhD Pharmacy — MSc, PhD Psychology — MA, PhD Public Health Sciences — MPH, MSc, PhD Rehabilitation Sciences — MSc, PhD Social Work — MSW, PhD Sociology — MA, PhD Speech-Language Pathology — MSc, PhD Women and Gender Studies — MA	<p>Master of Adult Education and Community Development program must take the core course and two electives in the CS, and students in the Master of Information program must take the core course and four electives in the CS.</p> <ul style="list-style-type: none"> Both options of the CS offer learning that is in addition to the student's home program. The content of the CS is not offered from an interdisciplinary viewpoint elsewhere on campus. Alumni of the CS reported that their experience in the CS was important to their careers, both in finding employment and in informing their current work. With the exception of the two coursework-only master's degree programs, all students enrolled in the CS from all other degree programs must complete their thesis, practicum or major paper in the area of the specialization. 		<p>options: 1) aging and 2) palliative and supportive care.</p> <ul style="list-style-type: none"> Students often request more courses, and this is a challenge that was addressed by the lead Faculty with the addition of CS electives on topics such as Caregiving, Elder Abuse and Law and the Elderly. CS students from any participating unit are able to take these electives. The Institute for Life Course and Aging also arranges independent study courses for students who cannot find a suitable elective. 	

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<p>Comparative, International and Development Education (CIDE)</p> <p>Lead Faculty: OISE</p> <p>Date of Summary Assessment Report: March 18, 2019</p>	<p>Department of Curriculum, Teaching and Learning</p> <ul style="list-style-type: none"> • Curriculum Studies and Teacher Development — MA, MEd, PhD • Language and Literacies Education — MA, MEd, PhD <p>Department of Leadership, Higher and Adult Education</p> <ul style="list-style-type: none"> • Adult Education and Community Development — MA, MEd, PhD • Higher Education — MA, MEd, EdD, PhD • Educational Leadership and Policy — MA, MEd, EdD, PhD <p>Department of Social Justice Education</p> <ul style="list-style-type: none"> • Social Justice Education — MA, MEd, EdD, PhD 	<ul style="list-style-type: none"> • The CIDE CS has clearly identified objectives supported by clear requirements and additional learning opportunities open to all participating students. • As part of the CS, students are required to complete a 0.5 FCE core course. In addition, all CIDE students are required to enrol in one more core course (0.5 FCE) and two additional elective courses (1.0 FCE) in the area of the specialization. A list of core and elective courses is provided on the CS website and is updated annually. • Students in thesis-based programs, as well as students requiring a Major Research Paper (MRP), demonstrate the CIDE learning outcomes through their theses or MRPs, which must include a focus on CIDE issues, and are supervised by a faculty member affiliated with the CS. 	<ul style="list-style-type: none"> • Established in 1998, CIDE is one of the largest collaborative specializations at U of T, serving more than 180 students annually and engaging over 45 faculty members. In 2017-18, there were 154 applications to the CS from across six participating programs. • The participating departments and the Dean’s Office will continue to ensure sufficient resource support for the CIDE CS given its large size through, for example, providing a half course release for the CIDE Director, housing the specialization, contributing 60% FTE salary for the CIDE administrator, and encouraging faculty engagement. 	<ul style="list-style-type: none"> • The core and affiliated faculty members provide a strong research foundation demonstrating both research and teaching expertise in issues related to comparative, international and development education. • As noted in the self-study, CIDE has welcomed some new faculty members, and welcomed back two additional faculty members from multi-year leaves. While the Director and the Steering Committee have been active in recruiting new faculty affiliates to the program, faculty recruitment could be enhanced through, for example, supporting some of the ongoing internationalization activities at OISE in collaboration with OISE’s International Advisory Committee. • Student professional development, career preparation and networking could be enhanced through, for example, inviting experts in the field to facilitate workshops, strengthening 	<p>MOA is recommended for renewal.</p>

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		<ul style="list-style-type: none"> • All participating programs can accommodate the CS requirements, and no changes were necessary to ensure compliance with recent changes to the Quality Council requirements. • Through the completion of the CIDE CS requirements, as well as through additional learning opportunities, students accomplish learning outcomes that are in addition to those of their home program. • Students in the coursework-only programs demonstrate the achievement of the CIDE learning outcomes through required course assignments. 		<p>connections between current CIDE students and alumni, etc.</p> <ul style="list-style-type: none"> • The expression of interest in the CIDE CS has continued among students in the OISE Counselling Psychology and the Master of Teaching programs. CIDE should continue to explore possibilities to increase participation of additional programs that express interest, show thematic fit and can accommodate the specialization requirements. 	