

University of Toronto Major Modification Proposal: Create a Collaborative Specialization or Add Degree Level to a CS

|  |  |
| --- | --- |
| Name of Collaborative Specialization: | Collaborative Specialization in [insert name] |
| Supporting unit (if applicable): |  |
| Faculty/division: |  |
| Dean’s office contact: |  |
| Proponent: |  |
| Version date:Please update as you edit this proposal. |  |

Framework for UTQAP Major Modifications

The [University of Toronto Quality Assurance Process](https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2023/03/utqap-2023.pdf) (UTQAP) supports a structured approach for creating, reflecting on, assessing, and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its [Statement of Institutional Purpose](https://governingcouncil.utoronto.ca/secretariat/policies/institutional-purpose-statement-october-15-1992) (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus “quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:”

The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life — academic and administrative complement, research and scholarly activity, infrastructure, governance, etc. — bear on the quality of academic programs and the broad educational experience of students. ([Policy for Approval and Review of Academic Programs and Units](https://governingcouncil.utoronto.ca/secretariat/policies/academic-programs-and-units-policy-approval-and-review-june-24-2010) (2010))

The University’s approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations. These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

The University of Toronto embraces academic change as a critical part of maintaining and enhancing programs of outstanding quality through a process of continuous improvement. Proposals for major modifications are vehicles of academic change.

Major Modification Proposal

A major modification to an existing program is a restructuring of a program, a merger of or the creation of new elements within existing programs, or a renewal of a program in order to keep it current with its academic discipline or improve student academic experience.

This template should be used to bring forward all proposals to create a collaborative specialization or add a degree level to an existing collaborative specialization for governance approval under the [University of Toronto Quality Assurance Process](https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2023/03/utqap-2023.pdf) (UTQAP). Please see the [VPAP website](https://www.vpacademic.utoronto.ca/academic-programs/collaborative-specializations/) and [U of T Collaborative Specialization Guidelines](https://www.vpacademic.utoronto.ca/academic-programs/collaborative-specializations/guidelines-collaborative-specializations/) for information on this offering.

This template aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal. Divisions may have additional requirements that should be integrated into the proposal. Examples of major modifications are provided in [UTQAP 3.1](https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2023/03/utqap-2023.pdf). See [VPAP website](https://www.vpacademic.utoronto.ca/academic-change/major-modifications/) for more information on major modifications.

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| --- | --- |
| Development and Approval Steps | Date (e.g., of final sign off, governance meeting, inclusion in reports) |
| Dean’s office sign-off | [date] |
| VPAP sign-off | [date] |
| Unit-level approval (if required) | [date] |
| Faculty/divisional governance | [date] |
| Faculty/division submits final proposal to VPAP | [date] |
| Included in Major Modification Report to AP&P | [date] |
| Included in Major Modification Report to Quality Council | [date] |

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**The Table of Contents will update automatically when you right-click on it and select “Update Field” and then “Update Entire Table.”**

**Please retain all the prompts in each section. Retain prompt guidance (blue text) until proposal goes forward to governance.**

# Executive Summary

Please provide a brief summary of the collaborative specialization.

Guidance: Complete this section last, summarizing the main point from each of the sections below in no more than one page. Imagine this section is your governance cover sheet providing committee members with a high-level summary of the new collaborative specialization. Throughout, ensure that a reader outside your discipline will understand the changes being described and why they are important.

Respond here.

# Effective Date

Please indicate when students will first be enrolled in the collaborative specialization and the date of the first review.

Guidance: Changes are normally effective September 1 (Fall session), January 1 (Winter session) or May 1 (Summer session) of an academic year. If the effective date is a non-standard month, this should be discussed as part of the Program Design section. Retroactive effective dates are not normally permitted and must be discussed with VPAP.

Effective date of the collaborative specialization: Respond here.

Date of first review: Respond here.

# Calendar Copy

Insert calendar copy, including the program description, of the collaborative specialization.

Guidance: Please use the template below to fill out the calendar copy. Students in participating master’s level coursework-only programs must take at least 30% of the courses towards the degree in the area of specialization. Appendix A will provide the details on how the collaborative specialization fits into home degree programs. See the [U of T Collaborative Specialization Guidelines](https://www.vpacademic.utoronto.ca/academic-programs/collaborative-specializations/guidelines-collaborative-specializations/) for more information. Two example calendar entries are: [CS in Knowledge Media Design](https://sgs.calendar.utoronto.ca/collaborative/Knowledge-Media-Design); [CS in Environmental Studies](https://sgs.calendar.utoronto.ca/collaborative/Environmental-Studies).

Lead Faculty of the Collaborative Specialization

[insert]

Participating Degree Programs

[list participating programs, e.g., [**Health Administration**](https://sgs.calendar.utoronto.ca/degree/Health-Policy%2C-Management-and-Evaluation) — MHSc]

Supporting Units

[if applicable]

Overview

[Provide a brief general description (maximum 200 words) of the collaborative specialization. Include the following text:]

Upon successful completion of the [insert] degree requirements of the home department and the collaborative specialization, students receive the notation “Completed [name of collaborative specialization]” on their transcript.

Contact and Address

Web:
Email:
Telephone:
Fax:

[insert address]

Master’s Level

Minimum Admission Requirements

* Applicants to the collaborative specialization must apply to and be admitted to both the collaborative specialization and a graduate degree program in one of the collaborating graduate units.
* [insert admission requirements]

Completion Requirements

* Students will be expected to meet the requirements of the home graduate unit as well as those of the Collaborative Specialization in [insert name of CS]. Students should check with their home graduate program whether the collaborative specialization course requirements may be counted towards the degree.
* Students must complete:
	+ [insert requirements]

[insert degree programs, for example:

Master of Arts in XXX;

Master of Arts in XXX;

Master of Arts in XXX;]

* Students must meet all the requirements of their home program.
* [insert requirements]

**Mode of Delivery:** In person

Doctoral Level

Minimum Admission Requirements

* Applicants to the collaborative specialization must apply to and be admitted to both the collaborative specialization and a graduate degree program in one of the collaborating graduate units.
* [insert admission requirements]

Completion Requirements

* Students will be expected to meet the requirements of the home graduate unit as well as those of the Collaborative Specialization in [insert name of CS]. Students should check with their home graduate program whether the collaborative specialization course requirements may be counted towards the degree.
* Students must complete:
	+ [insert requirements]

# Academic Rationale and Program Objectives

## Program Objectives

1. State the collaborative specialization’s objectives.

Guidance: Please list the collaborative specialization’s objectives. These should be a small number (one or two) directly related to the CS and separate from those of the participating programs. The objectives should be reflected in the CS description in the calendar copy above. See [VPAP Guidance sharepoint site](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#what-are-program-objectives) for program objective information.

Respond here.

## Academic Rationale

In a **single** response, please describe the academic rationale for creating the collaborative specialization, referring to the calendar copy above, and considering the CS relative to the criteria below.

Guidance: In other words, explain the ‘big picture’ context(s) that have prompted the new collaborative specialization, including consideration of the relevant institutional priorities listed below in b) and c). Discuss how the collaborative specialization serves the interests of students (academic interests, career preparation, etc.) and the value that is added to the student’s educational experience by participating in the collaborative specialization, (e.g., multidisciplinary focus, exposure to other viewpoints, topics of thesis research, etc.).

1. Discuss the consistency of the collaborative specialization’s [objectives](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#what-are-program-objectives) with the institution’s [mission](https://governingcouncil.utoronto.ca/secretariat/policies/institutional-purpose-statement-october-15-1992) and U of T’s/the division’s/unit’s [academic plans](https://www.vpacademic.utoronto.ca/reviews-academic-plans/academic-planning/current-divisional-plans/), [priorities](https://www.president.utoronto.ca/priorities-and-commitments/) and commitments, including consistency with any implementation plans developed following a previous review
2. Evidence that the following have been substantially considered in the context of developing/ changing the collaborative specialization and its associated resources:
	1. [Universal design principles](https://teaching.utoronto.ca/resources/universal-design-for-learning/) and/or the potential need to provide mental or physical disability-related accommodations, reflecting the University’s [Statement of Commitment Regarding Persons with Disabilities](https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021).
	2. Support for student well-being and sense of community in the learning and teaching environment, reflecting the work of the [Expert Panel on Undergraduate Student Educational Experience](https://www.provost.utoronto.ca/committees/expert-panel-on-undergraduate-student-educational-experience-usee/) and the commitment to establishing a Culture of Caring and Excellence as recommended by the Presidential and [Provostial Task Force on Student Mental Health](https://www.provost.utoronto.ca/planning-policy/student-mental-health/).
	3. Opportunities for removing barriers to access and increasing retention rates for Indigenous students; for integrating Indigenous content into the curriculum in consultation with Indigenous curriculum developers; and for addressing any discipline-specific calls to action, reflecting the commitments made in [Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada](https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf).
	4. Opportunities for removing barriers to access and increasing retention rates for Black students; for promoting intersectional Black flourishing, fostering inclusive excellence and enabling mutuality in teaching and learning, reflecting the commitments made in the [Scarborough Charter](https://www.utsc.utoronto.ca/principal/scarborough-charter)and consistent with the recommendations of the [Anti-Black Racism Task Force Final Report](https://people.utoronto.ca/inclusion/anti-racism-strategic-tables/anti-black-racism-task-force/).
	5. Opportunities for fostering an equitable, diverse, and inclusive teaching and learning environment, reflecting the values articulated in existing institutional documents such as the [Statement on Equity, Diversity, and Excellence](https://governingcouncil.utoronto.ca/secretariat/policies/equity-diversity-and-excellence-statement-december-14-2006), the [Antisemitism Working Group Final Report](https://people.utoronto.ca/inclusion/anti-racism-strategic-tables/anti-semitism-working-group/), the aforementioned reports, and future institutional reports related to equity, diversity and inclusion.
3. Where appropriate, discuss unique curriculum or program innovations, creative components, significant high-impact practices.
4. Provide a statement on the way in which the proposed collaborative specialization will improve the student experience (required).

Respond here.

# Program Design

## Admission Requirements

1. Discuss the appropriateness of the collaborative specialization’s admission requirements as they are articulated in the calendar copy, given the program’s objectives and program-level learning outcomes.
2. Provide a sufficient explanation of alternative requirements (e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience).

Guidance: Note that all Collaborative Specialization students must apply to and be accepted by both the home degree program and the Collaborative Specialization. Please explain the CS specific admission requirements and how they support student success.

Respond here.

## Program Structure and Requirements

Addressing the prompts below in **one response**, please discuss the program requirements and structure relative to the following criteria:

1. The appropriateness of the collaborative specialization’s structure and the requirements to meet its objectives and program-level learning outcomes.
2. The appropriateness of the collaborative specialization’s structure, requirements and program-level learning outcomes in meeting the institution’s applicable [graduate Degree Level Expectations](https://www.vpacademic.utoronto.ca/academic-programs/degree-diploma-certificate-programs/degree-level-expectations/) (DLEs).

Guidance: When developing CS program-level learning outcomes (PLOs), please note that the student’s graduate degree program will address all the DLEs at the master’s or doctoral level. The PLOs of the CS, which is an offering in addition to the student’s home degree program, will be limited (two or three) and should not address all DLEs. In addressing a) and b), use the table/s below to articulate the program-level learning outcomes and how the proposed design, structure and requirements of the new collaborative specialization support the program-level learning outcomes and degree level expectations (DLEs). Along with the table, please discuss the appropriateness of the offering’s structure and how program-level learning outcomes are informed by the broader collaborative specialization objectives.

1. State the proposed mode(s) of delivery of the CS. Discuss the appropriateness of the mode of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance, online, synchronous/asynchronous, etc) to facilitate students’ successful completion of the program-level learning outcomes.
	1. If the offering’s structure will be an online or hybrid mode of delivery, please discuss the following as appropriate:
2. Maintenance of the stated program objectives and program-level

learning outcomes

1. Adequacy of the technological platform and tools
2. Sufficiency of support services and training for teaching staff
3. Sufficiency and type of support for students in the new learning environment
4. Access

Guidance: The mode of delivery of a CS is typically in person.

1. Discuss the ways in which the proposed curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the CS.
2. Please provide details on any experiential learning that is part of the collaborative specialization, including confirmed and interested partners, duration of experiential learning component in a program, and anticipated number of placements.
3. Evidence that each graduate student in the CS is required to take all of the course requirements from among graduate-level courses (use text below).

Guidance: If individual students are allowed to complete the collaborative specialization at both the master’s and doctoral levels, please clarify how each level has distinctive requirements. If new courses are proposed, please make this clear and include short course descriptions.

Respond here. Please include the statement below at the end of your response.

Whereas the Province’s Quality Assurance Framework requires that students complete a minimum of two-thirds of courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from among graduate-level courses. This proposed program complies with this requirement.

Guidance: the tables below can be used to partially address prompts a) and b) above. Please remove a table if it is not needed. When developing CS program-level learning outcomes, please note that the CS, which is an offering in addition to the student’s home degree program, will have a small number of PLOs (two or three) and should not address all DLEs. The student’s graduate degree program will address all the DLEs at the master’s or doctoral level.

Table 1: Master's Degree Level Expectations

| [Master’s Degree-Level Expectations](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#interdependency-of-program-objectives%2C-program-learning-outcomes%2C-and-degree-level-expectations-(dles)) (based on the Ontario Council of Academic Vice Presidents [OCAV] DLEs) | [Master’s Program Learning Objectives and Outcomes](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#program-objectives) | 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:  |
| 1. Research and Scholarship

A conceptual understanding and methodological competence that Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and 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: |
| 1. 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: |
| 1. Professional Capacity/Autonomy

The qualities and transferable skills necessary for employment requiring:The exercise of initiative and of personal responsibility and accountability; andDecision-making in complex situations;The intellectual independence required for continuing professional development;The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; andThe 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: |
| 1. 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: |
| 1. Awareness of Limits of Knowledge

Cognizance of the complexity of knowledge and of the potentialcontributions of other interpretations, methods, and disciplines. | 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 Degree Level Expectations

| [Doctoral Degree Level Expectations](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#interdependency-of-program-objectives%2C-program-learning-outcomes%2C-and-degree-level-expectations-(dles)) (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs) | [Doctoral Program Learning Objectives and Outcomes](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#program-objectives) | How the Program Design and Requirement Elements Support the Attainment of Student Learning Outcomes |
| --- | --- | --- |
| EXPECTATIONSThis [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:  |
| 1. Research and Scholarship

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;The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; andThe 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: |
| 1. Level of Application of Knowledge

The capacity to:Undertake pure and/or applied research at an advanced level; andContribute 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: |
| 1. Professional Capacity/Autonomy

The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;The intellectual independence to be academically and professionally engaged and current;The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; andThe 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: |
| 1. 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: |
| 1. 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

1. Discuss the appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.
2. Discuss the appropriateness of the plans to monitor and assess the following:
	1. The overall quality of the offering’s structure
	2. Whether the program and/or the offering within the program is achieving in practice its proposed objectives
	3. Whether its students are achieving the program-level learning outcomes
	4. How the resulting information will be documented and subsequently used to inform continuous program improvement.

Guidance: In addressing a) above you may wish to use the table below, or another format appropriate to the discipline, to demonstrate how the program-level learning outcomes are assessed across the offering. The table below lists the PLOs and the types of assessments that apply. The types of assessments in yellow are examples to be edited. If you choose not to use the table below, please remove it. Along with the table (or other means of demonstrating alignment), please discuss the appropriateness of the types of assessment used in the offering in addressing the program learning outcomes. For b), see VPAP guidance on [methods for assessing student achievement of program outcomes and degree level expectations](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx?xsdata=MDV8MDF8fDZlMDVkM2E4YzM3MTRhYmM3NjdmMDhkYmNmM2NlMzA5fDc4YWFjMjI2MmYwMzRiNGQ5MDM3YjQ2ZDU2YzU1MjEwfDB8MHw2MzgzMzE2MzI2MTcwOTI3MzV8VW5rbm93bnxWR1ZoYlhOVFpXTjFjbWwwZVZObGNuWnBZMlY4ZXlKV0lqb2lNQzR3TGpBd01EQWlMQ0pRSWpvaVYybHVNeklpTENKQlRpSTZJazkwYUdWeUlpd2lWMVFpT2pFeGZRPT18MXxMMk5vWVhSekx6RTVPbTFsWlhScGJtZGZXVzFLYVUxcVdtbE5WRkYwV1ZSWk5GcERNREJPUkZwdFRGUnJNMDFIVlhSUFZFVjZUakpWTkZsWFVYcE5WRWswUUhSb2NtVmhaQzUyTWk5dFpYTnpZV2RsY3k4eE5qazNOVFkyTkRZeE5EUXp8YWMyYzM3YjgzNmFiNDM0MDc2N2YwOGRiY2YzY2UzMDl8MWE4MTY2ZjVlYjIxNGM2NGI5MWZhYjczYzk5ZTg2Yjc%3D&sdata=ZGxiZVJMRmVuQ0NrYTY2Y05nUVpvb2pTV1ZGK21aNnFvL0ROMmJUYzVwbz0%3D&ovuser=78aac226-2f03-4b4d-9037-b46d56c55210%2Cj.francisco%40utoronto.ca&OR=Teams-HL&CT=1697566465439&clickparams=eyJBcHBOYW1lIjoiVGVhbXMtRGVza3RvcCIsIkFwcFZlcnNpb24iOiIyNy8yMzA5MDExMjI3OCIsIkhhc0ZlZGVyYXRlZFVzZXIiOmZhbHNlfQ%3D%3D#mission%2C-academic-plan%2C-priorities%2C-commitments).

List of Program-Level Learning Outcomes and Assessments

| List of PLOs |  [Exams] |  [Written Papers] |  [Oral Presentations] |  [Labs/Case Studies] |  [Practice Observation]  |
| --- | --- | --- | --- | --- | --- |
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Respond here.

# Need, Demand and Enrolment

1. Provide a brief description of the need and demand for the proposed collaborative specialization, including information on student demand and internal cognate and external comparator programs, if relevant.
2. Please provide details regarding the anticipated in-take by year, reflecting the expected increases to reach steady state.

Guidance: Here the focus is separate from the academic rationale already discussed and is more focused on how this offering might contribute to or supplement a student’s potential academic and/or career opportunities. What is the anticipated demand for the proposed collaborative specialization and how has that been assessed? How is the program distinct from other offerings at U of T? Address, if relevant, how this collaborative specialization might affect enrolment in other related programs offered at the University. Indicate the expected enrolment. Consider the overall faculty capacity for the collaborative specialization and indicate what might be the maximum number of students that could be accommodated at any point.

Respond here.

# Resources

## Faculty

Given the collaborative specialization’s planned/anticipated class sizes and cohorts as well as its program level learning outcomes please discuss:

1. Participation of a sufficient number and quality of core (i.e., appointed) faculty who are competent to teach and/or supervise in and achieve the goals of the collaborative specialization and foster the appropriate academic environment.
2. Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support and laboratory access.

Guidance: The templated text below will help answer prompts a) and b) above. Please adapt this text to the collaborative specialization being proposed. Core collaborative specialization graduate faculty must be members of a participating graduate unit. Please complete Appendix B which will list, by participating program, the core graduate faculty members whose teaching and research expertise relate to the collaborative specialization’s subject area.

Adapt the text below to your response, adding anything else that addresses the prompts above.

There will be [insert number] core faculty engaged in the collaborative specialization. Please see Appendix B for a list, by program, of core graduate faculty. Each participating degree program contributes to the Collaborative Specialization through student enrolments, although not necessarily every year.

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, such as [name these or adjust this sentence]. 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.

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.

## Other Resources

Briefly discuss additional institutional or divisional resource commitments to support the collaborative specialization in step with its ongoing implementation.

Guidance: Please confirm any resources provided by the lead Faculty or division in this section and, if applicable, any resources provided by the participating programs. If there is a supporting unit for the CS, please indicate that here and what the supporting unit will provide.

Respond here.

# Consultation

Describe consultation with internal (faculty, students, cognate units, etc., as appropriate) and external stakeholders (alumni, community or professional organizations, etc., as appropriate).

Guidance: Include collegial consultation with the Deans of Faculties/divisions that will be interested in or affected by the creation of the proposed collaborative specialization. This will include discussions with participating degree programs, Chairs and Dean’s offices. Please discuss any feedback and how it was addressed.

Respond here.

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.

**Department of [Name of Graduate Unit]:**

**[Degree and program name, e.g., MSc in Environmental Science]**

**MSc requirements:** X FCEs required courses; X FCEs electives; thesis, etc.

X FCEs required for the Collaborative Specialization may be counted as electives and so no additional courses are required. [If some Collaborative Specialization requirements are in addition to the home program requirements and may not be fulfilled with elective courses, indicate this and the FCE count that must be completed beyond the degree FCE count.]

**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 and so no additional courses are required. [If some Collaborative Specialization requirements are in addition to the home program requirements and may not be fulfilled with elective courses, indicate this and the FCE count that must be completed beyond the degree FCE count.]

Appendix B: Core Faculty Research Synopses

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
2. Publication
3. Publication
4. Faculty member
5. Publication
6. Publication

Participating Graduate Program: NAME

1. Faculty member
2. Publication
3. Publication
4. Faculty member
5. Publication
6. Publication