

Ontario Council of Academic Vice-Presidents’ Graduate Degree Level Expectations

With Revisions specific to Queen’s University

	Master’s degree	Doctoral degree
	This degree is awarded to students who have demonstrated the following:	This degree extends the skills associated with the master’s degree and is awarded to students who have demonstrated the following:
1. Depth and Breadth of Knowledge	<p>a) A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;</p> <p>b) A recognition of diverse worldviews, ways of knowing, abilities and experiences, including Indigenous perspectives; and</p> <p>c) A recognition of how one’s field of study has developed over time.</p>	<p>a) A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline;</p> <p>b) A critical engagement with diverse worldviews, ways of knowing, abilities, and experiences, including Indigenous perspectives; and</p> <p>c) A recognition of how one’s field of study has developed over time.</p>
2. Research and Scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional</p>	<p>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;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods;</p>

	<p>competence, including recognizing potential inequities, biases or implicit assumptions;</p> <p>c) enables a treatment of complex issues and judgements based on established principles and techniques; and</p> <p>d) enables a recognition of diverse research methods, technologies, and ways of knowing to explore complex problems.</p>	<p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication;</p> <p>d) The ability to engage with diverse research methods, technologies, and ways of knowing to explore complex problems;</p> <p>e) The ability to ethically engage diverse communities and participants to advance research and scholarship and to benefit communities.</p>
3. Level of Application of Knowledge	<p>a) 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;</p> <p>b) originality in the application of knowledge; and</p> <p>c) application of context-appropriate approaches in the production, dissemination, and validation of knowledge.</p>	<p>The capacity to:</p> <p>a) undertake pure and/or applied research at an advanced level; and</p> <p>b) contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials; and</p> <p>c) apply context-appropriate approaches in the production, dissemination, and validation of knowledge.</p>
4. Professional Capacity/ Autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i. the exercise of initiative and of personal responsibility and accountability; and</p> <p>ii. decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional</p>	<p>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b) The intellectual independence to be academically and professionally engaged and current;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and</p>

	<p>development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>procedures for responsible conduct of research;</p> <p>d) The ability to evaluate the broader implications of applying knowledge to particular contexts; and</p> <p>e) The ability to recognize inequitable power structures in the field.</p>
5. Level of Communication Skills	<p>The practice of formally and informally communicating:</p> <p>a) ideas, issues, and conclusions clearly and accurately;</p> <p>b) through various modes of communication;</p> <p>c) to diverse audiences in ways that are accessible and inclusive; and</p> <p>d) in ways that demonstrate active listening skills.</p>	<p>The practice of formally and informally communicating:</p> <p>a) complex and/or ambiguous ideas, issues, and conclusions clearly and accurately;</p> <p>b) through various modes of communication;</p> <p>c) to diverse audiences in ways that are accessible and inclusive; and</p> <p>d) in ways that demonstrate active listening skills.</p>
6. Awareness of Limits of Knowledge	<p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, worldviews, methods, and disciplines.</p>	<p>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, worldviews, methods, and disciplines.</p>