Western Graduate & PostdoctoralStudies

Graduate Education Council
Thursday, December 1, 2022
12:00 – 1:30pm
IGAB-Atrium

Members:

Aisha Haque – CTL Δ
Akis Psygkas – Law
Alyson Watson – Education
Andrew Hawkes – SGPS/Social Science
Arthur Brown – Schulich
Arzie Chant – Engineering
Ayman El Ansary – Engineering
Busra Copuroglu – SGPS/Arts
Carrie Marshall – Health Sciences
Cindi Ryde – Health Sciences
Danica Facca – SOGS
Dianne Bryant – Health Sciences
Doug Woolford – Science
Emi Iwaizumi – SGPS/Education
Emily Ansari – Music
Genevieve De Viveiros – French Studies
Hubert Pun – Ivey
Immaculate Namukasa – Education
Jamie Baxter – Social Science
Joanna Blom – Engineering
Joseph Gilroy – Science
Kaleigh Campbell – SGPS/Law
Kamran Siddiqui – Engineering
Karine Dufresne – PAW
Kevin Mooney – Music
Laura Murray – Health Sciences
Lina Dagnino – Schulich
Linda Miller – SGPS (Chair)
Lisa Hodgetts – Social Science
Lisa Latif – Registrar's Office Δ
Liz Webb – Science
Lorraine Davies – SGPS
* **Lyn Purdy** – Ivey
Marguerite Lengyell – Education
Matheus Sanita Lima – SGPS/Science
Matthew Hyginus – SGPS/Ivey
Melissa Adler – Information & Media Studies
Michael Milde – POLICY Chair
Nandi Bhatia – Arts & Humanities
Pam McKenzie – Information & Media Studies
Peter Donahue – Kings
Robert Glushko – University Librarian
Ruth Martin – SGPS
Seyram Afealete – SGPS/Music
Shabir Razavi – SGPS/Eng
Shawn Whitehead – Schulich
Stephen McClatchie – Huron
Tobias Nagl – Arts
Tom Drysdale – Schulich
Tony Adebero – SGPS/Health Sciences
Victor Chu – SGPS/Schulich
Zoe Sinel – Law

Δ *Non-voting* **Regrets*

AGENDA

1. Land Acknowledgement   [I. Namukasa]

2. Welcome and Introductions   [L. Miller]

3. Approval of Minutes – October 6, 2022

4. New Business

   4.1. GEC Academic Policy and Regulations Committee   [L. Davies]

      4.1.1. Categories of Registration - Full-Time Student (Regulation 4.04a)

      4.1.2. Academic Requirements and Eligibility for A Student Funding Support Package (Regulation 5.02)

      4.1.3. Credit for Prior Graduate Work (6.10)

      4.1.4. Incomplete Courses (6.07); Leave of Absence (4.06)

5. Annual Reports

   5.1. Scholarship Report   [P. Menzies]

6. For Information

   6.1. Reports Submitted to Senate

      6.1.1. Appeals/Scholastic Offense Report   [R. Chabot]

      6.1.2. Western's Institutional Quality Assurance Report   [C. Loosely]

7. Other Business

8. Adjourn

Future Meeting(s)

| March 2, 2023 | – | May 4, 2023 |

Western Graduate & PostdoctoralStudies

Members:

Aisha Haque – CTL Δ
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* Peter Donahue – Kings
Robert Glushko – University Librarian
Ruth Martin – SGPS (Co-Chair)
Shawn Whitehead – Schulich
* Stephen McClatchie – Huron
* Tobias Nagl – Arts
Tom Drysdale – Schulich
Tony Adebero – SGPS/Health Sciences
* Vasudeva Bhat – PAW
Victor Chu – SGPS/Schulich
* Zoe Sinel – Law

Δ *Non-voting *Regrets*

Guest(s):
* Candace Loosely – SGPS
Matt Dumouchel – SGPS
Mihaela Harmos – SGPS
Nafisa Gillani – SGPS
* Paula Menzies – SGPS
Roger Chabot – SGPS

Items/Discussion (Host)	Motion(s)/Action Item(s)
1. **Welcome and Introductions** The chair welcomed new and returning members to the first Council meeting of the academic year.	
2. **Land Acknowledgement** Lisa Hodgetts offered a Land Acknowledgement.	
3. **Approval of Minutes** Motion: *(moved by T. Drysdale, second by K. Siddiqui)* GEC to approve the minutes of meeting held March 16, 2022 as circulated.	CARRIED
4. **New Business**	
4.1 SGPS Regulations	
L. Miller provided the background and rationale for Senate's recent review of the SGPS Regulations. Linda noted that, over the past several months, our office has worked with the Secretariat's Office and the Operations Agenda Committee on the SGPS Constitution which defines GEC. On September 16, 2022, Senate ratified the SGPS Regulations identified as falling under Senate's purview. GEC will reference the table approved by Senate to confirm the levels of authority in the approval workflow.	GEC to reference the table approved by Senate to confirm the levels of authority in the approval workflow.
4.2 EDIAD Reflection Exercise	
Stemming from a recommendation from GEC Policy's EDIAD Working Group, the Associate Deans Graduate, in consultation with SGPS, led this initiative within their respective Faculty and participated in multiple Retreats. L. Miller noted this to be a first step in a long process; one that will likely take several years to move into full actualization. Linda added that throughout this process, SGPS has engaged with the Office of Indigenous Initiatives and our new Associate Vice-President Equity, Diversity, and Inclusion.	

School of Graduate and Postdoctoral Studies
The University *of* Western Ontario
519.661.2102

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Items/Discussion (Host)	Motion(s)/Action Item(s)
4.2.1. Biases and Barriers - Retreat Summary The Associate Deans Graduate gathered the information from all graduate programs and provided high-level reports at two Retreats. This summary document reveals the biases and barriers identified by programs that exist in our current processes. Some of the recommendations that came out of the retreat, are things that will take several years to implement.	
4.2.2. Grad Admission Reflection Exercise Led by the Associate Deans Graduate, each faculty undertook this exercise. During their most recent admission cycle, Program Chairs/Admission Committees reflected on: aspects of the admissions process and the application form which contribute to EDIAD or that may present barriers or challenges; and, ways in which our current processes may be biased against certain equity deserving groups.	
4.2.3. Grad Applicant Review Guide – Unconscious Biases Graduate Programs also received this document as it provided a lot more detail and breadth of potential biases than was evident in the brief guide that was shared in advance of the reflection exercise. Programs were asked to give some thought to how these particular biases might be relevant in the context of review of graduate applicants.	
4.2.4. Grad Application Self-Report Questions If we are to move towards a more holistic approach to graduate admissions, we need to know more about our applicants (i.e., their status in terms of membership with an equity deserving group). This fall, we will introduce a set of self-report voluntary questions to the application along with background information on why we are asking the questions, emphasizing the fact that we want to do better in terms of diversity and inclusion in our graduate population, and that the data are protected by our privacy regulations and policies. To ensure that we are exercising good data management and privacy practice, Graduate Programs will be asked to review everyone who has access to the graduate application files; members who have access to graduate application files will be required to complete a confidentiality agreement.	
4.2.5. Alternative Reference Letter Through the Reflection Exercise, concerns were raised about the Standard Reference Template and how the questions posed to referees may reflect privilege rather than capacity, aptitude, and ability. We believe the updated version will help referees to comment on applicants' characteristics or attributes which will differentiate those students who are most likely to thrive in graduate studies. Programs have the option of using this reference format (in whole or in part) or the existing one. Linda noted that this programming is underway but still a work in progress.	
L. Miller thanked the Associate Deans Graduate for leading this exercise in their Faculties and invited them to comment on this initiative. Stemming from their comments, a brief discussion ensued about structural barriers: the lack of funding or funding cuts that have been imposed on international Master's students. Linda noted that SGPS is certainly in a position of advocacy around increased funding (e.g., recruitment scholarship for equity deserving individuals) but funding for graduate students sits at the Faculty level. Linda shared that we were absolutely delighted with the level of engagement and how enthusiastically people rolled up their sleeves to engage in this process. There is tremendous commitment to move towards a more equitable, holistic approach to graduate admissions. Linda added that we are going to need a very deliberate, concerted and engaged effort across the campus. Anyone who would like to join the conversation or has ideas/ feedback, we would be more than welcome to hear from you.	

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Items/Discussion (Host)	Motion(s)/Action Item(s)

5. Annual Reports

5.1 GEC Annual Review

R. Martin provided an overview of the Graduate Education Council approvals for the period June 1, 2021 to May 31, 2022.

5.2 *Own Your Future*

N. Gillani, Doctoral Professional Development Coordinator, presented the student engagement report; highlighting the data in two tables (i.e., Self-Assessments, Workshops). Noting the pandemic effect in 2020-21, Nafisa reported that things have returned to normal. L. Davies added that the biggest predictor of a student participation in OYF is supervisor recommendation. Lorraine stated that we have growth expectations that we will be working on in the next four years. Nafisa shared that we have expanded the newsletter subscribership beyond doctoral students and a new website will be launched this term. A discussion ensued about interdigitation of curricular core course material with OYF. Nafisa invited Councilors to contact her via email (ngillani@uwo.ca) with any questions that come up.

5.3 Advisory Committee on Postdoctoral Affairs

R. Martin presented on the evolution of the Postdoctoral Advisory Committee (PAC) and highlighted many of its achievements:

– the average length of a postdoc at Western has been reduced from several years to 2.5 years

– Western postdocs are moving into academic positions, including tenure-track positions, at a higher rate than what other universities are reporting

Ruth also acknowledged the enthusiastic and earnest support of the Postdoctoral Association at Western and highlighted ways in which units could involve PAW in their various associations. Ruth reported on a pilot project, in collaboration with PAW and Schulich, which formalizes a teaching program providing an opportunity to teach a course as part of the postdoctoral experience.

5.4 Scholarship Report

Tabled

6. For Information

6.1 MAPP 7.6 Postdoc Policy Revisions

R. Martin highlighted on the substantive changes to Section B "Definition":

• 1. "the individual has received their doctoral degree within ~~three~~ five years"

• Adding content to the last paragraph (i.e., examples of extenuating circumstances plus cases where the individual is awarded external postdoctoral funding)

6.2 Election Results

We are sharing the GEC election/appointment results with you to keep you informed. A. Hoffer noted that SOGS continues to consult with Faculties (Music, Education, FIMS, Law, Ivey, Engineering and Science) to fill the remaining graduate student seats on Council. Congratulations to all!

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6.2	Reports Submitted to Senate	
	6.3.1. Appeals/Scholastic Offense Report Tabled	
	6.3.2. Western's Institutional Quality Assurance Report Tabled	
7.	Other Business	
	Tabled	
8.	Adjourn	
	The meeting adjourned at 1:30pm	Date of next meeting: **December 1, 2022**

Recorded by Ann Hoffer

School of Graduate and Postdoctoral Studies

The University *of* Western Ontario

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Graduate Education Council

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Categories of Registration - Full-Time Student (Regulation 4.04a)

<table>
<tr><td rowspan="4">ACTION:</td><td>☐ INFORMATION</td><td rowspan="4">Recommend:

GEC approve and recommend the revision of the Categories of Registration - Full-Time Student (Regulation 4.04a) to Senate Committee on Academic Policy.</td></tr>
<tr><td>☐ UPDATE</td></tr>
<tr><td>☒ DISCUSSION</td></tr>
<tr><td>☒ APPROVAL</td></tr>
</table>

BACKGROUND:

The regulation no longer accurately reflects messaging from the Ministry of Colleges and Universities and OCGS. The regulation has been revised to recognize that:
*   employment decisions are the prerogative of students,
*   students must meet program progress expectations, and
*   programs are responsible for reviewing and assessing student progress.
The proposed wording reflects SGPS' current practice.

PROPOSED CHANGE TO CURRENT REGULATION:

4. Registration

4.04 CATEGORIES OF REGISTRATION	4.04 - CATEGORIES OF REGISTRATION
a) Full-Time Student	**a) Full-Time Student**
To be registered as a full-time student ~~according to the Ministry of Training, Colleges and Universities~~, a student must meet the following criteria:	To be registered as a full-time student, a student must meet the following criteria:
• make satisfactory progress toward degree completion in alignment with full-time program expectations and requirements. (Failure to meet progression requirements may result in being required to withdraw from the program.) (see section 12.0)	▪ make satisfactory progress toward degree completion in alignment with full-time program expectations and requirements. (Failure to meet progression requirements may result in being required to withdraw from the program.) (see section 12.0)
• be present on campus as required by their program	▪ be present on campus as required by their program
• ~~be pursuing graduate studies as a full time occupation.~~	▪ have paid, or made arrangements to pay, full-time tuition fees.
• ~~be geographically available and visit the campus regularly. It is understood that a graduate student may be absent from the University while visiting libraries, attending a graduate course at another institution, doing field work and the like. Normally, if such periods of absence exceed four weeks in any term, the student must obtain written approval from the program Graduate Chair and the Vice-Provost (Graduate and Postdoctoral Studies).~~	
• ~~be considered a full time* graduate student by the graduate program.~~	

▪ must have paid, or made arrangements to pay, full-time tuition fees.	
▪ ~~should not be employed on campus for more than an average of ten hours per week in any term*.~~	
~~*Full-time graduate students are expected to pursue their graduate degree on a full-time basis and make satisfactory progress toward timely completion of all program requirements. It is not possible, or desirable, for the university to monitor and enforce the employment activities of its graduate students outside the university. However, it is both possible and desirable for the university to ensure that it does not itself create a structural situation that jeopardizes the ability of the graduate student to make full-time progress towards the completion of graduate program requirements. Accordingly, OCGS is committed to the principle that full-time graduate students are employed no more than an average of 10 hours per week on campus.~~	
~~(from Ontario Council on Graduate Studies 2017, *Principles for Graduate Study at Ontario's Universities, Resolution 5: The Principle of Timely Program Completion*)~~	

CONSULTATION:
Associate Deans-Graduate ▪ April 21, 2022 ▪ September 8, 2022
GEC Policy Committee ▪ October 20, 2022

Academic Requirements and Eligibility for A Student Funding Support Package (Regulation 5.02)

ACTION:	☐ INFORMATION ☐ UPDATE ☒ DISCUSSION ☒ APPROVAL	**Recommend:** GEC approve the revision of the Academic Requirements and Eligibility for a Student Funding Support Package (Regulation 5.02).

BACKGROUND:

This regulation is being updated to reflect current practices.

PROPOSED CHANGE TO CURRENT REGULATION:

5. Financial Support

5.02 ACADEMIC REQUIREMENTS AND ELIGIBILITY FOR ~~A STUDENT FUNDING FINANCIAL~~ SUPPORT PACKAGE	5.02 ACADEMIC REQUIREMENTS AND ELIGIBILITY FOR A STUDENT FUNDING SUPPORT PACKAGE
To be eligible for a funding ~~financial~~ support package a student must:	To be eligible for a funding support package a student must:
- ~~continue to~~ be registered full-time (see section 4.04a)~~and~~ - ~~must continue to~~ meet ~~the minimum academic~~ program progression requirements (see section 12.0)~~of the graduate program and progress satisfactorily towards the timely completion of the degree.~~	- be registered full-time (see section 4.04a) - meet program progression requirements (see section 12.0)

CONSULTATION:
GEC Policy Committee ▪ October 20, 2022

Credit for Prior Graduate Work (Regulation 6.10)

ACTION:	☐ INFORMATION ☐ UPDATE ☒ DISCUSSION ☒ APPROVAL	**Recommend:** GEC approve and recommend the revision of the Credit for Prior Graduate Work (renamed to Waiving Program Requirements for Prior Equivalent Work - Regulation 6.10) to Senate Committee on Academic Policy.

BACKGROUND:

This is a regulation that does not accurately reflect the current practice. Revised wording is proposed.

PROPOSED CHANGE TO CURRENT REGULATION:

6. Program Design

6.10 Waiving Program Requirements for Prior Equivalent Work ~~CREDIT FOR PRIOR GRADUATE WORK~~ ~~At the time of the student's admission, a~~A program may ~~reduce its~~ waive one or more degree requirement(s) if it ~~is~~ determines that the requirement(s) has been satisfied ~~that the student has completed~~ through prior equivalent academic work. ~~that has not counted toward a previous degree.~~ Normally this would be done by the beginning of the student's first term.	6.10 Waiving Program Requirements for Prior Equivalent Work A program may waive one or more degree requirement(s) if it determines that the requirement(s) has been satisfied through prior equivalent academic work. Normally this would be done by the beginning of the student's first term.

CONSULTATION
GEC Policy Committee ▪ November 17, 2022

Incomplete Courses; Leave of Absence (Regulations 6.07 & 4.06)

ACTION:	☐ INFORMATION	**Recommended:**
	☐ UPDATE	GEC approve and recommend the revision of the Incomplete Courses (Regulation 6.07) and the Leave of Absence (Regulation 4.06) to Senate Committee on Academic Policy
	☒ DISCUSSION	
	☒ APPROVAL	

BACKGROUND:

Our regulations do not address the situation of students who go on a leave of absence with outstanding coursework. Below is a modification to 4.06 Leave of Absence and 6.07 Incomplete Courses to ensure this coursework does not convert to an F while the student is on a leave of absence.

PROPOSED CHANGE TO CURRENT REGULATIONS:

6. Program Design

6.07 INCOMPLETE COURSES	**6.07 INCOMPLETE COURSES**
When a student does not complete work for a ~~one-term half~~ course ~~or a two-term full course~~ by the grade submission deadline, a grade of INC appears on the transcript. The INC will be changed to a grade if the work is completed by the grade submission deadline for the term following the one in which the INC was awarded. If a grade is not submitted by this deadline, the INC becomes a Failure.	When a student does not complete work for a course by the grade submission deadline, a grade of INC appears on the transcript. The INC will be changed to a grade if the work is completed by the grade submission deadline for the term following the one in which the INC was awarded. If a grade is not submitted by this deadline, the INC becomes a Failure.
A numerical grade submitted for an INC grade, or an F grade resulting from an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either grade except on documented medical or compassionate grounds.	A numerical grade submitted for an INC grade, or an F grade resulting from an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either grade except on documented medical or compassionate grounds.
For incomplete courses related to a leave of absence, programs should see section 4.06 and contact SGPS about academic consideration.~~The INC grade does not apply to full courses that are longer than two terms (in these courses the interim grade of IPR stands until the student completes the course).~~	For incomplete courses related to a leave of absence, programs should see section 4.06 and contact SGPS about academic consideration.

4. Registration

4.06 LEAVE OF ABSENCE	4.06 LEAVE OF ABSENCE
The Vice-Provost (Graduate and Postdoctoral Studies) may grant a leave of absence on pregnancy/parental, medical or compassionate grounds normally to a maximum of three terms or 12 months, on the recommendation of the Graduate Program.	The Vice-Provost (Graduate and Postdoctoral Studies) may grant a leave of absence on pregnancy/parental, medical or compassionate grounds normally to a maximum of three terms or 12 months, on the recommendation of the Graduate Program.
When approving a leave of absence, programs should contact SGPS about any academic consideration for outstanding coursework (see section 6.07).	When approving a leave of absence, programs should contact SGPS about any academic consideration for outstanding coursework (see section 6.07).
While on leave, students are expected to be away from normal activities as graduate students (e.g. attending classes, conducting research). However, students and supervisors may negotiate ongoing communication during this period. Before the end of the approved leave of absence, students notify the Graduate Chair/Director, the Graduate Assistant and, where relevant, the Supervisor(s), to discuss the transition back to their studies. If students are applying for an additional leave of absence, it is important that the program and SGPS be notified as soon as possible.	While on leave, students are expected to be away from normal activities as graduate students (e.g. attending classes, conducting research). However, students and supervisors may negotiate ongoing communication during this period. Before the end of the approved leave of absence, students notify the Graduate Chair/Director, the Graduate Assistant and, where relevant, the Supervisor(s), to discuss the transition back to their studies. If students are applying for an additional leave of absence, it is important that the program and SGPS be notified as soon as possible.
To ensure that they are optimally supported throughout their degree, students requiring leaves of absence that extend beyond three terms are encouraged to communicate with programs about potential professional, academic or research implications of the extended period away from their studies.	To ensure that they are optimally supported throughout their degree, students requiring leaves of absence that extend beyond three terms are encouraged to communicate with programs about potential professional, academic or research implications of the extended period away from their studies.
The start and finish of the leave may begin or end at any point in the term; normally the leave will coincide with the start and end of terms. Students are advised to consult with their graduate program to make special arrangements especially if taking courses during this period.	The start and finish of the leave may begin or end at any point in the term; normally the leave will coincide with the start and end of terms. Students are advised to consult with their graduate program to make special arrangements especially if taking courses during this period.
The date for degree completion and funding of the degree program will be extended by the duration of the time taken on leave, i.e. one, two or three terms as appropriate.	The date for degree completion and funding of the degree program will be extended by the duration of the time taken on leave, i.e. one, two or three terms as appropriate.
…	…

PRIMARY CONTACT:
Name ▪ Position ▪ email

CONSULTATION:
GEC Policy Committee ▪ November 17, 2022

ATTACHMENT(S):

School of Graduate and Postdoctoral Studies
(sorted by Faculty/School)

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENCE	SANCTION
Arts and Humanities	Plagiarism	Grade of zero on assignment
Arts and Humanities	Submission of fraudulent admissions documents	Expulsion
Education	Plagiarism	Re-write assignment
Health Sciences	Plagiarism	Re-write assignment with maximum grade of 70%
Health Sciences	Plagiarism	Re-write assignment with maximum grade of 60%
Health Sciences	Cheating	Grade of zero on assignment
Health Sciences	Cheating	Grade of zero on assignment
Health Sciences	Cheating	Grade of zero on assignment
Health Sciences	Cheating	Grade of zero on assignment
Ivey	Plagiarism	Grade of zero on assignment
Ivey	Plagiarism	Grade of zero on assignment
Ivey	Plagiarism	Grade of zero on assignment
Ivey	Plagiarism	Grade of zero on assignment, submit new assignment
Ivey	Plagiarism	Grade of zero on assignment, submit new assignment
Ivey	Plagiarism	Grade of zero on assignment, submit new assignment
Ivey	Plagiarism	Grade of zero on assignment, complete make-up assignment
Ivey	Plagiarism	Grade of zero on assignment, complete make-up assignment
Ivey	Plagiarism	Grade of zero on assignment, complete make-up assignment
Ivey	Plagiarism	Grade of zero on assignment, complete make-up assignment
Ivey	Plagiarism	Grade of zero on assignment, complete make-up assignment
Ivey	Plagiarism	Grade of zero on assignment, complete make-up assignment
Ivey	Plagiarism	Grade of zero on assignment, complete make-up assignment
Ivey	Plagiarism	Grade of zero on assignment, complete make-up assignment
Ivey	Plagiarism	Grade of zero on assignment, complete make-up assignment
Ivey	Plagiarism	Penalty of 20% on assignment, grade of zero on exam, grade of zero on project, required to withdraw
Ivey	Plagiarism	Re-write two assignments with maximum grade of 60%
Ivey	Plagiarism	Re-write assignment
Ivey	Plagiarism	Re-write assignment
Ivey	Plagiarism	Re-write assignment
Schulich	Plagiarism	Grade of zero on assignment
Science	Plagiarism	Grade of zero on assignment; On appeal, not required to be withdrawn from program
Social Science	Cheating	Grade of zero on four exams, required to withdraw
Social Science	Plagiarism	Failure of comprehensive exam, permitted to re-take
Social Science	Plagiarism	Re-write cognate paper, 15% penalty on resubmitted paper

Western's Institutional Quality Assurance Report (IQAP)

Western is required to provide an annual report to the Quality Council that includes the executive summary of the final assessment (FARs) for all cyclical program reviews conducted during the year, as well as all major modifications approved by Senate during the year. We are also required to report this information to the Board of Governors and the Graduate Education Council. *Many of our graduate program reviews were delayed in 2020-2021 due to COVID and were completed during 2021-2022 cycle.*

Program Evaluations – link to definitions

Graduate Programs Reviewed during the 2021-2022 Cycle

- Business (MBA, PhD) (virtual visit Aug 15-16, 2022)
- Planetary Science and Exploration (in progress)
- Civil and Environmental Engineering (virtual visit March 21, 22, 2022)
- Electrical and Computer Engineering (in progress)
- Chemical and Biochemical Engineering (in progress)
- Neuroscience (virtual visit June 21, 22, 2022)
- Orthodontics (virtual visit Aug 17,19, 2022)
- Computer Science (virtual visit May 16-17, 2022)

Graduate Programs Reviewed during the 2020-2021 Cycle
(Completed during 2022)

- Advanced Health Care Practice MClSc (ACA Sept 2022)
- Communication Sciences and Disorders MClSc (Good Quality)
- Comparative Literature M.A., Ph.D. (Good Quality with Report in May 2023)
- Family Medicine MClSc, Ph.D. (ACA Sept 2022)
- Health and Rehabilitation Sciences MPT / Ph.D., M.Sc., M.Sc. (OT) / Ph.D., MClSc / Ph.D., Ph.D. (Good Quality)
- Kinesiology M.A., M.Sc., Ph.D. (Good Quality with Report due April 2023)
- Linguistics M.A. (Good Quality)
- Mechanical and Materials Engineering MESc, M.Eng., Ph.D. (Good Quality)
- Occupational Therapy M.Sc. (OT) (Good Quality)
- Physical Therapy MPT (Good Quality)
- Political Science M.A., Ph.D. (Good Quality)
- Professional Education Ed.D., M.P.Ed. (Good Quality with report (1st due Dec 2022, 2nd due Dec 2023)

(FINAL ASSESSMENTS Reports are posted to our IQAP website once reviewed by ACA & Senate.

New Programs Approved

Space Studies MSS (SUPR-G June 2021)

MAJOR MODIFICATIONS approved by Senate
(During 2021-2022 cycle)

Name of Program Being Modified	Degree Designation	Type of Major Modification
Speech-Language Pathology	MClSC	Amendments to Ontario's provincial legislation governing the licensure of audiologists and speech-language pathologists has reduced the required number of minor-area courses (i.e., of Audiology courses for Speech-Language Pathology students) to one 0.5 full course equivalent (FCE) course. For Speech-Language Pathology students, the program presently requires two 0.5 FCE courses (9632: Audiology and Hearing Science for SLP and 9634: Auditory Aural Habilitation/Rehabilitation for SLP) and one 0.25 FCE applications course (9642: Clinical Applications in Audiology and Hearing Science), which in total significantly exceeds the new requirement by 0.75 FCE. To reduce requirements and to enhance efficiency of program delivery, the School of Communication Sciences and Disorders proposes to eliminate 9632 and to offer the fundamental material from that course in condensed form within the 0.25 FCE applications course (9642) and its interprofessional material in condensed form within 9634
Machine Learning in Health and Biomedical Sciences	Collaborative	Introduction of a Collaborative Graduate Specialization in Machine Learning in Health and Biomedical Sciences - Health & biomedical sciences are becoming increasingly reliant on computational methods. Large sets of genetic, physiological, imaging, and/or behavioral data are being collected and shared. Analyses of these data rely on machine learning, artificial intelligence, and modern statistical techniques; these approaches, in turn, drive innovation in bio-medical research, practice, and industry. To be successful in this rapidly evolving field, graduates need to be equipped both with expertise in machine learning methods, as well as a thorough subject-specific knowledge in the area of application. A Collaborative Specialization in Machine Learning in Health and Biomedical Sciences will help to equip students with the necessary expertise. The Collaborative Specialization is targeted at PhD students and Masters students on a thesis-based track. The Specialization will initially bring together the following graduate programs: Biomedical Engineering, Medical Biophysics, Neuroscience, Computer Science, Mechanical and Materials Engineering, Epidemiology and Biostatistics, Electrical and Computer Engineering, and Physics.
Physical Therapy	MPT	A curriculum renewal project was undertaken with the expressed purpose to review and update curriculum to meet the 2019 CCPUP National Physiotherapy Entry-to-Practice

		Curriculum Guidelines to ensure that the needs of stakeholders are met, and that delivery of program can be sustained with efficient use of human resources. -the introduction of two new required courses, discontinuation of 8 courses, and redistribution of course content.
Art History	MA	Art History & Curatorial Studies to add a project-based option (curatorial stream) in addition to its current offerings of course-based & thesis based options for the MA in Art History & Curatorial Studies. Over the past few years, students in the MA in Art History & Curatorial Studies have requested the opportunity to organize an exhibition in lieu of a component of their program requirements. The current proposal seeks to formalize this possibility. The project-based stream will require students to plan & stage an exhibition overseen by a supervisor & count as a Milestone (equivalent in work to a 0.5 course). Students will then be required to critically reflect on their exhibition (its mandate, methodology, thematics, theoretical framework, etc.) in a major research paper that situates their practice in the broader field of museum studies. Project-based students will also be required to take the internship course (optional for other MA students)
Educational Leadership	EDd	The Faculty of Education is proposing modifications to the Doctor of Education (EdD), Educational Leadership to increase the effectiveness of the EdD to meet the learning needs of Educational Leadership students & to further strengthen & add rigour & value to the degree. The proposed changes include the addition of two new milestones: a problem of practice statement and a 20-page proposal. Course content will also be updated to more clearly and specifically reflect the areas of study within educational leadership.
Business Administration	PhD	Past modifications & approvals of the Ivey PhD Program were based on a broad outline, a high-level description of the program, & a premise that the recommended courses would be "personally tailored" to each student. As the PhD program has grown, fields have become increasingly structured in their recommended courses to students effectively creating formal requirements within each field, but without coordination across fields in the total number of courses being recommended to students. This created a two-fold situation. 1st- there was significant variation across the fields in the number of courses & milestones that had become effectively required of students. 2nd-the norms established within the fields and, ultimately, the courses and milestones that students were actually completing exceeded the listed formal requirements. The current proposal seeks to formally document the structured norms that have developed within each field including an effort to coordinate across fields to reduce variation in the formal requirements across fields. The

		following major modifications to the PhD in Business Administration are proposed: Newly formalized course & milestone requirements, introduction of 3 new courses & changing Fall Term start date from Sept. 1 to Aug. 15
Professional Education	MPEd	MPEd, Early Childhood Education field - updates to course content to reflect new directions in the field of early childhood education pedagogy and curriculum. adding Pedagogist Internship - The completion of an internship in an early childhood education organization that allows students to lead a pedagogical project.
Professional Education	GDip	Closure of program - The Graduate Diploma (GDip) in Professional Education was approved by Senate in 2013, but no students were ever admitted to it.
Professional Education	MPEd	(1) Change the name of the field from 'International Education' to 'Global and International Education', (2)Revise and update courses, (3) Modify year 2 course requirements (modifying the requirement of the final capstone from a research inquiry to mobilizing existing knowledge & learning acquired in the program, and to develop a more professionally-relevant final research-informed product) (4) Better alignment of the field with the Graduate degree-level requirements, (5) Modification to the entrance requirements (modified to stress other relevant professional experience in global & international education alongside teaching experience)
Professional Education	MPEd	introduce a field in Leadership in Indigenous Education in the Master of Professional Education (MPEd). This new field will replace the existing focal area of Aboriginal Education under the Master of Professional Education (MPEd), Educational Leadership.
Engineering & Engineering in Leadership & Innovation	Meng, GDip	Addition of a Co-op option to the Master of Engineering (MEng) & the Combined Master of Engineering (MEng) & Graduate Diploma (GDip) in Engineering Leadership and Innovation. The MEng is a professional degree program, which trains engineers for careers in industry. The curriculum in the MEng program focuses on the advancement of technical knowledge & professional skills. Currently, the experiential learning activities are embedded within the curriculum through course projects, lab work & the standalone MEng Project course. The proposed modification will enhance experiential learning opportunities for MEng students in a unique way through participation in practical learning activities in an industrial or organizational setting. Such experiential learning activities are not offered in the academic setting. Furthermore, as the students in the MEng program are primarily aiming for careers in industry, the industry-relevant experience gained through the Co-op program will be an asset

		for securing career jobs in industry. In particular, for international students, the Co-op program will provide an opportunity to gain practical experience in the Canadian industrial sector.
Statistics	MSc	The Master of Science (MSc) in Statistics, Financial Modelling field only is changing the current "Research Project" milestone, which consists of a report and a presentation, to a "Required Capstone" milestone consisting of two options. Option 1 (new) will involve a required experiential learning opportunity (ELO) (i.e., paid internship). Option 2 (no modification to existing program) will involve a required research project. During the summer term, students will either complete an ELO (Option 1) or a research project (Option 2) with the oversight of a supervisor. The ELO or research project must relate to the program learning outcomes & will be approved by the supervisor & the graduate chair.
Geography	MA, MSc, PhD	The Board of Governors approved that the Department of Geography be renamed as the Department of Geography and Environment, effective July 1, 2020. The graduate degree programs new name is to better align with the new Department name and the name of the undergraduate degrees. Specifically, the proposal is to rename the MA, MSc and PhD in Geography as the MA, MSc and PhD in Geography and Environment. The new department name better reflects what Geography is at Western, the study of the environment from both a social science and physical science perspective. It also reflects a trend in other Geography departments in Canada. The new graduate degree program names will more closely align with the Department's research and teaching practices already in place.
Clinical Medical Biophysics	MSc	It was identified that one of the required courses in the program - BIOPHYS9513: Scientific Communications – could be modified better to meet the current needs of the students. BIOPHYS9513 is designed for students taking a thesis-based degree without a previous graduate degree; therefore, some of the course material is inappropriate for the clinical students who are only taking courses. In addition, BIOPHYS9513 does not address issues relevant to Clinical Medical Biophysics students, such as residency interview preparation, professionalism in clinical settings and interprofessional communication. Replacing BIOPHYS9513 with a new course – BIOPHYS9713A: Professional Communications that better address the learning requirements of the program (e.g. "understand the requirement for professional conduct in the work setting").
Neuroscience	PhD	Revisions to the PhD in Neuroscience is introducing a new mandatory course, Neuroscience 9601B, Grant Writing. This

		course will fill a curriculum gap for Neuroscience PhD students on effective grant-writing techniques. Grant writing skills will be taught and reinforced through a series of group exercises, peer evaluations, and discussions about grant assessments within the context of the Canadian funding landscape.
Neuroscience	MSc, PhD	The Neuroscience program wishes to remove 2 fields of study from the MSc & PhD: Molecular and Cellular Neuroscience (MCN) and Behavioral and Cognitive Neuroscience (BCN). Academically, the fields of MCN and BCN are currently inactive. The current ethos in the program views neuroscience along a "molecules to minds" continuum, & the program strives to educate students about the breadth of neuroscience research. Scientists in the program study the basic chemicals that power nerve cells, the proteins and structures that make them up, the arrangement & operation of these cells to make functioning circuits in the brain, & the psychology of how such circuits function. The MCN & BCN fields are relics from a previous era, & have no bearing on the current or planned conduct of the program.
Astronomy	MSc	The MSc in Astronomy is proposing to reduce the course requirements (both thesis-based & project-based) from 2.0 credits to 1.5 credits by removing the required 0.5 Classical Electrodynamics course (ASTRONOM 9620). ASTRONOM 9620 is cross-listed with the Physics graduate course PHYSICS 9302 "Classical Electrodynamics," and the courses are taught together with a common curriculum. This curriculum is completely determined by the requirements of the Physics MSc program & This change will bring the program into alignment with the MSc in Physics which also requires 1.5 credits.
Physics	MSc	MSc in Physics is proposing to standardize the course requirements for the MSc (both thesis-based and project based) at 1.5 credits (all courses being electives) This change will better meet the needs of students & provide increased flexibility. The requirement of a 0.5 credit for the project-based MSc will be removed as experience has shown that the research component of the project is effectively equal to that of the thesis-based degree. The program is also proposing to add completion of the Physics & Astronomy Graduate Seminar as a program milestone. The seminar focuses on professional development through weekly, one-hour meetings in fall & winter terms.
Physics	PhD	Physics is proposing to reduce the PhD course requirements from 3.0 credits to 1.5 credits by removing the requirement that three courses (Physics 9302, Physics 9203, Physics 9404), typically taken at the MSc level, must be completed at the PhD level if they were not completed at the MSc level. The

		Department is also proposing to add completion of the Physics & Astronomy Graduate Seminar as a program milestone. The seminar focuses on professional development through weekly, one-hour meetings in fall and winter terms.
Master of Management of Applied Science	MMASc	The MMASc has 6 approved spokes (fields): Applied Science, Global Health Systems, Data Analytics, Computer Science, Biological Science and Water Science. Data Analytics & Computer Science spokes were suspended in the 2018-2019 due to low enrolment & the creation of the Master of Data Analytics program. Biological Science spoke was suspended in September 2020 as it didn't meet students needs. Water Science spoke has not had any student enrolment since inception. The program is withdrawing these 4 spokes.
Hispanic Studies	MA	Existing MA-Hispanic Studies - Add an additional required course: in Spanish 9613A – Principles of Language Teaching and Acquisition (0.5 Credits) and add two new milestones: Interdisciplinary Approaches to Hispanic Studies – Program Colloquium and Second Language Proficiency & Professionalization - also reduce elective course requirements from 2.5 credits to 1.0 credits.
Hispanic Studies	PhD	Existing PhD-Hispanic Studies- Add an additional required course: Spanish 9613A – Principles of Language Teaching and Acquisition (0.5 Credits) (This course requirement will be waived for students who completed it in MA) Remove a current required course -Spanish 9785A - Interdisciplinary Approaches to Hispanic Studies (0.5 Credits) and ad two new milestones: Interdisciplinary Approaches to Hispanic Studies – Program Colloquium and Second Language Proficiency & Professionalization (Spanish or English, depending on whether the students are domestic or international)
Hispanic Studies	MA	MA thesis-based: Two years ago, the six-term / two-year MA (with the option of course or thesis-based) was revised and replaced by a three-term / one-year MA (project-based with Major Research Paper, MRP). Having essayed this model for two years, the program aims to provide more than one option for incoming graduate students by offering two curriculum options: a three term / one year MA (project-based with MRP), and a six-term / two-year MA (with thesis)
Health Information Sciences	MHIS	HIS offers 2 options: thesis based & course based (with MRP) both 6 terms. Proposing to change course based to a 3 term. Transition to a 3-term option involves: replacement of the former MRP milestone with a related, yet broader Knowledge Synthesis course and changing the elective requirements from 1.5 credits (3 courses) to 1.0 credits (2 courses). The course based MHIS option will keep the existing set of core courses

		required in the current option: a focus on fundamental principles in Health Information Science, Health Informatics, Research Method & Knowledge Translation. Specialty courses will provide additional competencies in specific areas of interest to HIS. Course-based learning will be complemented by an experiential learning opportunity to provide a comprehensive education, generating well-rounded students who can meet employers' needs.