

MINUTES
Faculty of Graduate and Postdoctoral Studies
Graduate Curriculum Committee Meeting
June 6, 2019

Present: Patricia Badir, Vince Duronio, Cay Holbrook, Karin Mickelson, Catherine Rawn, Max Read, Warren Williams, Jenn Fletcher (minutes)

Regrets: Edmond Cretu, Kin Lo, Kyle McCleery, Andrew Riseman, Lily Takeuchi

1. **Adoption of Agenda:** Adopted
2. **Minutes of May 10, 2019 Meeting:** Approved
3. **Business Arising:** Committee recommendations regarding GPP 508 proposal accepted by proponent and approved proposal submitted to Senate Office.
4. **New Proposals – Category 1**

Faculty of Education Submitted by Jennie Ramstad
<p>General feedback for all proposals:</p> <ul style="list-style-type: none">• It would be helpful for the Committee members if proponents could use full program and department names in rationales and avoid using acronyms.• If any of these new courses are to be required for students in some programs then proposals to revise the relevant program requirements should also be submitted for review and approval by this Committee. <p>EPSE 572 (3) – Create new course Action: Approved</p> <p>EPSE 579 (3) – Create new course Action: Approved</p> <p>EPSE 583 (3) – Create new course</p> <ul style="list-style-type: none">• Friendly recommendation: Committee supports the feedback in the Consultation Request form from Alison Taylor regarding the inclusion of writings about indigenous students. <p>Action: Approved</p>

Faculty of Applied Science & Medicine Submitted by Carol Jaeger / Lena Kang
<p>BMEG 580 (3) – Create new course</p> <ul style="list-style-type: none">• A clearer rationale that situates this course within the program or programs is required. The rationale should also note whether this course will be open to students in other programs.• If this is to be a required course then a proposal to revise the program requirements should also be submitted. Clarification regarding which students are required to take this course would be helpful.• The course title is unorthodox and it is generally expected that graduate courses will

all strive to address cutting edge topics. Consider removing “Cutting Edge” from the course title.

- Learning outcomes should be revised. Delivering a presentation is an assignment, not a learning outcome.
- Assessment/evaluation section of the syllabus must be expanded to address:
 - What peers are assessing. Are students expected to evaluate their peers’ presentations or another component of the course?
 - Clarify the relationship between blocks and groups. What is the purpose of the group/block? Is it simply to assign students to a topic area? Is there any group work involved?
 - Consider whether the proposed assessments are appropriate for a graduate-level course. Having the bulk of the student assessment based on two rather brief papers, one 1-page and the other 2-pages in length, seems rather light for a course at this level. Will this allow students to demonstrate the depth of learning you are expecting in the course?
- No formal consultations were submitted with the proposal. Consider whether there are departments/programs in the Faculties of Science & Medicine that might be interested in this proposed course. Those Consultation Request forms should accompany the revised proposal when submitted for GCC review.

Action: Held

BMEG 581 (3) – Create new course

- The Committee is supportive of this course and professional development courses generally.
- Rationale must be expanded to include information about the intended audience for the course. Is the course for MAsc and/or PhD students?
- As currently written, the syllabus describes a course where students will create a research proposal for their thesis. That is unlikely to work for all students (not all students will know the specific topic of their thesis research, some may end up having to change their focus as a result of preliminary results, resource availability, committee feedback, etc.). The learning outcomes and assignments in the syllabus must be reframed to make them more general, such that the primary product of the course becomes *a research proposal*, not necessarily the student’s ultimate thesis research proposal.
- Provide additional information about course participation and what the specific expectations are in this course.
- Provide additional information about Assignment 6 – Journal Club/Debate. What will this entail and how will it be assessed?
- Additional friendly recommendations:
 - Consider making the assignment titles in the grading summary more descriptive. All of the information exists in the syllabus but it currently requires a lot of scrolling to match the grade with the assignment.
 - For Assignment 7, will you be able to provide at least 4 job candidate seminars each year for the foreseeable future? You might want to consider adding other options, such as talks by visiting speakers.
- Revised proposal to be reviewed by the Chair.

Action: Approved with revisions

Faculty of Medicine
Submitted by Lena Kang

Graduate Certificate in Orthopaedic Manipulative Physical Therapy – Change program name

Action: Approved

5. New Proposals – Category 2

Faculty of Education
Submitted by Jennie Ramstad

Educational Leadership and Policy – Revise program overview, admission requirements

Action: Approved

Faculty of Applied Science & Medicine
Submitted by Carol Jaeger / Lena Kang

BMEG 501 (3) – Increase credit value

Action: Approved

Faculty of Medicine
Submitted by Lena Kang

Rehabilitation Sciences – Update program requirements wording

Action: Approved

Reproductive and Developmental Sciences – Revise program overview, MSc program requirements

- Last sentence in program overview should be revised to state “The MSc program involves coursework and completion of a thesis **based on a** research project.”
- An additional sentence to address what the PhD program entails should also be added.
- Revised proposal to be reviewed by the Chair.

Action: Approved with revisions