



## **Senate Committee on Academic Development** Report to Senate - Meeting of February 25, 2014

### **Proposal to delete two fields of study in the MSc and PhD Rehabilitation Science Programs**

#### **Introduction**

The proposal to delete two fields of study in the MSc and PhD Rehabilitation Science programs was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting on February 5, 2014. L. McLean (Chair, Graduate Program in Rehabilitation Science) attended the meeting to speak to the proposal and answer questions from Committee members. Members of SCAD were provided with the Expedited Submission Form for the proposal to delete the two fields in the MSc and PhD Rehabilitation Science programs.

#### **Analysis and Discussion**

The following should be noted:

- the request to delete the two fields of study: *Motor Performance and Disability in the Community*, reflects the evolution of rehabilitation research in Canada and the changing faculty expertise within Queen's School of Rehabilitation Therapy;
- given that OCGS (Ontario Council of Graduate Schools) no longer requires fields of study, elimination of the fields will better align Queen's Rehabilitation Science Programs with graduate education across Ontario universities;
- the proposed change will enable the School to attract students with prior training and research interests that are better matched with faculty research expertise and provide a program that is relevant to the current context of Rehabilitation Science;
- elimination of the fields will have minimal impact on the Graduate Degree Learning Expectations (GDLEs);
- if deletion of the fields is approved, the structure of the PhD comprehensive examination will be amended as it is currently tied to the current fields of study;
- there are no additional resources associated with this proposal.

**M o t i o n**

**that Senate approve the proposal to delete the two fields of study in the MSc and PhD Rehabilitation Science programs effective September 1, 2014, resulting in the graduate programs continuing to be offered as MSc and PhD programs without fields of specialization.**

Respectfully submitted,



Laeque K. Daneshmend, PhD, DIC  
Chair, Senate Committee on Academic Development

**Committee Members:**

H. Abdollah, Medicine  
L. Anstey, PhD'15, Education  
L. Daneshmend, Deputy Provost (Chair)  
I. Duchaine, BAH'14 (History)  
J. Emrich, Faculty of Law

A. Gill, BCom'15  
D. Hutchinson, Geo Sciences & Geo Engineering  
A. Jack-Davies, Health Counseling & Disability Services  
K. McAuley, Chemical Engineering  
P. Oosthuizen, Academic Colleague

## GRADUATE PROGRAM - MAJOR MODIFICATION PROPOSAL

### *Expedited Approval Submission Form*

This template is to be used when seeking approval for a Major Modification of an existing Graduate Program. Major modifications must receive the approval of the Graduate Studies Executive Council (GSEC) before being submitted by the Provost's Office to the Senate Secretariat for referral to the Senate Committee on Academic Development (SCAD) which will then make their recommendations to Senate. Academic Units are strongly advised to contact the Director of the Office of the Vice-Provost and Dean SGS or the appropriate Associate Dean in the SGS with any questions that arise during this proposal development. Refer also to the QUQAPs website at: <http://www.queensu.ca/provost/responsibilities/qualityassurance.html>.

**NOTE: the textboxes in this template will expand as needed.**

### Part A – General Summary

Name of Existing Program:	MSc Rehabilitation Science PhD Rehabilitation Science
Academic Unit(s):	School of Rehabilitation Therapy
Proposed Implementation Date:	1 <sup>st</sup> September 2014

Contact Information (1)		Contact Information (2)	
Name:	Dr. Marcia Finlayson	Name:	Dr. Linda McLean
Title:	Director School of Rehabilitation Therapy and Vice-Dean (Health Sciences)	Title:	Chair, Graduate Program in Rehabilitation Science
Unit:	School of Rehabilitation Therapy	Unit:	School of Rehabilitation Therapy
E-mail:	Marcia.finlayson@queensu.ca	E-mail:	mcleanl@queensu.ca

Nature of Modification:	CHECK all that apply
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Creation or deletion of a Graduate Field

*Specify: deletion of our two fields of study*

Change in a degree designation without a substantial change in Program requirements or learning outcomes (*e.g. MSc(E) to MASc*)

Significant changes to Program requirements from those existing at the time of the previous cyclical review (*e.g. admission or graduation requirements*)

- X Significant changes to the Program structure (e.g. major changes to courses comprising a significant proportion of the Program, typically 35% or less)[Consult with Provost and/or Vice Provost, SGS]
- Introduction or deletion of a research project, research essay or thesis, course-only, internship or practicum option (*Master's level*)
- X Change to requirements for comprehensive or qualifying examinations, field studies or residence requirements
- Significant changes to the faculty delivering the Program
- Significant changes to the existing mode(s) of delivery (*e.g. different campus, on-line, blended learning, inter-institutional collaborations, etc.*)
- Merger of two or more graduate Programs
- Changes to Program content (other than those listed above) that affect the learning outcomes, but do not meet the threshold for a Brand New Program

<b>OTHER:</b>	
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<b>Description of Existing Program, Nature of the Major Modification, and Rationale for Proposed Change</b>
<p><i>Briefly summarize (suggested 1-page maximum) the existing Program to be modified, the nature of the proposed Major Modification, and the rationale for the modification. Comment on the impact it will have on the structure, Degree Level Expectations, and learning outcomes of the existing Program(s) as appropriate. Explain (as appropriate) how the relevant stakeholders (e.g. faculty, staff, students) were consulted in preparing the proposal; and comment on additional resources required to implement the Program modification.</i></p> <p>The MSc (Rehabilitation Science) has been offered in the School of Rehabilitation Therapy since 1988 (for almost 25 years) and the PhD (Rehabilitation Science) began in 2000. At the time the MSc program was developed, OCGS required fields of study to be incorporated into the program design. At that time, the faculty research interests and expertise were well reflected by two fields of study: Motor Performance and Disability in the Community. At the time the PhD program was established, we changed the name of the Disability in the Community field to Disability and Wellness in the Community, to reflect evolution of rehabilitation research in Canada and within the faculty. Although these two fields are still relevant to rehabilitation science, over the past decade, further evolution of both health and rehabilitation research has meant that these fields no longer capture the breadth of expertise, experience and research interests of the faculty within the School of Rehabilitation Therapy.</p> <p>Given that OCGS no longer requires fields of study, we are eliminating the fields of study from our program. This change will enable us to attract students with prior training and research interests that are better aligned with faculty research expertise and relevant to the current context of Rehabilitation</p>

Science.

Since the comprehensive examination process was designed to align with the two fields of study, eliminating these fields results in a need to change the structure of the comprehensive examination process (for PhD).

Two required courses were also aligned with the two fields of study: RHBS 801/901 Motor Performance and RHBS 802/902 Disability and Wellness in the Community, both 3 credit units. Up to this point, we have not had a required course in Rehabilitation Science, which would seem to be foundational to our program. As such, with the deletion of the fields of study, we propose to change RHBS 801/901 and RHBS 802/902 to elective courses, and instead we will introduce a new course, RHBS 804/904 Rehabilitation Science (3 credit units), which will be required by all students enrolled in our MSc or PhD program.

The elimination of fields has minimal impact on our GDLEs (see Appendices A and B); we reworded one GDLE to eliminate the reference in the DLEs themselves and in the learning activities and outcomes to the student's field of study. In addition, through the proposed changes to the comprehensive examination process and the addition of RHBS 804/904 Rehabilitation Science, we are creating a program which better enables students to meet the specified learning outcomes.

The proposed changes are being put forward after extensive consultation with faculty and students in our graduate program in Rehabilitation Science. Two program retreats were held in 2012/2013 to discuss these changes. RHBS students were invited to these retreats and were asked to consult broadly with their peers after each retreat. The final proposal was written by the Chair of the Graduate Program in Rehabilitation Science in collaboration with the RHBS program committee, which also includes one MSc and one PhD level student in the program. The program changes proposed in this document (Deletion of fields, changes to the comprehensive examination, change to the existing RHBS 801/901 and 802/902 to make them electives, and the addition of the proposed RHBS 804/904 required course in Rehabilitation Science) were all approved by the RHBS program committee and the School of Rehabilitation Therapy Academic Council, on which there are also members external to the School. Programs closely aligned with ours, specifically Nursing and Kinesiology and Health Studies, have also been informed of these proposed program changes.

There are no additional resources required to make the proposed changes.

## Part B – Evaluation Criteria

To facilitate evaluation of the proposal for a Major Modification of an existing Graduate Program, only the relevant textboxes below need to be completed (consult with the School of Graduate Studies to confirm the information required). Academic Units should refer to the New Graduate Program template <http://www.queensu.ca/provost/responsibilities/qualityassurance/DocumentsandLinks/Templates.html> for details regarding the Sections and Tables in that template that need to be completed as specified and imported into the relevant Sections below. Academic Units should bear in mind the diverse groups (e.g. GSEC, SCAD, Senate) that will be reviewing their submission and prepare their proposal accordingly.

## Creation of a New Graduate Field

**Information required:** *Description of Field; course requirements associated with the new Field [Section 3.2 including Table 1]; calendar description of any new course(s) and include course outline(s) [Section 3.3]; identify: specific DLEs, learning outcomes and measures of achievement associated with the new Field [Section 5.1 including Table 3]; faculty members associated with the new Field [Section 8.1, Table 5]; research funding associated with the new Field [Section 8.6, Table 6]; student demand for the new Field [modified Section 9.1]; other relevant information to support the change.*

Not applicable

## Deletion of a Field

**Information required:**

*Implication to program structure including courses offered, fulfillment of Degree Level Expectations and achievement of learning outcomes.*

The fields to be deleted are: 1) Motor Performance and 2) Disability and Wellness in the Community

As noted above, the deletion of these fields results in changes to the comprehensive examination process. In addition, the field-specific courses ( RHBS 802\*/902\* Disability and Wellness in the Community and RHBS 801\*/901\* Motor Performance) become elective courses rather than required courses. As such, in order not to change our degree requirements, and in order to better prepare our students to meet our DLEs, we have created a new required course, RHBS 804\*/904\* Rehabilitation Science that maps directly to our DLEs.

In terms of our DLEs, in the current program structure, the majority of MSc degree level expectations (DLEs; See Appendix A) are met through the courses that are required by students in both fields of study (i.e. RHBS 833\* Research Methods; RHBS 803\* Rehabilitation Seminar Series). Similarly, most of the PhD-level DLEs (See Appendix B) are met through the courses that are required in both fields (i.e. RHBS 933 Research Methods and RHBS 903\* Seminar series and Doctoral Journal Club) as well as the comprehensive examination. The deletion of the fields requires only minor changes to our learning activities and outcomes. As noted above, the objectives of the new RHBS 804\*/904\* Rehabilitation Science course map directly to our DLEs and, as such, will better prepare our MSc and PhD students to meet our program objectives.

The current structure of our Comprehensive examination (See Appendix C) involves two phases. In the first phase, after a five week period of directed reading in each of three content areas of (1) Rehabilitation Science, (2) Field of Study (Disability and Wellness in the Community OR Motor Performance), and (3) their specific area of research, students have three weeks to write a discussion paper in each content area. The written responses are evaluated by an examining committee before oral defense of the responses by the student, which occurs one to weeks after submission of the written responses. In the second phase, over a four week period, the candidate must complete a grant proposal in their area of research interest that is of sufficient quality to be considered fundable (CIHR overall score >3.0). A pass on the comprehensive examination suggests that the student has some mastery of many of our doctoral program DLE's.

The proposed changes to our comprehensive examination process (See Appendix D) do not change our DLEs, and the examination still requires students to demonstrate mastery of the same DLEs met by the current

process. Briefly, the students will still complete a 5-week directed reading period followed by a three week writing period during which they will address three questions. The focus of the first and last questions will not change (ie. Rehabilitation Science and Area of research focus). The focus of the second question will be on research methodology instead of being specific to a field of study. This change, in fact, will be a more effective way to ensure students achieve mastery of our second DLE (Research and Scholarship in Rehabilitation Science). We also propose to make a change to the second phase (grant proposal) of our comprehensive examination. Instead of having a student independently write a grant proposal that is reviewed by two experts in their research area, with mentoring by the supervisor and advisory committee, the student will prepare a written thesis proposal and will defend the proposal at an oral examination.

**Change in Degree Designation Without a Substantial Change in Program Requirements or Learning Outcomes**

**Information required:** *Appropriateness of proposed designation [Section 1.5], comparison with other similar programs, describe consultative process including consultation with current students, impact on current students, timeline for implementation and grandfathering (note: Registrar’s signature required in Part C)*

Not applicable

**Significant Modification of Program Requirements From Those Existing at the Time of Previous Cyclical Review (e.g. admission or graduation requirements)  
OR Significant Changes to Program Structure (e.g. to courses comprising the Program, typically no more than 35%)**

**Information required:** *Specify the nature of the changes in terms of course requirements [Section 3.2 including Table 1], any new courses added [Section 3.3] outline how the changes support the Degree Level Expectations and learning outcomes [Section 5.1 including Table 3], justify any changes to admission [Section 2.1], language [Section 2.2] and/or degree requirements [Section 3.1]. Specify the resource implications [Section 8; space, faculty, staff, budget – include Budget Module of New GRAD Program template if appropriate]*

Based on deletion of the fields of study, we will no longer have field-specific required courses (RHBS 801\*/901\* Motor Performance and RHBS 802\*/902\* Disability and Wellness in the Community). These courses will continue to be offered as electives. In order to better prepare our students as Rehabilitation Scientists, we plan to offer a new required course, RHBS 804\*/904\* (See Appendix E) that will ensure that our students develop expertise in the depth and breadth of knowledge in Rehabilitation Science. The addition of this course result in very minor changes to our DLEs (See Appendices A and B) and will, in fact, facilitate student achievement of these DLEs as the objectives of this new course map directly to many of our DLEs. This course change will not result in any changes to admission, language or degree requirements and has no resource implications.

**Introduction or Deletion of a Research Project, Research Essay or Thesis, Course-only, Internship or Practicum Option  
(Master's Level)**

**Information required:**

Introduction: describe the nature and appropriateness of the requirement [Section 9.4]; how the requirement contributes to the relevant Degree Level Expectations and identify associated learning outcomes [Section 3.2, including Table 1]; indicate the timeline for degree completion [Section 3.5] and methods of monitoring progress [Section 3.7]; describe the research funding available in support of the research requirement [Section 8.6 including Table 6].

Deletion: describe the impact on students' ability to achieve the learning outcomes and meet Degree Level Expectations, on expected the completion time, and on the relative workload associated with the Program.

Not applicable

**Change to Requirements for Comprehensive or Qualifying Examinations**

**Information required:** Describe the nature of and rationale for the proposed modification [Section 3.4] and the associated learning outcomes and Degree Level Expectations [Section 5.1]

As noted above, because our Comprehensive Examination process is currently tied to our fields of study, it must be modified when we delete these fields. As outlined in Appendices C and D, the proposed change to the first phase of the process is to replace the field-specific component of the examination with a research methods component.

Since we have initiated the process of changing our comprehensive examination process, we are also proposing to make changes to the second Phase of the examination. In our current program, the second phase of the examination involves the student independently writing a grant proposal that is of fundable quality (CIHR combined score of >3). We have decided to change this process such that doctoral students receive more guidance and feedback during the writing of their doctoral thesis proposal, and as such, our new process is designed to provide a more formative learning experience. The student will now prepare his or her thesis proposal with input and guidance from their supervisor and from their thesis advisory committee (and others as indicated). The student will submit their written proposal and then defend it at an oral examination.

**Significant Change to the Faculty Delivering the Program  
(e.g. inter-institutional collaboration, different campus)**

**Information required:** Complete Section 8.1, Table 5 for all new faculty involved in the Program [append CVs if not previously included in the Program Review] and explain how Program integrity will be sustained (including student supervision)

Not applicable

**Significant Changes to the Existing Mode(s) of Delivery  
(e.g. part-time, different campus, on-line, blended learning, inter-institutional collaborations, etc.)**

**Information required:** As appropriate include Section 3.6 and Section 6 (including subsections). If new faculty associated with change, include Sections as per above. As appropriate, complete Section 7 including all subsections, and Section 8 plus the Budget Module (Authorization of Vice-Provost Planning and Budgeting required, Part C)

Not applicable

**Merger of Two or More Approved Graduate Programs**

**Information required:** *Complete Section A of this template and append all sections of the New Graduate Program template (append CVs for those faculty members not previously included in the OCGS-approved contributing Programs)[SGS following up with QC on this category 20Apr2012-spcc]*

Not applicable

**Other Changes that Affect the Learning Outcomes but Do Not Constitute a Brand New Program**

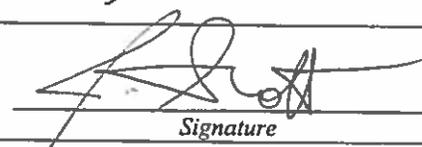
**Information required:** *Consult with the School of Graduate Studies*

Not applicable

## Part C - Authorizations

The date of Faculty Graduate Council/Committee approval is to be included prior to submission to GSEC, the remainder of Part C will be completed, as appropriate, by the SGS following GSEC approval, prior to submission to SCAD

**Note:** additional authorizations may be required depending on the nature of the proposed Major Modification [refer to Part B]

<i>Date approved by Faculty Graduate Council(s)/Committee(s)</i>	<u>Jan 8, 2014</u>	
<i>Date Approved by GSEC</i>	<u>Jan 16, 2014</u>	
<i>Vice-Provost and Dean, School of Graduate Studies</i>	 _____ <i>Signature</i>	<u>Jan 24, 2014</u> _____ <i>Date</i>
<i>Provost and Vice-Principal (Academic)</i>	 _____ <i>Signature</i>	<u>28-01-14</u> _____ <i>Date</i>
<i>Date Approved by SCAD</i>	_____	