

**EXCERPT FROM REPORT NUMBER 137 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS - November 25, 2008**

**6. School of Graduate Studies Ontario Institute for Studies in Education:
Ed.D. Program in Developmental Psychology and Education – Closure**

Professor Hillan said that at the present time the Department of Human Development and Applied Psychology at the Ontario Institute for Studies in Education (OISE) offered two doctoral programs in Developmental Psychology and Education: a Ph.D. Program and an Ed.D. program. The original distinction between the two programs was that the Ed.D. program was to be more a professional program intended for practitioners and the Ph.D. program was to be more an academic program. That distinction had become less clear in recent years. With the offering of the Ph.D. program on a flexible-time basis, there had been a marked decline in the enrolment in the Ed. D. program and a corresponding increase in the enrolment in the Ph.D. program. OISE therefore proposed to cease admission to the Ed.D. program and to disestablish the program when the last of the current students ceased to be registered in it. Invited to comment, Professor Labrie added that there had been only seven students in the Ed.D. program in 2004, and no students had been admitted to the program beginning in 2005. Only two students had remained enrolled in the Ed.D program in 2008-09, and one of those had now completed the degree requirements.

A member asked whether the proposed closure of the Ed.D. program reflected a broader trend across Canada. Professor Labrie replied that he could not comment on the presence of any national trend. At OISE, the decision had been based on the finding, through surveys, that there was no significant difference in the type of students in the Ed.D. program and the Ph.D. program or in the empirical basis of the work they completed. Particularly with the availability of the flex-time Ph.D., a distinction no longer appeared to be applicable. It might well be the case that in programs in Education based on purely academic disciplines such as Psychology there was a trend away from offering Ed.D. programs.

On the recommendation of the School of Graduate Studies and the Ontario Institute for Studies in Education,

YOUR COMMITTEE RECOMMENDS

THAT the proposal from the School of Graduate Studies and the Ontario Institute for Studies in Education to cease admission to the Developmental Psychology and Education Ed.D. program be approved effective immediately and,

THAT the closure of the Developmental Psychology and Education Ed.D. program be approved, effective when no students are registered in it, and THAT the entry for the program be removed from the School of Graduate Studies calendar on a permanent basis.

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**7. Faculty of Applied Science and Engineering: Bachelor's Degree in
Engineering Science – Renaming**

Professor Hillan said that the Engineering Science program was a very important one in the Faculty of Applied Science and Engineering and one that was offered by very few universities around the world. The Faculty proposed to award a separate degree to students who completed that distinctive program: a Bachelor of Applied Science in Engineering Science. While the program shared elements of the core Engineering programs, it was also distinctive in several respects. Students completed a two-year foundation curriculum followed by two years of specialization in a diverse range of fields or Majors, many of which were unique to the Engineering Science program. Students were also required to complete an independent research-based thesis project. Professor Hillan reported that the proposal had followed extensive consultation within the Faculty, and it enjoyed the full support of faculty and students.

Discussion focused on two topics.

(a) Broader implication of the proposal for a separate degree. A member stated his support for a separate degree for students who had completed the clearly unique program in the Faculty of Applied Science and Engineering. He asked, however, whether the proposal might serve as a precedent for future proposals for separate degrees in other fields, for example in the various, clearly distinctive disciplines in the faculty of Arts and Science. Did the proposal reflect a trend that was already underway? Professor Hillan replied that this case was probably unique with respect to undergraduate degrees; she was unaware of similar proposals being considered elsewhere in the University. This proposal represented a natural evolution. Universities were expected by the Province to articulate degree-level expectations for each of their undergraduate and professional programs, and separate expectations had been articulated for this program because it was so distinctive. It was therefore natural to consider awarding a separate degree upon its completion.

Professor Stevenson noted that the Faculty of Arts and Science awarded separate degrees in Arts, Science and Commerce. There had been no discussion in that Faculty of any other degrees. The degree-level expectations in all disciplines and for all degrees had been considered and were the same.

Professor Cluett stressed that Engineering Science was not a discipline but rather a program that was distinctive from the other programs in the Faculty of Applied Science and Engineering. Within that program, there were specializations within particular disciplines or areas. While there were some areas of overlap between corresponding specializations in Engineering and Engineering Science, the latter program was clearly a distinctive one. That distinction had been recognized by the Faculty over the years, for example in its Calendars. There was some precedent for the

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Science – Renaming (Cont’d)**

request. At McGill University, for example, students in Mechanical and Electrical Engineering enrolled either in the usual engineering programs or distinctive Honours programs. The McGill Honours programs, like the Engineering Science program at this University, were more rigorous, dealt with their subjects in more depth and required a research thesis. The Faculty at the University of Toronto did not want to use the “honours” terminology because it was now used at this University to signify a level of achievement within a program rather than a separate program. The Faculty had also considered a “Bachelor of Engineering Science” degree, but the students in the program had stated their preference for the degree name - the Bachelor of Applied Science – that was granted for other programs in the Faculty, but at the same time a degree name that signified their completion of the distinctive program.

(b) Recognition of earlier graduates from the program. A member noted that the degree was not to be made available retroactively. Was there any risk of confusion, especially in the profession, arising from the fact that graduates of the same Engineering Science program over the years would have different degree names? Had there been any thought given to providing a letter to explain the reason for the differing degree names? Dean Amon replied that there was indeed no plan to permit graduates from earlier years to change their degree designation. Currently enrolled students who completed the program successfully would be permitted to opt to receive either the current Bachelor of Applied Science degree (the degree available to them upon their first enrolment in the Faculty) or the proposed new degree. Newly admitted students would work towards the new degree. While no thought had been given to providing an explanatory letter, it would certainly be possible to provide one if requested.

On the recommendation of the Faculty of Applied Science and Engineering,

YOUR COMMITTEE RECOMMENDS

THAT the degree name for students graduating from the Engineering Science Program in the Faculty of Applied Science and Engineering be changed from Bachelor of Applied Science to Bachelor of Applied Science in Engineering Science, effective for graduates receiving their degree in June 2009.

Secretary

Chair

December 1, 2008

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