Faculty / Affiliated University College	Faculty of Education	
Degrees Offered	MPEd, EdD	
Date of Last Review	2012-2013	
Approved Fields	**MPEd** • Applied Behavior Analysis • Curriculum and Pedagogy • Early Childhood Education • Educational Leadership • Equity, Diversity, and Social Justice • International School Leadership • Mathematics Education • Teaching English to Speakers of Other Languages • Teaching Students with Exceptionalities • French Education • Literacy Education • International Education	**EDd** • Educational Leadership
External Reviewers	Dr. Kirk Anderson (Memorial University of Newfoundland)	Dr. Jerome Cranston (University of Regina)
Internal Reviewers	Pamela McKenzie (Western University)	Mariyan Jeyarajah (Graduate Student)
Date of Site Visit	May 27-28, 2021	
Date Review Report Received	June 18, 2021	
Date Program/Faculty Response Received	Sept 22, 2021	

Evaluation	Good Quality with Report - First due December2022 - Second due December 2023
Approval Dates	SUPR-G: December 13, 2021 SCAPA (rating approval, and academic program change recommendation): January 12, 2021 Senate (FYI for program recommendation, approval for academic program changes): January 21, 2021
Year of Next Review	Year of next cyclical review- 2028-2029

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Faculty of Education's Professional Graduate Programs (MPEd and EdD).

This Final Assessment Report (FAR) report considers the following documents:
- the program's self-study,
- the external consultants' report,
- the response from the Dean, Faculty of Education.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external consultants, noting those recommendations that require attention.

The Implementation Plan details the recommendations from the Final Assessment Report that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. It is publicly accessible on Western's IQAP website.

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to Western's Faculty of Education, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Executive Summary

In 2013, Western's Faculty of Education introduced cohort-based graduate professional degrees—Master of Professional Education (MPEd) and Doctor of Education (EdD)—that are designed to recruit and engage qualified professionals who seek preparation for positions in specialty teaching, administration, and leadership in K-12 schools, higher education, and community contexts.

The MPEd currently has 12 fields. The EdD currently has one field – Educational Leadership. Most fields in the MPEd can be completed in two years (6 terms), one MPEd field can be completed in one year (3 terms). The EdD can be completed within three years (9 terms). With the exception of two fields in the MPEd (Teaching English to Speakers of Other Languages and Educational Leadership, Focal Area: Aboriginal Education), all programs are offered online.

The curriculum is grounded in the theoretical principles of experiential learning, and adult learning models. Supported by these theoretical precepts, students are challenged to develop a professional knowledge base that integrates both practical and research knowledge and links theory with systemic and systematic inquiry, thereby emphasizing the generation, transformation, and application of professional knowledge and practice.

To inform the self-study, the results of an internal review of the professional programs conducted via survey in 2017 were used, along with a review of current students (response rate of 32.5% of 819 students) and program alumni (response rate of 18% of 1000 alumni) in 2020 using a survey developed from the evaluation criteria outlined in Western's IQAP.

As part of this program review, multiple enhancement-related modifications to several fields of the MPEd program and to the EdD program have been proposed and discussed. These will subsequently be subject to Western's internal governance process for consideration and approval.

The external reviewers commend the administration, faculty, and staff on the innovative development of the programs and on the measures put in place to support students. They offer a suite of considerations and recommendations for further enhancement.

Summary of the Self-Study – Volume I

Strengths and Innovative Features Identified by the Professional Graduate Programs

- Accreditation BCBA: The MPEd in the field of Applied Behavior Analysis is one of only a few Master's programs in in this area in Canada to be recognized by the Behaviour Analysts Certification Board.
- International Partnerships: Western's Faculty of Education is a member of the Carnegie Project on the Education Doctorate (CPED) and the Consortium for the Study of Leadership and Ethics in Education (CSLEE) which provides opportunities for faculty and

EdD students to network and participate in events with other EdD partners and to access resources and research that may benefit their scholarship and leadership.

- o Local Partnerships: Ongoing local partnerships support the development and delivery of MPEds. For instance: The MPEd in the field of Educational Leadership in the focal area of Aboriginal Education is community-based and delivered on-site at Six Nations Polytechnic on Six Nations of the Grand River First Nation.
- o An external partnership with the Ontario Principal's Council (OPC) collaborated with the design and delivery of the MPEd in International School Leadership.
- Training Opportunities and Internships: For instance, the MPEd in the field of Applied Behaviour Analysis offers a Lab of Practice in ABA, which is arranged by students individually and generally is undertaken in schools, private practices, and clinical programs in agencies.
- Significant investments have been made to support the development and tremendous growth of graduate programs, within each of the past few years.
- Strengths identified by students and recent graduates:
  - o the flexibility of online learning;
  - o being introduced to theory, research, and reflections that improved their current and future practice;
  - o faculty who are knowledgeable, accommodating, helpful, available, and experienced
  - o current/up-to-date and intellectually stimulating course content;
  - o being assessed/evaluated fairly and rigorously, and being provided feedback;
  - o accessible and extensive library collection;
  - o prompt and helpful support from graduate office, library, and IT staff; and
  - o an intense but manageable workload they could complete while working full-time.

Concerns Identified by the Professional Graduate Programs

Concerns/Areas of Improvement identified by students and recent graduates:
- more innovative online course instruction and assessment strategies, especially strategies that promote student connection/engagement/collaboration (i.e., strategies other than reading and posting on discussion boards);
- more streamed or posted lectures;
- a more updated online platform with more functionalities (especially for interaction);
- a greater variety of full-time instructors;
- more continuity between courses allowing for more cohesion in the program (e.g., avoid overlap/repetition between courses);
- more opportunities to get to know peers better;
- more communication from the graduate office;
- higher admission and course standards; and
- consideration of where fees can be realistically/reasonably reduced.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a doctoral student, were provided with Volume I and II in advance of the scheduled review and then met over two days with the:

- Vice Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice Provost of Academic Planning, Policy and Faculty
- Dean of the Faculty of Education
- Associate Dean, Graduate (and incoming Associate Dean, Graduate)
- Academic & Research Cluster (ARC) Chairs
- EdD Program Manager
- University Librarian
- Faculty members
- Graduate students

Following the suite of virtual meetings, the external reviewers submitted a comprehensive report of their findings which was sent to the Dean for review and response.

These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Dean's response, have formed the basis of this summative assessment report of the Faculty of Education's Professional Graduate Programs, collated and submitted to the SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

"The Professional Education Program's administration, faculty, and staff are to be commended for their work in supporting students, adding to the program's fine reputation in the higher education community."

"The external reviewers note there has been a tremendous amount of growth in the program, changes in the leadership core, and a relatively small but competent core faculty supported by a large pool of short-term instructors. As such, we feel this speaks to a deeper and strategic planning process where the faculty can more fully examine the program and its curriculum for further revisions and improvements."

Strengths of the Program

- Faculty and administration consistently expressed confidence in the quality of the limited-duties (part-time) instructors as experts in their area of professional practice, being highly committed, and often very experienced in the program with multiple courses taught.

- Limited-duties instructors indicated that they feel well supported and in the loop, with no sense of being treated as second-class citizens. They noted that full-time faculty are responsive and helpful with advice on course co-ordination, and that there is great administrative and tech support.
- The EdD is seen as an attractive field that serves students in the role of change leaders while allowing them to remain in their workplace.
- Asynchronous learning across professional programs is flexible and able to be completed around each individual student's schedule.
- The course content, readings, assessment, and evaluation procedures are aligned with the university's educational learning outcomes specifically designed for each individual course.
- There are high yield pedagogical learning models and teaching strategies incorporated to ensure student success and various universal design learning opportunities.
- There is a 'strong template' to the program with class progression steps, and the Cohort model, which helps EdD students complete the program in 3 years.
- Some MPEd students expressed feeling very supported and noted that the program (particularly EDSJ) had blown up their prior assumptions and helped them to create plans that might foster cultural and structural change in their own professional spaces.

Areas of Concern Identified

- Lack of clear delineation of the learning outcomes across fields.
- Clarifications can be made within documentation regarding specific course requirements and progressions for each stream, so as to clearly display the similarities and differences between the fields.
- The faculty is encouraged to build relationships with the indigenous community, especially with Indigenous leaders, on a more regular basis.
- There is a need for more presence of Indigenous Peoples, content, and related decolonization of curriculum. There is also a need to reflect the many racialized minority groups within the country.
- Many students coming from outside K-12 are concerned that faculty do not understand their context and that the program is not structured to support them.
- The reviewers question the possibility of so many specializations with low faculty engagement in the programs, which run the risk of groups and programs running in 'silos' and possibly negatively impacting program coherence.
- International students expressed concerns surrounding technical issues (e.g., VPNs), and the timing of synchronous classes for students studying abroad. They also did not seem to know about the supports Western International provides.
- Students struggled to understand the "flow" of the program when it came to scheduling and integrating their strategic and professional work.
- There is concern that the core faculty seems too small to support MPEd and EdD. The program appears to rely heavily on part-time faculty who may be working beyond their contracted requirements.

Major Modifications Proposed as Part of this Cyclical Program Review (to be submitted for approval at a future date as per Western's internal governance process)

1) Changes to the MPEd in the field of International Education
   - Changing the name of the MPEd to 'Global and International Education'
   - Revising and updating some of the field's courses
   - Modifying the final capstone project from research inquiry to mobilizing existing knowledge and learning acquired in the field
2) Changes to the MPEd in the field of Educational Leadership in the focal area of Aboriginal Education
   - Creating a new field called 'Leadership in Indigenous Education'
   - Proposed nomenclature changes to several core courses offered
3) Changes to the MPEd in the field of Early Childhood Education
   - Updating the course content to reflect new directions in the field of early childhood education pedagogy and curriculum
   - The changes requested incorporate pedagogist requirements. MPEd ECE graduates will be able to practice as pedagogists following the completion of degree.
4) Changes to the EdD in the field of Educational Leadership
   a. Refresh and update course titles and descriptions
   b. Milestone Addition – Problem of Practice Statement
   c. Milestone Addition – Proposal
   d. Change in Terminology: Dissertation in Practice
5) Addition of the EdD in the field of Equity, Diversity, and Social Justice
6) Request to close the GDIP program in Professional Education

It should be noted that the external reviewers equally commented on the proposed modifications, noting that they largely agreed with each, or in the case of #3, that they deferred to faculty consultation as it is outside of their scope of expertise.

The recommendations made by external reviewers are as follows:

1. A review of course outlines and documentation should be conducted to better articulate the distinctiveness of each program area and explicitly link each course in a manner that aligns it to any related foundational documents for the program areas.
2. Establish a consultative process with stakeholders by means of an advisory body that includes Indigenous Peoples.
3. Suspend development on the Indigenous Leadership Program until consultation with Indigenous stakeholders has been completed.
4. The faculty establish, or better link its documentation, to a diversity, equity, and Indigenization plan within its hiring processes for both core and non-core faculty and staff.
5. The faculty establish a sustainable plan to retain Indigenous faculty and staff as well as other equity- deserving for both core and non- core faculty and staff.
6. The faculty revisit the rationale for the lower IELTS admission score, and reconsider increasing it, or better articulating the rationale for why the lower score is being used.
7. The faculty revisit the 5-year minimum of professional experience for admission eligibility to allow for an increase in the diversity of students enrolled in the programs.
8. The faculty needs to engage in a 'strategic planning' exercise to create an articulated plan that: a) Re-evaluates the effectiveness of using an academic research cluster model; b) Reframes and clarifies the roles of the various organizational structures; c) Streamlines and re-evaluates professional fields to determine whether all of the areas of specialization can or should be considered within a single program, or whether some might be more effective as standalone programs (i.e., should TESOL & ABA be stand alone?).
9. Re-design the curriculum and enhance content to clearly make explicit connections to decolonizing education/pedagogies/ leadership and to anti-racist/anti- oppressive pedagogies.
10. That the faculty establish a review committee in partnership with external representation to assess the status of the OIP becoming acknowledged as a 'Dissertation in Practice (DIP).
11. Perhaps linked to Recommendation 10, that the practice of a single reader and double-blind review of the OIP (or resultant DIP) be modified for greater transparency and to provide formative feedback.
12. Develop a multi-year proposal for consideration by Central Administration to increase the number of base-funded faculty positions to reflect the growth areas of the programs.
13. Linked to Recommendation 8, that the faculty hold a strategic planning session with its MPEd and EdD students as part of the development of a new strategic planning process related to this program.

14. Create paid mentorship(s) positions and assign a mentor to each of the EdD cohorts.
15. Linked to Recommendations 8 and 13, given the growth of what was a nascent program launched in 2013 that has matured over the past seven years, it is critically important for the faculty to embark on a strategic planning process to chart a path forward for the next number of years.

In making these distinct recommendations, the reviewers showed an understanding of the strength and needs of this relatively large program. Given the overlap of many recommendations, these have been grouped by major theme in the summary section below and are addressed as clusters.

Summary of the Reviewers' Key Recommendations and Faculty Response

Reviewers' Recommendation	Program/Faculty Response
Indigenization and EDI (Rec #2, 3, 4, 5, and 9) Ensure that Indigenous stakeholders are consulted in relation to professional education programs. Make explicit curricular connections to decolonizing education/pedagogies/ leadership and to anti-racist/anti- oppressive pedagogies. Promote hiring processes that expand the diversification of faculty and staff.	The Faculty response noted that Indigenous colleagues and students were invited to speak with the reviewers as part of larger groups. The Faculty observed that, in hindsight, it would have been helpful to hold a distinct meeting with Indigenous colleagues to ensure that the reviewers had a chance to discuss the participation of Indigenous colleagues and consultation with Indigenous communities and stakeholders in the development and revision of the Professional Education programs. The Faculty report provided substantial clarification on these recommendations: Indigenous Education MPEd has been led by Indigenous colleagues from the outset, with extensive consultation within the program, at the university level, and externally. The Faculty has created an Office of Indigenous Education and is in discussions about potentially creating a Department of Indigenous Education. Dr. Erica Neeganagwedgin, the Director of Indigenous Education in the Faculty of Education, is a member of and reports to Western University's Indigenous Postsecondary Education Council (IPEC). Nineteen Indigenous communities and organizations are represented on IPEC. Dr. Neeganagwedgin wrote a detailed contribution to the Faculty response, noting: *"The MPEd Indigenous Education program has a long-standing, ongoing, consultative and, in fact, collaborative relationship with multiple stakeholder Indigenous Peoples and communities, both directly and through cooperation with Western University's Office of Indigenous Education."* *"The reason the MPEd Indigenous Education program has a notably positive reputation and impact across Western University, other universities, and with local First Nations communities and organizations is precisely because it is informed by strong relationships with eight First Nations communities in Southwestern Ontario, most importantly through MPEd courses taught onsite within those First Nation communities."*

	The Faculty of Education has led the University in the integration of EDI and Indigenization across programs. Through its Equity Committee, the Faculty continues to engage in supporting course instructors to examine the connections to decolonizing education/ pedagogies/ leadership and to anti-racist/ anti-oppressive/ transformative pedagogies. The Faculty also leads Western in the recruitment of Indigenous scholars and staff, as well as other equity deserving groups. This past year, the Faculty of Education invested $2M on scholarships for equity deserving candidates to access graduate education. The four-year faculty complement expansion plan includes ambitious goals of further expanding our Indigenous scholars (six more proposed) and other equity deserving candidates – particularly to support the new EdD in Equity Diversity and Inclusion.
Strategic Planning (Rec #8, 12, 13, and 15) Re-examine the organizational structures within the Faculty and consider streamlining the program fields. Looking ahead, increase base-funded faculty positions to match program growth and ensure the student voice is included as part of forward-looking planning.	The Faculty response noted that the reviewers' recommendations around strategic planning did not acknowledge the relationship of Faculty-level planning with the ongoing University-level strategic planning initiative. As a result, some of the recommendations are already in development. For example, a growth plan for faculty has been presented to the Provost and Office of Faculty Relations. Structurally, the Faculty of Education is non-departmentalized. The Faculty agrees with the recommendation to re-evaluate the academic research clusters and this work has already begun with internal consultation, consultation with Office of Faculty Relations, Graduate Education, the Provost, and the Registrar's Office. Academic planning is constant and iterative and takes into account the tremendous growth of the professional education programs. Since inception, early success contributed to rapid growth and expansion and the present review is an opportunity for the Faculty to reassess, consolidate, and realign priorities. The change to the Organizational Improvement Plan (OIP) is one example (see under next point) ,

Organizational Improvement Plan (OIP) (Rec #10 and 11) Assess the status of the OIP becoming acknowledged as a 'Dissertation in Practice (DIP) and ensure transparency in the practice of a single reader and double-blind review of the OIP (or future DIP).	The Organizational Improvement Plan (OIP) has been under considerable review since the inception of the degree. The degree began as a traditional thesis and a model that was more consistent with the more familiar research doctorate. Internally, full-time faculty reviewed the process in 2018 and recommendations were incorporated in the current model of which we are tremendously proud. This was changed to the current laddered approach, with in-course progression requirements, and an in-course completion of the proposal leading to the completion of the Organizational Improvement Plan (OIP). This has allowed for the expansion of the program and important refinement. It is also consistent with the CPED. The current version of the EdD is the matured version with substantial refinement since its inception. The revised approach is rigorous and relevant to professional graduate students. The model reader/review model is double-blind intentionally to ensure an arm's length and unbiased review. Substantial formative feedback is provided to candidates throughout the review process .
Alignment between program areas and courses (Rec #1) A review of course outlines and documentation should be conducted to better articulate the distinctiveness of each program area and explicitly link each course in a manner that aligns it to any related foundational documents for the program areas.	Course syllabi are reviewed each term. More comprehensive reviews are undertaken of specific courses on an ongoing basis at the program and the field levels. The Faculty understands that a better articulation of these reviews is necessary andwill proceed accordingly, paying particular attention to this alignment.
IELTS admission scores (Rec #6) The faculty revisit the rationale for the lower IELTS admission score, and reconsider increasing it, or	The Faculty agrees with this recommendation and will review the rationale.

better articulating the rationale for why the lower score is being used.	
Admission eligibility (Rec #7) The faculty revisit the 5-year minimum of professional experience for admission eligibility to allow for an increase in the diversity of students enrolled in the programs.	The Faculty agrees with this recommendation and will undertake a review.
EdD Mentorship (Rec #14) Create paid mentorship(s) positions and assign a mentor to each of the EdD cohorts.	The Faculty agrees with this recommendation. They will be recruiting for the role of Faculty Program Coordinator for the EdD program who will also serve to provide support and mentorship outside each course for the students and the LD personnel.

Recommendation themes related to OIP and to alignment between program areas and courses reflect and confirm ongoing work taking place at the Faculty and do not necessitate any change in action. Therefore, they are not included in the implementation plan presented below.

Perspectives Shared by the Internal Reviewer

The size and complexity of this program (12 fields in the MPEd and a full EdD) made this review challenging. Our visit took place over Zoom, which afforded meetings with staff and administration as well as faculty and students from each field. However, the number and sizes of meetings made it difficult for us to capture all aspects of the program. For example, as the Faculty response observed, we met with groups of faculty representing the MPEd fields and focal areas within each Academic and Research Cluster (ARC), such as the MPEd fields of Equity, Diversity, and Social Justice and Educational Leadership, including the focal area on Aboriginal Education. This helped us understand the relationship of the ARCs to the delivery of their associated fields, but did not give us an opportunity to speak separately with the faculty involved in the Indigenous Education proposal. The intensity of the review also made it

challenging to see the big picture, e.g., how strategic planning at the Faculty and program level is embedded within Western's broader strategic planning cycle, including the implementation of the Indigenous Strategic Plan and the report of the Anti-Racism Working Group. The external reviewers presented a very large number of recommendations, the majority of which relate to exactly these high-level strategic planning and EDIID concerns whose details and nuances the review process made difficult to grasp. This is the fault neither of the program nor of the reviewers, but suggests that additional time should be built into the IQAP process for large and complex programs, and perhaps that Western should begin to build EDIID consultations into each IQAP site visit. The external reviewers also identified a number of program strengths and areas of concern that were not reflected in their final recommendations. It is important to note that the Faculty response acknowledges and addresses these concerns (e.g., the strong reliance on part-time faculty and the overall sustainability of so many specializations without the full-time faculty complement to support them).

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Dean of the Faculty of Education, Associate Dean- Graduate, ARC Chairs, Program Manager EdD, and Field Coordinators, in consultation with the SGPS, is responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Dean's Annual Planning document.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Indigenization and EDI (Rec #2, 3, 4, 5, and 9) Ensure that Indigenous stakeholders are consulted in relation to professional education programs. Make explicit curricular connections to decolonizing education/pedagogies/ leadership and to anti-racist/anti-oppressive pedagogies. Promote hiring processes that expand the diversification of faculty and staff.	Together with the Office of Indigenous Education, under the leadership of the Director of Indigenous Education, formalize the Equity Committee and its mandate within the Faculty governance structure to consult on searches and faculty-wide initiatives. Develop new strategic goals aligned for the Faculty, aligned with the Indigenous Strategic Plan, and Towards Western at 150.	Director of Indigenous Education, Dean, Associate Deans	By August 2023
Strategic Planning (Rec #8, 12, 13, and 15) Re-examine the organizational structures within the Faculty and consider streamlining the program fields. Looking ahead, increase base-funded faculty positions to match program	Engage in consultation about Faculty structure and the streamlining of MPED fields by single programs or potential hub and spoke models among faculty.	Graduate Education Council as led by the Dean and Associate Dean Graduate	By December of 2023

growth and ensure the student voice is included as part of forward-looking planning.	Strategic planning will also be undertaken in the winter of 2022 for further alignment and to contribute to the university-required development of an academic plan.	Dean, Associate Deans, Finance Administrator, Academic Coordinator, and ARC Chairs	By May 2022,
	More student groups will be included in all consultations.	Associate Dean Graduate, and Education Student Association	By December 2023
	Develop a proposal for faculty expansion for the 2022-2023 (one-year) budget cycle and then 2023 to 2026 cycle).	Associate Dean Graduate	By April 2024
Organizational Improvement Plan (OIP) (Rec #10 and 11) Assess the appropriateness of the OIP becoming acknowledged as a 'Dissertation in Practice (DIP)	Develop a committee (including external representation) to assess the appropriateness of the OIP becoming a DIP.	Program Manager, EdD Coordinators ARC Chairs, Associate Dean Graduate	By December 2023
Ensure transparency in the practice of a single reader and double-blind review of the OIP (or future DIP). And best practice for evaluated the milestone (OIP or DIP)	Review the current assessment practice and ensure transparency and effectiveness.	Program Manager, EdD Coordinators ARC Chairs, Associate Dean Graduate	By January 2023

Alignment between program areas and courses (Rec #1) A review of course outlines and documentation should be conducted to better articulate the distinctiveness of each program area and explicitly link each course in a manner that aligns it to any related foundational documents for the program areas.	This will be undertaken first as part of the strategic planning consultations.	Graduate Education Council, as led by the Associate Dean Graduate	By December of 2023
IELTS admission scores (Rec #6) The Faculty revisit the rationale for the lower IELTS admission score, and reconsider increasing it, or better articulating the rationale for why the lower score is being used.	A review of the rationale will be undertaken.	Associate Dean Graduate, ARC Chairs	By Sept 2023
Admission eligibility (Rec #7) The Faculty revisit the 5-year minimum of professional experience for admission eligibility to allow for an increase in the diversity of students enrolled in the programs.	A review will be undertaken to consider experience and eligibility. Consideration will include listing of alternative experiences on admission requirements, such as suitable involvement in community and in higher education contexts, for admission eligibility.	Associate Dean Graduate, ARC Chairs	By September 2023
EdD Mentorship (Rec #14) Consider the role of mentorship(s) positions and assign a mentor to each of the EdD cohorts.	Appointment of coordinator for next academic year for the EdD program.	Associate Dean Graduate	By June 2022