

**REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS**

**(SCAPA)**

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**Sessional Dates**

**New Modules:**

**Honors Specialization in Medical Biophysics (Medical Science Concentration) offered by the Faculties of Medicine & Dentistry and Science;  
Major in Criminology offered by the Faculty of Social Science and King's University College;  
Minor in Thanatology offered by King's College**

**Faculty of Health Sciences Admissions Policy**

**Annual Report of Provost's Undergraduate Program Review Committee**

**Registrar's Annual Report on Scholastic Offences**

**Western's Course Numbering System**

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**FOR APPROVAL**

**1. Undergraduate Sessional Dates**

**Recommended:** That Senate approve the undergraduate sessional dates for 2006, and the sessional dates in Dentistry, Education, Law, and Medicine for 2005-06, as outlined in **Appendix 1**.

**Background:**

The sessional dates for 2006 are submitted for approval. Undergraduate Sessional Dates for 2005 have been approved and are included in **Appendix 1** for information.

**2. New Modules**

**2a Honors Specialization in Medical Biophysics (Medical Science Concentration) offered by the Faculties of Medicine & Dentistry and Science**

**Recommended:** That the "Honors Specialization in Medical Biophysics" be renamed as the "Honors Specialization in Medical Biophysics (Medical Science Concentration)," effective December 1, 2004.

**REVISED CALENDAR COPY**

**HONORS SPECIALIZATION IN MEDICAL BIOPHYSICS (Medical Science Concentration)**

**Admission Requirements**

Completion of first-year requirements with a minimum average of 70% in the indicated 4.0 principal first-year courses, with no mark less than 65% in each:

1.0 course from: Physics 020, 024

1.0 course from: Calculus 050a/b, and 051a/b or 081a/b

1.0 course from: Chemistry 020, 023

1.0 course from: Biology 022, 023

If not taken in Year 1, the Biology requirement must be completed by end of Year 2, with a minimum mark of 65%.

**Module**

9.0 courses:

1.0 course: Physics 201a/b, 202b

1.0 course from: Calculus 250a/b or 280a/b, 251a/b or 281a/b

0.5 course: Biochemistry 280a

0.5 course: Chemistry 213a/b

0.5 course from: Chemistry 214a, Biology 281b, 282b

0.5 course from: Statistical Sciences 222a/b, Biology 244a

2.0 courses: Medical Biophysics 302E, 303E

0.5 course from: Medical Biophysics 330F, 331G

1.5 courses: Medical Biophysics 480 (480 = 1.5 courses)

1.0 course from: Medical Biophysics 402a/b, 467a/b, 470a/b/y, 475a

**Background:**

The existing Honors Specialization in Medical Biophysics is based on the Honors Medical Biophysics Program aligned to the BMSc degree which requires courses such as Biochemistry 280a, Chemistry 213a/b and Biology 281b/282b. The proposal to change the name to "Honors Specialization in Medical Biophysics (Medical Science Concentration)" is to reflect this content and distinguish it from the new module approved by Senate in November, the "Honors Specialization in Medical Biophysics (Physical Science Concentration)," which will be offered without those requirements to accommodate students from a Physical and Mathematical Sciences background. Admission requirements are standardized with other BMSc modules.

2b Major in Criminology offered by the Faculty of Social Science and King's University College

**Recommended:** That a Major in Criminology be introduced by the Faculty of Social Science and King's University College, effective September 1, 2005.

NEW CALENDAR COPY

*(Social Science Section of the Calendar)*

**MAJOR IN CRIMINOLOGY**

**Admission Requirements**

Completion of first-year requirements including Sociology 020 or 021E with a mark of at least 60%.

**Module**

6.0 courses:

3.5 courses: Sociology 231, 256a/b, 259, 266a/b, 267a/b

1.0 course from: Sociology 240E, Sociology 270a and 271b

0.5 course from: Sociology 253F/G, 260F/G

1.0 course from: Sociology 253F/G (if not taken above), 260F/G (if not taken above), Law 101, Philosophy 140, 241F/G, 242F/G, Political Science 214F/G, Psychology 131a/b (King's).

NEW CALENDAR COPY

*(Affiliated College Section of the Calendar)*

**MAJOR IN CRIMINOLOGY**

**Admission Requirements**

Completion of first-year requirements including Sociology 020 or 021E with a mark of at least 60%.

**Module**

6.0 courses:

3.5 courses: Sociology 231, 259, 266a/b, 267a/b, 256a/b

1.0 course from: Sociology 240E, Sociology 270a/b and 271a/b

0.5 course from: Sociology 253F/G, 260F/G

1.0 course from: Sociology 253F/G (if not taken above), 260F/G (if not taken above), Law 101, Philosophy 140, 240E, Political Science 214F/G, Psychology 131a/b

**Background:**

The new Minor in Criminology has proven to be quite popular with students under NAC, and there is a clear demand for a Major in Criminology. Such a major would be especially appealing to students doing a Double Major as a way of getting a four-year degree (Honors and non-Honors). Consistent with other Majors, this one involves 6.0 courses, all of which are at the 100 and 200 levels, including Sociology 231, as well as Sociology 240E or 270a/b and 271a/b, as required courses.

DAP has approved Sociology 256a/b: Sociology of Corrections.

2c Minor in Thanatology offered by King's University College

**Recommended:** That a Minor in Thanatology be introduced at King's University College, effective September 1, 2005.

NEW CALENDAR COPY

**MINOR IN THANATOLOGY**

**Admission Requirements**

Completion of first-year requirements.

**Module:**

4.0 courses:

4.0 courses: Thanatology 201 (with a minimum of 60%), 230a/b, 231a/b, 232a/b, 233a/b, 320a/b, 321a/b

Note: Thanatology 360a/b may be substituted for Thanatology 320a/b or 321a/b, with permission from the program coordinator.

**Background:**

The Minor will allow students to formalize their course work in Thanatology that is recognized as an area of specialization or concentrated study as an adjunct to their declared area of study.

The following courses were approved by DAP:

Thanatology 230a/b: Principles of Palliative Care

Thanatology 231a/b: Bereavement and Grief: Overview and Interventions

Thanatology 232a/b: Children and Death: Theory and Interventions

Thanatology 233a/b: Suicide: Theory and Interventions

Thanatology 320a/b: Spiritual, Philosophical and Ethical Issues in Death, Dying and Bereavement

Thanatology 321a/b: Grief Counselling and Support

Thanatology 360a/b: Practicum in Thanatology

3. **Faculty of Health Sciences: School of Communication Sciences and Disorders Admission Requirements**

**Recommended:** That the “honors degree or equivalent” requirement be removed from the School of Communication Sciences and Disorders’ Preparatory Year program admission requirement and replaced as outlined below, effective January 1, 2005.

REVISED CALENDAR COPY  
(Pages 81-82, New Academic Choices Calendar;  
Old Academic Calendar, University Website)

**PREPARATORY PROGRAM**

Communication Sciences and Disorders offers Master of Clinical Science (MClSc) and Master of Science (MSc) degrees in Audiology and Speech-Language Pathology. Applicants to these programs who do not possess a degree in Communication Sciences and Disorders or equivalent must complete a two-term "Preparatory Program". The aim of this program is to introduce students to the disciplines of Audiology and Speech-Language Pathology, and to provide students with the intensive background preparation in speech, language, and hearing sciences needed to pursue graduate work in Communication Sciences and Disorders. During these two terms (Fall and Winter), Preparatory Program students are registered as "Special Undergraduate" students and pay tuition in accordance with the undergraduate fee schedule.

**Admission Requirements**

Applicants who hold an undergraduate degree in Communication Sciences and Disorders or the equivalent may be eligible for direct admission into the graduate portion of the program. Applicants with academic backgrounds in disciplines other than Communication Sciences and Disorders may be eligible for admission into the preparatory year portion of the program before progressing to the two-year master's level portion of the program. The number of openings to both the two- and three-year portions of the program is limited and varies from year to year.

All applicants, regardless of background preparation, complete and submit the same ORPAS application. Based on applicants' background preparation, the members of the Admissions Committee of SCSD will decide which portion of the program is appropriate for each applicant.

**EACH APPLICANT TO THE PREPARATORY YEAR PORTION OF THE PROGRAM MUST:**

1. have successfully completed a four-year undergraduate degree.
2. have successfully completed prerequisite course work in:
  - o 1.0 course in Statistics (equivalent to UWO Psychology 281)
  - o 0.5 course in Developmental Psychology (equivalent to UWO Psychology 240a/b or Psychology 140)
3. have maintained a minimum "B" average in the 10.0 courses most recently completed.
4. have completed a minimum of 14 hours of supervised experience in a setting that offers service to people with communication disorders, and provided a completed Clinical Reference Form, included in the ORPAS application.

**Admission decisions are based on:**

- a. academic background and preparation for further study,
- b. grade point average of previous university course work,
- c. work experience in the field or in related areas,
- d. letters of academic reference,
- e. the letter of clinical reference, and
- f. the student's personal statement and resume.

**ADMISSION TO THE MASTERS-LEVEL PORTION OF THE PROGRAM REQUIRES THE COMPLETION OF AT LEAST 5.0 COURSES AT THE 200 LEVEL OR ABOVE FROM THE 20.0 COURSES PRESENTED FOR CONSIDERATION.**

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**Background:**

The term “honors” degree is ambiguous since it is not used equivalently across all universities. To reduce ambiguity, the specific intent of an “honors” degree or equivalent is expressly defined to consist of 5.0 courses at the 200 level or higher.

FOR INFORMATION

1. **Annual Report of the Provost’s Undergraduate Program Review Committee**

The Report of the Provost’s Undergraduate Program Review Committee (PRC) is attached as [Appendix 2](#).

2. **2003-2004 Report on Scholastic Offences**

Included in the regulations on Scholastic Discipline (S.03-77a) approved by Senate on April 11, 2003, is the requirement that:

“Each Faculty shall submit to the Vice-Provost & Registrar an annual summary of scholastic offences committed by students registered in the Faculty. The summary will set out the nature of the offence and the penalties, with students’ names removed. The Vice-Provost & Registrar will compile the information, by Faculty, and report annually to the Senate Committee on Academic Policy and Awards which will forward the report to Senate for information.”

The 2003-2004 Report on Scholastic Offences, covering the period from November 15, 2003, to June 30, 2004, is attached as [Appendix 3](#).

3. **Western’s Course Numbering System**

In March 2003, SCAPA was informed that the University is running out of course numbers in some categories and the issue of course numbering in general needs to be addressed. Another argument for changing UWO’s numbering system is that it does not reflect the practice at other universities. The issue was deferred until the work on Undergraduate Program Reform initiative could be completed.

In March 2004, the Associate Secretary of Senate wrote to faculty Deans, Chairs and Academic Counsellors to ask if they had concerns about the “room” left in their subject areas and whether it is sufficient for current and future purposes.

For some areas, the problem has been addressed by creating new subject areas within Departments and moving courses into them. For example, Visual Arts created the subjects Visual Arts History (VAH) and Visual Arts Studio (VAS), and the Faculty of Engineering moved most of the courses originally labelled “Engineering Science” into more specific subcategories, e.g., Mechanical and Materials Engineering (MME).

In other areas, such as English, there appeared to be a pressing need for additional numbers. The policy on course numbering states that 200-level courses are for “Year II level - honors” courses, and there is a problem with having enough numbers for all of the course offerings by Main Campus and the Affiliated University Colleges. English also wanted to have a coherent numbering system which would both identify the courses numbered in a particular group or sequence as having a meaningful connection, and help in academic counselling by indicating to students a rationale for grouping courses in that way.

Responses to the memo included remarks that, if the policy and numbers were to be revised, it should be with the understanding that the renumbering would be university wide, i.e., include course numbering for the Faculty of Education, the Faculty of Graduate Studies and the Western Centre for Continuing Studies.

In the last six months, both the HBA Program Office and Department of Geography have indicated they would like to revise their course numbers.

The Registrar's Office has confirmed that it would be timely to introduce a change in the course numbering at the same time that the "old" Academic Calendar is discontinued, in September 2008. This also would allow for the PeopleSoft upgrade in 2006 to occur without having simultaneous large projects. It would be logical to have the new numbering system ready for September 2007, since the 2008 Academic Calendar goes to print in December of 2007. Since Departments will likely need a year to renumber their courses in the new system, and PS will need at least ten months to recode the new courses, a new system, if recommended, should be in place in early 2006.

If Western chooses to move to a four-digit course numbering system, the following recommendation has been made as a starting point for discussion:

That a number to indicate the level of the course be added in front of the current course number. For example,

Economics 020 would become Economics 1020

Economics 141a/b would become 2141a/b (the course numbers from 2100 to 2199 would be reserved for "general" senior level courses)

Economics 260a/b would become 2260a/b

Economics 364a/b would become 3364a/b.

If the Faculty of Graduate Studies agrees, all of its courses could be numbered 5000 to 5999. This would open up the remaining course numbers, i.e., from 6000 to 9999. These could be designated course numbers for other areas of the University, such as 6000 to 6999 for the Western Centre for Continuing Studies courses.

SCAPA has created an ad hoc Subcommittee to review course numbering at Western and establish a revised numbering system, with a view to reporting back to SCAPA and Senate by September 2005. The Subcommittee will consult regularly with all Faculties, Schools and Affiliated University Colleges.

[Calendar Editor](#) > [UNDERGRADUATE SESSIONAL DATES](#) > **2005****2005**

January	3	Classes resume.
January	7	Last day to add a second-term first-quarter ('s') course.
January	11	Last day to add a second-term half course, or a second-term full course [on campus and distance studies].
January	14	Last day to drop a second term first quarter ('s') course without academic penalty.
*January	15	Last day to receive admission applications: Diploma in Accounting Program offered through The Western Centre for Continuing Studies.
*January	31	Deadline to apply for relief against a final grade in a first-term course.
*February	1	Last day to receive admission applications: Social Work (King's University College).
February	7 - 18	Program counselling period for Fall/Winter Term 2005-2006.
February	14	First day of second-term second-quarter ('t') courses.
*February	15	Last day to receive applications for graduation at Spring Convocation  Last day to drop a second-term half course, or a second term full course without academic penalty.  Last day to receive applications: BScN Program for Registered Nurses and Collaborative Nursing Program.
February	18	Last day to add a second-term second-quarter ('t') course.
February	21 - 25	Conference Week.
March	1	First day for course registration for Summer Evening and Spring/Summer Distance Studies.
*March	1	Last day to receive admission applications: Business Administration.  Last day to receive admission applications from CEGEP applicants.

Last day to receive admission applications: Nurse Practitioner Program.

Last day to receive admission applications for Spring/Summer Distance Studies from students applying for the first time. All supporting documentation must be submitted within seven days of this date.

Last day to receive admission applications: Certificate & Diploma Programs offered through the Western Centre for Continuing Studies.

Last day to receive admission applications for Summer Evening and Intersession from students applying for the first time. All supporting documentation must be submitted within seven days of this date.

March	3	First day for course registration for Intersession.
March	4	Last day to drop a second-term second-quarter ('t') course without academic penalty.
March	7	First day for course registration for Summer Day.
*March	15	Last day to receive admission applications: Diploma Program in Public Administration.
March	25	Good Friday
March	27	Easter Sunday
April	8	Fall/Winter Session classes end.
April	9	Study Day
April	10 - 29	Final examination period.
TBA		Master of Business Administration Convocation.
April	24 - 25	Passover
April	29	Last day for web registration for Summer Evening and Spring/Summer Distance Studies courses.
		Second term ends for all Faculties except Dentistry, Education, Law, and Medicine.
*May	1	Last day to receive admission applications for Summer Day courses from students applying for the first time. All supporting documentation must be submitted within seven days of this date.



		Last day to withdraw application for graduation at Spring Convocation.
May	2	Summer Evening and Spring/Summer Distance Studies courses begin.
TBA		Huron University College Theology Convocation.
TBA		King's University College St. Peter's Seminary Convocation.
May	6	Last day for web registration for Intersession courses.
		Last day to add a full course, a first-term half course, a first-term, first-quarter ('q') course, and a full-year half course in Summer Evening.
May	9	Intersession and Trois-Pistoles courses begin.
May	10	Last day to add a full course, a first-term half course (3-week or 6-week), a first-term, first-quarter ('q') course, and a full-year half course in Intersession.
May	11	Last day to add or drop a course at Trois-Pistoles Intersession.
May	12	Last day to drop a 3-week first-term half course in Intersession without academic penalty.
May	13	Last day to drop a first-term half course, or a first-term first quarter ('q') course, in Summer Evening without academic penalty.
		Last day to drop a first-term first-quarter ('q') course in Spring/Summer Distance Studies without academic penalty.
*May	15	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Spring Convocation.
		Last day to receive admission applications for full-time general studies for 2005-06 Fall/Winter Session from candidates outside Canada
TBA		Doctor of Medicine Convocation
May	18	Last day to drop a full course, or a 6-week half course, a first-term, first-quarter ('q') course, or a full-year half course in Intersession without academic penalty.
May	23	Victoria Day.
May	26	Last day to drop a full course or full-year half course in Summer Evening

		without academic penalty.
		Last day to drop a full course or full-year half course in Spring/Summer Distance Studies without academic penalty.
May	30- Jun 3	No classes held this week due to the Congress of the Humanities and Social Sciences.
*June	1	Last day to receive admission applications from new students for Fall/Winter Term 2005-06 for full-time studies, provided that the program requested is open. All supporting documentation must be submitted within seven days of this date.
June	6	Second term half courses in Intersession begin.
June	7	Last day to add a second-term half course in Intersession.
June	8	Proposed Course Registration start date for 2005-06 Fall/Winter Term.
June	9	Last day to drop a second-term half course in Intersession without academic penalty.
June	10	Trois-Pistoles Intersession classes end.
June	13 - 17	Spring Convocation.
June	20	Second term half courses in Summer Evening begin.
June	24	Intersession courses end.
		Last day to add a second-term half course, or a second-term, second quarter ('t') course, in Summer Evening.
		Last day for web registration for Summer Day courses.
June	27 & 28	Examinations: Intersession.
*June	30	Deadline to apply for relief against a final grade in a second-term or a full-year course.
		Deadline to apply for relief against a program eligibility decision.
		Deadline for requesting a grade point waiver.
*July	1	Canada Day.

Last day to receive admission applications from new students for Fall/Winter Term 2005-06 for courses taught by Distance Studies and for part-time studies in courses taught on campus during the day and evening provided that the program requested is open. All supporting documentation must be submitted within seven days of this date. New students wishing to pursue part-time studies after July 1, should contact the Admissions Office to arrange for an appointment.

First day to receive applications for graduation at Autumn Convocation.

July	2	Last day for web registration for Summer Day Courses.
July	4	Summer Day and Trois-Pistoles Summer Day Terms begin.
		Last day to drop a second-term half course, or a second term, second-quarter ('t') course, in Summer Evening without academic penalty.
July	5	Last day to add a full course, a first term half course (3-week or 6-week course), or a full-year half course in Summer Day.
July	6	Last day to add or drop a course at Trois-Pistoles Summer Day Term.
July	7	Last day to drop a 3-week first-term half course in Summer Day without academic penalty.
July	13	Last day to drop a full course, or a 6-week half course, or a full-year half course in Summer Day without academic penalty.
July	25	Second-term half courses in Summer Day begin.
July	26	Last day to add a second-term half course in Summer Day.
July	28	Last day to drop a second-term half course in Summer Day without academic penalty.
July	29	Summer Evening and Spring/Summer Distance Studies Term ends.
*July	31	Deadline to apply for relief against a final grade in an Intersession course.
August	1	Civic Holiday.
August	2,3	Examinations: Summer Evening Term.
August	4,5,6	Examinations: Spring/Summer Distance Studies courses.

August	5	Trois-Pistoles Summer Day courses end.
August	12	Summer Day courses end.
August	13,15,16	Examinations: Summer Day courses.
August	15	Last day for course registration for 2005-06 Fall/Winter Term.
August	29	Extended WEB registration begins.
*August	31	Deadline to apply for relief against a final grade in a Summer Evening course.
*September	1	Deadline to receive applications for graduation at Autumn Convocation.
September	5	Labour Day.
September	8	Fall/Winter Term classes begin.
September	10	WEB registration ends.
*September	15	Deadline to apply for relief against a final grade in a Summer Day course.
September	16	Last day to add a full course, a first-term half course, a first-term first-quarter ('q') course, a first-term full course, or a full-year half course.  Last day for late registration.
September	23	Last day to drop first-term first-quarter ('q') course without academic penalty.
October	1	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation.  Last day to withdraw application for graduation at Autumn Convocation.
October	10	Thanksgiving Holiday.
*October	15	Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course.  Last day to drop a first-term half course or a first-term full course (2005-06 Fall/Winter Term) without academic penalty.

		Last day to receive admission applications: Medicine for 2006.
October	24	First day of "r" quarter course
October	27 - 28	Autumn Convocation.
October	28	Last date to add a first-term second-quarter ('r') course.
*November	1	Last day to receive admission applications: Law for 2006.
		Last day to receive official transcripts for courses taken on Letters of Permission during the academic year 2004-2005 and the Spring/Summer Terms of 2005.
		Last day that students registered in 'w' accelerated language courses may transfer to the equivalent full-year course with the permission of their Faculty.
November	4	Last date to drop a first-term second-quarter ('r') course without penalty.
*November	30	Last day to drop a full course and full-year half course (2005-06 Fall/Winter Term) without academic penalty.
*December	1	Last day to receive admission applications: Dentistry for 2006.
		Last day to receive admission applications, transcripts, and supporting documentation: Education for 2006.
		First day to receive applications for graduation at 2006 Spring Convocation.
December	8	Classes end.
December	9	Study Day.
December	10 - 21	Mid-year examination period.
December	22	First term ends for all Programs except Dentistry, Education, Law and Medicine.

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January	9	Classes resume.
January	13	Last to add a second-term first-quarter ('s') course.
*January	15	Last day to receive admission applications for the Diploma in Accounting Program offered through The Western Centre for Continuing Studies.
January	17	Last day to add a second-term half course, or a second-term full course.
January	20	Last day to drop a second-term first-quarter ('s') course without academic penalty.
*January	31	Deadline to apply for relief against a final grade in a first-term course.
*February	1	Last day to receive admission applications: Social Work (King's University College).
February	13-24	Program counselling period for Fall/Winter Term 2006-2007.
*February	15	Last day to drop a second-term half course, or a second-term full course without academic penalty.
		Last day to receive applications for graduation at Spring Convocation.
		Last day to receive applications: BScN Program for Registered Nurses and Collaborative Nursing Program.
February	20	First day of 't' quarter course
February	24	Last day to add a second-term second-quarter ('t') course.
February	27 - March 3	Conference Week.
*March	1	Last day to receive admission applications: Business Administration.
		Last day to receive admission applications from CEGEP applicants.
		Last day to receive admission applications: Nurse Practitioner Program.

Last day to receive admission applications for Spring/Summer Distance Studies from students applying for the first time. All supporting documentation must be submitted within seven days of this date.

Last day to receive admission applications: Certificate & Diploma Programs offered through The Western Centre for Continuing Studies.

Last day to receive admission applications for Summer Evening and Intersession from students applying for the first time. All supporting documentation must be submitted within seven days of this date.

March	6	First day for course registration for Summer Evening and Spring/Summer Distance Studies.
March	9	First day for course registration for Intersession.
March	10	Last day to drop a second-term second-quarter ('t') course without academic penalty.
March	13	First day for course registration for Summer Day.
*March	15	Last day to receive admission applications: Diploma Program in Public Administration.
TBA		Master of Business Administration Convocation.
April	11	Fall/Winter Session classes end.
April	12	Study Day.
April	13-14	Passover
April	13-30	Final examination period.
April	14	Good Friday
April	16	Easter Sunday
April	21	Last day for web registration for Summer Evening and Spring/Summer Distances Studies courses.
April	30	Second term ends for all Faculties except Dentistry, Education, Law, and Medicine.
May	1	Summer Evening and Spring/Summer Distances Studies courses begin.

*May	1	Last day to receive admission applications for Summer Day courses from students applying for the first time. All supporting documentation must be submitted within seven days of this date.
		Last day to withdraw an application for graduation at Spring Convocation.
May	5	Last day to add a full course, a first-term half course, a first-term, first-quarter ('q') course, and a full year half-course in Summer Evening.
TBA		Huron University College Theology Convocation.
May	8	Last day to drop a first-term half course, or a first-term, first-quarter ('q') course in Summer Evening without academic penalty.
		Last day to drop a first-term first-quarter ('q') course in Spring/Summer Distance Studies without academic penalty.
May	12	Last day for web registration for Intersession courses.
May	15	Intersession and Trios-Pistoles courses begin.
*May	15	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Spring Convocation.
		Last day to receive admission applications for full-time general studies for 2006-07 Fall/Winter Term from candidates outside Canada
May	16	Last day to add a full course, or a 6-week half course, a first-term first-quarter ('q'), or a full-year half course in Intersession.
TBA		Doctor of Medicine Convocation
May	17	Last day to add or drop a course at Trois-Pistoles Intersession.
May	18	Last day to drop a 3-week first-term half course in Intersession without academic penalty.
May	22	Victoria Day.
May	25	Last day to drop a full course, or a 6-week half course, a first-term, first-quarter ('q') course, or a full-year half course in Intersession without academic penalty.
May	26	Last day to drop a full course or full-year half course in Summer Evening without academic penalty.



		Last day to drop a full-course or full year half course in Spring/Summer Distance Studies course without academic penalty.
*June	1	Last day to receive admission applications from new students for Fall/Winter Term 2006-07 for full-time studies, provided that the program requested is open. All supporting documentation must be submitted within seven days of this date.
June	5	Second-term half courses in Intersession begin.
June	6	Last day to add a second-term half course in Intersession.
June	7	Proposed start date for Course Registration for 2006-2007 Fall/Winter Term.
June	8	Last day to drop a second-term half course in Intersession without academic penalty.
June	12	Second term half courses in Summer Evening begin.
June	12-16	Spring Convocation.
June	16	Last day to add a second-term half course in Summer Evening.
June	23	Intersession courses end.
		Last day to drop a second term half course, or a second-term, first-quarter ('s') course, in Summer Evening without academic penalty.
		Last day for web registration for Summer Day courses.
June	26 & 27	Examinations: Intersession.
*June	30	Deadline to apply for relief against a final grade in a second-term or a full-year course.
		Deadline to apply for relief against a program eligibility decision
		Deadline for requesting a grade point waiver
*July	1	Canada Day.
		Last day to receive admission applications from new students for Fall/Winter Term 2006-07 for courses taught by Distance Studies and for part-time studies in courses taught on campus during the day and evening provided that the program requested is open. All supporting documentation must be submitted within seven days of this date. New students wishing to

		pursue part-time studies after July 1, should contact the Admissions Office to arrange for an appointment.
July	4	Summer Day Term and Trois-Pistoles Summer Day Term begin.
July	5	Last day to add a full course, a first-term half course (3-week or 6-week), or a full-year half course in Summer Day.
July	6	Last day to add or drop a course at Trois-Pistoles Summer Day Term.
July	7	Last day to drop a 3-week first-term half course in Summer Day without academic penalty.
July	13	Last day to drop a full course, or a 6-week half course, or a full-year half course in Summer Day without academic penalty.
July	21	Summer Evening and Spring/Summer Distance Studies Terms end.
July	24	Second-term half courses in Summer Day begin.
July	24, 25	Examinations: Summer Evening Term.
July	25	Last day to add a second-term half course in Summer Day
July	27	Last day to drop a second-term half course in Summer Day without academic penalty.
*July	31	Deadline to apply for relief against a final grade in an Intersession course.
August	3,4,5	Examinations: Spring/Summer Distance Studies courses.
August	4	Trois-Pistoles Summer Day courses end.
August	7	Civic Holiday.
August	11	Summer Day courses end.
August	12, 14, 15	Examinations: Summer Day courses.
August	14	Last day for web registration for 2006-07 Fall/Winter Term.
August	28	Extended WEB Registration begins.
*August	31	Deadline to apply for relief against a final grade in a Summer Evening course.

*September	1	Last Day to receive applications for graduation at Autumn Convocation.
September	4	Labour Day.
September	7	Fall/Winter Term classes begin.
September	9	WEB Registration ends.  Last day to add a full course or first-term half course in Distance Studies.
September	15	Last day to add a full course, a first-term half course, a first-term first-quarter ('q') course, a first-term full course, or a full-year half course  Last day for late registration.
*September	15	Deadline to apply for relief against a final grade in a Summer Day course.
September	22	Last day to drop a first-term first-quarter ('q') course without academic penalty.
October	1	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation.  Last day to withdraw application for graduation at Autumn Convocation.
October	9	Thanksgiving Holiday.
*October	15	Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course.  Last day to drop a first-term half course or a first-term full course (2006-07 Fall/Winter Term) without academic penalty.  Last day to receive admission applications: Medicine for 2007.
October	23	First day of "r" quarter courses.
October	26 - 27	Autumn Convocation.
October	27	Last day to add a first-term second-quarter ('r') course.
*November	1	Last day to receive admission applications: Law for 2007.

		Last day to receive official transcripts for courses taken on Letters of Permission during the academic year 2005-06 and the Spring/Summer Terms of 2006.
		Last day that students registered in 'w' accelerated language courses may transfer to the equivalent full-year course with the permission of their Faculty.
TBA		Hong Kong Convocation.
November	3	Last day to drop a first-term second-quarter ('r') course without academic penalty.
*November	30	Last day to drop a full course and full-year half course [on campus day and evening and Distance Studies] without academic penalty.
*December	1	Last day to receive admission applications: Dentistry for 2007.
		Last day to receive admission applications, transcripts, and supporting documentation: Education for 2007.
		First day to receive applications for graduation at 2007 Spring Convocation.
December	6	Classes end.
December	7	Study Day.
December	8 - 20	Mid-year examination period.
December	21	First term ends for all Programs except Dentistry, Education, Law and Medicine.

The University of Western Ontario, London, Ontario, Canada N6A 3K7 TEL: (519)661-2111

**School of Dentistry Sessional Dates 2005-2006**

**2005**

- August 30 - September 2 Clinic Orientation, Year 3/QP 1
- September 2 White Coat Ceremony and Dental Kit Orientation, Year 1
- September 5 Labour Day, classes cancelled
- September 6 UWO/DDS Orientation Day, Year 1 (no classes)  
Regular classes and clinics commence: Year 2, Year 3/QP1 and Year 4/QP 2
- September 7 Regular classes commence, Year 1
- October 10 Thanksgiving, classes cancelled
- October 20-21 Autumn Convocation (tentative)
- December 1 Application Deadline for Year 1 Admissions
- December 2 Fall Term classes end, All Years
- December 5-21 Exam Period, All Years

**2006**

- January 2 Winter Term commences, All Years
- March (TBA) NDEB Examinations (written & OSCE), Year 4/QP2
- March 13-17 Study Week
- March 20-31 Final Examinations, Year 4/QP2
- April 14 Good Friday, classes cancelled
- April 28 Winter Term classes end, All Years
- May 1-5 Supplemental Examination Period, Year 4/QP2
- May 1-19 Study and Final Examinations, Years 1, 2, 3/QP1
- June 12 Spring Convocation (tentative)
- July 10-21 Supplemental Examination Period, Year 1, 2, 3/QP1
- August 1 Application Deadline for Year 2 Admissions (transfers)

**The University of Western Ontario**  
**Faculty of Education**  
**Academic Calendar**  
**2005-2006**

	Mon	Tues	Wed	Thurs	Fri	
September	H 5	C 6	C 7	R 1 C 8	2 W/P 9	Registration, September 1 Labour Day September 5
	C 12	C 13	C 14	C 15	W/P 16	Classes begin September 6
	C 19	C 20	C 21	C 22	W/P 23	1st term Add/Drop September 6-16
	C 26	C 27	C 28	C 29	W/P 30	
October	C 3	C 4	C 5	C 6	W/P 7	Thanksgiving, October 10
	H 10	P 11	P 12	P 13	P 14	Student Teaching, (weeks 1,2,3) October 11-28
	P 17	P 18	P 19	P 20	P 21	
	P 24	P 25	P 26	P 27	P 28	
November	C 31	C 1	C 2	C 3	W/P 4	Classes resume October 31
	C 7	C 8	C 9	C 10	W/P 11	November 25 - Examination Day
	C 14	C 15	C 16	C 17	W/P 18	Student Teaching (weeks 4,5,6)
	C 21	C 22	C 23	C 24	X 25	November 28 - December 16
	P 28	P 29	P 30	P 1	P 2	
December	P 5	P 6	P 7	P 8	P 9	
	P 12	P 13	P 14	P 15	P 16	
	H 19	H 20	H 21	H 22	H 23	Vacation, December 19 - January 2
	H 26	H 27	H 28	H 29	H 30	
January 2006	H 2	C 3	C 4	C 5	C 6	Classes resume January 3
	C 9	C 10	C 11	C 12	W/P 13	2nd term Add/Drop January 3-13
	C 16	C 17	C 18	C 19	W/P 20	
	C 23	C 24	C 25	C 26	W/P 27	
February	C 30	C 31	C 1	C 2	W/P 3	
	RW 6	RW 7	RW 8	RW 9	RW 10	February 6 - 10 Reading Week
	C 13	C 14	C 15	C 16	W/P 17	
	C 20	C 21	C 22	C 23	W/P 24	
March	C 27	C 28	C 1	C 2	W/P 3	Examination Day, March 10
	C 6	C 7	C 8	C 9	X 10	Spring Break, March 13-17
	H 13	H 14	H 15	H 16	H 17	Student Teaching (weeks 7,8,9,10)
	P 20	P 21	P 22	P 23	H 24	March 20 - April 13
	H 27	P 28	P 29	P 30	P 31	
April	P 3	P 4	P 5	P 6	P 7	Good Friday, April 14
	P 10	P 11	P 12	P 13	H 14	Easter Monday, April 17 [NOT a holiday]
	T 17	T 18	T 19	T 20	T 21	Transition to Professional Practice
	T 24	T 25	T 26	T 27	T 28	April 17-28

R = registration  
C = classes  
X = examinations  
H = holidays  
P = student teaching  
T = Transition to Professional Practice  
W/P = weekly practicum/block day  
RW - Reading Week

**Please note:** There will be 10 weeks of full-time student teaching. The final scheduling of these weeks may be subject to change, depending on the calendar planning of the school districts in which students are placed.

## **Sessional Dates: Law**

### **2005**

September 6	Fall Term Begins
October 10	Thanksgiving Day
December 2	Fall Term Classes End
December 5	Examinations Begin
December 16	Fall Term Ends

### **2006**

January 2	January Term Begins
January 25	January Term Ends
January 30 – February 3	Study Week
February 6	Spring Term Begins
April 13	Spring Term Classes End
April 14	Good Friday
April 17	Examinations Begin
April 28	Spring Term Ends
June	June Convocation

Note: Good Friday and Passover are on April 14

**Sessional Dates MD Program 2005-2006**

<b>2005</b>	<b>MD Program</b>
August 30, September 1	Year 1 Orientation
September 5	Statutory Holiday – Labour Day
September 6	Classes begin Year 1, 2 & 4 Classes
September 6 –9	Year 3 Clerkship Orientation
September 12	Year 3 Clerkship Teaching begin
October 10	Statutory Holiday - Thanksgiving
November 10 -16	Year 2 Exam Week 1
December 5 - 9	Year 1 Exam Week 1
December 16	Term Ends Year 1 & 2
<b>2006</b>	
January 2	Year 1 & 2 Classes resume Year 4 Transition Period
February 23 – March 1	Year 2 Exam Week 2
March 6 - 10	Year 1 Exam Week 2
March 13 - 17	Year 1 & 2 Vacation
March 25	Statutory Holiday - Good Friday
April 21	Year 4 Classes End
May 22	Statutory Holiday – Victoria Day
May 29 – June 2	Year 1 Exam Week 3
June 5 - 9	Year 1 Rural & Regional Week Year 2 Exam Week 3
June 9	Year 1 & 2 Term ends
August 25	Year 3 Clerkship Teaching ends
September 1	Year 3 Term ends



FOR INFORMATION

**Report of the Provost's Undergraduate Program Review Committee (PRC)  
November 2004**

**Background and Context**

This is the sixth report of the Provost's Undergraduate Program Review Committee (PRC), the first having been brought forward to Senate and the Board of Governors in June 2000, the second in April 2001, third in March 2002, fourth November 2002, and the fifth in November 2003. The Committee was established in 1998 to oversee the reviews of undergraduate programs at Western and to ensure that program reviews conform to the guidelines set by the Ontario Council of Academic Vice Presidents, working through its Undergraduate Program Review Audit Committee. These guidelines are periodically updated, and Western's and the Affiliated University Colleges' respective program review guidelines are revised on an ongoing basis to reflect the UPRAC standards for rigour and accountability.

The Committee engages the program review process in conjunction with the self-study and external reviews done during the appointment of Chairs at the department level, Directors of Schools, and Deans in non-departmentalized Faculties offering undergraduate programs. In this report, there are reports of the reviews of a School (Dentistry), done in connection with both Director selection and an external professional accreditation, a cross-disciplinary program, the BHSc Program in the Faculty of Health Sciences, and a traditional departmentally-structured program, in Statistics and Actuarial Sciences. In addition, this report transmits to Senate and the Board reports on the reviews of programs in the Affiliated University Colleges, the Department of Social Sciences and the Department of English at Brescia, the Department of Political Science at Huron, and the Department of Political Science and the Department of History at King's.

The program review reports that form the substance of this report were prepared by individual committee members, who reviewed documentation provided by the units and the reports of the external reviewers and then consulted with the units to determine specific reactions to and actions resultant from the consultants' reports. The PRC summary was then reviewed by the appropriate Chair, Director, and the Deans, their comments being incorporated into a final report on the program review. Deans, Directors, and Chairs are invited to continue this dialogue with the Chair of PRC and the assigned PRC reviewer, should any outstanding issues remain following the consultations.

**Program Review Reports**

**School of Dentistry, Faculty of Medicine and Dentistry**

**Basis of Report and Summary:**

Accreditation surveys by Commission on Dental Accreditation of Doctor of Dental Surgery Education Program (previously accredited in 1996), Qualifying Program, and Master of Clinical Dentistry in Orthodontics (not directly relevant), all resulting from site visits in February 2003; report of external examiner of School of Dentistry, Dr. Marcia Boyd, after site visit in January 2004; response to the report by S.L. Kogon; and discussion with S.L. Kogon, Director of School of Dentistry and Associate Dean of Faculty of Medicine and Dentistry in April 2004. The new director had not yet been appointed, and Dr. Kogon graciously explained a number of points and responded to several queries. Because the D.D.S. or Doctor of Dental Surgery program admits undergraduates who may or may not have completed their first degrees, it falls under the purview of this committee, and the D.D.S., though a professional accreditation, is an undergraduate degree.

### The Review Process

Highlights of the accreditation surveys and the external examiner's report: The School of Dentistry has been through a chaotic series of changes in the last seven years, merging with the Faculty of Medicine, building a substantial addition to the Dental Sciences Building (to be finished in the summer of 2004), establishing in 1997 a Qualifying Program for graduates of dentistry programs not accredited in Canada, inaugurating a program of alumni relations, hiring a number of faculty members in the face of many retirements, transferring day-to-day administration to a new Director of Clinics, and reversing a monetary loss in the Continuing Education division. The Director (whose position is equivalent to that of an Associate Dean) has every intention of stepping down at the end of June and returning to his faculty position.

The accreditation surveys made many detailed suggestions, and some recommendations, with respect to the curriculum and its administration, including the shift to competency-based training. Students have to achieve a particular level of competency on a particular task, rather than simply having to accomplish a given number of iterations of that task. Achieving competency would vary according to the task and the student, so that some might find a particular kind of crown easy and achieve competency rapidly, and others might not. This kind of approach puts extra pressure on the Director of Clinics, and the surveyors noted some areas needing improvement with respect to the charting system and communications in general. These concerns largely derived from the difficulty delivering patient care in the midst of construction, and have mostly been addressed and solved already, although a review of the dental curriculum is acknowledged as something that should be considered. Similar concerns were raised by the students in the program, who were extensively consulted during the accreditation. The clinical program also requires review in concert with the curriculum review. The surveyors were particularly impressed by the significant reinvestment in the School of Dentistry since 1997, with five additional full-time faculty positions created and major renovations accomplished. Nonetheless, the School needs to take immediate steps to recruit additional faculty, especially on the clinical side, and to retain all existing faculty members, given the North American shortage of dental academics and the competitive climate for recruitment. At the moment, eighteen full-time, seventeen part-time (including basic scientists), and additional clinical part-time (approximately sixty-five) educators deliver the program; the school is severely understaffed. Library resources are very adequate, with subscriptions to 49 of the 50 dental journals with the highest impact factors.

The external examiner noted that the merger between the Faculties of Medicine and Dentistry seemed to have been a good thing for Dentistry at Western. The most impressive feature of the School is, however, the dedication of the faculty, who deliver a strong, traditional program. However, the faculty are either very senior and about to retire or new and/or junior, with very few mid-career faculty. This imbalance will make the needed curriculum review a difficult challenge, and the widespread use of alternative workload distributions makes it difficult for junior faculty to engage in research, let alone reconsider the program. Students also raised with her some frustrations with the booking system, patient care, and curriculum. The Director of the School in a written response clarified some points in the examiner's report, noting especially that in recent years the university's budgetary considerations had meant that the only way to deliver the program involved extensive tuition increases.

### Conclusions and Reflections on the Reviewing Process:

The accreditation surveys of the D.D.S. program and of the Qualifying Program, and the report of the external examiner were exhaustive documents, analyzing the dentistry programs in a considerable level of detail. The School of Dentistry is very well served by its reviewing agencies, which have acknowledged its excellent advances in the past few years but agreed on ways to move forward to review the curriculum and to strengthen the faculty complement.

PRC Reviewer: Jane Toswell, Department of English

## **Bachelor of Health Sciences (BHSc) Program**

### Preamble

The Bachelor of Health Sciences program (BHSc) was established in 1997 as part of the creation of the Faculty of Health Sciences, which was the result of the merger of the then-Faculties of Applied Health Sciences, Nursing, and Kinesiology. These units now exist as Schools and programs within the Faculty. The BHSc offers interdisciplinary health-oriented programs that adopt a holistic view of health and health education. Combined and concurrent programs permit students to combine their BHSc program with programs in biology, business, nursing, sociology, economics, and human ecology. Practicum opportunities are offered to students in some areas. The program admitted approximately 150 students in its first class. After six years, the program has an overall enrolment of over 1000 students and has graduated two classes of four-year honors students. This unique undergraduate program is now being emulated at other Canadian universities.

### Basis of the Report

This review is based on the Faculty of Health Sciences Self-Evaluation, dated May 20, 2003; Bachelor of Health Sciences Program Self Study Document revised May 15, 2003; the external reviewers' report, prepared September 2003; the response to this report by the Acting Dean Elizabeth Skarakis-Doyle on Nov. 20, 2003; and a meeting with Professor Margaret Cheesman, Director of the BHSc program, on April 1, 2004. The external reviewers were Denise Alcock (Nursing), Dean of Health Sciences, University of Ottawa (retired), John Gilbert (Communication Sciences and Disorders), Principal, College of Health Disciplines, University of British Columbia, and Mary Law (Occupational Therapy), Associate Dean, Health Sciences, McMaster University.

### Summary of Reviewers' Comments

The reviewers praised the success of the BHSc program in attracting students. They viewed the program as a major funding source to the Faculty at large, because of the University's Enrolment Contingent Funding process. Because of its cross-disciplinary and inter-School nature, they see the potential of the program to be an integrating factor in building a sense of academic community across the Schools and programs. The reviewers expressed concerns, identified several issues, and provided specific recommendations. A major concern is that the BHSc program is not universally perceived as foundational to the graduate work in the health disciplines and does not enjoy widespread support from faculty members. They are also concerned with the use of large numbers of sessional lectures in teaching. The reviewers saw a potential curricular redundancy between courses offered across Schools within the Faculty and urged closer intra-Faculty collaboration. The reviewers also pointed out the gap in curriculum content on cultural issues such as aboriginal health. Finally, they urged the Faculty to work together with Bachelor of Medical Sciences program to ensure clarity of communication about each program and to integrate activities wherever possible.

### Response of the Director of BHSc Program

The Director agrees that the program does not enjoy as widespread a support from faculty members as it should, as an integrating program within the Faculty. The program was created at the time the Faculty was established; not everyone adjusted to these major changes well and some did not fully appreciate the purpose of the BHSc program. However, it is progressively enjoying increased recognition and support within the Faculty, as is evidenced by the increased interest among faculty members in teaching courses in the BHSc program and its success in attracting students.

The Director does not share the reviewers' view that the BHSc program is not necessarily preparing students for graduate programs, stating that the BHSc is not meant to be a preparatory program for a particular graduate program but rather is designed to be a broad-based liberal health sciences program preparing students for various career paths and that many of the graduates of the program are successful in pursuing graduate studies.

The Director does not see curricular redundancy between courses offered across Schools within the Faculty, nor the overlap between the BHSc program and the Bachelor of Medical Sciences program. The BHSc program shares a few courses with other programs within the Faculty and with the Bachelor of Medical Sciences program. Students from these programs are currently taking these common courses together. However, most courses of the BHSc program have a significantly different focus than that of courses in other programs that cover similar or related topics. In general the BHSc program views health issues from a broader societal perspective while the Bachelor of Medical Sciences program focuses primarily on human physiology. The two are fairly distinctive.

The Director shares reviewers' concern about the gap in curriculum content and the use of a large number of sessional instructors. Both problems are rooted in the very high student to teacher ratio: five full-time faculty members and three jointly appointed faculty members for over 1000 students for 2003-4 academic year. Future recruitment of new faculty members is directed to alleviating these problems.

### Reflections on the Review Process

The review was thorough and detailed. The external reviewers' comments and conclusions are very frank and are deemed by the Faculty as largely accurate in their raising appropriate and timely issues within the Faculty. The unique and innovative nature of the program, and its status as a Faculty-wide, free-standing undergraduate program, somewhat complicated the reviewers' task in evaluating its structure and role within Health Sciences. In this context, the self-studies at both the Faculty and program level were a valuable component of the overall review. More student involvement in the review process should be considered in future reviews.

PRC Reviewer: Liwen Vaughan, Faculty of Media and Information Studies

## **Department of Statistical and Actuarial Sciences**

### Preamble

The Department of Statistical and Actuarial Sciences was founded in 1980 with the goal of nurturing the study and practice of statistical theory and methods, and life insurance mathematics. Because it embraces both statistics—a discipline that is frequently supported by an autonomous department in North American universities—and actuarial science, the department is rather unique, and continues to attract well-qualified undergraduate and graduate students. The department offers a three-year general program in statistics (frequently elected by students aspiring to pursue second-entry or graduate level programs in the sciences or health sciences), and four-year honors programs in both statistics and actuarial science (leading to the BA or BSc). The department also offers combined programs with mathematics, computer science, and economics. At the graduate level the department offers programs leading to the MSc and PhD in both statistical theory and methods and actuarial science.

The department currently has twelve full time tenure-track or tenured faculty members, and four full time lecturers (ostensibly holding limited duties teaching appointments). An additional full time tenure-stream appointment is to begin July 1, 2004. The department also makes use of sessional appointments to meet its teaching mission.

Finally, the department runs and staffs the StatLab, a computer-based consulting resource that provides accurate statistical analysis for wide-ranging projects, both within the university and without. The StatLab manager coordinates the use of StatLab facilities, and teaches a graduate level course in statistical consulting. Several undergraduate and graduate students gain valuable 'hands on' experience through work on StatLab consulting projects. The service has been expected to run on a full cost recovery basis.

### Basis for the Report

This report is based on the self-study document assembled by the department, and distributed to the external referees in anticipation of their visit to campus December 1-2, 2003. It has been informed, as well, by the non-confidential report jointly submitted by three external referees: Professor Edward W. Frees, Fortis Health Insurance Professor of Actuarial Science, of the University of Wisconsin; Professor Nancy Reid, Professor of Statistics from the University of Toronto; and Professor James V. Zidek, Professor of Statistics, University of British Columbia (who was prevented from visiting us owing to illness). Finally, the report incorporates information provided to me by Dr Ian McLeod, outgoing chair of the department, during our meeting on June 16, 2004.

### Summary

The department's undergraduate programs are well respected outside UWO, according to the external referees, who rated the department overall as 'very strong.' Because courses in statistics are a component in the curricula of many programs, the department has expanded its introductory offerings over the past five or six years to meet this demand. Among its own honors students, a majority elect a program in actuarial science, not simply because it is a fascinating and complex subject, but also because it paves the way effectively to a professional career with a job market that is 'bright', according to the referee's report. The referees note that the undergraduate programs are supported by 'a very good computing infrastructure.'

### Recommendations

1. The reviewers (as might be expected) recommended additional teaching and tenure-stream appointments. The dramatic increase in half-course registrants across the department between the 1996-97 academic year (roughly 3500) and that of 2002-03 (roughly 6000) has stretched the current faculty complement to its teaching limits. The department's own five-year plan calls for four new tenure-stream positions, but only one of these appointments, to begin July 1, 2005, has been centrally approved at this time.

**The Faculty of Science will have to work closely with the department in developing strategies that will ensure adequate undergraduate teaching resources remain in place.**

2. Concern was expressed by the referees about the on-going operations of the StatLab, and their relationship to the goals and needs of the department. While the work of this consulting resource is important, and of high quality, the referees felt that running it on a cost recovery basis was potentially problematic. For example, only clients with funding to pay the consulting fees typically access the service, and this, in turn, means that some 'unfunded' projects that are otherwise of great interest and educational benefit must be turned down.

**The department views the work of the StatLab as an integral part of its teaching, research, and service missions, and is considering ways of restructuring the lab's operations to reflect a more purely academic (and less commercially-driven) enterprise.**

### The Review Process

The undergraduate programs in the Department of Statistics and Actuarial Sciences are in good shape. The department's own self-study document was thoughtfully prepared; not only did it convey information about the work of the department in a clear way, but it also probed the strengths and weaknesses of this work in a suitably self-critical fashion. The non-confidential report prepared by the external reviewers attended to an assessment of the undergraduate programs with good detail and rigour. Their suggestions were helpful and offered in a spirit of positive support. In my view, the department is responding to the challenges facing its undergraduate programs in appropriate ways. The review process, overall, unfolded in a manner consistent with our own program review guidelines, and those established by the Undergraduate Program Review Audit Committee of the Province of Ontario.

### **Appendices**

Attached to this report as appendices are reports on reviews of undergraduate programs conducted at the three Affiliated University Colleges: the Department of Social Sciences and the Department of English at Brescia, the Department of Political Science at Huron, and the Department of Political Science and the Department of History at King's.

### **Conclusion**

On November 10 and 11, 2004, the Ontario Council of University Vice-Presidents sent a team of OCAV auditors to Western to assess the effectiveness of the University's undergraduate program review process. These audits are conducted at all Ontario universities on a rotating basis; Western's previous program review audit was in May 1998. The 2004 auditing team was composed of Dr. John ApSimon (Carleton University), Dr. Richard Barham (University of Guelph), and Dr. Patricia Rowe (University of Waterloo), and coordinated by Dr. David Leighton-Brown, Directors of the Ontario Council on Graduate Studies and Mr. Roy Fischer, Coordinator of UPRAC. The auditors chose to examine the recent reviews of three ongoing undergraduate programs (Biochemistry, Geography, and Honors Business Administration) and the mechanisms surrounding approval of one newly-introduced program (the Media Theory and Production Program, offered as a joint diploma/degree program with Fanshawe College). They also assessed the undergraduate program review process at one of the Affiliated University Colleges, in this case the Social Sciences program at Brescia University College. The auditors spent two days on campus, met with representatives of all these programs and the PRC, and will be preparing their formal report over the course of the coming months.

## **APPENDICES**

### Brescia University College

- Department of Social Sciences
- Department of English

### Huron University College

- Department of Political Science

### King's University College\*

- Department of Political Science
- Department of History  
(\*Executive summaries attached; PRC received full reports)



December 12, 2003

Dr. Greg Moran  
Provost & Vice-President Academic  
The University of Western Ontario

RE: Reports to the Undergraduate Program Review Audit Committee

Dear Greg,

Enclosed please find copies of my reports for the reviews of two of our departments. The Department of Social Sciences was reviewed by Dr. Michael McGowan, Principal and Vice-President Academic of St. Michael's College in the University of Toronto. Dr. Sarah Keefer, Professor and Associate Chair of the English Department at Trent University, reviewed our English Department.

Both of the departments found the review process to be a helpful exercise, particularly as we move to fully implement the undergraduate program reform.

Should you have any questions please contact me directly.

Yours sincerely,

A handwritten signature in cursive script that reads 'Lorna'.

Lorna M.A. Bowman, Ed.D.  
Academic Dean



## **BRESCIA UNIVERSITY COLLEGE**

### **Review of the Department of Social Sciences 2002-2003**

#### **Report of the Academic Dean to the Undergraduate Program Review Audit Committee (UPRAC) The University of Western Ontario**

#### **Basis of the Report**

The Department of Social Sciences at Brescia University College completed an internal review of its department, as provided in the Brescia University College *Review of Academic Departments/Programs*, in Fall 2002. Dr. Mark McGowan, Principal and Vice-President Academic, St. Michael's College, and Associate Professor of History, University of Toronto, conducted the external review, visiting Brescia March 27, 2003. The department's response to Dr. McGowan's Final Report was submitted to the Academic Dean on June 2, 2003 and reviewed by the Educational Policy Committee of the College September 5, 2003. EPC accepted the response to the Review as presented by the department.

#### **Summary of the External Review, Suggestions Forthcoming and Departmental Response**

##### **Preamble**

The Department of Social Sciences was formally established during the 1980-1981 academic year with the Dean of the College serving as Chair. Presently the department includes eight full-time and eleven (W03)/ eight (W02) contract members of faculty. The external reviewer found the Department of Social Sciences at Brescia to be diverse in its composition with a strong complement of courses in History, Psychology and Political Science as well as introductory courses in a large number of areas including Business, Mathematics, Geography, Economics, Anthropology and Chemistry. He concluded that the "department possesses a remarkable coherence in programs, particularly in its emphasis on interdisciplinarity . . . in the spirit of a small liberal arts Catholic college attempting to offer its students a breadth of academic experience in a personable and humane environment."

##### **Teaching and Resources**

An examination of the teaching evaluations together with student interviews led to the conclusion that teaching in the department is of the highest calibre. The reviewer noted the need to maintain Brescia's commitment to small class size with the anticipated increase in student enrolment due to the double cohort. It was recommended that the present *Writing Drop-In Centre* program offered by a member of the Social Science department be further developed. Although the Library resources are considered modest, the departmental disciplines were found to be well-maintained. The lack of reference materials (dictionaries, encyclopedias, etc.) in the Social

Sciences (due to the lack of a security system) was noted.

### **Departmental Responses to suggestions for *Teaching and Resources***

The external reviewer saw the institutionalization of the present *Writing Drop-In Centre* as a way to further strengthen teaching at Brescia. This proposal was thought to be somewhat premature in as much as the centre is presently used primarily in the weeks preceding submission dates for essays. Other resources are also available at Western, including the Effective Writing Program available through the Student Development Centre. Class sizes are monitored for consistency with the mission of the College. The perceived deficiency in the reference material available in the College library is due, in part, to the lack of a security system. Some materials, however, are available to students on-line through the Main Campus library. Improved reference holdings figure largely in the upcoming planned library expansion and a new security system is to be in place in two years.

### **Research and Publications**

The research and publication record of the tenure-stream faculty was found to be relatively well developed, reflecting the areas in which faculty taught. The external reviewer encouraged the College, with the undergraduate program reform presently taking place, to be creative in the development of new courses and to encourage the building of the research profiles of its faculty with release time to junior faculty. The Brescia travel, computer and professional allowances were seen to be of help in sustaining research commitments. The additional monies available annually for research support, on formal application, were viewed as generous. Comment on the administration of the computer allowance to new members of faculty was given. The external reviewer encouraged faculty members to seek financial support for their research through application to SSHRC, NSRC and private agencies. Since Brescia professors are called into departments at Western to sit on examination and thesis committees, it was recommended that Brescia develop a policy on adjunct status to the Faculty of Graduate Studies to provide "further stimulation for professors within a larger disciplinary pool."

### **Departmental Responses to suggestions for *Research and Publications***

The linking of research to teaching through the offering of special topics courses was proposed by the department. The department also suggested the possibility of a half course release time for junior faculty on a competitive basis. The question of the administration of the computer allowance was seen by the department as a benefit negotiated between Administration and the Faculty Association. The services of the Office of Research Services at Western were noted as accessible to Brescia faculty for assistance with research proposals. The demands made upon adjunct faculty by Western's Faculty of Graduate Studies are different for each Faculty. Thus, it was felt that the decision regarding seeking such status should be left to individual faculty members.

## **Programs and Courses**

The report of the external reviewer divided the disciplines present within the department into three categories: *Backbone* (History, Psychology), *Service* (Anthropology, Economics, Political Science, Geography, Mathematics and Chemistry), and the *Broad Program* (Administrative and Commercial Studies). Concern was expressed over the lack of 300 and 400 level courses in Psychology and the consequent lack of an honor's program; the new degree modules were seen as an opportunity to introduce a more interdisciplinary approach. It was suggested that History could be enriched through a focus on Women's History and Social History. The report recommends that Brescia's ACS program be made distinct from the Ivey HBA through course offerings in business ethics, fair trade, and women and business. The external review foresaw no growth in the so-called *Service* disciplines and raised the question of how these departmental resources might best be expended in the support of the backbone disciplines.

### **Departmental Responses to Suggestions for *Programs and Courses***

It is the intention of the Department of Social Sciences to mount 300 and 400 level courses in Psychology with the introduction of the new modules. The new modules include two distinct minors, a major and a specialization. An interdisciplinary module may be developed in the future. Past experience suggests that there is an insufficient demand for courses in Women's History. It was felt that existing courses address the need of Social History. For 2003-2004, two ACS courses dealing with women in business were introduced. The suggestions of the external reviewer were in keeping with the department's impetus for the ACS program at Brescia. The long range plan must also include fuller provision of the mandatory offerings in business for ACS at Western.

Finally, the Department of Social Sciences believes it will be possible to find some "middle ground" that encourages the development of specialized programming within History, Psychology, and Administrative and Commercial Studies while continuing to offer a wide range of generalized courses in the Social Sciences. The department agrees that the new degree modules should allow for interdisciplinary modules. With the healthy enrolment due, in part due to the double cohort, such planning is possible for the foreseeable future.

### **Reflection of the Academic Dean on the Review Process**

The Department of Social Sciences plays a uniquely important role in the undergraduate program at Brescia University College. Structurally, the department is very eclectic, with a number of disparate disciplines clustered together for reasons that are primarily historic and administrative. From the perspective of long range academic programming at Brescia, the value of the department entering into an internal review process is unquestionable. Through this process valuable feedback was obtained on how teaching within the department is perceived by both students and faculty. Additionally, the internal review provided an opportunity to look at how the energy of a significant cohort of faculty members is spent.

The Department of Social Sciences continues to evaluate its profile in the overall academic structure at Brescia. Among its challenges it:

1. must provide a stimulating and informative learning environment for students in first year courses and in general interest courses, and provide upper year courses in those areas that have sufficient resources allocated to them to make continuing study possible;
2. must continue to work with other programs and departments at Brescia to ensure that opportunities are maximized for strengthening our in-house programs (for example, both Family Studies (Interdisciplinary) and Family Studies (Human Ecology) degrees;
3. must discern the viability of continuing to develop the Psychology program toward the offering of an honors specialization degree and to increase resources in History;
4. must continue the development of the ACS program to have a unique speciality which will attract and meet the interests of women students;
5. must promote the "new academic choices" as a way in which students may draw more fully on the course offerings in the other five departments of the College;
6. must think carefully about meeting the needs in the areas presently under expansion vis-à-vis the allocation of human and fiscal resources available to the department; and
7. must encourage each junior faculty member to develop a multi-year plan for research and writing, including the procurement of funding to support research.

The question of Brescia's library resources is one of interest. It has been Brescia's policy to develop a collection which supports courses taught at the College. Since the fall of 2001, students and faculty have had access to the resources of all of Western's libraries through the catalogue system. This allows books to be ordered, picked up and dropped off at any of the libraries in the system, including Brescia's own library. Thus, the unnecessary replication of resources is avoided.

Finally, the Final Report of Dr. McGowan included suggestions rather than recommendations. The Department's responses have been noted. The manner in which these are followed through on will be shaped by the response of Brescia students to the undergraduate program reform and the "new academic choices." Possible changes in the Affiliation Agreement in 2004 may affect the manner in which the College follows through upon the review process.

Lorna M.A. Bowman, Ed.D.  
Academic Dean

November 27, 2003

## **BRESCIA UNIVERSITY COLLEGE**

### **Review of the English Department 2002-2003**

#### **Report of the Academic Dean to the Undergraduate Program Review Audit Committee (UPRAC) The University of Western Ontario**

#### **Basis of the Report**

The English Department completed an internal review of its department, as provided in the Brescia University College *Review of Academic Departments/Programs*, in Spring 2003. Dr. Sarah Keefer, Professor and Associate Chair of the English Department, Trent University conducted the external review, visiting Brescia March 25-26, 2003. The department's response to Dr. Keefer's Final Report was submitted to the Academic Dean on May 30, 2003 and reviewed by the Educational Policy Committee of the College September 5, 2003. EPC accepted the response to the Review as presented by the department.

#### **Summary of the External Review and Departmental Response**

##### **Preamble**

The English Department at Brescia dates to the founding of Ursuline College, the original name of the College, in 1919. English has been a staple of Brescia's curriculum since its founding. The first Chair of the department, Mother Carmel Riddell, held an MA from Columbia University.

Over the years the College developed two strengths – its Home Economics Department program and its strong Liberal Arts tradition of which English was a major component.

With the increase in enrollment in the College in the late 90's Brescia began to hire new full-time faculty. Since 2000, three full-time faculty members have been appointed. Four other long-term contract faculty also teach in the department.

In the Final Report Dr. Keefer speaks of the English Department members as "impressively energetic and dedicated instructors whose internal rapport and respect for one another appear to be text-book [sic] perfect." She also speaks of the department's enthusiasm and the high quality of its teaching and scholarship, noting its ability to balance the academic and curriculum needs of students with the teaching interests of its faculty.

The Final Report contains Recommendations and Suggestions:

##### **Departmental Matters**

The external reviewer recommends that the lines of communication between the English Department and both the Dean's and the Principal's Offices be strengthened, providing support

for the department Chair. She also recommends that the department commit itself to regular meetings. She urged that departmental procedures be as transparent as possible to all members, including contract faculty.

### **Response to Recommendations Regarding Departmental Matters**

The English Department noted that Dr. Keefer's comment that the lines of communication continue to be kept open, "as they already seem in very great measure to be," requires no action on the part of the department except the continuation of its current practice, which is to forward the minutes of the department's meetings to the Dean and for the Chair to remain in contact with the Dean and the Principal throughout the year. The department recognized the desirability of regular meetings and will hold two formal meetings in each academic term. As in the past, contract faculty will be invited to attend departmental meetings and functions.

### **Course Design and Curriculum**

An interview with upper year students indicates that they prefer to take the majority of their courses at Brescia rather than at another affiliate or the constituent university. They also spoke of the need for a larger number of faculty members to ensure a diversity of scholarly perspective. The external reviewer suggested that department meetings include student representative from each year level and commented on the challenge of having a relatively small cohort of faculty members attempt to meet the courses required for Western's English (three-year, four-year and honors) programs which Brescia mirrors. To further increase the department's course offerings the reviewer suggested a joint tenure-track position with another discipline; she also suggested, to students, that the department offer team-taught, reading and thesis courses.

### **Response to Recommendations Regarding Course Design and Curriculum**

The English Department liked the idea of student representation at its meetings, but thought that one student representative is appropriate for a department that will have four full-time members. The selection of the student representative will be made by English students. The department noted that many of the issues that students seemed most concerned about in their conversation with Dr. Keefer involved matters that are largely outside the control of the Brescia English Department as long as it offers full honors programs. Brescia's English department cannot alter degree requirements, course requirements, or progression requirements. The department at Brescia benefits greatly from its relationship with the Department of English at the constituent university and has no desire to disrupt the relationship.

The most substantial of Dr. Keefer's recommendations is that the department decide "whether it is better to have a smaller curriculum with fewer offerings, thus requiring its students to take a sizeable percentage of degree courses elsewhere" or whether it should

offer a full selection of English courses. Academically, it is advantageous for students to take some of their courses on Main Campus. In September 2003, however, the department introduced English 214E, Mediaeval Language and Literature, making it possible for the first time for Brescia students in the Honors Language and Literature program to take all required courses at Brescia. The department wishes to continue its current path of ensuring that students can take required courses at Brescia and is committed to continuing its practice of offering core courses. This will place a demand on faculty who will be required to teach a variety of courses. It is the goal of the department to minimize the number of preparations for new faculty. Formalizing team-teaching in first-year classes was not seen as pragmatic either pedagogically or with respect to time-tabling. The idea of reading courses was favourably received by the students. The department, however, is not persuaded by the argument that reading courses may facilitate research. Rather, they place demands on faculty. The suggestion of “the undergraduate thesis . . . [as a means] by which to address upper-year course offerings” was favourably received by the English Department.

### **Research and Publications**

The external reviewer understood that demanding teaching loads have had an adverse effect on research and on publication by faculty in the English Department. The introduction of English 409E, Thesis, as a way of assisting faculty’s scholarly activity was suggested. Faculty reported there being limited time and opportunity for research. Dr. Keefer suggested that the duties of the Chair be shared and that the College explore “the options for early tenure available to Brescia faculty,” removing the problem of junior, untenured faculty being given significant administrative duties. Dr. Keefer’s also recommended that “individuals within the department speak frankly about research needs based on external exigencies (such as research grants with finite deadlines) and the impact that such needs would have on their teaching commitments.”

### **Response to Recommendations Regarding Research and Publications**

In the matter of research, all of the full-time members of the English Department are committed to continuing their research. For a number of years the one full-time faculty member served as Chair and “had his research hardest hit by his administrative tasks.” In 2000, one member who had been appointed to teach full time chose to teach two-thirds time and did not teach full time until 2002-2003. The second new faculty member, appointed full-time in 2001, received a SSHRC grant in 2003 and has published on a regular basis. The department supports the introduction of English 409E, Thesis, for students preparing for graduate school and sees it as possibly assisting one’s scholarly activity while offering students a unique learning experience.

### **English at Brescia and the Brescia Five-Year Plan**

The external reviewer advised the English Department to develop its own mission statement,

constitution, and three or five year plan.

### **Response to Recommendations regarding English at Brescia and the Brescia Five-Year plan**

The English Department at Brescia aspires to a three to five year plan that can be posted and advertised to enable both students and faculty to plan their work. The proposal that it develop its own mission statement was rejected as a cumbersome replication of present Brescia documents. The notion of a departmental constitution seemed inappropriate. The *Brescia University College Governing Structures and Operating Procedures* provide for *Faculty Employment Practices*, the *Brescia Handbook* and the Standing Committees of Academic Council. Together these cover most administrative matters affecting the department. Equally, the relationship of the department with Main Campus influences departmental decisions related to course offerings, program requirements, and staffing.

The Final Report prepared by Dr. Keefer, as a part of the English Department's review process, articulates the department's strengths and needs, and in turn, strengthens academic programming at Brescia University College. The English Department is committed to its scholarly and pedagogical development for the benefit of both its faculty and students.

### **Reflection of the Academic Dean on the Review Process**

The English Department at Brescia has grown from one full-time faculty member in 1998 to four in 2003. Together these faculty members form an energetic and enthusiastic cohort of relatively junior faculty. Course offerings are further enriched by both long term and short term contract faculty. The Review Process, together with the Final Report, has provided the department's full time members with an opportunity to evaluate their present teaching and research commitments and to plan together for the future. The *Governing Structures and Operating Procedures* for Brescia propose a collaborative way of working. The response of the English Department to the Final Report and the new initiatives begun by them suggest that the members of the department are doing this.

The external reviewer reported that faculty had limited opportunity to engage in research. It is to be noted that Brescia faculty are not permitted to teach in the intersession or summer session until they have received tenure. It is hoped that this will encourage junior faculty to use the time between April 30<sup>th</sup> and September 1<sup>st</sup> for writing and research and to establish such a routine for their professional lives. Tenure practices at Brescia are subject to the application of *Faculty Employment Practices*. Changes would need to be negotiated by the Faculty Association and Administration. The English Department may wish to pursue this route.

The English Department continues to evaluate its profile in the overall academic structure at Brescia. Among its challenges it:



1. must provide a stimulating and informative learning environment for students in first year courses and in general interest courses;
2. must plan systematically and creatively to provide for the modules which form the new academic choices for three and four year degrees as well as the honors specialization degree;
3. must continue to work with other programs and departments at Brescia to ensure that opportunities are maximized for strengthening our in-house programs (for example, both Family Studies (Interdisciplinary) and Family Studies (Human Ecology));
4. should continue to advertise the employment potential of graduates, and highlight the transferability of skills and knowledge from the undergraduate program to other programs – graduate study, faculty of education, law school, etc.;
5. must think carefully about meeting the needs in the areas presently under expansion vis-à-vis the allocation of human and fiscal resources available to the department for contract faculty; and
6. must encourage each junior faculty member to develop a multi-year plan for research and writing.

The manner in which these are followed through on will be shaped by the response of Brescia students to the undergraduate program reform and the “new academic choices.” Possible changes in the Affiliation Agreement in 2004 may affect the manner in which the College follows through upon the review process.

Lorna M.A. Bowman, Ed.D.  
Academic Dean

December 2, 2003



## INTERNAL MEMORANDUM

**TO :** Dr. Greg Moran  
Provost & Vice-President-Academic  
The University of Western Ontario

**FROM:** Dr. Ramona Lumpkin

**DATE :** November 19, 2003

**RE :** EXTERNAL APPRAISAL-DEPARTMENT OF POLITICAL SCIENCE

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Please find enclosed a departmental/program review summary of the Department of Political Science, which was conducted in 2002-2003. The summary, which was prepared by Dr. Trish Fulton, Dean of Arts and Social Science, was based on a variety of reports/responses including the Report of the External Examiner, the response of the Department and Department Chair to the external examiner's report, and the Dean's response to the external examiner's report.

I am forwarding this summary to you in your capacity as Chair of the Provost's Undergraduate Program Review Committee, to satisfy the requirement for accountability for undergraduate program review. Please let me know if you have any questions or would like any further information.

Regards,



**REPORT TO ACADEMIC COUNCIL  
APPRAISAL OF POLITICAL SCIENCE PROGRAMS  
2002/03**

The undergraduate programs offered by the Department of Political Science at Huron University College were reviewed in 2002/03. Dr. Robert Campbell, Professor of Political Science and Dean of Arts at Wilfred Laurier University visited in March 2003 to carry out the on-site component of the external review. His report was delivered to the Dean at the end of March. The response of the Political Science Department was delivered to the Dean in September 2003. This report summarizes the strengths and weaknesses of the programs and the main recommendations arising from the review process.

**Strengths:** The programs in Political Science constitute a solid undergraduate academic experience of very good quality. The faculty members in the department work hard and effectively in their teaching, research and professional lives. The students in the programs are performing well and to high standards. Student evaluations are positive. Students indicate that they appreciate the efforts and commitment of faculty and feel that they are well supported in their academic programs.

**Weaknesses:** There are no serious issues or outstanding problems requiring immediate attention. The thorough review process is nevertheless most helpful in identifying challenges for the future that could impact on the quality of programs. In his report, the external examiner noted these challenges and made recommendations for actions.

Dr. Campbell noted a downward trend in enrolments in Political Science courses and programs over the past several years, as well as some rigidity in the program organization and requirements. The highly structured program requirements run counter to the trend towards merging sub-disciplinary streams evident in the discipline at other universities. This consumes faculty resources and tends to limit student choice.

The age and gender composition of the department are also noted. The full time complement includes five male members all fairly close in age with the earliest retirement in 2015. The reviewer remarked the Department members met infrequently and did not seem to be engaged in ongoing strategic planning around programs, budget or other collegial developments.

The external reviewer offered many suggestions to accompany recommendations that the department:

- analyze the enrolment trends and the structure of its programs in light of the educational objectives being pursued;
- take every opportunity to vary the face of its faculty complement; and
- consider its governance and planning processes.

The Department's response to the external reviewers report indicates that it has embarked on several initiatives of a strategic planning nature in keeping with the recommendations. The department will conduct the analyses suggested in the report and more, is developing its curriculum further, and has planned a regular schedule of meetings to promote the planning process.

Executive Summary of the External Appraiser's Report on the Political Science Program  
at King's College, February 2003 – Dr. David Siegel, Dean, Faculty of Social Sciences,  
Brock University

Although there is always some room for improvement, the quality of teaching in the department is quite high. This is particularly notable given the engagement of all members of the department in the governance of the College and in the academic counseling of Political Science students. The students who were interviewed offered the highest praise of the overall atmosphere at King's College and the Department of Political Science in particular.

The department does a good job of covering all the basic elements of the discipline within the resource limitations of a small undergraduate College. The material used in the courses is up-to-date, generally appropriate and challenging. The department is encouraged to develop more half-courses to provide students with more flexibility in course selection.

The quality and quantity of research is generally what would be expected of faculty members carrying the teaching load common to other small undergraduate liberal arts university colleges. The College is encouraged to extend its current level of research support in order to attract and retain new faculty, including the possible development of a research office on campus.

**Review**  
**of the**  
**Department of History**  
**King's College**

**March 2003**

## ***Executive Summary***

The external appraisal of the Department of History King's College is based on a review of the required documents and two, day-long visits to the King's campus. The report addresses each of the "Issues to be Considered" questions listed in the "Policy on Departmental Reviews" and offers further suggestions.

The report offers a positive appraisal of the department's objectives, procedures and programs. It includes a number of suggestions for maintaining the very high quality of teaching which distinguishes the department.

The report compares the current situation with regard to research and publication with the situation described in the 1995 department appraisal and concludes that the record of the past five years is very satisfactory. The 1995 appraisal raised questions about the standards used in appointments, promotion and tenure. An examination of the relevant regulations approved in 1996 and the practices of the department since that date give no cause for concern. The report concludes that "this is an excellent department which should be strengthened and supported so that it may continue to be a model of what can be accomplished by a small department of passionate, dedicated teachers".

***Report of Scholastic Offences***  
**for the period July 1, 2003 – June 30, 2004**  
prepared by Roma Harris,  
Vice-Provost (Academic Programs & Students)

<b>FACULTY / AFFILIATED UNIVERSITY COLLEGE</b>	<b>OFFENCE</b>	<b>SANCTION</b>
Faculty of Arts (44)	40 plagiarism	15 F on assignment 1 rewrite less 20% 20 zero on assignment 4 F in course
	4 cheating	2 zero on exam 1 zero on paper & additional deduction in course grade 1 re-write paper
Richard Ivey School of Business	none	
Faculty of Education (3)	3 plagiarism	F in course
Faculty of Engineering	None	
Faculty of Graduate Studies (4)	2 plagiarism	1 F in course and withdrawn from program 1 letter of reprimand, re-submit thesis, no financial support from department
	2 academic misconduct	2 zero in course and withdrawn from program
Faculty of Health Sciences (8)	6 plagiarism	zero on assignment
	2 cheating	zero on final exam
Faculty of Information and Media Studies (12)	8 plagiarism	3 F in course 4 zero on paper 1 F on project
	4 using other students' assignments	2 warning 2 zero on assignment
Faculty of Law (2)	2 plagiarism	F in course
Faculty of Medicine & Dentistry	none	
Faculty of Music	none	

Faculty of Science (55)	41 cheating	Zero on assignment, exam or course Additional penalty equal to weight of assignment, course
	11 plagiarism	Zero on assignment & additional penalty equal to weight of assignment, course
	2 forged medical notes	Zero in course Zero in course & suspension
	1 profanity in assignment	Warning
Faculty of Social Science (57)	8 cheating	F in course
	3 using cheat sheets during exam	F in course
	1 suspected of cheating	Reprimand
	31 plagiarism	16 zero on assignment 2 zero on assignment & additional deduction on course grade 13 F in course
	13 working with others on assignments	F in course
	1 student talking during examination	Reprimand
Brescia University College (7)	2 plagiarism in Faculty of Arts by Brescia students	F on assignments
	5 plagiarism	3 F in course 2 zero on assignment
Huron University College (21)	21 plagiarism	9 zero on assignment 4 F in course 5 re-write paper 3 deduction on assignment
King's University College (29)	13 plagiarism	11 zero on assignment 2 F in course
	16 cheating	2 zero on exam 9 zero on assignment 2 F in course 2 deduction on final grade 1 deduction on assignment