

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS
(SCAPA)

King's University College: Honors Specialization, Major, Specialization and Minor in World Religions

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Combined BESC/LLB Programs

FOR APPROVAL

1. **King's University College: Honors Specialization, Major, Specialization and Minor in World Religions**

Recommended: That effective May 1, 2008, an Honors Specialization, Specialization, Major and Minor in World Religions be introduced at King's University College in the Department of Philosophy and Religious Studies.

NEW CALENDAR COPY

HONORS SPECIALIZATION IN WORLD RELIGIONS

The World Religions program undertakes the study of texts, institutions, rituals, and belief systems of the different world religions and prepares students to understand and live in a multicultural global community.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses including Religious Studies 1023E, plus 2.0 additional courses, with no mark in these principal courses below 60%.

Module

9.0 courses:

1.0 course normally taken in second year: Religious Studies 2200E

3.5 courses: Religious Studies 2218A/B, 2281F/G, 2283F/G, 2285F/G, 2286F/G, 3300F/G, 4400F/G

0.5 course on religion from an approved list of Social Science courses*

3.5 courses from: Philosophy 2600E, Religious Studies 2261F/G, 2262F/G, 2263F/G, 2264F/G, 2282F/G, 2284F/G, 2287F/G, 0.5 language course** from: Arabic 1030, Chinese 1150, 1151, 1152A/B, 1153A/B, Hebrew 1030, 1040A/B, 1041A/B

0.5 additional Religious Studies course at the 2200 level or above, not listed above

- * See the Chair of the Department of Philosophy and Religious Studies for the current list.
- ** If a 1.0 language course is taken, the module will be 9.5 courses.

SPECIALIZATION IN WORLD RELIGIONS

Admission Requirements

Completion of first-year requirements, including Religious Studies 1023E with a mark of at least 60%.

Module

9.0 courses:

1.0 course normally taken in second year: Religious Studies 2200E

2.5 courses: Religious Studies 2218A/B, 2281F/G, 2283F/G, 2285F/G, 2286F/G

0.5 course from: Religious Studies 3300F/G, 4400F/G

0.5 course on religion from approved list of Social Sciences courses*

2.0 additional courses in Religious Studies at the 2200 level or higher

2.5 additional courses from: Religious Studies at the 2200 level or higher, Philosophy 2600E, 0.5 language course** from: Arabic 1030, Chinese 1150, 1151, 1152A/B, 1153A/B, Hebrew 1030, 1040A/B, 1041A/B

- * See the Chair of the Department of Philosophy and Religious Studies for the current list.
- ** If a 1.0 language course is taken, the module will be 9.5 courses.

MAJOR IN WORLD RELIGIONS

Admission Requirements

Completion of first-year requirements including Religious Studies 1023E, plus 2.0 additional courses, with no mark in these principal courses below 60%.

Module

6.0 courses:

1.0 course: Religious Studies 2200E

2.0 courses from: Religious Studies 2218A/B, 2281F/G, 2283F/G, 2285F/G, 2286F/G

0.5 course from: Religious Studies 3300F/G, 4400F/G

2.5 additional courses from: Religious Studies at the 2200 level or above*

* The 2.5 additional courses may include Philosophy 2600E.

MINOR IN WORLD RELIGIONS

Admission Requirements

Completion of first-year requirements. Religious Studies 1023E is recommended.

Module

4.0 courses:

2.0 courses from: Religious Studies 2218a/b, 2281F/G, 2283F/G, 2285F/G, 2286F/G

2.0 additional courses in Religious Studies, 1.0 of which must be at the 2200 level or above

Background:

The introduction of an Honors Specialization, a Specialization, a Major and a Minor in World Religions at King's University College is a direct response to both its external review last year and student demand. It is entirely in keeping with both the mission of the College as a Catholic Liberal Arts College, and with its

strategic plan to develop the depth and breadth of the curriculum by introducing courses and programs that are distinctive but complementary to those offered at the constituent university. Three additional faculty are being hired to support these new modules.

Contingent on approval of the modules by Senate, DAP will approve the following new King's University College courses with an effective date of May 1, 2008: Religious Studies 2200: Approaches to the Study of Religion, 2281F/G: The Buddhist Tradition, 2282F/G: Contemporary Religious Movements, 2283F/G: The Hindu Tradition, 2284F/G: Introduction to Chinese and Japanese Religions, 2285F/G: The Islamic Tradition, 2286F/G: The Jewish Tradition, 2287F/G: Religious Perspectives on Marriage and Family; 2292F/G: Special Topics in Chinese Religions, 4400F/G: Comparative Religions: Making Sense of Religious Pluralism.

2. King's University College: Major and Minor in Canadian Studies

Recommended: That effective September 1, 2007, a Major and a Minor module in Canadian Studies be introduced in the Department of Political Science at King's University College.

NEW CALENDAR COPY

CANADIAN STUDIES

The Program in Canadian Studies is designed to promote the study and understanding of Canada from a comprehensive historical, political, cultural, social, and economic set of perspectives. An emphasis is placed on both the historical context and contemporary realities in an interdisciplinary exploration of the diverse and contested meanings of "Canadense." A central theme of the program is the complexity of the Canadian experience. The program will encourage students to engage in research and reflective inquiry about the multiple ways Canadian identity has been and is being continually created and represented, in our history, literature, music, art, communications media, and landscapes of culture.

MAJOR IN CANADIAN STUDIES

Admission Requirements

Completion of first-year requirements with no failures, including 3.0 principal courses with a minimum average of 60%:

1.0 course from: History 020E, 029E

1.0 course: Political Science 020E

1.0 course from: English 020E, 024E, Philosophy 020E, 025E, Religious Studies 023E, Sociology 021E

Students must complete French 002 or First Nations Studies 112 or 113 (or demonstrate equivalent proficiency in French or a First Nations language) prior to graduation.

Module

6.0 courses:

5.0 courses: Canadian Studies 200E, 300E, English 274E, History 231E, Political Science 230E

1.0 course from: Economics 315E, English 287F/G, First Nations 217F/G, 218F/G, French 242E, 332F/G, 334F/G, Geography 124a/b, 157a/b, History 309E, 354E, 362E, 402E, 451E, 461E, Political Science 222E, 270E, 333E, 338E, Social Justice and Peace Studies 300F/G, Social Work 280E, Sociology 232, 239

MINOR IN CANADIAN STUDIES

Admission Requirements

Completion of first-year requirements with no failures, including 3.0 courses with a minimum average of 60%.

1.0 course from: History 020E, 029E

1.0 course: Political Science 020E

1.0 course from: English 020E, 024E, Philosophy 020E, 025E, Religious Studies 023E, Sociology 021E

Module

4.0 courses:

1.0 course: Canadian Studies 200E

3.0 courses (with no more than 1.0 course in any one discipline) from: Canadian Studies 300E, Economics 315E, English 138E, 274E, 287F/G, 374E, First Nations Studies 217F/G, 218F/G, French 242E, 332F/G, 334F/G, Geography 124a/b, 157a/b, History 231E, 309E, 354E, 362E, 402E, 451E, 461E, Political Science 222E, 230E, 270E, 333E, 338E, Social Justice and Peace Studies 300F/G, Social Work 280E, Sociology 232, 239

Background:

As noted in the introductory paragraph of the calendar copy, the Program in Canadian Studies is designed to promote the study and understanding of Canada from a comprehensive historical, political, cultural, social, and economic set of perspectives. An emphasis is placed on both the historical context and contemporary realities in an interdisciplinary exploration of the diverse and contested meanings of "Canadense." A central theme of the program is the complexity of the Canadian experience. The program will encourage students to engage in research and reflective inquiry about the multiple ways Canadian identity has been and is being continually created and represented, in our history, literature, music, art, communications media, and landscapes of culture.

Students entering the undergraduate degree Program in Canadian Studies will be able to choose from a wide array of courses that explore such questions as the following: Are there core Canadian values in a global world? What roles have history and geography played in shaping the complex "Canadian experience"? What are the tensions in Canadian society generated by federal-provincial relations, by demographic change and immigration, by First Nations concerns, by issues of race, gender and class? How do we contend with the fragmentation of Canadian regionalism? How has Quebec nationalism influenced the Canadian experience, historically and in the present? What role has religion played in Canada historically, and how does it express itself in society today? Is Canada a just society? How does Canada position itself internationally? Who have been and are our key figures in history, politics, the arts, literature, philosophy, religious thought, science, the communications media, and film.

More than forty universities and university colleges offer programs in Canadian Studies across Canada. The proposed Program at King's University College is in line with the new baccalaureate structure. The College already offers most of the courses necessary to ensure the Program has both breadth and depth and will fully utilize these excellent and well-developed resources in the Program's offerings. The King's University College library holdings offer a rich source of print and video material for the pursuit of serious scholarly work in Canadian Studies. The library is prepared fully to continue to augment this collection on an ongoing basis.

The Canadian Studies Program at King's will provide a strong foundation for students to pursue careers in education, research, communications, journalism, law, social work, the arts, business, public service, and archival work. In addition, it will ensure that students have the requisite grounding to pursue graduate work in a number of areas including Canadian Studies.

Contingent on approval of the modules, the following courses will be proposed on DAP for King's:

For September 1, 2007 (*to be renumbered 2200E for September 2008*)

Canadian Studies 200E: First Nations to Many Nations

A full year course surveying a range of Canadian topics stressing Canada's evolution as a socially complex community of diverse peoples. The significance of how class, gender, race, ethnicity and region contribute to a dynamic process of identity construction will be explored using literature, film, music and interdisciplinary scholarship.

Prerequisite(s): Political Science 020E with a minimum of 60%, and 1.0 first-year course in Economics, English, French, History, Philosophy, Psychology, Religious Studies, Sociology, or Social Justice and Peace Studies.

3 lecture hours, 1.0 course

For September 1, 2008:

Canadian Studies 3300E: The Construction of Canada as a Community of Communities

This seminar course concentrates on the major political, historical, sociological and literary debates regarding the formation and maintenance of a multicultural and bilingual community. What features denote Canada as a community or communities? Themes will vary depending on instructor.

Prerequisite(s): Canadian Studies 2200E or permission of the Department.

3 lecture hours, 1.0 course

For breadth requirement purposes, these courses will be categorized as **Category A** (Interdisciplinary and Multidisciplinary).

Effective May 1, 2008, the calendar copy for the modules will be as shown below:

CANADIAN STUDIES

The Program in Canadian Studies is designed to promote the study and understanding of Canada from a comprehensive historical, political, cultural, social, and economic set of perspectives. An emphasis is placed on both the historical context and contemporary realities in an interdisciplinary exploration of the diverse and contested meanings of "Canadense." A central theme of the Program is the complexity of the Canadian experience. The Program will encourage students to engage in research and reflective inquiry about the multiple ways Canadian identity has been and is being continually created and represented in our history, literature, music, art, communications media, and landscapes of culture.

MAJOR IN CANADIAN STUDIES

Admission Requirements

Completion of first-year requirements with no failures, including 3.0 principal courses with a minimum average of 60%:

1.0 course from: History 1401E, 1801E

1.0 course: Political Science 1020E

1.0 course from: English 1020E, 1024E, Philosophy 1150E, 1300E, Religious Studies 1023E, Sociology 1021E

Students must complete French 1002 or First Nations Studies 2112 or 2113 (or demonstrate equivalent proficiency in French or a First Nations language) prior to graduation.

Module

6.0 courses:

5.0 courses: Canadian Studies 2200E, 3300E, English 3774E, History 2201E, Political Science 2230E

1.0 course from: Economics 3315E, English 2470F/G, First Nations Studies 2217F/G, 2218F/G, French 2410E, 3720F/G, 3721F/G, Geography 2010A/B, 2012A/B, History 3201E, 3205E, 3209E, 4201E, 4701E, 4705E, Political Science 2222E, 2270E, 3333E, 3338E, Social Justice and Peace Studies 3300F/G, Social Work 2280E, Sociology 2232, 2239

MINOR IN CANADIAN STUDIES

Admission Requirements

Completion of first-year requirements with no failures, including 3.0 courses with a minimum average of 60%:

1.0 course from: History 1401E, 1801E

1.0 course: Political Science 1020E

1.0 course from: English 1020E, 1024E, Philosophy 1150E, 1300E, Religious Studies 1023E, Sociology 1021E

Module

4.0 courses:

1.0 course: Canadian Studies 2200E

3.0 courses (with no more than 1.0 course in any one discipline) from: Canadian Studies 3300E, Economics 3315E, English 2038E, 2470F/G, 3774E, 3775E, First Nations Studies 2217F/G, 2218F/G, French 2410E, 3720F/G, 3721F/G, Geography, 2010A/B, 2012A/B, History 2201E, 3201E, 3205E, 3209E, 4201E, 4701E, 4705E, Political Science 2222E, 2230E, 2270E, 3333E, 3338E, Social Justice and Peace Studies 3300F/G, Social Work 2280E, Sociology 2232, 2239

3. Brescia University College: Family Studies Modules to Replace Family Studies Programs for the BA and BSc (Human Ecology)

Recommended: That effective September 1, 2007,

- 1) an Honors Specialization and Specialization in Family Studies for the [Hons.] BSc (Human Ecology), and an Honors Specialization, Specialization and Major for the BA (Human Ecology), and a Minor in Family Studies, be introduced by Brescia University College, and,
- 2) the Honors Specialization, Specialization, Major and Minor in Family Studies (Interdisciplinary) offered by Brescia University College be renamed as the Honors Specialization, Specialization, Major and Minor in Family Studies, respectively, and that the Honors Specialization, Specialization and Major be designated as the modules for the BA (Human Ecology). (The Minor in Family Studies may be completed as part of any eligible degree program.)
- 3) the Honors programs BA (Human Ecology) Family Studies and BSc (Human Ecology) Family Studies, and the Three-Year programs BSc (Human Ecology) Family Studies and BA (Human Ecology) Family Studies, offered by Brescia University College in partnership with the Faculty of Science, be discontinued, that no new students be allowed to enroll, and that students registered in those programs at the time of transition have the option to change to the new programs or complete their original programs by August 31, 2012. (At this time, or before if there are no registrants, the present Human Ecology degree programs in Family Studies will be withdrawn formally.)

The revised BSc (Human Ecology) and BA (Human Ecology) degrees will be offered by Brescia University College only as is permitted by the affiliation agreement.

NEW CALENDAR COPY

(To replace "Family Studies" and "Human Ecology" sections on pages 323 -- 324 of the current calendar.)

FAMILY STUDIES

The Family Studies program at Brescia University College provides students with an interdisciplinary approach to the study of the development of the individual, the functioning of the family and its relationship to the wider community and cultural context. The Bachelor of Arts (Human Ecology)

in Family Studies provides students with a foundation for pursuing professional careers in working with families through an interdisciplinary approach to the study of the family that combines courses in Family Studies, Human Ecology and the Social Sciences. The Bachelor of Science (Human Ecology) Family Studies offers students an opportunity to develop a foundation in the study of the family, and the food and nutritional sciences, combining courses in Family Studies, Human Ecology, Foods and Nutrition, and the Sciences. Graduates in both the BA (Human Ecology) and the BSc (Human Ecology) may choose to continue their educations in a Faculty of Education, or through graduate study in family science or related programs such as marriage and family therapy or social work.

Professional Designation

Students who complete Human Ecology 022a/b (to be renumbered HE 2022a/b) Professional Perspectives as part of a Family Studies module are eligible for the Professional Home Economist (PHEc) designation offered by the Ontario Home Economics Association (OHEA). This designation is endorsed by the Ontario Family Studies / Home Economics Educators Association (OFSHEEA) and the Ontario Family Studies Leadership Council (OFSLC).

Modular Combinations

Students wishing to complete the BSc (Human Ecology) or BA (Human Ecology) must be registered at Brescia University College. Students from other affiliated university colleges or the constituent university may complete the Major or Minor in Family Studies as part of their degree requirements.

The degree earned for Brescia students registered in the designated Honors Specialization, Specialization or Major is the Bachelor of Arts (Human Ecology) or the Bachelor of Science (Human Ecology).

Admission Requirements to Year One Bachelor of Science (Human Ecology)

Six Grade 12U or M courses including Grade 12U English, Biology, Chemistry, and Grade 11 Mathematics (MCF3M or MCR3U). Other applicants should consult the Registrar's Office at Brescia University College.

HONORS SPECIALIZATION IN FAMILY STUDIES – BSc (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark below 60% in the following 3.5 principal courses: Family Studies 020, Sociology 020 or 021E or Psychology 020, Chemistry 020 or 023, Foods and Nutrition 025a/b. Students are encouraged to complete one Arts course.

Module

9.0 courses:

2.0 courses: Family Studies 200E or 225E, 220a/b, 230a/b

1.5 courses: Sociology 205a/b, 235

1.5 courses: Chemistry 213a/b, Physiology 130

2.0 to 3.0 courses from: Foods and Nutrition 232, 235a/b, 241a/b, 344a/b, 361a/b, 364a/b, 373a/b

1.0 to 2.0 courses (depending on the courses selected above) from: Family Studies 200E, 225E, 310a/b, 401a/b, Human Ecology 022a/b, 255a/b, 343a/b or MOS 205F/G, Psychology 240a/b

SPECIALIZATION IN FAMILY STUDIES – BSC (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 65% with no mark below 60% in the following 3.5 principal courses: Family Studies 020, Sociology 020 or 021E or Psychology 020, Chemistry 023, Foods and Nutrition 025a/b.

Module

9.0 courses:

2.0 courses: Family Studies 200E or 225E, 220a/b, 230a/b

1.5 courses: Sociology 205a/b, 235

1.5 courses: Chemistry 213a/b, Physiology 130

2.0 to 3.0 courses: Foods and Nutrition 232, 235a/b, 241a/b, 344a/b, 361a/b, 364a/b, 373a/b

1.0 to 2.0 courses (depending on the courses selected above) from: Family Studies 200E, 225E, 310a/b, 401a/b, Human Ecology 022a/b, 255a/b, 343a/b or MOS 205F/G, Psychology 240a/b

Admission Requirements to Year One Bachelor of Arts (Human Ecology)

Six Grade 12U or M courses including Grade 12U English. Other applicants should consult the Registrar's Office at Brescia University College.

HONORS SPECIALIZATION IN FAMILY STUDIES – BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark below 60% in the following 3.0 principal courses: Family Studies 020, Sociology 020 or 021E or Psychology 020, plus 1.0 additional course.

Module

9.0 courses:

2.0 to 3.0 courses from: Family Studies 200E, 225E, 310a/b, 401a/b

0.5 course: Psychology 240a/b

1.0 course: Sociology 235

1.0 course: Family Studies 220a/b, 230a/b

1.0 course from: Psychology 285, Sociology 205a/b and 206a/b or the former Sociology 231

2.5 to 3.5 courses (depending on the courses selected above) from: English 133E, 269F/G, Family Studies 200, 225, 240a/b, 241a/b, 242a/b, 350a/b, 351a/b, 352a/b, 401a/b, 402a/b, 450a/b, 451a/b, 452a/b, Human Ecology 022a/b, 033a/b, 122a/b, 330a/b, 338a/b, 343a/b, Political Science 220F/G, 286F/G, Psychology 141 or 334E, 153, Religious Studies 150 or 265E, 216F/G, 217F/G, 222F/G, Social Work 284, Sociology 267a/b, 341F/G

SPECIALIZATION IN FAMILY STUDIES – BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements including Family Studies 020 and Sociology 020 or 021E or Psychology 020, with a mark of at least 60% in each of these courses.

Module

6.0 courses:

2.0 to 3.0 courses from: Family Studies 200E, 225E, 310a/b, 401a/b

1.0 course: Sociology 235

0.5 course: Psychology 240a/b

1.5 to 2.5 courses (depending on the courses selected above) from: English 133E, 269F/G, Family Studies 220a/b, 230a/b, 240a/b-242a/b, 310a/b, 350a/b-352a/b, 401a/b, 402a/b, 450a-452a/b, History

182a/b, 255E, Human Ecology 022a/b, 122a/b 330a/b, 338a/b, 343a/b, Philosophy 155E, Political Science 220F/G, 286F/G, Psychology 150, 153, Religious Studies 150 or 265E, 216F/G, 217F/G, 222F/G, Social Work 284, Sociology 267a/b, 341F/G

MAJOR IN FAMILY STUDIES – BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements including Family Studies 020 and Sociology 020 or 021E or Psychology 020, with a mark of at least 60% in each of these courses.

Module

6.0 courses:

2.0 to 3.0 courses from: Family Studies 200E, 225E, 310a/b, 401a/b

1.0 course: Sociology 235

0.5 course: Psychology 240a/b

1.5 to 2.5 courses (depending on the courses selected above) from: English 133E, 269F/G, Family Studies 220a/b, 230a/b, 240a/b-242a/b, 310a/b, 350a/b-352a/b, 401a/b, 402a/b, 450a/b-452a/b, History 182a/b, 255E, Human Ecology 022a/b, 122a/b 330a/b, 338a/b, 343a/b, Philosophy 155E, Political Science 220F/G, 286F/G, Psychology 150, 153, Religious Studies 150 or 265E, 216F/G, 217F/G, 222F/G, Social Work 284, Sociology 267a/b, 341F/G

MINOR IN FAMILY STUDIES (to be combined with any eligible degree)

Admission Requirements

Completion of first-year requirements, including Family Studies 020 and Sociology 020 or 021E or Psychology 020, with a mark of at least 60% in each of these courses.

Module

4.0 courses:

1.0 to 2.0 courses from: Family Studies 200E, 225E

1.5 courses: Psychology 240a/b, Sociology 235

0.5 to 1.5 courses (depending upon the courses selected above) from: English 133E, 269F/G, Family Studies 200, 225, 240a/b-242a/b, 350a/b-352a/b, Human Ecology 022a/b, History 182a/b, 255E, Philosophy 155E, Psychology 153, Religious Studies 150 or 265E, 216F/G, 217F/G, 222F/G, Sociology 202, 267a/b, 341F/G

Background:

The Honors Specializations and Specializations in Family Studies in the BSc (Human Ecology) and BA (Human Ecology) will replace the Honors and Four-Year programs in Family Studies. The Three-Year program in Family Studies is replaced by the BA (Human Ecology) Major in Family Studies and may be completed as part of a double Major. While retaining the professional nature, preparation and requirements of the former programs, the new modules allow students to focus their interests and/or combine their Family Studies modules with a Major or a Minor in a related area or other disciplines of interest.

With the introduction of New Academic Choices, it became apparent that Brescia should combine its Family Studies programs in a way that builds on the interdisciplinarity of the field that is inherent in the perspective offered by Human Ecology -- “the exploration of the relationship between people and the real world from a variety of perspectives, and then shaping that world for the better through academics, research and outreach” (Lisa Staiano-Coico, Dean of the College of Human Ecology, Cornell University).

Interdisciplinary modular offerings in a program of study is becoming increasingly attractive to students; the value of such offerings is recognized as foundational for teaching and for graduate work in family science

or related programs such as marriage and family therapy or social work, providing a choice of alternative career paths.

The proposed modules incorporate Brescia's current program offerings and streamline the access of students to specialized or enhancement courses. The BSc (Human Ecology) offers particular access to food and nutritional sciences.

These proposals reflect a consolidation of Brescia's course offerings in Family Studies making use of the College's offerings in all the disciplines with relevant courses. The BSc (Human Ecology) draws upon course offerings in the Department of Food and Nutritional Sciences.

Effective May 1, 2008, the calendar copy will be revised to read as follows:

Admission Requirements to Year One Bachelor of Science (Human Ecology)

Six Grade 12U or M courses including Grade 12U English, Biology, Chemistry, and Grade 11 Mathematics (MCF3M or MCR3U). Other applicants should consult the Registrar's Office at Brescia University College.

HONORS SPECIALIZATION IN FAMILY STUDIES – BSc (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark below 60% in the following 3.5 principal courses: Family Studies 1020, Sociology 1020 or 1021E or Psychology 1000, Chemistry 1050, Foods and Nutrition 1025A/B. Students are encouraged to complete one Arts course.

Module

9.0 courses:

2.0 courses: Family Studies 2200E or 2225E, 2220A/B, 2230A/B

1.5 courses: Sociology 2205A/B, 2235

1.5 courses: Chemistry 2213A/B, Physiology 2130

2.0 to 3.0 courses: Foods and Nutrition 2232, 2235A/B, 2241A/B, 3344A/B, 3361A/B, 3364A/B, 3373A/B

1.0 to 2.0 courses (depending on the courses selected above) from: Family Studies 2200E, 2225E, 3310A/B, 4401A/B, Human Ecology 2022A/B, 2255A/B, 3343A/B or MOS 2205F/G, Psychology 2410A/B

SPECIALIZATION IN FAMILY STUDIES – BSc (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 65% and no mark below 60% in the following 3.5 principal courses: Family Studies 1020, Sociology 1020 or 1021E or Psychology 1000, Chemistry 1050, Foods and Nutrition 1025A/B.

Module

9.0 courses:

2.0 courses: Family Studies 2200E or 2225E, 2220A/B, 2230A/B

1.5 courses: Sociology 2205A/B, 2235

1.5 courses: Chemistry 2213A/B, Physiology 2130

2.0 to 3.0 courses: Foods and Nutrition 2232, 2235A/B, 2241A/B, 3344A/B, 3361A/B, 3364A/B, 3373A/B

1.0 to 2.0 courses (depending on the courses selected above) from: Family Studies 2200E, 2225E, 3310A/B, 4401A/B, Human Ecology 2022A/B, 2255A/B, 3343A/B or MOS 2205F/G, Psychology 2410A/B

Admission Requirements to Year One Bachelor of Arts (Human Ecology)

Six Grade 12U or M courses including Grade 12U English. Other applicants should consult the Registrar's Office at Brescia University College.

HONORS SPECIALIZATION IN FAMILY STUDIES – BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark below 60% in the following 3.0 principal courses: Family Studies 1020, Sociology 1020 or 1021E or Psychology 1000, plus 1.0 additional course.

Module

9.0 courses:

2.0 to 3.0 courses from: Family Studies 2200E, 2225E, 3310A/B, 4401A/B

0.5 course: Psychology 2410A/B

1.0 course: Sociology 2235

1.0 course: Family Studies 2220A/B, 2230A/B

1.0 course from: Psychology 2885, Sociology 2205A/B and 2206A/B or the former Sociology 231

2.5 to 3.5 courses (depending on the courses selected above) from: English 2033E, 2725F/G, Family Studies 2200, 2225, 2240A/B, 2241A/B, 2242A/B, 3350A/B, 3351A/B, 3352A/B, 4401A/B, 4402A/B, 4450A/B, 4451A/B, 4452A/B, Human Ecology 1033A/B, 2022A/B, 2122A/B, 3330A/B, 3338A/B, 3343A/B, Political Science 2220F/G, 2286F/G, Psychology 2041 or 3434E, 2075, Religious Studies 2150 or 3165E, 3117F/G, 3716F/G, 3722F/G, Social Work 2284, Sociology 2267A/B, 3341F/G

SPECIALIZATION IN FAMILY STUDIES – BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 60% with no mark below 60% in the following 3.0 principal courses: Family Studies 1020 and Sociology 1020 or 1021E or Psychology 1000, plus 1.0 additional course.

Module

9.0 courses:

2.0 to 3.0 courses from: Family Studies 2200E, 2225E, 3310A/B, 4401A/B

0.5 course: Psychology 2410A/B

1.0 course: Sociology 2235

1.0 course: Family Studies 2220A/B, 2230A/B

3.5 to 4.5 courses (depending on the courses selected above) from: English 2033E, 2725F/G, Family Studies 2200E, 2225E, 2240A/B, 2241A/B, 2242A/B, 3310A/B, 3350A/B, 3351A/B, 3352A/B, 4401A/B, 4402A/B, 4450A/B, 4451A/B, 4452A/B, Human Ecology 1033A/B, 2022A/B, 2122A/B, 3330A/B, 3338A/B, 3343A/B, Political Science 2220F/G, 2286F/G, Psychology 2041 or 3434E, 2075, Religious Studies 2150 or 3165E, 3117F/G, 3716F/G, 3722F/G, Social Work 2284, Sociology 2267A/B, 3341F/G, Sociology 2205A/B and Sociology 2206A/B or the former Sociology 231 or Psychology 2885.

MAJOR IN FAMILY STUDIES – BA (HUMAN ECOLOGY)

Admission Requirements:

Completion of first-year requirements including Family Studies 1020 and Sociology 1020 or 1021E or Psychology 1000, with a mark of at least 60% in each of these courses.

Module

6.0 courses:

2.0 to 3.0 courses from: Family Studies 2200E, 2225E, 3310A/B, 4401A/B

1.0 course: Sociology 2235

0.5 course: Psychology 2410A/B

1.5 to 2.5 courses (depending on the courses selected above) from: English 2033E, 2725F/G, Family Studies 2220A/B, 2230A/B, 3310A/B, 4401A/B, 4402A/B, 2240A/B-2242A/B, 3350A/B- 3352A/B, 4450a/-4452A/B, History 2183A/B, 2803E, Human Ecology 2022A/B, 2122A/B 3330A/B, 3338A/B, 3343A/B, Philosophy 2067E, Political Science 2220F/G, 2286F/G, Psychology 2050, 2075, Religious Studies 2150 or 3165E, 3716F/G, 3117F/G, 3722F/G, Social Work 2284, Sociology 2267A/B, 3341F/G

MINOR IN FAMILY STUDIES (may be combined with any eligible degree)

Admission Requirements

Completion of first-year requirements including Family Studies 1020 and Sociology 1020 or 1021E or Psychology 1000, with a mark of at least 60% in each of these courses.

Module

4.0 courses:

1.0 to 2.0 courses from: Family Studies 2200E, 2225E

1.5 courses: Sociology 2235, Psychology 2410A/B

0.5 to 1.5 courses (depending upon the courses selected above) from: English 2033E, 2725F/G, Family Studies 2200, 2225, 2240A/B-2242A/B, 3350A/B-3352A/B, Human Ecology 2022A/B, History 2182A/B, 2803E, Philosophy 2067E, Psychology 2075, Religious Studies 2150 or 3165E, 3117F/G, 3716F/G, 3722F/G, Sociology 2202, 2267A/B, 3341F/G

4. **Brescia University College: Withdrawal of Minor in Foundations of Psychology**

Recommended: That effective May 1, 2007, the Minor module in Foundations of Psychology at Brescia University College be withdrawn.

Background:

This Minor module, offered only at Brescia, is now seen as unnecessary. There are sufficient other modules available at Brescia, including a Minor in Psychology. No one registered in this module since students are served by taking either the Major or the basic Minor in Psychology.

5. **Dean's Honor List: Combined BESC/LLB Program**

Recommended: That effective September 1, 2007, the requirements for the Dean's Honor List for students in the combined Engineering and Law program be revised to read as set out below.

REVISED CALENDAR COPY
(page 76 of the 2007 academic calendar)

Dean's Honor List

1. To be named to the Dean's Honor List, students in Engineering must complete a minimum of five courses (5.0 credits) in the academic year (i.e., September - April) and achieve an average of 80% on all courses with no failed courses.
2. Students registered in a combined degree program will be adjudicated for the Dean's Honor List for Engineering based on all courses taken in the academic year (i.e., September - April) provided the student is registered in a minimum of five courses (5.0 credits). In addition, an average of 80% must be achieved on all courses taken towards the BESC degree with no failed courses.
3. For Engineering students in the BESC/BA(HBA) program refer to paragraph 2 above. At the Business School, students are considered for the Dean's Honor List during their first year of HBA. Students enrolled in Years Four and Five of the combined program are considered for the Dean's Honor List in Year Five only. Only grades obtained in 400-level Business courses will be used in calculating averages for determining Dean's Honor List standing. Courses taken on exchange and courses taken outside the Business School are excluded. The Dean's Honor List for HBA2 typically includes the top 10% of all of the class and is determined by vote of the teaching faculty. Those who stand on the Dean's Honor List over all 300- and 400-level courses taken at the Business School at the completion of the combined program will graduate as Ivey Scholars.
4. For Engineering students in the BESC/LLB program, refer to paragraph 2 above. At the Law School, students are considered for the Dean's Honor List during their first year of Law

(Year Four). Students enrolled in Years Five and Six of the combined program are considered for the Dean's Honor List provided they take Law courses totaling at least 12 credit hours. Only the Law courses will be used in the calculation for the Dean's Honor List for Law.

REVISED CALENDAR COPY
(page 119 of the 2007 academic calendar)

Dean's Honor List

Students are considered for the Dean's Honor List in the Faculty of Engineering in Years One, Two and Three. In Year Four, they are considered for the Dean's Honor List in the Faculty of Law. A student who takes Law courses totaling at least 12 credit hours in each of Years Five and Six of the program is considered for the Dean's Honor List in the Faculty of Law in each of those years on the basis of those courses.

Dean's Honor List eligibility for Engineering in Years Five and Six will be determined by the Faculty of Engineering.

Background:

Item 4 will be added to the Engineering policy (page 76) and the Law policy (page 119) will be revised to read as shown. These changes reflect the recent changes to admission to the program (after Year Three rather than Year Two) and to references to "concurrent" programs (revised to read "combined" programs).

FOR INFORMATION

6. **New Scholarships, Awards and Bursaries**

SCAPA has approved on behalf of the Senate the following Terms of Reference for new scholarships, awards, bursaries and prizes, for recommendation to the Board of Governors through the Vice-Chancellor:

S. Chum Torno PhD Scholarship (Faculty of Graduate Studies, Business Administration)

Awarded to a full-time graduate student pursuing a PhD in Business based on academic achievement (minimum 78%) and research excellence. The recipient may hold the award for up to four years. The recipient will be selected annually by a committee of graduate faculty members in the Richard Ivey School of Business, which will include the Director of the PhD Program and at least one representative who holds current membership in the Faculty of Graduate Studies. This scholarship was established by a bequest from Mr. S.C. Torno.

Value: 1 at \$6,200 annually
Effective: May 2008

Simon Leung Entrance Scholarship (Any Undergraduate Program)

Awarded to an international student who is a permanent resident of Hong Kong and is entering Year One of any full-time undergraduate degree program at Western, based on academic achievement (minimum 80% average). This scholarship is made possible by the generosity of Mr. Simon Leung, BA '78, LLD '05.

Value: 1 at \$12,500
Effective: May 2007 to May 2010 (inclusive)

Scotiabank MBA Leadership Awards (Faculty of Graduate Studies, Business Administration)

Awarded to a student entering the MBA program at the Richard Ivey School of Business, based on academic performance and community involvement. The successful candidate will exhibit evidence of character, energy and leadership potential. Candidates may submit applications for this award at the time of application to the MBA Program at the Richard Ivey School of Business. Final selection of recipients will be made by the MBA

Scholarship Review Committee, which will include at least one representative who holds current membership in the Faculty of Graduate Studies. Recipients will be notified at the time of acceptance into the program. This award is made possible through the generosity of Scotiabank.

Value: 1 at \$30,000 (available to either cohort)
Effective: May 2007

Scotiabank HBA Leadership Award (Richard Ivey School of Business)

Awarded to students entering Year One of the HBA program at the Richard Ivey School of Business, based on academic performance and community involvement. Candidates may submit applications for this award at the time of application to the HBA Program at the Richard Ivey School of Business. Final selection of recipients will be made by the HBA Scholarship Review Committee. Recipients will be notified at the time of acceptance into the program. The award will be continued in Year Two of the HBA program as long as the student continues to progress in the program. This award is made possible through the generosity of Scotiabank.

Value: 1 continuing award of \$9,000 annually in the first year offered, growing to two continuing awards in all subsequent years.
Effective: May 2007 for initial award; May 2008 for two awards annually

HBA 1980 Scholarship (Richard Ivey School of Business)

Awarded to a full-time student in Year One of the Honors Business Administration program, based on academic standing (minimum 80% admission average) and demonstrated community leadership. Candidates may submit applications for this award at the time of application to the HBA Program at the Richard Ivey School of Business. This scholarship will continue in HBA Year Two provided that the candidate maintains a 70% average. The HBA Scholarship Committee will make the final selection of the recipient. This scholarship was established by donations from the HBA Class of 1980.

Value: 1 at \$5,500 annually, continuing for two years.
Effective: 2007-2008 to 2011-2012. A new recipient will not be selected in 2011-2012.

Antony J. Bergering Awards (Faculty of Education)

Awarded to full-time undergraduate students in the intermediate-senior division of the Bachelor of Education program, including students in Technological Education, based on financial need and academic standing. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. Once the Office of the Registrar has determined financial need, the Faculty of Education will select the recipients. These awards were established by a generous bequest from Dr. Antony J. Bergering (PhD '75, Psychology) through Foundation Western.

Value: 2 at \$1,400, effective May 2007
8 at \$1,500, effective May 2008

These awards are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.

Titia G. Bergering Awards (Faculty of Education)

Awarded to full-time undergraduate students in the intermediate-senior division of the Bachelor of Education program, including students in Technological Education, based on financial need and academic standing. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. Once the Office of the Registrar has determined financial need, the Faculty of Education will select the recipients. These awards were established by a generous bequest from Dr. Antony J. Bergering (PhD '75, Psychology) through Foundation Western.

Value: 2 at \$1,400, effective May 2007
8 at \$1,500, effective May 2008

These awards are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.

Olive C. Young Awards (Faculty of Education)

Awarded to full-time undergraduate students in the primary division of the Bachelor of Education program based on financial need and academic standing. Applications can be accessed online through the Office of the Registrar Web site and must be submitted by October 31. Once the Office of the Registrar has determined financial need, the Faculty of Education will select the recipients. These awards were established by a generous bequest from Miss Olive C. Young through Foundation Western.

Value: 9 at \$1,500, effective May 2007
10 at \$1,600, effective May 2008

These awards are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.

Alex R. McIntyre Award (Faculty of Law)

Awarded to a full-time student in any year of Law who demonstrates financial need and academic achievement. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. The Faculty of Law will select the recipient once the Office of the Registrar has determined financial need. This award was established by Mr. Alex R. McIntyre (LLB '78).

Value: 1 at \$2,321
Effective: 2007-2008 to 2011-2012

Donald P. Morris Engineering Award (Faculty of Engineering)

Awarded to a full time undergraduate student in Year Two or higher of any Engineering program based on financial need, a minimum 75% average, and involvement in extra-curricular activities that demonstrates leadership skills. Preference will be given to students in the Mechanical and Materials Engineering program. Applications can be accessed online through the Office of the Registrar's Web site. The online application and a hard copy statement (max. 250 words) describing the candidate's involvement in extra-curricular activities must be submitted to the Office of the Registrar by September 30. The Office of the Registrar will determine financial need and the Faculty of Engineering will select the recipient. This award was established by Donald P. Morris, BEng '65.

Value: 1 at \$1,000
Effective: 2007-2008 to 2011-2011

Jenny Donald Memorial Award in Visual Arts (Faculty of Arts and Humanities, Visual Arts)

Awarded to a full time student in Year Three of an Honors Specialization, Specialization or Major offered through the Department of Visual Arts, who excels in the two-dimensional arts: drawing, painting, photography, printmaking. Application information is available from the Department of Visual Arts. Candidates must provide images of work in the two-dimensional arts to the Department of Visual Arts by September 30. A committee in Visual Arts will select the recipient. This award is made possible by a memorial donation from the family of Jenny Donald.

Value: 1 at \$1,800, with the value of the final award in 2011-2012 being slightly higher based on funds available.
Effective: 2007-2008 to 2011-2012

Alfred McKenzie Crabb Bursary (Schulich School of Medicine & Dentistry, Medicine)

Awarded to a full-time undergraduate student in any year of the Doctor of Medicine (MD) program who demonstrates financial need. This bursary was established by a bequest from the Late Dr. Alfred McKenzie Crabb through Foundation Western.

Value: 1 at \$1,125
Effective: May 2007

James F. Birch Bursary (Any Undergraduate Program)

Awarded to a full-time undergraduate student in Year Two or higher of any program at Western who demonstrates financial need. This bursary was established by a bequest from the Late James F. Birch through Foundation Western.

Value: 1 at \$450
Effective: May 2007

This bursary is supported by matching funds from the OSOTF II program and recipients must meet Ontario residency requirements.

Richard and Shelley Baker Family Foundation Continuing Admission Award (Any Undergraduate Program)

Awarded to a full-time undergraduate student who resides and attends a secondary school in London, Ontario, and who is entering Year One of any first-entry degree program at Western with a minimum 70% average, based on financial need. This award will continue for up to four years provided the recipient maintains a 70% average on a full course load of a four-year degree program, and demonstrates financial need each year. To be considered for this award, students must submit an Admission Bursary Application which will be available on-line through the Office of the Registrar's Web site in January of the year of application for admission into Western. The Office of the Registrar will determine financial need and select the recipient. Only one student holds this award annually, and a new recipient will be selected when the current recipient no longer qualifies. This award was established by a generous gift from the Richard and Shelley Baker Family Foundation through Foundation Western.

Value: 1 at \$2,500, continuing for up to four years
Effective: May 2007

This award is supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.

Yeandle Family HBA Awards (Richard Ivey School of Business)

Awarded to students entering HBA 1 or HBA 2 with a minimum 78% average and demonstrated community leadership. Applicants must apply through the online admission application process by January 31. The HBA Scholarship Committee will make the final selection of the recipient. These awards were established by a bequest from the Yeandle Family through Foundation Western.

Value: 5 at \$5,000 annually
Effective: 2007-2008

Michael Kirkley Memorial Football Award (Any Undergraduate Program)

Awarded to a full-time undergraduate student in any year of any degree program at Western, who has a minimum admission average of 80% or a minimum in-course average of 70%, and who is making a contribution as a member of the Mustangs Football team. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Awards and Scholarships Committee for the School of Kinesiology in the Faculty of Health Sciences will select the recipient in consultation with the head coach of the football team. This award was established by memorial donations from the family and friends of Sandy and Michael Kirkley through Foundation Western.

Value: 1 at \$1,250
Effective: May 2007

John and Maria Simpson HBA Scholarships (Richard Ivey School of Business)

Awarded to students entering HBA 1 and HBA 2 in the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. Applications for this award can be obtained from the HBA Program Services Office at the Richard Ivey School of Business. The HBA Scholarship Committee will make the final selection of the recipient. This award was established with a generous gift from John H. Simpson, HBA '76.

Number and Value:

- 1 at \$5,000 for HBA 1 and 1 at \$5,000 for HBA 2, effective 2007-2008 to 2008-2009
- 2 at \$5,000 for HBA 1 and 2 at \$5,000 for HBA 2, effective 2009-2010 to 2012-2013

Jason Boyer HBA Scholarship (Richard Ivey School of Business)

Awarded to a full-time student in the Honors Business Administration program entering Year Two in the top 10% of the class (achieved Dean's Honor List in HBA 1). The HBA Scholarship Committee of the Richard Ivey School of Business will select the scholarship recipient. This scholarship is made possible by a generous gift from Jason Boyer, HBA '94.

Value: 1 at the Canadian equivalent of \$5,000 US
Effective: May 2007

HBA '86 Scholarship (Richard Ivey School of Business)

Awarded to a full-time student in Year One of the Honors Business Administration program, based on academic achievement (minimum 80% admission average) and demonstrated community leadership. This scholarship will continue in HBA Year Two provided that the candidate has met the progression requirements. The HBA Scholarship Committee will make the final selection of the recipient. This award was established in recognition of the 20th reunion of the HBA Class of 1986.

Value: 1 at \$5,000, continuing for 2 years
Effective: beginning in 2007-2008 and ending in 2016-2017

Nash Family Football Athletic Scholarship (Any Undergraduate Program)

Awarded to a student entering Year One of any full-time undergraduate degree program at Western, who is from London, Ontario, and who is a member of the Mustangs Football team, based on academic achievement (minimum 80% admission average). Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Awards and Scholarships Committee for the School of Kinesiology in the Faculty of Health Sciences will select the recipient in consultation with the Head Coach of the Mustangs Football Team. This scholarship was established in recognition of the retirement of Western's head football coach, Larry Haylor, by The Nash Family.

Value: 1 at \$3,500
Effective: 2007-2008 to 2016-2017

John St. Clair Heal and Mercedes Billinge Heal Awards (Schulich School of Medicine & Dentistry, Medicine)

Awarded annually to students entering Year One of the Doctor of Medicine (MD) program based on academic achievement and demonstrated financial need. These awards will continue for up to four years provided that the recipients progress satisfactorily and continue to demonstrate financial need each year. Candidates must complete an admission bursary application form, available online through the Office of the Registrar's Web site, by August 1. Once financial need is determined by the Office of the Registrar, the recipients will be selected by the Scholarships and Awards Committee of the Schulich School of Medicine & Dentistry. Replacement recipients will be selected for students who do not retain the award in upper years. In the event of a late offer, exceptions will be made on a case-by-case basis. These awards were established by a generous bequest from Mercedes Heal through Foundation Western.

Value: 7 at \$5,000, continuing for up to 4 years
Effective: May 2007

These awards are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.

George Aberhart Bursary (Any Undergraduate Program)

Awarded to a full-time undergraduate student in any year of any program at Western based on financial need, with a preference for candidates who attended St. George's Public School in London, Ontario. This bursary was established by Ms. Mabel Taylor in honour of George Aberhart through Foundation Western.

Value: 1 at \$1,900, effective May 2007
1 at \$3,500, effective May 2008

These bursaries are supported by matching funds from the OTSS program and recipients must meet Ontario residency requirements.

7. **Report of the Provost's Review Committee (PRC)**

The Report of the Provost's Review Committee is attached as [Appendix 1](#).

8. **DAP Report: Admission to Combined Engineering and Law Programs (BESc/LLB)**

At the last meeting of Senate, the SCAPA Report to Senate included an item for information on changes initiated by the Faculty of Law: 1) to change the name of the "Concurrent" degree program offered by Law and Health Sciences to become a "Combined" degree program, and 2) to alter the admission to the combined programs to be after three years, rather than two. The calendar copy had been amended for September 1, 2008, to reflect the adjusted curriculum to complement the change in date of entry.

As reported at Senate, similar revisions have been received by DAP for other programs leading to a combined degree which includes the LLB. The following Engineering "Options" (pages 78 - 96 of the 2007 academic calendar) will be revised to refer to the program as a combined degree program and to alter the admission to these Engineering Options to be after three years of university rather than two, effective September 2008:

- D. Integrated Engineering and Law Option
- D. Chemical Engineering and Law Option
- D. Civil Engineering and Law Option
- C. Software Engineering and Law Option
- D. Electrical Engineering and Law Option
- B. Mechanical Engineering and Law Option

The Faculty of Law calendar copy for the Combined BESc/LLB Program (page 119 of the 2007 academic calendar) will also be revised to reflect the changes.

The two items on the above-noted report will be posted on the DAP approvals Web site <http://www.uwo.ca/univsec/DAPapprovals> on the 16th and 1st of June respectively.

FOR INFORMATION

Report of the Provost's Undergraduate Program Review Committee

This is the seventh 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 with subsequent reports in April 2001, March 2002, November 2002, November 2003 and December 2004. Established in 1998 to oversee the review process at Western, as required by the Ontario Council of Academic Vice-Presidents, PRC was disbanded in January 2007 with the creation of the Senate Subcommittee on Undergraduate Program Review (SUUPR) which assumed responsibility for reviewing proposals for new programs, as well as reviews of existing ones.

The departmental/program review summaries which follow 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 departments to determine specific actions occasioned by the consultants' reports. Finally, the PRC summary was reviewed by the Chairs and Deans in the units, and their comments incorporated into a final report on the review process. Deans and Chairs were free to request a meeting with the Chair of the PRC and the designated reviewer to resolve any outstanding issues.

The information below has been collected since the last report to Senate in 2004. The PRC did not meet regularly in the last few years. The Reports are on the following Departments/Faculties/Programs: 1) Anatomy & Cell Biology, 2) Biochemistry, 3) Chemistry, 4) Engineering, 5) Geography, 6) BHSc, 7) History, 8) Kinesiology, 9) Law, 10) Music Theory and Composition, 11) Philosophy and 12) Education.

1. Department of Anatomy & Cell Biology

Preamble

The Department of Anatomy & Cell Biology (A&CB), part of the Faculty of Medicine & Dentistry, plays an essential role in teaching anatomy and cell biology to students in a variety of undergraduate and professional programs including Medicine, Dentistry, Science and the Health Sciences. The undergraduate program offers a major and a minor in Anatomy & Cell Biology, a new program that will have its first students in 2005 and is expected to reach full enrolment in three years. An Honors Specialization with Biochemistry has recently received Senate approval. Pending approval by the Board of Governors, the program will start enrolment in the fall of 2005 and expects to reach 30 students in both departments when full. In addition, the Department participates in the new Bachelor of Medical Sciences program, which is expected to have 300 students within three years. Prior to all these new programs, the Department had no direct undergraduate program but it did offer two full laboratory courses (Anatomy & Cell Biology 309 and 319) to students in the Faculty of Science for many years.

Basis of the Report

The review is based on the report prepared for the chair Selection Committee in February 2004 by Dr. Brian Flumerfelt, the current chair of the Department; the external reviewers' report prepared in May 2004; the Department's five-year plan prepared in the summer of 2004, and a meeting with Dr. Flumerfelt on November 3, 2004.

The external reviewers were Dr. John Bergeron, Chair of the Department of Anatomy and Cell Biology of McGill University, and Dr. Michael Wiley, Chair of the Division of Anatomy, Department of Surgery of University of Toronto.

Summary of Reviewers' Comments

The reviewers acknowledged the Department's high profile in teaching within UWO, noting in particular the teaching awards received by faculty members and the high student evaluations. The reviewers also

praised the mentorship program to help young faculty with teaching skills. However, the reviewers noted that the high profile in teaching is derived mostly from the work of a relatively small cohort of dedicated and talented faculty members within the Division of Clinical Anatomy. These faculty members undertake heavy teaching loads without a mandate for research. The reviewers see this “teaching only” arrangement as a weakness in education as scholarship can inform and enrich teaching. The reviewers recommend that the Department review all teaching with a view to ensuring that a majority of members in the Department have sufficient protected time to pursue research. They specifically recommended the measure of cutting or consolidating courses or course hours. They also recommended that the department have a plan to ensure continued delivery of histology and neuroanatomy teaching.

Response of the Chair of the Department

The Chair shares reviewers concern about the lack of research activity by some faculty members and agrees with the reviewers’ recommendations to correct the problem. In fact, the Department as a whole is in general agreement with reviewers’ assessment. The Department discussed all issues raised by the reviewers in a day-long faculty retreat in June 2004. A special task force was struck to develop a five-year plan for the Department. The Plan, completed and endorsed by all faculty members, sets a clear goal of protecting sufficient time for enhanced research or scholarly activity. The Plan lists specific measures to cut course hours using innovative teaching strategies including (1) collaborating with the Department of Radiology to incorporate imaging into the teaching of gross anatomy; (2) enhancing activity in interactive web-based anatomy teaching; (3) recruiting Residents to teach gross anatomy to reduce core clinical anatomist teaching loads. The Plan also ensures the continued service teaching in neuroanatomy as recommended by the reviewers. Overall, the Plan aims to build a more research-intensive culture within the Department while preserving the current strength in teaching.

Reflections on the Review Process

The review was thorough and detailed. The external reviewers’ comments and recommendations are very frank and helpful. The department chair’s report was used in the review process instead of the usual department self-study report. The unique nature of the Department (e.g. no direct enrolment of undergraduate students at the time of the report) makes it difficult to prepare a report in the self-study format. More faculty input and feedback in the preparation of the report would be beneficial and is recommended.

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

January 2005

2. Department of Biochemistry

Basis of Review:

Self-evaluation report of department dated September 2004 (40 pages and seven appendices); report of external reviewers after site visit March 10-11, 2005 (Reinhart Reithmeier, University of Toronto; David Evans, University of Alberta); discussion with Chris Brandl (Acting Chair) and Ted Lo (Chair, on leave) on 17 January 2006; Ted Lo’s response to the external reviewers’ report dated 14 April 2005; and copies of two further documents (Biochemistry departmental retreat agenda for February 22, 2005, and spring surveys of 4th-year students) provided by Chris Brandl.

Highlights of the self-study and the external examiners’ report:

According to the self-study, the number of undergraduate registrations in courses offered by Biochemistry has nearly doubled in the past five years (from 1361 in 2000 to 2477 in 2004), and the department has developed three new Honors Specialization modules in the past two years (including the first Canadian program in clinical biochemistry). The department also played a significant role in the development and establishment of the Bachelor of Medical Sciences programs. It does not offer a first-year course, since biochemistry requires some quantity of background knowledge, but an introductory

course at the second-year level is going quite well (having increased in registration from 865 in 1995 to 1448 in 2004). The department offers several programs requiring third- and fourth-year courses, and also offers required courses in the medicine and dentistry programs. The focus in the undergraduate program is on the array of fourth-year courses and options including especially the research project courses. The department also encourages joint programs with other disciplines, including chemistry, microbiology and immunology, bioinformatics (with the Department of Computer Science), and possibly with cell biology. In order to attract students into biochemistry, the department has outreach modules in local high schools introducing senior biology students to biochemistry and also provides an online research entitled the "Outreach Science Ontario Project." Members of the department have also been exploring links with high school curriculum development and biotechnology companies. At the graduate level, enrolment has increased by one-third in the last ten years, and the 2003 OCGS review was very positive. The department currently has forty-three full-time faculty members, of whom seventeen were recruited in the last ten years; their success in attracting external salary awards and research funding has meant that the department has been able to establish several new core facilities in the last five years. The department's members are divided into two groups, the core department and the clinical division; in addition, the department has seventeen cross-appointments who play a significant role in department decision-making and in both the undergraduate and graduate programs. The most significant problems the department faces, according to the self-study and direct comments, are a major space issue, some questions of health & safety in the labs, and the problem of coordinating a department when the geographic reach of the research groups stretches all over London.

The external reviewers expressed some concern with the rapid growth of the department and considered that the future chair would have to be very careful not to spread resources too thinly. The collegiality of the department culture meant that occasionally new and junior faculty did not know or fully comprehend current initiatives and directions of the programs and the department (e.g. who would be serving as Acting Chair in 2005-2006). They also felt that the great increase in undergraduate students might point towards the hiring of lecturers since the undergraduate program tends to be very labour-intensive. The department's strength in structural biology could be complemented by greater strength in systems biology approaches such as functional genomics and proteomics. The reviewers were particularly impressed by the Advanced Biotechnology Research Centre, the Protein Identification Facility, and the Protein Crystallography Facility, and strongly recommended widespread campus access for these and other facilities in the department to encourage more collaborative research. The improved research space now available in the Medical Sciences Building is also a very good sign, and renovation of the Molecular Biology Laboratories should proceed very shortly. The department is understaffed for its size, and running its array of programs and facilities has meant that the current chair gave up his research program; the reviewers propose that research assistance and staff assistance for the future chair should preclude this rather drastic option. The reviewers also raised some concerns about clinical biochemistry's proper place in the university structure, and about the joint program in biochemistry and chemistry, which has few takers. The response by Ted Lo clarified the critical role the clinical biochemists and molecular geneticists play in the department's programs, and noted that meetings were planned with respect to investigating the biochemistry and chemistry program.

Conclusions and Reflections on the Reviewing Process:

This is a department handling a great deal of change very well. The influx of the medical sciences students has been dealt with, a new lecturer hired to replace a retiring one responsible for much of the introductory biochemistry course at the 200-level, and retreats are regularly held and well planned and coordinated. Two small concerns arise: the department's search for a new chair clearly began in 2004-2005, yet the files were not provided to the PRC until the fall of 2005. Also, a new chair has still not been appointed, which means that broad-ranging department which has been at the forefront of change in the School of Medicine and Dentistry has the potential to lose its focus. This is an important juncture for biochemistry, with new programs coming online and a need to prune unsuccessful courses and rework some undergraduate research projects. New faculty also require a great deal of clear mentoring and aid with developing their research programs and facilities. In addition, the lecture theatre in the North Campus Building does not seem to fulfil the needs of the department. On the other hand, since

completing the review the department has produced two more honours' specializations, in genetics and biochemistry, and in the biochemistry of infection and immunity: this is a department taking its ground and taking advantage of the opportunities offered by the New Academic Choices system at Western.

PRC Reviewer: Jane Toswell, Department of English, Faculty of Arts & Humanities February 2006

3. **Department of Chemistry**

Basis of Review:

Self-assessment documentation in four volumes provided by the department for chair appraisal; three separate reports (for convenience) by external reviewers Ian Butler (McGill), Kelvin Ogilvie (Acadia), Mary-Anne White (Dalhousie); conversations with current chair Rob Lipson, and with future chair Kim Baines.

Departmental Self-Study:

In the last five years the department has had a series of retirements (5), resignations (2) and new hires (7 plus one in the current year, and a new director of Surface Science Western); its full-time faculty complement was 28 in 2000-2001 and 32.5 plus the hire in the current year (including one joint appointment with the Biochemistry department) in 2004-2005. 19 staff members support the teaching and research programs, and are a minimum number. The department offers full programs in organic chemistry, inorganic chemistry, and especially in physical/analytical chemistry. It manages to earn some money by selling custom course materials to first- and second-year students at a profit, and by applying service charges to purchases made through ChemStores. The teaching infrastructure, aided by the Science Student Levy Fund, is very good for many of the laboratories, but the analytical chemistry labs need new equipment. The department is housed in its own buildings, with one wing attached to the Biological and Geological Building; its use of space is perhaps unduly efficient, for some of the 28 or so research groups have been obliged to double up or share space. Library and computer support appear to be sufficient.

Highlights of the External Reviewers' Reports:

The three individual reports all praise the department as the strongest or among the strongest in the Faculty of Science and as holding a very high place among Chemistry departments within Canada. All considered the research contributions of department members to be very impressive, and all were concerned about faculty renewal issues as the department has lost or will be losing very senior members to retirement and to posts elsewhere. Concerns the reviewers raised included the lost position of the Director of Laboratories and staff stress, the desperate need for a new solvent dispensing area, the need for faculty mentors for young faculty and for resolving the problems of laboratory space, some uncertainty about the recruiting potential of the first-year Chemistry course, a lower proportion of upper-year Chemistry students than would be advisable in the faculty, a lack of interest in interdisciplinary programs, the failure to pursue commercialization opportunities, and a sense that the department needs to develop a clear vision. These problems, the reviewers agreed, were already known by department members and plans were in development to resolve or address them.

The reviewers met with senior undergraduate students during their time on campus, and they concluded that the department takes its teaching responsibilities very seriously. A mixed blessing is that so many of the students enjoy their fourth-year projects that they stay on for Masters' and even doctoral studies at Western.

Comments from the Current and Incoming Chairs:

Rob Lipson spoke very enthusiastically of the planning the department is doing with respect to future appointments and the effects these will have on the department's balance. The solvent facility was

scheduled to be developed in May, and the undergraduate lab space is being renovated gradually. The department certainly needs additional space, and is eyeing appropriate directions. An *ad hoc* committee to consider changes to the first-year course, especially the addition of organic chemistry, is being developed. Students unfortunately do not come to university to do Chemistry, and they have to learn to discover it; the course needs flexibility to handle different levels of knowledge in the entering students and excitement to attract them. The department is evolving naturally in an interdisciplinary direction, and plans to continue to be a superb integrated teaching and research department. There are some problems with respect to service teaching for other programs, but these can be worked out. Similarly, curriculum changes will be made as new faculty come on board. Nonetheless, graduate study in Chemistry requires specialized knowledge and to some extent this fits uneasily into the new module system.

Kim Baines noted that the department is also accredited by the Canadian Society for Chemistry, and that the next accreditation is just coming up (a Biochemistry requirement may have to be added). She confirmed the renovation of the undergraduate labs, and noted that some courses are almost beyond capacity with the labs running every morning, afternoon, and now also evening. The department has an excellent outreach program, and also takes part in the London District Science Olympics. Some thought will be given to interdisciplinary programs, including the Materials Science program which is now available, a possible program with Biology, and the Chemistry and Economics program which is also available. To attract a wider range of graduate students (which will help to provide tutorial assistants for the undergraduate courses as well), she is thinking of targeting the northeast United States and of broadening the international profile as well. The department attracts graduate students from Western, from other Canadian universities, and from China, and is getting its first European exchange student this year. Undergraduate counselling is very good but it may be possible to develop a staff position or to reorganize the system.

Conclusions of the Reviewers:

The undergraduate program was considered extensively by the department in its self-study (including an entire volume of course descriptions and final examinations), and by the reviewers. It was a major concern for members of the department. The students were consulted (though the ones consulted, being the senior Chemistry students, were the ones most likely to have been bored by the first-year Chemistry course and therefore might not have generally applicable views), and the department clearly works hard at its undergraduate program. Space is a major concern, since the department barely has enough fume hoods for its graduate students and negotiations are intense when fourth-year undergraduates need to complete their projects. New faculty will also need laboratory space and a chance to develop their research, which will occasion curriculum change.

The reviewers find the requirements of the Provost's Review Committee for Undergraduate Studies were wholly met in this review process.

PRC Reviewers: Fred Ellett, Faculty of Education; Jane Toswell, Faculty of Arts & Humanities

October 2005

4. **Faculty of Engineering (Canadian Engineering Accreditation Board)**

We reviewed two of the submissions prepared by the Faculty of Engineering for the Canadian Engineering Accreditation Board (CEAB): Faculty of Engineering Part 1 and Electrical Engineering Part 2. These are extensive, containing a detailed account of how the University is organized, how the programs are structured, plus the progress made by the unit since the last review, and plans for the future. Extensive statistical and other information is included on the Faculty, the courses they teach, and support services, down to such detail as the type and make of each oscilloscope available in the Electronics Workshop.

The Undergraduate Program Review Audit Committee (UPRAC) requires that the review process contain three components: a self-reflection, an external review, and a follow-up mechanism to track that

recommendations are implemented. The examples cited above support our contention that the review carried out by the CEAB exceeds the requirements of the Undergraduate Program Review Audit Committee.

We met with the CEAB committee for twenty minutes on Monday, November 20, 2006, to explore whether their review could be used for this purpose. CEAB agreed that their detailed report on each program, which is a confidential document given to the Dean, could, with his permission, be shared with the members of the PRC.

UPRAC Guidelines explicitly encourage Universities to use professional accreditation evaluations such as this one for UPRAC purposes.

PRC Reviewers: Patrick Whippey, Faculty of Science; Paris Meilleur, USC Vice-President Education
December 2006

5. **Department of Geography**

The Department of Geography was reviewed by Dr. John Holmes, Department of Geography, Queen's University, on October 14 - 15 2004, and by Dr. Robin Davidson-Arnott, University of Guelph, on November 11 - 12 2004. The current Chair, Dr Roger King completed his second term as Chair on 30 June 2005, and was replaced by Dr Daniel Shrubsole. The writer met with Dr. King on 27 June 2005. Both reviewers evaluated the Undergraduate programs and made detailed recommendations. Neither reviewer made mention of meeting with Undergraduates.

The Department of Geography was established as a joint department with Geology in 1938, becoming a separate department in 1948. It is one of Canada's oldest departments, at one point having the largest undergraduate enrolment in North America. Currently, there are 21 Full Time Faculty members. The Department offers both BA and BSc degrees. In 2003-2004 there were 4044 registrants in undergraduate geography courses, with 153 students registered in the four-year honors program.

The Self-Study was compiled in July and August 2004 by an ad hoc committee comprising the Department Chair (Roger King), plus the Undergraduate (James Voogt) and Graduate (Jeff Hopkins) Chairs. Contributions were sought from both Faculty and Staff.

The department offers six Honors Specialization modules in: Geography - BA; Geography - BSc; Geographic Information Science – BA; Geographic Information Science – BSc; Environment, Resources and Development – BA; Urban Development – BA. One Major module in Geography is also offered, along with six Minor modules.

The Department is in the midst of significant renewal. Six new Faculty have been hired between 2000 and 2004, plus three more in 2005. The department is usually successful in attracting its first choice candidate. This, together with the changes wrought by the New Academic Choices, led one reviewer to remark that "I found it difficult to get a firm handle on the current health of the undergraduate program. It is too early to accurately assess the success of these changes." The Faculty complement has changed since the introduction of NAC; new appointees are contributing to program revisions with a view towards adjusting departmental offerings.

Six undergraduate student representatives sit on the Undergraduate Affairs Committee, where they have:

- promoted geography at open house sessions.
- contributed to the design of new modules reflective of student interest.

Two undergraduates sit on the Departmental Council. There is an active geography club.

Key observations by the External Reviewers were:

- The overall quality of teaching is at a high standard.
- Declining enrolment is an issue, a problem shared with other departments of geography across the province - no increase was seen as a result of the double cohort. The total enrolment decreased during the period 1994-1998 from 5000 to 4000 students, but has been constant since.
- Some refining of the sequence of courses is needed to fine tune the Honors Specialization Modules, and to reflect the expertise of the newly appointed Faculty.
- The number of courses offered may be too large, and in some cases there lacks a well defined progression from year to year. There are 50 300-level 0.5 courses, but only 1.5 400-level courses. This looks unbalanced.
- Resources remain inadequate for the focus on Geographic Information Science in the undergraduate program. There is an urgent need for a full-time GISc technician.
- In spite of the recent hiring of Drs. Gilliland and Mok, the latter a joint appointment with the BACS program, the program in Urban Development remains at risk, pending the retirement of Dr. Code.
- The University Calendar lists 26 100-level 0.5 courses, the second largest number in the Faculty. In 2004-2005, 21 sections were offered that attracted a total of 1728 students. On average, 8 of these courses are taught by limited duties faculty, who provide specialized expertise, especially in the area of urban and regional planning. This large number of 100-level courses represents a significant commitment of resources for students who are not in a Geography program. The Department should consider reducing their number.
- The library support is excellent. The Serge A. Sauer Map Library is the third largest in Canada. Computing facilities are adequate. The undergraduate Geographic Information Systems and Spatial Data Analysis Laboratories are being upgraded to Pentium 4s, and the GIS industry standard software ArcGIS 9 will shortly be available to undergraduates.
- A program in Physical Geography that meets the academic requirements of the Professional Geoscientist program in Ontario would be beneficial. This could be a joint program with the Faculty of Science.
- The Physical Geography community would benefit from closer formal links with the Faculty of Science, a common issue for Geography Departments located outside Faculties of Science.
- The department is well run, and the atmosphere collegial. There is no hint of floccinaucinihilipilification.

In summary, the Department is offering an excellent undergraduate program that is facing the issues of enrolment, the fine tuning of the New Academic Choices, revision of courses, and the influx of new faculty, who in an ideal world will do less teaching than the retirees.

The reviewers did a detailed study of the program, and have met the requirements of the Provost's Undergraduate Review Committee.

PRC Reviewer: Patrick Whippey, Dept. of Physics & Astronomy, Faculty of Science. December 2005

6. **Bachelor of Health Sciences Program**

Preamble:

The Bachelor of Health Science (BHSc) Program, based in the Faculty of Health Sciences, was established in 1997 and is a strictly undergraduate degree program. It offers three and four year bachelor degrees, an honours bachelor degree and a BHSc with Business Administration degree in collaboration with Ivey. At the time of the review the program offered a number of Honors Specialization modules (Health Sciences; Rural Health; Health Promotion; Health Information Management; Health Sciences with Biology), and a Specialization, Major and Minor module in Health Sciences. This academic year, there is a total four year enrolment of approximately 1250 students in the Specialization and Major modules and about 55 students enrolled in the Minor module. There are seven full-time faculty members

associated with the program, seven with shared responsibilities and 12 part-time faculty members. These are supported by four full-time staff members: an academic counselor, program secretary, academic counselor assistant and an administrative assistant. The program was last reviewed in 2003; this is the second review of the program that has involved the Provost's Undergraduate Program Review Committee.

Basis of Review:

This review is based on information provided in the documents listed below and on face-to-face meetings of the reviewer with Steve Trujillo, Acting Director (February 6, 2006) and Jim Weese, Dean of FHS (February 15, 2006),

Documents provided:

- (1) Information provided to the External Reviewers:
 - An Overview of the BHSc Program (Self Study Document) by the Acting Director, Steve Trujillo
 - Faculty of Health Sciences Academic Plan Summary 2003-2007
 - BHSc Program Committees
 - FHS-Composition and Rules of Procedure (Revised 2005)
 - BHSc Program Enrolment Data (UWO Western Databook)
- (2) Itinerary for External Reviewer's Visit (October 18, 19 2005)
- (3) External Reviewer's Report (dated November 21, 2005)
 - The external reviewers were Professor Michael Sharratt, Ph.D. from the Faculty of Applied Health Sciences, University of Waterloo and Professor Raisa Deber, Ph.D., Faculty of Medicine, University of Toronto
- (4) Draft Response to the External Reviewer's Report from Acting Director, Steve Trujillo (Dated November 23, 2005)

Summary of Reviewer's Comments

The external consultants identified that the popular and innovative BHSc program benefits from dedicated and expert faculty and staff, and a large group of talented and committed undergraduate students. However, many of the key recommendations about the program can be summarized as issues relating to its sustainability. The program remains a popular choice with students and is highlighted as a major strength by the Faculty. However, the consultants report that faculty members in the program do not share the same opportunities for research and other scholarly activities, as is available to their colleagues in other schools in the Faculty, because of an enormous time and resource commitment to teaching. This was especially troubling given that only one of the seven full-time faculty members are tenured. At the same time, the consultants report that there is a feeling with the shareholders that the BHSc program, because of its success in attracting and retaining a large student population, is a key contributor to the success and opportunities within the Faculty but that the program is an unequal beneficiary of this success with respect to resource allocation. There is a need for faculty renewal. The faculty members have the required breadth to teach to the current BHSc, but lack the depth that would exist from additional mid-career faculty and better integration across the schools in the Faculty. High teaching loads, a relatively small and young contingency of core faculty, and difficulty with collaborative input from other schools (who are also running their own programs) are identified as issues that could lead to problems in retention and recruitment of quality faculty.

The consultants commented, as did those in the last external report, that the program structure may be a major contributor to the inequities (real and perceived) in this program within the FHS. Most of the shareholders believe that elevating the status of the program to School will aid in addressing many of the issues above and allow a better integration of participating schools within the faculty. The Dean believes

that there are a number of other initiatives that should be implemented by the Faculty before further considering the realignment of the BHSc program as a School. Two of these are already being implemented. One is the introduction this coming fall of a new graduate degree, MSc(HSc), in Rehabilitation and Health Science, that will involve directly the faculty members within the BHSc program and provide the opportunity for full participation in all aspects of scholarly activities. The consultants encourage that adequate research space be identified for those appointed to the BHSc program, preferably in the South Valley Building so that a graduate student presence can be felt in the program's home location. A second initiative is the recent hiring of a number of new full-time faculty members who are appointed to both the BHSc program, as their home program, and another school with in the Faculty.

Another key recommendation of the consultants, and broadly supported from within the program and across the Faculty, is the need for a comprehensive curriculum review with a particular view to addressing core outcome competencies. Such curriculum reform is difficult to implement simply with the addition of new modules because the teaching faculty are already fully engaged, even with the recent cross-appointments. Their ability to maintain and modify the program to meet the objectives is a challenge. Within the full curriculum review, which is now in progress, attention should be paid to possible contraction of course offerings (including a self-analysis of what courses could be dropped because they are not critical to the program mission, and what courses could be better offered by other constituencies within the university). The review should also investigate realignment of resources to focus on these competency outcomes while ensuring that the pre-requisites are achievable to meet the desired destinations of the students in the program. The latter could be achieved by consideration of so-called exit surveys of graduating students, and the Dean reports that efforts to do this are being planned and will be linked to the curriculum review. It is also noted that the program has already introduced new modules in Rehabilitation Sciences (effective Sept. 2006) in response to the recommendations and more are being planned as part of the on-going internal curriculum review.

The consultants highlighted that students commented on the desire to have a greater number of traditional science courses within the core curriculum. This desire may be the result of the large percentage of current students that have a desire to enter medical school or other health professional programs requiring these core sciences for admission. With the recent introduction of the BMSc program in the Schulich School of Medicine and Dentistry/Faculty of Science, some of the needs of these students might already be met. This would allow the BHSc program to focus more on their intended social science focus of health care curriculum, which is the view of the Acting Director and Dean.

The consultants also report that because of the large student participation in the program more resources are required for academic counseling. A new undergraduate officer is suggested, although the duties of the former are not well defined. The Acting Director reports that an additional academic counselor has been created in response to the report.

Reflections of the Review Process

Being a strictly undergraduate program, the review was a thorough and detailed report as required for the Provost's Undergraduate Program Review Committee. During the review an opportunity was provided, under the time constraints of the two day review, for all constituent shareholders (administrative faculty and staff, faculty and students) to provide information and meet with the external consultants. The consultants were provided with appropriate documents (with the possible exception of the last external reviewer report in 2003) to be able to complete their report. Given that this program is nearing ten years of maturity, the very recent introduction of the Bachelor of Medical Sciences program, the introduction of the MSc (Health Science) degree this year, and the recent hiring of a number of cross-appointed faculty, the reviewer is confident that the BHSc program is well positioned and is actively engaged to evolve and act on the key issues that were raised by the external consultants.

7. **Department of History**

Preamble

History has been taught at the Undergraduate level at UWO since the 1880's making it one of the oldest academic areas in the University. In the 2002-2003 academic year, the department had 27 full time faculty, including 3 joint appointments. In the last 4 years, undergraduate enrolment has increased by 75% and is projected to continue to increase from approximately 3300 in 2003-04 to an estimate of 3800 in 2006-07. The department offers an Honors Specialization, a Specialization, a Major and a Minor in History and makes a significant contribution to the Bachelor of Administration and Commercial Studies program.

The undergraduate History program has been recently redesigned, not only in response to University mandates for changes in the degree structures, but also in order to emphasize the department's strengths and thematic foci. Current geographical strengths are in the North Atlantic World and Europe, with new appointments meant to facilitate growth and concentration in Asian and Latin American Studies and the History of the Muslim world. Thematic strengths are organized around Culture and Society, International Relations and Conflict, and Business and Economy.

Basis of the report

Departmental self-study, the non-confidential external appraisal reports from consultants dated November 2003, and a meeting with Dr. Benjamin Forster, Chair of the department, on April 14, 2004. Correspondence from Dr. Margaret Kellow, Acting Chair, indicates that the self-study was the result of consultation within the department and circulation of a preliminary draft for comment prior to preparation of a final text.

Summary of the review

External consultants, Jane Errington of the Royal Military College and Queens University and Richard Rempel of McMaster University, reviewed the History department in October 2003. They met with University administrators, departmental faculty and doctoral students but did not have the opportunity to meet with undergraduate students, departmental staff, or representatives from the Affiliated Programs.

One of the reviewers had participated in a departmental review in 1999-2000 as part of the OCGS appraisal. This allowed the reviewers to note the significant changes in the last 4 years. The report stressed a strong sense of rejuvenation in the program, attributable by many faculty to the efforts of the chair. It was suggested that the renewed faculty resolve and leadership, along with recent appointments and good administrative support, had contributed to the department's high scholarly and teaching position among Canadian Universities. The reviewers applauded many of the changes in the last 4 years and noted an increase in energy in the program. This was obvious not only in the intellectual pursuits of the program, including seminars and speaker series, but also in the organizational aspects of the program. Undergraduate students now have representation on all major departmental committees including curriculum, appointments, and promotion and tenure. A new position of Undergraduate Chair was created to see to administration, counseling, recruitment, awards, and adjudications in the undergraduate program. This individual, appointed by the department chair in consultation with the advisory committee, also sits on all major departmental committees.

The primary issue still facing the department at the undergraduate level is an exponential increase in enrolment. The reviewers noted that while there has been a very recent increase in the full time faculty complement, it is still significantly below what it was 20 years ago and may still be insufficient to keep abreast of demands associated with enrolment increases. The department currently offers approximately 70 undergraduate courses, many of which are service courses in the BACS program. As well, the department continues to stress the smaller class sizes and the seminar and tutorial system that have been a strength of the program. The reviewers noted that the part time faculty teach approximately 30% of the

undergraduate courses, a significantly high percentage when compared to standards in other Ontario History Departments. This could place significant burdens on the History budget and therefore could limit the number of possible tenure track appointments. This was an issue that the reviewers suggested be addressed. Professor Forster noted that many of the part time faculty hold doctoral degrees and have active research programs in spite of their high teaching loads. Most would be eligible for full time faculty appointments if positions were available. However, the current structure does tend to make for a two-tiered system within the department. Professor Kellow, currently Acting Chair, indicates that recent conversion of Limited Duties faculty to full-time, limited term status will affect these ratios, depending on how these categories are construed..

The reviewers suggested the department should work to improve links with the Affiliated Colleges. They suggested that much of History is taught in isolation and that attempts, both formal and informal, to work cooperatively with historians in the affiliated colleges would be useful. Dr. Forster noted that the department and the colleges are attempting to improve interactions, largely through joint appointments and course sharing.

The reviewers also suggested the department continue to develop inter-departmental linkages, viewing those that are emerging as quite successful. These include a combined degree with the Faculty of Law and work with the Department of Political Science in developing an Honors degree in International Relations. Dr. Forster noted that preliminary work is also underway in the development of a joint program with Anthropology although this effort is moving fairly slowly.

Lastly, the reviewers recommended that the University increase investments into the department library. It was their feeling that current budget allocations for the library were insufficient. Dr. Forster agreed.

Reflections on the Reviewing Process

It would appear from the review that the History program has improved considerably in the last 4 years. The recommendations made by the consultants appear to be well accepted by the chair and plans are underway to address areas of concern. The undergraduate program appears to be healthy and represents a true priority for the department.

PRC Reviewer: Prudence Allen, Faculty of Health Sciences

August 2004

8. **School of Kinesiology- Faculty of Health Sciences**

Preamble:

The School of Kinesiology (formerly Faculty) was brought into the Faculty of Health Sciences (FHS) when it was formed in 1997. The School offers a four year general BA degree and an honors BA degree with honors specialization, specialization and major modules in kinesiology and a three-year BA degree with the major module. They also offer an Honors BSc degree via an honors specialization in Kinesiology module. They also participate in a five-year Combined BA (Honors Kinesiology)/BA (Honors Business Administration) in Sport Management and a six year Concurrent Bachelor of Arts (Honors Kinesiology) with Bachelor of Laws (LLB). In terms of the total number of undergraduate students enrolled in these programs, the school ranks as one of the top three in Canada and has a stable enrolment as it is recognized as a preferred destination for Ontario high school graduates.

Basis of Review:

This review is based on information provided in the documents listed below and on face-to-face meetings of the reviewer with Professor Alan Salmoni, Director (February 7, 2006) and Professor Jim Weese, Dean of FHS (February 15, 2006),

Documents provided:

- (1) Information that was also provided to the External Consultants:
 - Unit Self-Evaluation, dated October 2005
 - Faculty of Health Sciences Academic Plan Summary 2003-2007
 - FHS-Composition and Rules of Procedure (Revised 2005)
 - Undergraduate Class Sizes, Kinesiology Enrolment Data (UWO Western Databook)
 - Structure and Function Organization Summary of the School
 - Kinesiology Research Strategic Plan 2006-2010
 - Response of Program to Dean, FGS on the OCGS Review (dated July 18, 2005)
 - Reviewer's Report for Kinesiology from the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) Accreditation (dated August 10, 2005)
- (2) Itinerary for External Reviewer's Visit (November 3 and 4 2005)
- (3) Non-confidential External Consultant's Report (dated November 2005)
 - The external consultants were Professor H el ene Perrault, Ph.D. from the Department of Kinesiology and Physical Education, McGill University and Professor Ron Zernicke, Ph.D., Faculty of Kinesiology, University of Calgary

Summary of Reviewer's Comments

The consultants highlighted "the well-deserved reputation for its (the School's) strong undergraduate program" by commenting on the quality of the faculty members with expertise covering the major areas of kinesiology and excellent incoming undergraduate students who graduate with the appropriate training to enter career related professions or postgraduate studies. The faculty expertise is able to cover the breadth required to offer both the BA and BSc degrees. The ability to offer both degrees is described as a strong benefit because it offers a choice to the students. The School is congratulated for effective implementation of their undergraduate teaching mission with those of the FHS and University.

Primary among the consultants' comments was the lack of an Undergraduate Strategic Plan. The Director reports that instead of developing a long-term Undergraduate Strategic plan to initiate curriculum change, the efforts of the School are focussed on an immediate full curriculum review and that appropriate curriculum changes are being implemented as they are developed as part of this review. The consultants' strong encouragement to develop an Undergraduate Strategic Plan calls for a full examination of the current modules in view of the "evolving social needs for kinesiology graduates". To this end they suggest that the School develop more specializations to better reflect the changing roles of graduates. The Director noted that additional new modules are part of the on-going curriculum reform, which itself is critical if Western's programs in Kinesiology are to remain competitive with other programs across the country. The consultants singled out the area of biomechanics as one of weakness in terms of depth within the School. This area is considered to be a key component of top kinesiology programs, including Western's. A recent Canadian Research Chair appointment in the area of biomechanics will provide the needed foundation for future developments in course offerings. The consultants also suggest that the three-year degree option should be deleted as part of the strategic plan, although give no rationale.

The majority of the students are in a BA program (2:1, BA:BSc) and there is a strong feeling that the BSc program needs to be enhanced to meet the needs of the students. Currently, enrolment in the BSc program is limited mainly by access to compulsory courses, such as Anatomy 221, that has a dissection laboratory. This course is offered by the Faculty of Medicine and Dentistry and has significant laboratory space constraints. One possible resolution would be to add flexibility to this required and high demand structural anatomy course, by offering an alternative functional anatomy course within their Faculty. The FHS has appropriate faculty members who are experts in functional anatomy and has state-of-the-art laboratory facilities in the Arthur and Sonia Labatt Health Science Building. Additionally,

other laboratory courses in kinesiology need to be examined to see if capacity could be enhanced; the consultants point to a need to look to increasing and modernizing laboratory space to both maintain the quality of current BSc program and to better balance the two degree streams. Any modifications of laboratory courses must also meet the so-called Standard 4 of the Kinesiology accreditation by CCUPEKA. The Director and Dean both agree that creative solutions to the current capacity limitations in the BSc can be found and efforts to enhance the BSc program will be a part of the curriculum review.

The restricted enrolment in the BSc program may be part of the reason for the 20% attrition rate that the consultants presented as unusually large. The Director also pointed to the fact that second year enrolment is capped, but the School can not put stricter capacity limits on first year enrolment. This would have an effect on the attrition rate as students who cannot get admittance to their desired program of study after first year will look elsewhere. The size of the honors program also puts a strain on resources for offering honors research projects in the final year. Students point to this as an area of disappointment, and a reason for leaving the Kinesiology programs. Decreasing the large class sizes, updating the outdated and limited laboratory space and adding more undergraduate counselors are deemed as improvements by the consultants that should be addressed.

The consultants suggest a need for change in the physical activity modules. Traditionally, Western has had sports-based activities. The number of these activities is difficult to manage and timetable and there is a shift nationally to more exercise and fitness-based modules. The Director reported that changes in this regard are already being made within the curriculum by some realignment of the activity programs to include activities in dance, exercise and recreation by reducing the number of sport activities.

The consultants also echoed the report of the CCUPEKA Accreditation Committee that the programs in the School do not meet the accreditation standard because it lacked a defined curriculum discipline requirement for two 0.5 credit courses with a social sciences and/or humanities focus (required to meet Standard 2 for accreditation). The School acted immediately to rectify this after receiving the CCUPEKA report in August and modules have been modified to ensure that a list of appropriate courses is provided to students so that this requirement is met. They are awaiting accreditation pending review of this change, and this is anticipated this spring.

There are efforts by the Ontario Kinesiology Association (OKA) to make Certified Kinesiology a regulated health profession. If this is approved it will have an impact in all Kinesiology programs in Ontario as they try to meet the certification requirements. The Director reports that they are keeping abreast of the discussions of the OKA. It would be the intent of the School not to try to make all degree programs or modules in Kinesiology meet the certification standard but to create a specific module that would meet this certification (and the ultimate requirements) by having the appropriate courses required for certification.

Reflections of the Review Process

The consultants' report was an extensive, thorough document covering all aspects related to the Appraisal of the School of Kinesiology including the academic health of the school covering the undergraduate and graduate programs, scholarly activities and the administration of the school. The consultants provided detailed comments on the structure, effectiveness and overall quality of the undergraduate program separate and distinct from comments on the graduate program and research aspects. Their comments on the undergraduate program were provided as answers to the specific questions asked in the "External Reviewers' Guidelines for the Appraisal of a Department/School/Center" provided to them by the Provost. It appears that the same excellent level of detail was paid to the review of the undergraduate program as to review of the graduate program, the School's research and scholarly activities and its administration. Overall, it is an excellent report and their comments are well structured and direct, making the report a useful tool for the School.

Included during the consultants' visit were meetings with Mr. Tony Church, Graduate Student Council President and Ms. Stacy Saltzman, Undergraduate Student Council President, and Professor Donna Petersen, Undergraduate Program Chair. The consultants were provided with the appropriate documents to be able to complete their review. Since the creation of the School of Kinesiology within the FHS there has been a strong and successful effort to develop the strategic plans for research and the related graduate program. Now that the New Academic Choices is established, attention is being directed more fully to the undergraduate programs. The Director and Dean indicate that the School is working within their vision of research in kinesiology and are already acting on the key issues raised by the consultants. The recent approval for the new Western Sports and Recreation Centre also makes this an exciting time for undergraduate curriculum renewal at the School of Kinesiology that will, no doubt, take advantage of this facility.

PRC Reviewer: Mark S. Workentin, Department of Chemistry, Faculty of Science

March 2006

9. **Faculty of Law**

The Faculty of Law was reviewed by Jamie Cassels QC, Vice-President Academic and Provost, University of Victoria, and Deborah A. DeMott, David A. Cavers Professor of Law at Duke University, on May 3-5, 2004. Mr. Justice Robert J. Sharpe, Court of Appeal for Ontario, visited on June 1-3, 2004. While the timing was not ideal, since the students were not readily available, Justice Sharpe did meet with the incoming and outgoing executive members of the undergraduate Legal Society at a dinner meeting in Toronto. The writer met with Dean Holloway on December 15, 2004.

"The Faculty of Law at Western was founded in 1959. Our founding Dean was the Honourable Ivan Cleveland Rand, one of the towering figures in Canadian legal history and, though we are now in our fifth decade, we consciously remain faithful to the Rand ideals of scholarship, collegiality, integrity and mutual respect." (Faculty web site)

The Faculty offers a three year degree leading to the Bachelor of Laws. In 1957, the president of the University, Dr. G. Edward Hall, entered into a covenant with the Law Society of Upper Canada to train the next generation of lawyers, so that the Faculty has a long tradition of focus on undergraduate affairs. The Faculty has been a leader in curriculum development for 25 years and possesses one of the highest placement rates in North America.

The Law School sees itself as "A National Law School with an International Outlook" Its goal is to become the leading law school in Canada focusing on "Business Law in the Global Environment".

Key elements of the undergraduate program are: 1) the small group program, which ensures that each student has close contact with a Faculty member from the moment that they arrive, and 2) the Core Curriculum. Concentrations are available in Tax Law, Business Law, Criminal Law, and Intellectual Property, Information and Technology Law. The exchange program, measured by participation rate, is the largest in North America. The January Term provides the opportunity for students to participate in short courses (eight in 2004) offered by leading practitioners in their respective fields. Students have the opportunity to practise the practice of law through the Legal Aid clinic, the Dispute Resolution Centre, The Sports Solution and Pro Bono Students Canada.

The reviewers refer to several challenges in their reports.

- (a) The competition for the best students is intense so that the Open Houses on campus plus the three annual recruitment receptions, two in Toronto and one in Calgary, are important initiatives. Two-thirds of the students attending these events come to Western.
- (b) The underlying purposes of the Core Curriculum need to be rearticulated so that through the specific courses chosen these objectives can be met. The work of the Program Committee,

which includes four faculty members and two students, is focusing currently on this issue and changes are under development. This will lead to a Faculty Retreat followed by formal proposals. The program will evolve, but there is no intention of making substantial change.

- (c) The focus on Business Law may be somewhat narrow. The Faculty has debated this issue and concluded that, with the appropriate broad interpretation of Business Law, this is appropriate. The reputation of the faculty for business law is long standing, going back to the 1970's.
- (d) The tuition freeze will limit the ability of the Faculty to respond to some of these challenges.

While the self-evaluation was written by Dean Ian Holloway, his open style of collegial government ensured that it did reflect properly the journey of the Faculty of Law during the period since the last external review in 1995. The reviewers were unanimous in recommending that Dr Holloway be re-appointed Dean for a second term, and this appointment has been confirmed.

For the future, Dean Holloway intends to: 1) deepen the connections with the Ivey School of Business, 2) establish a series of dual degree programs with law schools in Singapore, the Netherlands and India and 3) improve the faculty/student ratio.

The reviewers did a thorough review of the undergraduate program, so that the requirements of the Undergraduate Program review Committee have been met.

PRC Reviewer: Patrick Whippey, Dept. of Physics & Astronomy, Faculty of Science January 2005

10. **Department of Music Theory & Composition**

Basis for the Report

A detailed self-study was prepared by the chair, Professor Alan Heard in December 2003. In early February 2003, the Department was visited by two external reviewers, Drs. Stephen Chatman and David Beach from the University of B.C. and the University of Toronto, respectively, and their reviews were available shortly thereafter. I met Professor Heard on June 29, 2004 and discussed with him his departmental self-study and the reviewers' findings.

Background

The Department is one of four in the Faculty of Music (the others being Education, History and Performance) and its principal undergraduate function is to provide a 4-year honours degree program in Theory and Composition. While students tend to graduate as either "Composition Majors" or "Theory Majors", the BMus degree (Music Theory and Composition) is conferred upon both groups. This undergraduate degree normally leads to graduate work in theory or composition but can also help prepare students for careers in other sectors such as publishing, film, television and radio, librarianship, or journalism. The present full-time faculty complement is nine with four 'composers' and five 'theorists'. Undergraduate teaching is assisted considerably by six additional part-time faculty. The external review indicated that "the full-time faculty in particular is highly distinguished and visible...the level of research and scholarship is generally high in both quality and quantity...both nationally and internationally".

Undergraduate Program Review

Both external reviewers found education programs in the Department to be healthy and that the faculty were doing well as teachers and creative artists/scholars. Inevitably the reviewers commented on some undergraduate areas that might be examined/improved, for example: a) providing additional teaching / tutoring to address the musical skill disparity of naïve incoming students; b) how students stream into 'theory' and 'composition' majors and when this should happen; c) whether there might in fact be separate degrees for the two areas; d) more emphasis on 20th century music education; e) an earlier focus

on composition for composition majors; and f) examination of the value / necessity for the present requirement for acoustics ('The Physics of Music and Sound', Physics 132a/b). Overall, however, the reviewers felt that the Department's undergraduate program was functioning appropriately to meet educational objectives.

The comments of the reviewers were generally felt to be constructive by Professor Heard and many of the reviewers' points were part of ongoing discussions in the Department or would be addressed during the tenure of the new chair, Professor Catherine Nolan.

PRC Reviewer: Peter Flanagan, Schulich School of Medicine & Dentistry

July 2004

11. **Department of Philosophy**

Basis of Review:

Self-assessment documentation in five volumes prepared and provided by the department for the appraisers, meeting with and joint report by external evaluators Stephen Darwall, University of Michigan, and Andrew Wayne, University of Guelph; meeting with current and reappointed chair Samantha Brennan.

Departmental Self-Study:

The department of Philosophy at Western is fundamentally a department of analytic philosophy, with subspecializations in three areas: philosophy of science (its greatest strength), social and political philosophy (including ethics), and history of philosophy. It is the second-largest department in the Faculty of Arts and Humanities, with 28 full-time tenured and tenure-track faculty in 2005-2006 and 29 in 2006-2007. 17 faculty members are on limited duties appointments, of whom nine are doctoral students in the graduate program. The department's internal and external grants have increased quite remarkably over the current five-year cycle, and funds are also available from two donations. Faculty members are all very active in research, and the department is home to six research groups. The self-study does not provide numbers for students in department programs, but from the enrolments in department courses it appears that there is a significant group of about 22 large 100-level general courses, most of which are service courses (Philosophy of Law, Great Philosophers, Philosophy of Economics, Metaphysics/Epistemology of Witchcraft). The courses at the 200-level and above have average enrolments of about 30, and it looks as though 150-200 students are taking degrees in Philosophy, with about 50-60 graduating each year. In addition, the department offers a certificate and a diploma program in ethics, both of which are available to the wider student community. The work of administering the undergrad program is split between two department members: Lorne Falkenstein handles the curriculum and development of new courses and programs, while John Nicholas serves as the undergraduate academic counsellor and is responsible for letters of permission, scholarships, and adjudications. This division of labour has been in place for some years, and works very well, though it is a practical decision rather than an ideological one. The department offers five fields of graduate study at the doctoral level: Philosophy of Science; Moral, Political, and Legal Philosophy; History of Philosophy; Philosophy of Mind and Language; and Feminist Philosophy, and has a highly integrated process of training graduate students in teaching as well.

Highlights of the External Reviewers' Report:

The external reviewers focused on the graduate program for at least half of their report, having concluded very quickly at the beginning of the report that the last five years had been good ones for the department and there was general agreement that the current chair should be reappointed. The department has increased in size during the current cycle, and will also be hiring five faculty in philosophy of science over the next five years in advance of anticipated retirements. The reviewers find the strategy for further recruitment to be excellent, but also suggests some possibility of developing more strength in the area of language and mind. Detailed recommendations for attracting, training, and placing

graduate students are the central focus of the report. The undergraduate program does garner some attention late in the report, and the reviewers note that the students they met with were very enthusiastic, engaged, and positive about the quality of their teaching. Their club “School of Thought” and the Honours mentorship program particularly impressed the reviewers. The large portion of the department’s undergraduate enrolments in large lecture courses frequently taught by part-time faculty, advanced graduate students or recent graduates was a matter of some concern, but with the injection of new faculty and the proposed course renumbering there may be more involvement of regular faculty with undergraduate courses (especially, perhaps, at the 300- and 400-level). The reviewers also strongly recommended the establishment of a committee for undergraduate studies (not, as presently, a committee of the whole of the regular faculty of the department), including a relatively small number of faculty who could take more responsibility for the undergraduate program and could function as faculty advisors. The reviewers also strongly recommend that in order to complete an Honours Major, students should be required to take at least one seminar-sized advanced course.

Comments from the Current and Reappointed Chair:

Samantha Brennan noted that the reviewers had overestimated the use of part-time faculty for undergraduate teaching, indicating that the department has in place a very fine system for teaching graduate students and gradually giving them more responsibility for undergraduate courses. The few part-time faculty actually have full-time day jobs as professionals (lawyers, doctors) and teach for the joy of it. The thriving honours student community testifies to how well the department’s program is working. The department also explicitly keeps the Major for students who will not be proceeding to graduate school, and therefore should not have a seminar course. Brennan also discussed the certificate and diploma programs in Logic, which the reviewers did not mention, but which are drawing enrolments from across the campus and broadening the scope of the department’s activities in the university at large. She indicated that the department will discuss whether to change its committee structure, and reinstate an Undergraduate Affairs Committee. At the level of faculty recruitment, the department does hope to be opportunistic, and to hire in Eastern philosophy or aesthetics. The Department is well served in terms of classroom space, with all its rooms being SMART classrooms, though it certainly needs office space.

Comments from the Reviewer:

The department is of one mind about its strengths and weaknesses, and will be discussing the reviewers’ reports and its future plans. The department submission in five volumes was extensive and very well organized, although more statistical information about registrations in the programs offered would have been useful. The reviewers were well aware of the need to consider the undergraduate program, and they provided very thoughtful feedback.

The reviewer finds the requirements of the Provost’s Review Committee for Undergraduate Studies were wholly met in this review process.

PRC Reviewer: M.J. Toswell, Department of English, Faculty of Arts & Humanities May 2007

12. **Faculty of Education**

Basis of Review:

Self-study documentation from the Faculty of Education including final report of the Ontario College of Teachers Accreditation Panel dated 27 March 2006; meeting with external reviewers on 9 June 2006, report by external reviewers Donald Fisher, University of British Columbia; Jane Gaskell, University of Toronto; and Celia Haig-Brown, York University (dated 14 July 2006); meeting with current Dean of Education, Allen Pearson, 28 February 2007.

Faculty Self-Study:

The self-study was comprehensive and very well-organized, without being overwhelming in size; in fact, it was an exemplary model of its kind. The Faculty currently teaches 850 preservice students for its professional degree leading to accreditation by the Ontario College of Teachers and a Bachelor of Education; and has graduate programs at the masters' and, since 1999, doctoral level. The current full-time faculty in the tenured and probationary stream number about 40, and the Faculty also boasts a handful of Associate Teachers seconded from local schools who largely teach in the B.Ed., the Preservice Program as it is called. The Faculty is also lucky to have a large cadre of retired teachers who instruct in the Continuing Education program. The organizational structure of the Faculty is the Dean with one Associate Dean; together they supervise the chairs of the faculty's three programs: Graduate Education, Continuing Education, and the Preservice program. In 1998 the Faculty abolished a departmental structure in favour of the current governance system. The space dedicated to the Faculty is Althouse College, which houses the Education Library (part of the Western Libraries system) and an array of resources provided by the Media and Information Services department—including 5 computer labs, the AV system for the 645-seat auditorium, a media production centre and video production lab, and AV equipment for teaching. The Faculty has sufficient space, including classroom space, for its current purposes, and the space is being renovated and improved. Renovation is also taking place in the faculty complement as there have been some retirements to date, and fully eighteen faculty members will reach their normal retirement dates in the next ten years. The faculty have a broad range of research interests and members are heavily involved in two research centres: the Centre for Inclusive Education, and the Centre for Research and Education on Violence Against Women and Children. Faculty members also work closely with the local school boards, and advise the Ministry of Education on a variety of issues.

Highlights of the External Reviewers' Report:

The reviewers noted that the departing dean, Allen Pearson, has brought great stability to the Faculty, first as its protector in the face of possible closure, and second as a community builder. The reviewers made detailed suggestions in seven areas: the need for a strategic vision given the very competitive environment for Faculties of Education in Canada and the shift in faculty from a focus on undergraduate education to one which includes the effort to be a leading research-intensive university; program renewal including an overhaul of course outlines in the preservice program and the establishment of further linkages with undergraduate students in arts and science fields; focusing the masters' program on teachers who wish to deepen their knowledge and reflect on their practice; developing policies and information materials for doctoral students and improving the profile of educational psychology in the doctoral program; appointing an Associate Dean of Research to pursue a range of initiatives in research; slightly altering the organizational structure of the Faculty and paying close attention to workload issues; hiring additional tenure-track faculty so that one-third of the preservice program is taught by tenured and tenure-stream faculty members; establishing opportunities to celebrate successes, to communicate internally more effectively and efficiently, and to produce more community space (and coffee); making always greater efforts for increased visibility on campus and for collaborative work in research and teaching; engaging more directly with local teachers, school boards, and community-based groups; and participating fully in the internationalization of the curriculum. In short, the reviewers conclude that the Faculty needs to continue to move away from a sense of isolation and alienation and towards revived scholarship and teaching.

More particularly, the reviewers did indeed consider very seriously the preservice program and recommend that the small joint program with Mathematics should be a model for developing further integrated undergraduate with preservice degrees. These could be particularly rewarding with the new array of interdisciplinary programs in development. The research of faculty members could also be incorporated more fully into the curriculum; in particular, the social foundations course (the manual for which was provided in the Faculty package) could include work on equity and diversity being done in the Faculty.

Comments from the Current Dean:

The Dean in writing indicated that he found the reviewers' report balanced and thoughtful, and a useful start for discussions in the Faculty. In conversation the Dean indicated that those discussions have already begun, and the Faculty has already decided to establish an Associate Dean of Research (and perhaps of Graduate Studies) and is pursuing new educational partners (working with Walpole Island on an M.Ed. in Educational Leadership; developing a program with the Lambton Kent District School Board; working with other school boards including the London Catholic Board on professional development programs for experienced teachers; and using outside funding to develop business studies courses and interactive computer-based learning for children. The percentage of preservice teaching done by tenured and tenure stream faculty had already risen to 21%, and the goal of the Faculty is indeed to move it to 33%. Plans are also afoot to develop the preservice curriculum, but there are always balances to be maintained since new faculty tend to want graduate teaching and supervision, as well as help with their research programs. At Western several concurrent programs are in development including Physics and Religious Education at King's University College. The Dean also reviewed the competitive environment, with public universities opening branch campuses and collaborative programs with colleges, American universities establishing programs for Canadian students, and private universities opening their doors as well. With regard to space, it would be preferable if the Faculty could use for its purposes all of Althouse College, particularly if it is to develop the space initiatives recommended by the reviewers.

Summary Comments:

The new Dean of the Faculty as of 1 August 2007 is Julia O'Sullivan, as announced on 27 March 2007. The self-study and the reviewers took very close account of undergraduate issues both in terms of policy and programs. It was not possible to consult directly with many students when the reviewers were on campus, but scheduling three reviewers to attend all at the same time is always a difficult proposition. The undergraduate program in the Faculty received full and fair consideration in the review.

PRC Reviewer: M.J. Toswell, Department of English, Faculty of Arts & Humanities

May 2007