REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

Faculty of Engineering: Introduction of a 2+2 International Collaborative Program with Zhejiang University, China

Faculty of Information and Media Studies: Introduction of Certificate and Diploma programs in Digital Communication: Social Media & Virtual Worlds

Faculty of Information and Media Studies: Introduction of "Digital Communication" as a Course Designation and New Courses in Digital Communication

King's University College: Introduction of Certificate and Diploma Programs in Childhood in the Justice System

School of Graduate and Postdoctoral Studies: Introduction of a New Collaborative Graduate Program in Musculoskeletal Health Research

School of Graduate and Postdoctoral Studies: Renaming of the Master of Legal Studies to Master of Studies in Law

School of Graduate and Postdoctoral Studies: Revisions to the PhD Program in Philosophy

Revisions to the Scholar's Electives program

Report of the Subcommittee on Teaching Awards

SUPR-G Report: Review of the Theology Program, Huron University College

New Scholarships and Awards

FOR APPROVAL

1. **Faculty of Engineering: Introduction of an International Collaborative 2+2 Degree Program in Chemical Engineering with Zhejiang University, China**

Recommended: That an International Collaborative 2+2 Degree Program in Chemical Engineering be introduced between the Faculty of Engineering and Zhejiang University in China, effective September 1, 2012.

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http://www.westerncalendar.uwo.ca/2012/pg1411.html

CHEMICAL ENGINEERING INTERNATIONAL COLLABORATIVE DEGREE PROGRAM

First Year: ZJU courses designed specifically for this program and offered in China

Second Year: ZJU courses designed specifically for this program and offered in China

Third Year: CBE 2224A/B, CBE 3310A/B, CBE 3315A/B, CBE 3317Y, CBE 3323A/B, CBE 3324A/B, CBE 3325A/B, CBE 3326A/B, two 0.5 technical electives[1]

Fourth Year: Business Administration 2299, CBE 4415[2], CBE 4497, ES 2211F/G, ES 4498F/G, two 0.5 technical electives[1]

Notes: [1] Students may choose a minimum of two 0.5 courses from each Group
[2] Students may substitute two 0.5 technical electives from the list below for CBE 4415

Additional Note: ES1021A/B and ES1022Y equivalents are not offered at ZJU during the first two years. Students enrolled in the 2+2 program are expected to take these courses (or equivalent courses approved by the Department) at Western to complete their degree.

Technical Electives:

Group A: CBE 4417A/B, CBE 4418A/B, CBE 4420A/B, CBE 4432A/B

Group B: CBE 4407A/B, CBE 4409A/B, CBE 4463A/B, GPE 4484A/B

- Some technical electives may not be offered in a given academic year.
- Special permission from the Department is needed to take courses from Science or Engineering not listed above.

Background:

An International Collaborative Degree Program between the Faculty of Engineering at Western and Zhejiang University (ZJU) is proposed. ZJU students will be allowed to complete the first two years of their Chemical Engineering education at their institution. Upon successful completion of the first two years at ZJU, students will be admitted to Western to complete the remaining two years of their Chemical Engineering education, provided that they meet Western's admission requirements. While registered at Western, students will take the third and fourth-year CBE courses as outlined in the academic calendar and pay international tuition. By the end of their study, it is proposed that students will receive a *BESc in Chemical Engineering (International Collaboration)* degree from Western and a Chemical Engineering undergraduate degree from ZJU.

Western Engineering recognizes that the experiences gained though such a program are beneficial to the broad development of knowledge, skills and diversity of undergraduate students and may be relevant to improved first-degree success. It is expected that such a program will enhance Western Engineering's international outreach activities, in particular, in the area of undergraduate education.

The proposed “2+2” program is not a CEAB-accredited program, in large part because CEAB guidelines require that a large majority of the program be taught by CEAB-accredited instructors. Clearly, this is not possible with a 2+2 program involving a non-Canadian institution. Thus, this program is deemed to be separate and different from Western’s current Chemical Engineering and Biochemical Engineering program. As such, the Western degree for the “2+2” program, i.e., the BESc in Chemical Engineering (International Collaboration), will not be the same as the degree that Western offers in the regular four-year program. As a result, the proposed 2+2 program had to go through a full external review process in accordance with Western’s new IQAP Guidelines. External reviewers visited Western on November 17, 2011 and conducted a comprehensive review of the proposed program. They raised some concerns regarding enrolment issues, and additional resources needed to help international students to better integrate and succeed in their studies, and noted some errors in the self-study document (which were subsequently corrected). All of these concerns were addressed by the Department and the Faculty before submitting the proposal for recommendation and approval at the University-level. SUPR-U was satisfied that the reviewers’ concerns had been met.

2. **Faculty of Information and Media Studies: Introduction of Digital Communication: Social Media & Virtual Worlds**

2a Introduction of Certificate/Diploma Programs in Digital Communication: Social Media & Virtual Worlds

Recommended: That effective September 1, 2012, a Certificate and a Diploma program in Digital Communication: Social Media & Virtual Worlds be introduced in the Faculty of Information and Media Studies.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg1410.html

Add the Certificate/Diploma in *Digital Communication: Social Media & Virtual Worlds* to the list of Certificates and Diplomas offered at the University.

NEW CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg459.html

CERTIFICATE/DIPLOMA IN DIGITAL COMMUNICATION: SOCIAL MEDIA & VIRTUAL WORLDS

Competence in and understanding of digital communication of all types are now prerequisites for many professional and academic careers. The Certificate/Diploma Program in Digital Communication: Social Media & Virtual Worlds (CDDC) prepares students in the technologies, practices and theory of social media, search engines, virtual worlds and digital applications for image, sound and text. The Certificate program is open to all undergraduate and graduate students at Western and they may apply for admission subject to prerequisites and general admission requirements. The Certificate program may be pursued concurrently with the completion of a Bachelor's or Graduate degree. Students already possessing an undergraduate degree may apply for admission to the Diploma program, subject to prerequisites and general university entrance requirements.

Admission Requirements

65% average across 5.0 first-year courses for the Certificate program and an undergraduate degree for the Diploma program. Admission is not guaranteed; enrolment in the programs and in courses may be limited. To complete the programs, students are required to use a laptop. Applicants should check with the Faculty of Information and Media Studies regarding minimum specifications and performance requirements of laptops at the time of application. Details concerning application procedures are available on the Faculty of Information and Media Studies Web site at **http://www.fims.uwo.ca**.

Program Requirements

To complete the *Certificate in Digital Communication*, students must achieve an overall average of 70% in 3.5 courses:

- 0.5 course: Digital Communication 2001A/B: Social Media
- 0.5 course: Digital Communication 2002A/B: Virtual Worlds
- 2.5 courses drawn from the list of elective courses (see below)

To complete the *Diploma in Digital Communication*, students must achieve an overall average of 70% in 5.0 courses:

- 0.5 course: Digital Communication 2001 A/B: Social Media
- 0.5 course: Digital Communication 2002 A/B: Virtual Worlds
- 4.0 courses drawn from the list of elective courses (see below)

Elective Courses

MIT 2376F/G: The Next Generation Web
MIT 2408A/B: Brief History of Social Networking: Theory and Practice
MIT 2570A/B: Introduction To Digital Imaging & Website Design
MIT 2600A/B: Introduction to Graphic Design
MIT 3115F/G: Search Engines and Data Mining
MIT 3371F/G: Video and Computer Games: Culture, Technology, Markets

MIT 3372A/B: Design of Thinking: Digital Games as Tools for the Mind
MIT 3661F/G: Search & Discovery
MIT 3650F/G: Social Networking in Everyday Life: Social Relations, Social Movements, and Privacy
MIT 3653F/G: Virtual Worlds: Theory and Practice
MIT 3771F/G: Net-Work: Labour and Profit on Facebook, Flickr, YouTube and Web 2.0
MIT 3852F/G: Social Media & Organizations

Background:

Degree-level programs in Digital Communication are emerging at a number of universities in North America and elsewhere, e.g., New York University's BSc in Digital Communication and Media, the University of Washington's Masters of Communication in Digital Media, the University of Sydney's Master of Digital Communication and Culture. Certificate or Diploma programs comparable to that proposed here include Rutgers University's Minor in Digital Communication, Information in Media; York's Certificate in Digital Communication and Media; the forthcoming Social Media and Digital Communication program from Simon Fraser University, Georgetown University's Certificate in Digital Media Management, and the University of Sydney's Graduate Certificate in Digital Communication and Culture.

The Faculty of Information and Media Studies is exceptionally well positioned to offer Certificate and Diploma programs in the area of Digital Communication. Studies of the Internet and other digital media are central to the Faculty's remit. Numerous full-time faculty research, publish and teach on the topics of social media and virtual worlds. Indeed, of the courses listed as components of the CDDC, more than three-quarters have been taught by full-time faculty and the others by part-time faculty who already have a long-standing relationship with the Faculty.

2b <u>Introduction of a Course Designation and New Courses in "Digital Communication"</u>

Recommended: That effective September 1, 2012, a new course designation, "Digital Communication," and two new courses, Digital Communication 2001A/B: Social Media and 2002A/B: Virtual Worlds, be introduced in the Faculty of Information and Media Studies.

<u>NEW CALENDAR COPY</u>
http://www.westerncalendar.uwo.ca/2012/pg882.html

Digital Communication 2001A/B: Social Media
A study of the principles and production of social media through which students will gain an understanding of online information architecture and organization. Students will learn the techniques and critical skills required for creating and managing content on a variety of platforms including, but not limited to, web sites, blogs, twitter, and Facebook.
3 hours, 0.5 course

Digital Communication 2002A/B: Virtual Worlds
A study of principles and production through which students will gain an understanding of theoretical and practical applications of virtual worlds and simulation spaces. Students will learn the techniques and critical skills required for creating and managing communities, identities and interactivity in virtual and online worlds.
3 hours, 0.5 course

Background:

To support the new Certificate and Diploma programs in Digital Communication, FIMS is proposing the introduction of the course designation "Digital Communication," and two new 0.5-credit courses under this designation: Digital Communication 2001A/B: Social Media, and Digital Communication 2002A/B: Virtual Worlds. These courses will orient students on how to enter, negotiate and meet the etiquettes, customs and conventions of social media and virtual worlds (Second Life, MMOs, other simulation spaces), and introduce them to key concepts, theories, and critiques preparatory to more advanced work in other elective courses. These new courses will play a foundational role in establishing a common knowledge base amongst diverse students.

Sections will have enrollments of 25 – 45 students, with multiple sections if required, and separate sections for Certificate (undergraduate) and Diploma (postgraduate) students if numbers warrant. Special sections of the elective courses for students registered in the Digital Communication Certificate/ Diploma will also be given the Digital Communication (DC) designation.

3. **King's University College: Introduction of Certificate and Diploma Programs in Childhood in the Justice System**

Recommended: That effective September 1, 2012, Certificate and Diploma programs in Childhood in the Justice System be introduced at King's University College.

NEW CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg1410.html

Add the *Certificate/Diploma in Childhood in the Justice System* to the list of Certificates and Diplomas offered at the University.

http://www.westerncalendar.uwo.ca/2012/pg1171.html

CERTIFICATE IN CHILDHOOD IN THE JUSTICE SYSTEM

This program is designed for students currently enrolled at the University. The Certificate in Childhood in the Justice System is designed to provide students with the conceptual background and practical skills necessary to facilitate legally mandated child participation in Canadian civil and criminal justice proceedings. All degree courses may be credited toward other undergraduate programs. Any undergraduate student may apply for admission, subject to prerequisites and general admission requirements. Students already possessing an undergraduate degree may apply for admission to the Diploma in Childhood in the Justice System.

Admission Requirements
Enrollment in third or fourth year of an Honors Program, or a minimum modular average of 70% in a Major module. This is a limited enrollment program and possession of the minimum admission requirements does not guarantee admission.

Program Requirements
To qualify for the Certificate in Childhood in the Justice System, students must achieve an overall average of 65% in the following 5.0 courses:

- 3.0 courses: Childhood and Social Institutions 1025F/G, 2210F/G, 3300F/G, 3320F/G, 3325F/G, 3360F/G
- 2.0 courses from: Childhood and Social Institutions 3330F/G, 3335F/G, 3340F/G, 3345F/G. A maximum of 1.0 course from the following courses may be counted toward this requirement: Philosophy 2080, Sociology 2267A/B and Psychology 2031A/B

DIPLOMA IN CHILDHOOD IN THE JUSTICE SYSTEM

This program is designed for students already possessing an undergraduate degree. The Diploma in Childhood in the Justice System is designed to provide students with the conceptual background and practical skills necessary to facilitate legally mandated child participation in Canadian civil and criminal justice proceedings. All degree courses may be credited towards other undergraduate programs. A student who does not yet possess a university degree may apply for admission to the Certificate in Childhood in the Justice System which can be taken concurrently with an undergraduate degree.

Admission Requirements
Possession of an undergraduate university degree. This is a limited enrollment program and possession of the minimum admission requirements does not guarantee admission.

Program Requirements
To qualify for the Diploma in Childhood in the Justice System, students must achieve an overall average of 65% in the following 5.0 courses:

- 3.0 courses: Childhood and Social Institutions 1025F/G, 2210F/G, 3300F/G, 3320F/G, 3325F/G, 3360F/G
- 2.0 courses from: Childhood and Social Institutions 3330F/G, 3335F/G, 3340F/G, 3345F/G. A maximum of 1.0 course from the following courses may be counted toward this requirement: Philosophy 2080, Sociology 2267A/B and Psychology 2031A/B.

Background:

The proposed Certificate and Diploma address developments within the new social studies of childhood perspective, as well as changing legal requirements and initiatives at both the national and provincial levels in Canada. Both developments focus on changing the status of childhood in the direction of increased participation by children in various areas of our legal system, as witnesses and evidence providers in criminal and civil proceedings as well as co-participants in certain family law process related to separation and divorce. The Ontario government is creating a new family and child court support worker category to assist with implementing provincial requirements, and the Canadian government is funding activities to facilitate the implementation of changes to child witness provisions in the Canada Evidence Act and other legal mandates. Children and the justice system has been a persistent and growing area of research and practice within the childhood perspective over the past fifteen years.

Separate DAP proposals will be submitted for:

- Introducing Childhood and Social Institutions 3320F/G, 3325F/G, 3330F/G, 3335F/G, 3340F/G, 3345F/G
- Withdrawing Childhood and Social Institutions 1020: Introduction to Childhood and Social Institutions and replacing it with Childhood and Social Institutions 1025F/G: Introduction to Childhood and Social Institutions
- Withdrawing Childhood and Social Institutions 2200: Childhood in Culture, Society and Public Policy and replacing it with Childhood and Social Institutions 2210F/G: Childhood in Culture, Society and Public Policy

4. **School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Graduate Program in Musculoskeletal Health Research**

Recommended: That effective May 1, 2012, contingent upon Quality Council approval, a Collaborative Graduate Program in Musculoskeletal Health Research be introduced in the School of Graduate and Postdoctoral Studies as set out in **Appendix 1**.

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http://www.westerncalendar.uwo.ca/2012/pg384.html

Add the *Musculoskeletal Health Research Collaborative Program* to the list of Degrees and Certificates offered by the School of Graduate and Postdoctoral Studies.

Background:

Canadian institutions train excellent basic researchers, engineers and clinician-scientists, but critical manpower shortages remain in all areas of musculoskeletal-health research. Traditional science graduate education tends to create hyper-specialized and isolated investigators due to its focus on the training of individuals who use a limited set of techniques. Chronic disorders such as musculoskeletal diseases develop over many years, involve many interconnected biological and biomechanical pathways, and manifest in clinical problems that are modulated by a variety of psychosocial factors, significantly impacting the everyday life of the individual. To combat such disorders, an integrated training approach is required – one that combines technology, mechanistic research, ethical considerations and clinical applications in a real-world context.

The objective of the Collaborative Graduate Program in Musculoskeletal Health Research is to overcome these limitations by providing transdisciplinary research training. Discovery research will continue to provide a foundation for advancing knowledge, but a collaborative, transdisciplinary research paradigm will accelerate the translation of new knowledge into improvements in disease prevention, advances in health care, more effective public policies and opportunities for commercialization.

5. **School of Graduate and Postdoctoral Studies: Renaming the Master of Legal Studies to Master of Studies in Law**

Recommended: That the Master of Legal Studies (MLS) be renamed the Master of Studies in Law (MSL);

that admission to the Master of Legal Studies be discontinued effective August 31, 2012, and admission to the Master of Studies in Law commence September 1, 2012; and,

that students enrolled in this program on September 1, 2012 who complete all degree requirements for the program, graduate with the Master of Studies in Law.

REVISED CALENDAR COPY

http://www.westerncalendar.uwo.ca/2012/pg384.html

Change "Legal Studies M.L.S." to "Studies in Law M.S.L." in the list of Degrees and Certificates offered by the School of Graduate and Postdoctoral Studies.

http://www.westerncalendar.uwo.ca/2012/pg1409.html

Add *Master of Studies in Law (MSL)* to the list of Graduate Degrees offered at the University.

Background:

The Master of Legal Studies (MLS) program in the Faculty of Law admitted its first student in September 2010 and its second cohort in September of 2011. No student has yet graduated from the program and no student is expected to graduate before the Fall Convocation 2012. The Graduate Students Law Association has polled all the students currently registered in the MLS degree program and they are 100% in favour of this name change from the Master of Legal Studies (MLS) to the Master of Studies in Law (MSL). It has also been confirmed that all students currently enrolled wish to have the proposed Master of Studies in Law (MSL) on their final degree.

Educating graduate students with a background other than in law is a relatively new phenomenon amongst North American law schools. The University of Toronto and a number of American law schools have programs similar to the Faculty of Law's Master of Legal Studies (MLS) and they call them Master of Studies in Law (MSL). There seems no reason to proliferate different degree designations for programs so closely similar beginning across the country and in the United States.

Historically, Western gave an MLS (Master of Library Science) degree, with the last one issued in 1994. While the Master of Library Science has been redesignated the Master of Library and Information Science (MLIS) at Western, there are a great many MLS degrees out there and some North American library schools still graduate professional librarians with the MLS degree. There have already been incidents of confusion between the two MLS degrees (Library Science and Legal Studies) amongst alumnae. This confusion is directly relevant to the marketing of the graduate degree in the Faculty of Law as a second-entry master's degree designed to attract students from other disciplines without a law degree. The Law degree is intended to be attractive to academic librarians who often are entitled to one-year academic sabbaticals. However, there are reports that librarians whose professional degree designation is already "MLS" do not want a second MLS.

6. **School of Graduate and Postdoctoral Studies: Modifications to the PhD Program in Philosophy**

Recommended: That effective September 1, 2012, the current PhD program in Philosophy be separated into two program streams: a four-year PhD stream designed for students who have completed an MA in Philosophy (or a cognate field), and a five-year PhD stream for direct-entry PhD students.

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http://grad.uwo.ca/prospective_students/programs.cfm?p=26192

DOCTOR OF PHILOSOPHY

The 4-Year PhD Program Stream
The 4-year PhD stream is designed for students who have completed an MA in Philosophy (or a cognate field).

Course Requirements
The course requirements for the 4-year PhD stream will be 7 half-credit courses in Philosophy. One of those courses—the Prospectus course—will be a reading course that will lead to the preparation of a thesis prospectus.

Distribution Requirement
Students in the 4-year PhD stream will be required to take at least one graduate half-credit course in each of two areas outside of their area of specialization. It is required that History of Philosophy be one of these areas for students who lack a demonstrable competence in History of Philosophy. (As is the case now, the History of Philosophy Area Committee will be responsible for assessing whether students have this competence, based on their prior education in philosophy.)

Completion Deadlines
Students in the 4-year PhD stream must complete all of their required coursework, with the exception of their prospectus course, by the end of program year 1 and may carry no more than two incompletes at any given time.

External Courses
Students may receive credit towards their PhD program requirements of up to, but usually not more than, 2 half-credit courses for courses taken in disciplines other than philosophy, subject to approval of the Graduate Program Chair.

5-Year Direct-Entry PhD Program Stream
The 5-year PhD program is designed for students who have a Bachelor's degree in Philosophy but who have not completed an MA in Philosophy (or a cognate field).

Course Requirements
Students in the 5-year PhD stream in Philosophy will be required to take 12 half-credit courses. One of those courses—the Prospectus course—will be a reading course that will lead to the preparation of a thesis prospectus.

Distribution Requirements
Students in the 5-year PhD stream will be required to take at least two half-credit courses in each of two areas outside of their area of specialization. It is required that History of Philosophy be one of these areas for students who lack a demonstrable competence in History of Philosophy.

Completion Deadlines
Students in the 5-year PhD stream must complete all of their required courses, with the exception of their prospectus course, by the end of program year 2 and may carry no more than two incompletes at any given time.

Background:

Currently, students can enter the PhD program either directly from an undergraduate degree (direct entry) or after completing an MA (indirect entry). While the degree requirements for the PhD are the same regardless of the method of entry, direct-entry students are expected to finish the degree in five years while indirect-entry students are expected to finish in four years.

There is a serious discrepancy in the number of graduate courses students are expected to take to complete the PhD program. A student who entered the PhD program as "indirect entry" will complete 16 graduate half-credit courses by the time of finishing a PhD (6 half-credit courses from MA and 10 half-credit courses from PhD). In comparison, a direct-entry student will have to complete only 10 graduate half-credit courses. In addition, the current direct-entry PhD program requirements fall short of the number of courses required in similar programs at comparator institutions, such as McGill or Toronto.

The proposed new structure will rectify these discrepancies. Students who began the indirect-entry PhD program in September of 2011, after completing an MA in Philosophy (or a cognate field) will be permitted to fulfill the course and distribution requirements for the new 4-year program stream (but flexibility will be allowed in the course completion deadline for these students). While both programs will lead to the same degree, their course requirements, distribution requirements, completion deadlines, and guidelines on external courses will differ.

7. **Introduction/Withdrawal of Scholar's Electives Courses and Revisions to the Scholar's Electives Program**

Recommended: That effective September 1, 2012, Scholar's Electives 3301E, 3303E and 3304E be withdrawn and Scholar's Electives 1100F/G, 2200E and 3300E be introduced; and the Scholar's Electives module be revised to reflect these course changes.

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http://www.westerncalendar.uwo.ca/2012/pg957.html

Scholar's Electives 1100F/G: First year Scholar's Electives Seminar Course
This course will examine a theme of academic and/or public importance that is determined each year.
Antirequisite(s): Scholar's Electives 1020Y
Prerequisite(s): Restricted to first-year Scholar's Electives Students
2 hours per week, 0.5 course

Scholar's Electives 2200E: Supervised Individual Research 1
Under the mentorship of a faculty member, students will work on a research project, keep a complete record of the research, submit written interim and final reports and finally, make a presentation describing the research throughout the year.
Antirequisite(s): the former Scholar's Electives 3303E
Prerequisite(s): Scholar's Electives 1100F/G or the former Scholar's Electives 1020Yand permission of the Dean of the Faculty. Restricted to Scholar's Electives Students; normally taken in Year 2.
1.0 course

Scholar's Electives 3300E: Supervised Individual Research 2
Under the mentorship of a faculty member, students will work on a research project, keep a complete record of the research, submit interim reports and, finally, a thesis, and present a seminar based on the research throughout the year.
Antirequisite(s): the former Scholar's Electives 3304E
Prerequisite: Scholar's Electives 2200E or the former Scholar's Electives 3303E and permission of the Dean of the Faculty. Restricted to students in the Scholar's Electives Program; normally taken in Year 3.
1.0 course

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http://www.westerncalendar.uwo.ca/2011/pg1456.html

The current policy is also located in the Senate Handbook on Academic and Scholarship Policy:
http://www.uwo.ca/univsec/handbook/adm/scholars.pdf

SCHOLAR'S ELECTIVES PROGRAM

The Scholar's Electives program allows students who have demonstrated outstanding academic potential to apply to Western for admission to both a primary, discipline-based program of study and the Scholar's Electives module. The program is designed to provide an intellectually stimulating learning environment for students who truly wish to undertake an interdisciplinary research experience. Its goal is to foster a community of scholars who have diverse disciplinary and research interests, but a general intellectual curiosity about most disciplines. The program is intended primarily for students who are interested in completing a four-year Honors degree before moving on to their chosen careers.

Those selected will comprise a small group (no larger than 50-75 students per year at the constituent university) who will, in addition to their Honors degree courses, enrol in a Scholar's Electives module comprised of 3.0 courses. The interdisciplinary courses in the Scholar's Electives module will be taught by faculty members from more than one Faculty and expose students to significant ideas from different disciplines.

The small enrollment in the program will enable the students to connect with one another and ensure greater individual contact with faculty members. Development and staffing of the Scholar's Electives modular courses will be the responsibility of the participating faculties.

Brescia and Huron University College***s*** also offer a Scholar's Electives program leading to a BA degree under the same conditions. Admission to the program shall be granted by the Academic Dean (Brescia University College) or Dean of Arts and Social Science (Huron University College) and, where appropriate, in consultation with the Dean(s) of the constituent university faculties involved in the proposed course of study.

Students who complete the first two years of the Scholar's Electives Program successfully before registering in one of the HBA combined programs in the Richard Ivey School of Business may continue in the Scholar's Electives Program and receive this designation at graduation.

While the primary benefit of enrolling in Scholar's Electives is the flexibility to achieve personal and unique academic goals, there are a number of ancillary benefits associated with the program. Scholar's Electives students will have the benefit of being paired with a Faculty mentor ***in Years 2 and 3.*** The mentor will hold regular meetings with the student to monitor the student's progress and provide advice if necessary. Students will also ***have the*** opportunity to network and build a community with other high-achieving students through planned activities and events facilitated by both the Faculties and ***The Student Success Centre***. The current listing of minimum admission requirements to undergraduate programs from foreign countries is maintained by the Office of the Registrar. For admission requirements of international applicants, please refer to ***the International Students admission policy in the Admission section in the Academic Calendar.***

Admission Requirements

Students apply for admission to the Scholar's Electives program prior to registration in first year of a BA, BHSc***, BMSc*** or BSc degree program. Scholar's Electives is a limited enrolment program, open to full-time students having at least a 90% admission average. Selection will be determined by a Selection Committee on the basis of grades and personal accomplishments, such as demonstrated achievement beyond the classroom and community contributions, as detailed on a supplementary admissions form.

Program Requirements
The Scholar's Electives program ***is a 21.0-course program that*** includes an honors degree, with either an Honors Specialization or ***Honors*** double Major ***modules***, as well as the Scholar's Electives module. The Honors Specialization or the Major modules may be standard modules offered by Departments, or theme areas***** designed by the student with the support of Faculty mentors and approved by the Dean's Office. The first-year seminar course in the Scholar's Electives module ***is an*** interdisciplinary course developed and taught by **a** team of experienced faculty members. Mentoring for the Supervised Individual Research courses in ***Years 2 and 3 of*** the Scholar's Electives module will be by individual faculty members who are experienced researchers.

Scholar's Electives Module
3.0 courses:
0.5 course: Scholars Electives***1100F/G (normally taken in first year) or the former Scholar's Electives*** 1020Y
2.0 courses from: Scholars Electives ***2200E, 3300E,*** 3302E, ***the former Scholar's Electives*** 3301E, 3303E, 3304E
0.5 course: Scholars Electives 4400Y

Students must be registered in a minimum of 5.0 courses during each Fall/Winter session. ***Scholar's Electives 1100F/G or the former 1020Y will be taken in addition to the minimum course load of 5.0 courses in Year 1.*** With permission of the Department and Dean's Office, students with an appropriate background may be permitted to include senior courses in ***Year 1. In second and third year, the Scholar's Elective courses will be taken within the minimum course load of 5.0 courses. Scholar's Electives 4400Y will be taken in addition to the minimum course load of 5.0 courses in Year 4.*** After first year, students are required to take all ***of their courses at the 2000-level and above.*** (One exception may be permitted with Dean's approval.). ***Graduation r***egulations ***such as*** breadth and essay requirements, apply to Scholar's Electives students.

***Themed Modules**
These modules allow study in areas that are not covered ***within the existing modules***. Each ***themed*** module will be overseen by an appropriate mentor **or *Associate Dean***. Examples of these themes include:

- peace studies (economics, politics, philosophy, anthropology, history, women's studies, etc.)
- multiculturalism (politics, geography, comparative literature, history, languages, etc.)
- scientific methodology (biology, chemistry, physics, history, philosophy, etc.)

Progression and Graduation Requirements
To maintain their registration in the Scholar's Electives program, students enrol in a full course load ***(minimum of 5.0 courses)*** during the Fall/Winter session and must achieve a sessional average of at least 80% ***in all courses taken during the Fall/Winter session*** with no ***mark*** less than 65%. ***Students must achieve a mark of at least 80% in their two Scholar's Electives research courses (Scholar's Electives 2200E, 3300E, 3302E, the former 3301E, 3303E, 3304E). If additional*** courses ***are*** taken during the summer session, students must ***achieve an*** average of at least 70% ***during the summer session***, with no mark less than 65%.

Graduation requirements: Completion of an Honors Bachelor degree, including the Scholar's Electives module, with a minimum cumulative average of 80% with no grade less than 65%.

The diploma awarded to students will record both the status of Scholar's Electives and the ***module(s)*** studied, as recommended by the Dean.

Background:

In order to revitalize the interdisciplinary focus of the Scholar's Electives program, all main campus Scholar's Electives students will be required to take an interdisciplinary seminar course in first year (SE1100F/G). Research with a faculty mentor will begin in second year and continue in third year. Students will continue to take SE 4400Y in fourth year where they learn about communicating their

research. There is general consensus that this plan will be positive for many reasons, including the fact this new module will allow students to bond in first year whether they live on the Scholars floor in residence or not. This sense of community will help to increase retention. Students will have a better sense of what research they want to do and which faculty mentor they might want to work with. This change will also help the deans to make better mentor matches because they will have time to get to know the students.

The revised SE module will apply to students who enter Western on or after September 1, 2012. Students who were admitted to the program prior to September 1, 2012 will have the option to continue with the old module and to take Scholar's Electives 3302E. However, SE 3302E will be offered for the last time during the 2012/13 academic year.

FOR INFORMATION

8. **Report of the Subcommittee on Teaching Awards (SUTA): Excellence in Teaching Award Winners for 2011-12**

The Subcommittee on Teaching Awards has chosen the recipients of Western's Excellence in Teaching Awards. The names of the winners are published in Western News on February 16, 2012 and will be announced to Senate at the meeting.

9. **Reviews of Graduate Programs - SUPR-G recommendations to SCAPA**

SCAPA has approved on behalf of Senate the recommendations of SUPR-G as set out in **Appendix 2**.

Background:

In September 2010, the SCAPA Subcommittee on Program Review - Graduate (SUPR-G) was officially established and it commenced its work in February 2011. For graduate programs, the long-established processes of OCGS were replaced with internal university mechanisms, and reviews of graduate programs commenced in the summer of 2011. For the transitional year (2010-2011), recommendations from SUPR-G will be forwarded to SCAPA for approval as they are completed. Once approved by SCAPA, the reports and recommendations will be forwarded to Senate and to the Quality Council for information.

10. **New Scholarships and Awards**

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

Dr. Tom Munro Imaging Resident Prize (Schulich School of Medicine & Dentistry, Medical Imaging)
Awarded annually to a postgraduate trainee in a residency program in the Department of Medical Imaging in the specialty of either Radiology or Nuclear Medicine, with the best oral research presentation at the Department's annual London Imaging Discovery (LID) Day held each June. The recipient will be selected by the LID Day judging committee that consists of the Residency Training Program Directors, a scientist and at least one other Radiologist or Nuclear Medicine physician. This prize was established by an anonymous donation in honour of Dr. Tom Munro's contributions to Imaging.

Value: 1 at $200 and a plaque
Effective: 2011-12 to 2020-21 (after ten years, the value of the prize will be reviewed)

Dr. N. Stewart McIntyre Award in Surface Science (Faculty of Science, School of Graduate and Postdoctoral Studies, Science)
Awarded annually to a full-time undergraduate or graduate student for his or her excellence in research involving surface analysis and/or surface science as part of his or her undergraduate or graduate thesis studies. The selection committee, made up of a number of researchers at Surface Science Western (SSW), will identify a number of potential candidates from this group of students who are involved in unique and noteworthy research that has surface science or surface analyses as a key component. These candidates will then be invited to submit a short abstract (1-2 pages) about their work. The

abstracts will be judged by SSW scientific and faculty personnel, and faculty partners (Honorary SSW Research Scientists). The student recipient can hold the award only once. This award was established with Foundation Western by Dr. Leo Lau and Dr. Wayne Chang in honour of Dr. N. Stewart McIntyre.

Dr. N. Stewart McIntyre, was the director of Surface Science Western from 1981 to 2005. He published over 200 publications in the field of surface science and related subjects and is currently a Professor Emeritus in the Department of Chemistry at Western. He remains active in materials research, XRF and XRD applications, and in facilitating such work using HP computations.

Value: 1 at $1,000
Effective: May 2012

Eleta Britton Graduate Scholarship in History (School of Graduate and Postdoctoral Studies, History)
Awarded annually to a full-time graduate student who is pursuing a masters or doctoral degree in History, based on academic achievement and outstanding research potential. Preference will be given to a student specializing in American, Canadian or Canadian-American history. The recipient will be selected by the Scholarship Committee in the Department of History of which at least one representative holds membership in the School of Graduate and Postdoctoral Studies. A new recipient will be selected each year. This scholarship was established with Foundation Western by Dr. Allan G. Bogue (BA'43 History, MA'46, Honorary Doctor of Laws'73) in honor of his mother, Eleta Britton.

Value: 1 at $2,000, effective May 2011
Value: 1 at $4,000, effective May 2012

Harold Dene Webber Scholarship in Education (Faculty of Education)
Awarded annually to a full-time student pursuing a Bachelor of Education Degree at the Intermediate-Senior teaching level with one of the Sciences as a teaching subject, based on academic achievement. The recipient will be selected by the Science Subject Group, whose coordinator will recommend the nominee to the Dean of the Faculty of Education. This scholarship was established with Foundation Western by a bequest from Harold Dene Webber (BSc Honors '50 and Professor Emeritus, Faculty of Education).

Value: 1 at $1,300
Effective: 2011-2012 academic year

Kwitko Family Ontario Graduate Scholarships in History (School of Graduate and Postdoctoral Studies, History)
Awarded to graduate students who are conducting research in History in the Faculty of Social Science at the Masters or Doctoral level and who are current holders of an Ontario Graduate Scholarship, based on academic achievement and research merit. The School of Graduate and Postdoctoral Studies will select the recipients in consultation with the Graduate Chair in the Department of History. These scholarships were established by a generous gift from the Kwitko family.

Value: 3 at $5,000*
Effective: May 2011 to April 2012

** Ontario Graduate Scholarship (OGS) funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarships to $15,000 each.*

COLLABORATIVE GRADUATE PROGRAM IN MUSCULOSKELETAL HEALTH RESEARCH

INTRODUCTION

1.1. Overview of the new program

Musculoskeletal disorders are the most common cause of severe long-term pain and physical disability, affecting hundreds of millions of people around the world. As the population ages, the extent of the problem will increase, placing huge burdens on societies and health-care systems. Osteoarthritis, the clinical syndrome of joint pain and dysfunction (i.e. loss of motion and mobility) caused by joint degeneration, affects more people than any other joint disease and ranks among the top ten causes of disability worldwide. The economic burden is high – musculoskeletal diseases cost the Canadian economy more than $17 billion per year. These costs are dominated by loss of productivity (due to disability) and hospital-care expenditures. The impact on the quality of life of affected Canadians is more difficult to quantify, but bone and joint diseases typically lead to reduction in activity, loss of employment, sleep disruption and depression.

Canadian institutions train excellent basic researchers, engineers and clinician-scientists, but critical manpower shortages remain in all areas of musculoskeletal-health research. Traditional science graduate education tends to create hyper-specialized and isolated investigators due to its focus on the training of individuals who use a limited set of techniques. Chronic disorders such as musculoskeletal diseases develop over many years, involve many interconnected biological and biomechanical pathways, and manifest in clinical problems that are modulated by a variety of psychosocial factors, significantly impacting the everyday life of the individual. To combat such disorders, an integrated training approach is required – one that combines technology, mechanistic research, ethical considerations and clinical applications in a real-world context.

The objective of the Collaborative Graduate Program in Musculoskeletal Health Research is to overcome these limitations by providing transdisciplinary research training. Discovery research will continue to provide a foundation for advancing knowledge, but a collaborative, transdisciplinary research paradigm will accelerate the translation of new knowledge into improvements in disease prevention, advances in health care, more effective public policies and opportunities for commercialization.

1.1.1 Participating Departments and Graduate Programs

Anatomy & Cell Biology
Biochemistry
Epidemiology & Biostatistics
Medical Biophysics
Microbiology & Immunology
Physiology & Pharmacology

Health and Rehabilitation Sciences
Kinesiology

Chemical & Biochemical Engineering
Mechanical & Materials Engineering

Biomedical Engineering

1.1.2 Program Objectives

The Collaborative Graduate Program in Musculoskeletal Health Research will develop scientists with the research and leadership skills necessary to build transdisciplinary research teams focusing on integrated therapeutic, surgical and rehabilitative approaches for the management of bone and joint diseases. Specifically, our objectives are to:

- Enhance the number of trainees involved in transdisciplinary musculoskeletal health research
- Support the career advancement of trainees
- Foster the development of future leaders in Canadian health care, science and technology

Based on prior academic degrees and past professional work experience, applicants will register in one of the participating departments or programs as full-time graduate students, and will complete the course and thesis requirements specific to the graduate program in which they are enrolled. Students accepted into the Collaborative Graduate Program in Musculoskeletal Health Research will also take two required Program-specific graduate half courses (MSK 900 & MSK 9100) . In addition students enrolled in the Collaborative Program in Musculoskeletal Health will be encouraged to utilize optional non-credit on-line course modules intended to provide common foundational knowledge to all students regardless of their graduate program focus. These modules will be offered as on demand resources through online and portable technologies such as Youtube, iTunes U and Podcasts. Students will have the opportunity to participate in musculoskeletal research seminars, annual research retreats and Ivey leadership programs. The courses have been designed to introduce students in the Program to the diverse disciplines in musculoskeletal health research in order to 1) facilitate their understanding of areas in which they lack specific expertise, 2) increase their ability to productively participate in collaborative research projects, and 3) benefit from direct exposure to a relevant range of basic and clinical research environments.

1.2. Program goals and objectives relative to graduate degree level expectations

The Collaborative Graduate Program in Musculoskeletal Health Research will be open to students at both the Master's and Doctoral levels. The Program as a whole has been developed with the six Graduate Degree Level Expectations for both degrees in mind. With regards to *depth and breadth of knowledge*, these students will be exposed to training that emphasizes both seminal work in the area and new areas of ground-breaking research. *Research and scholarship* will be paramount, with the Program limited to high quality students working on high quality research with expert mentors. Through course work, seminar presentations, and annual retreats, these students will be exposed to research that is both directly and peripherally related to their own theses. This will provide them with the opportunity learn about and critically evaluate the work of others, while practicing presentation and defence of their own research. This Program will enhance student training by expanding their base of background knowledge and increasing confidence in a transdisciplinary research environment, thereby developing the skills necessary to make valuable contributions to this research area at a high *level of application of knowledge* and with an increased *professional capacity/autonomy*. Studying and learning in this environment will lead to *improved written and oral communication skills* while exposing trainees to understand the *limits of knowledge* – but with the passion and know-how to practice lifelong learning.

The Canadian Association for Graduate Studies defines professional skills as those "that complement the disciplinary knowledge and disciplinary technical skills that remain the most important aspects of any graduate training". The Collaborative Graduate Program in Musculoskeletal Health Research will provide an excellent framework for trainees to expand their areas of knowledge beyond the limits of their primary expertise, thereby gaining a "big picture view" of the multi-faceted nature of musculoskeletal health. Students from various disciplines and backgrounds will interact in a common setting, sharing ideas and insights with one another. This promotes the goals of *interpersonal skills, teaching, leadership and creative thinking*. The proposed on-line course modules will facilitate this knowledge expansion in complementary areas of study by building common foundations, common language, and preparing these trainees for greater broad-based understanding. In addition, formal courses associated with this program offer specific training in *knowledge translation (KT)*, including case studies presented by the students on current KT trends. Special attention is given to recent news articles and other forms of media, and comparing the knowledge they share to the underlying science. This again promotes *critical thinking*, but also broaches the concepts of *integrity and ethical conduct* and will help trainees to take on roles in knowledge translation for future careers in musculoskeletal health. Opportunities will be given for the students to present their research formally to the group, practicing both oral and poster presentation formats. Feedback from Program mentors will be used to enhance future presentation and focus on improving *communication skills.* Students graduating from this Program will have gained the skills necessary to be effective and excel in careers in academia, research, health care and industry focussed on improving musculoskeletal health.

1.3. Consultation process in the preparation of the brief

Multiple levels of consultations were undertaken in the preparation of this brief. Early in the process of developing our Collaborative Program, meetings were held with Dr. Gerry Kidder and Dr. Savita Dhanvantari, principals in the creation of the Developmental Biology and Molecular Imaging Collaborative Programs, respectively. Our initial program draft was based on these existing programs, which provide useful models for the successful implementation of the program proposed in this brief. Key mentors in the JuMP program were canvassed for their input on expanding the scope of the JuMP environment to enable a larger group of graduate students to benefit from the transdisciplinary training program. Some of these mentors are principals in existing Collaborative Graduate Programs (e.g. Frank Beier - Developmental Biology). Additionally, discussions of the benefits of a program offering courses to enhance the understanding of fundamental concepts of transdisciplinary musculoskeletal research were held with graduate students whose research projects in musculoskeletal-related areas were already underway. Input on a preliminary version of this brief was obtained from School of Graduate and Postdoctoral Studies, including direct consultations with Vice-Provost Dr. Linda Miller and Associate Vice-Provost Dr. Stephen Sims. Finally, a draft of the program was also provided to Deans of the Schulich School of Medicine & Dentistry, Faculty of Engineering, and Faculty of Health Sciences.

1.4. Evidence to support the introduction of the program

The Collaborative Graduate Program in Musculoskeletal Health Research is based on a unique collaboration between several outstanding groups of investigators from a broad spectrum of musculoskeletal health and related areas. Members of the Skeletal Biology Laboratories work at the cellular/molecular level to investigate mechanisms of bone and soft-tissue degeneration, repair and regeneration. The Advanced Imaging and Image-Guided Surgery Group visualizes joints in both animal models and human osteoarthritis. Clinician scientists at the internationally renowned Fowler Kennedy Sport Medicine Clinic, London Health Sciences Centre, and the Hand and Upper Limb Centre at St. Joseph's Health Centre study patients undergoing treatments for varying stages of musculoskeletal disorders. These clinical settings are closely affiliated with Orthopaedic Biomechanics Laboratories, where experts in both biomechanical and clinical outcomes test biomaterials, joint implants and joint function using cadaveric and patient studies. The Neuromuscular Research Group investigates neuromuscular control, exploring the interaction between joint motion and its neural control. The Aging, Rehabilitation and Geriatric Care Research Centre performs innovative research in aging and prevention of disability. Community-based researchers in the Aging and Community Health Research Laboratory use innovative peer-led models in naturally occurring retirement communities to engage older, frail individuals in the research process and to improve outcomes of chronic musculoskeletal diseases. The internationally recognized Richard Ivey School of Business has an excellent record in training leaders and managers, and is home to the Ivey Centre for Health Innovation & Leadership. Arguably, London is the only region in Canada with such a wide range of demonstrated expertise in joint disease, biomechanics and skeletal biology, combined with access to outstanding leadership development programs.

The diversity of disciplines and the range of participating departments encompassed by the Collaborative Graduate Program maximizes the opportunity for recruitment of students from undergraduate programs in science, medical sciences, engineering, health sciences and social sciences. Over time, we anticipate that the Collaborative Program will also develop a national profile, enhancing the opportunity for recruitment of students from across Canada and internationally.

1.5. Special matters and innovative features

The training potential of this environment has already been recognized by the establishment of the Joint Motion Program – A CIHR Training Program in Musculoskeletal Health Research and Leadership (JuMP). JuMP, funded in May 2009, has received $2 million over 6 years from the Canadian Institutes of Health Research and partners. JuMP provides a solid base which will enhance the success of the Collaborative Graduate Program. JuMP includes funding for post-doctoral and clinician-scientist trainees in addition to Doctoral and Master's students. Whereas JuMP is able to accommodate only a select group of highly competitive students, the Collaborative Program will accommodate many more. Two graduate level courses in musculoskeletal health, a seminar program and a leadership course delivered by the Ivey Centre for Health Innovation and Leadership have been developed for JuMP. The establishment of the Collaborative Graduate Program will enable many of these unique resources to be accessed by a greater range of graduate students and, over time, some of these students will become JuMP doctoral or post-doctoral trainees. In addition to course development, synergies between JuMP and the Collaborative

Program will include joint seminars, workshops, symposia and outreach activities. Trainees that emerge from JuMP and the Collaborative Graduate Program in Musculoskeletal Health Research will be unique due to their broad exposure to all areas of musculoskeletal research and their readily transferable skills in knowledge translation, communication, teamwork and project management.

1.6. Relationship to other graduate programs in Ontario and at Western

The Collaborative Graduate Program in Musculoskeletal Health Research will be a unique program in Ontario and Canada. To our knowledge, no other Canadian university or institute offers such a program, although there are similar programs in other focus areas.

Students in the Collaborative Graduate Program in Musculoskeletal Health Research will be enrolled in a thesis-based Master's or PhD degree stream of a home department and participate as a group in the required Collaborative Graduate Program courses and activities. The collaborative structure of the Program will require that individual faculty members in specific departments have membership in the School of Graduate and Postdoctoral Studies. In the case of the Collaborative Graduate Program in Musculoskeletal Health Research, all listed faculty participants are members of departments based in the Schulich School of Medicine & Dentistry, the Faculty of Health Sciences or the Faculty of Engineering, and all are members of the School of Graduate and Postdoctoral Studies. The Collaborative Graduate Program will be integrated within established departmental graduate programs, which are accredited for thesis-based graduate degrees where students carry out independent research, with a goal of publishing innovative research in peer-reviewed journals.

The existence of this program will enhance the profile of participating faculty members and provide an additional mechanism to attract graduate students from across Canada and internationally. Further, the participation of members based in clinical settings such as the Hand and Upper Limb Centre, the London Health Sciences Centre and the Fowler Kennedy Sport Medicine Clinic creates opportunities for students to participate directly in translational and applied research.

In accordance with expectations outlined by the School of Graduate and Postdoctoral Studies, participating faculty will be expected to contribute regularly to graduate student supervision and graduate teaching, both in their home department and in the Collaborative Graduate Program. Graduate students will participate in programs required by their home department, with normal access to departmental research resources and teaching assistantships, as well as participating in the opportunities offered through the Collaborative Graduate Program. Through the financial resources obtained from the University, students in the Collaborative Graduate Program in Musculoskeletal Health Research may also apply for travel grants offered through the Program to present their work at relevant national or international conferences.

1.7. Off-campus and on-line program features

The Collaborative Graduate Program aims to enhance the graduate training provided by the home departments. Given the varied backgrounds of the students that will be enrolled in this Program, courses must be offered that provide essential content to break down potential barriers to transdisciplinary collaborations, yet be understood by all participants. While some of this will be achieved through formal course work (see Section 3 "Program Regulation and Courses"), adding too many formal courses is not desirable, as students must also complete home department courses. Thus, additional, alternative methods of material delivery are necessary for the success of this Program. We plan to meet this need by developing a series of high quality, custom, on-line course modules (see Section 3).

In addition, facilities at the Dr. Sandy Kirkley Centre Centre for Musculoskeletal Research will enable use of state-of-the-art web and video conferencing tools, which will allow for course participation of students who may be located at remote sites. Web conferencing capability has been tested with the initial MSK 9000 and MSK 9100 course offerings in 2010-11 and found to be an effective, low-cost tool enabling participation of registered students unable to attend the classes in person.

PROGRAM REGULATIONS AND COURSES

2.1. Program regulations

2.1.1. Admission

Candidates for the Collaborative Graduate Program must meet all necessary requirements to be admitted in full standing to graduate school in their host graduate program, or be already engaged in a Master's or

PhD program. Applications to the Collaborative Program may be submitted following acceptance into the host department graduate program and approval by the supervisor, and preferably prior to the initial meeting of the student's advisory committee. Applications will be evaluated by a committee with respect to the quality of the trainee, experience and expertise of the supervisor, the quality of the student's proposed research project, and its relevance to musculoskeletal health. Applications will be made by the proposed supervisor(s) to the Admissions Committee and will consist of a project description, common CV of the proposed supervisor(s), official transcripts of the candidate's undergraduate and graduate (if applicable) training, two assessments from persons under whom the candidate has studied and a plain-language project summary.

2.1.2. Program Requirements

The Collaborative Graduate Program in Musculoskeletal Health Research will develop an innovative, integrated curriculum in Musculoskeletal Health Research, with the following primary aims: (1) to provide essential content designed to break down potential barriers to transdisciplinary collaboration involving trainees and their supervisors, and (2) to impart pertinent transferable skills to the trainees, thereby enhancing their career trajectories.

Graduate students entering the Program may already have significant course loads within the various graduate departments, and may be unable to take on too many additional formal courses. Accordingly, we will deliver an integrated combination of teaching techniques that will enhance the skills of our trainees in identified strategic areas, while complementing their concurrent research activities. A guiding principle for curriculum development is that all course material must be presented in a manner that will be understood by trainees from a range of backgrounds – from molecular biology to biomechanical engineering to health services research.

2.1.2.1. Graduate Courses

Classroom time provides an opportunity for trainees to meet and become familiar with each other's work, to meet mentors from a variety of research areas and to provide valuable feedback. Students admitted to the Collaborative Graduate Program will be required to complete the mandatory course requirements of the department or Program in which they are registered. Given the diversity of participating departments/Programs, a full listing of potential graduate courses that a Collaborative Graduate Program student would take is beyond the scope of this document. However, we have identified specific core concepts that will provide a foundational knowledge base for all graduate students in the Collaborative Graduate Program in Musculoskeletal Health Research. These concepts will be integrated into two new required half-courses:

MSK 9000: Musculoskeletal Health Research A – Biomedical and Bioengineering Concepts

MSK 9100: Musculoskeletal Health Research B – Fundamental Concepts in Clinical and Health Services Research

The two courses will be implemented in a conventional classroom environment and students will be required to take each course only once in their graduate career. At the discretion of the student's home program, MSK 9000 and MSK 9100 may be considered as replacements for required departmental credits; however, it is recognized that some students may be required to take MSK 9000 and MSK 9100 in addition to courses mandated by their department. MSK 9000 and MSK 9100 are each half-course equivalents; taken sequentially they will represent one full course. These two half-courses comprise an evaluative component of the program, with grades determined as described in sections 3.3.1 and 3.3.2 below, and recorded on student transcripts.

To ensure that the material is accessible by all participants, we will develop innovative approaches to teach required fundamental concepts. The AV Editing Facility within the Dr. Sandy Kirkley Centre for Musculoskeletal Research will provide technical support for novel digital teaching aids for clarification of such concepts (see section 1.7 and "Distance Delivery" below for additional detail on these aids).

2.1.2.2. Monthly Seminars and Annual Retreat

The Program will host a monthly series of seminars in musculoskeletal health research by mentors and visiting scientists. Trainees will also present seminars at later stages of their graduate career. Moreover, there will be an annual research retreat/symposium for the entire Program membership. At the retreat, each trainee will present a poster on her/his research, with feedback provided by mentors and visiting keynote speakers. With a mixture of research presentations and broader topics discussed at the retreat,

we expect that students will learn to interface their own specific research projects with broader issues, such as ethics in research and in health care delivery, and translation of knowledge to receptor communities.

2.2. Distance Delivery

As indicated in Section 1.7, we plan to supplement formal course work with high quality, custom, on-line course modules. These course modules will be developed in-house using the digital video editing facilities (including necessary hardware and software) available at the Dr. Sandy Kirkley Centre for Musculoskeletal Research, a newly opened facility on Western's campus that will serve as the hub for researchers in Musculoskeletal Health. As opposed to the taping of a traditional lecture or PowerPoint slides, these will be short (15 minute), focussed, mini-courses that provide pertinent background information for all areas involved in the Program (i.e., cell biology, biomechanics, imaging, etc.). They will be developed to enable playback on mobile devices, with high quality images and sound, yet efficient digital encoding. Content will be provided by subject experts that act as mentors in the Program. The development of these online modules will be carried out in collaboration with the Instructional Technology Resource Centre at Western.

The foundational on-line modules developed will be available to all students enrolled in the Collaborative Graduate Program. Students will be able to view them on an as-needed basis – filling in areas of their background training that may not have been covered by their host departments. Modules that could be of interest will be shared with other STIHR programs at Western (including those in cancer and vascular health). Furthermore, some modules may be posted to iTunesU, which currently has a very limited number of coursework offerings from Western.

Although not intended to replace traditional classroom delivery of the MSK 9000 and MSK 9100 courses developed for JuMP and the Collaborative Graduate Program, web and video conferencing tools will facilitate participation in the courses of students who may be located at remote sites. Web conferencing capability has been tested with the initial MSK 9000 and MSK 9100 course offerings in 2010-11 and found to be an effective, low-cost tool.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	**Theology**
Degrees Offered:	MA
Approved Fields:	No fields are defined
Date of Site Visit:	26-27 May 2011
Evaluation:	*Conditional Approval with report in one year*

Summary:
The MA in Theology, which is housed in Huron University College, was found currently to have some academic strengths and the promise to become a program of high quality. The reviewers, however, found that the Program faces challenges on a number of fronts, in particular in the areas of curriculum development, administration, faculty resourcing, and student support. It will be important to clarify and formalize existing practices, as well as to put in place plans to guide the Program through the current period of faculty renewal.

Recommendation:	Responsibility
Clarify the subject matter of the Program, especially in light of complement planning	Dean, Program Director
The development of a project-based MA should be abandoned	Dean, Program Director
Clarify issues of faculty workload and research expectations	Dean
Formalize processes for staffing courses (esp. reading courses) and providing supervisors	Dean, Program Director
Develop a broadly-based infrastructure for administering the Program	Dean, Program Director
Devise plans for recruitment and enrolment planning	Dean, Program Director
Implement a plan to enhance a community of learning and research among the students. This will include the revitalization of the research methods seminar, mentoring of students with respect to publication, and the creation of dedicated graduate student space.	Dean, Program Director, Principal
Formalize graduate student funding, including contractual funding letters to students	Dean, Program Director
Develop a mechanism to ensure appropriate communication and oversight among the various stakeholders (Program, Huron, and SGPS)	Dean, Program Director, Principal, Vice-Provost (Graduate and Postdoctoral Studies)