REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

Faculty of Arts and Humanities: Creative Writing and English Language and Literature

Faculty of Arts and Humanities: Spanish Modules and Certificate in Digital Spanish

Faculty of Health Sciences: Revisions to Progression Requirements and Special Student/Transfer Student Requirements in Kinesiology

Faculty of Law: Revision to "Grading Rules"

Don Wright Faculty of Music: Withdrawal of the BMus Honors Theory and Composition and Introduction of a BMus Honors Music Theory and BMus Honors Composition

Faculty of Science: Revisions to Admission Requirements for Physics and Astronomy Modules

Faculty of Social Science: Introduction of a Minor in Transitional Justice and Post-Conflict Reconstruction; "Transitional Justice" as a Course Designation; and New Courses in Transitional Justice

Faculties of Social Science and Law: Withdrawal of the Combined Honors Specialization in History (BA)/Juris Doctor (JD)

School of Graduate and Postdoctoral Studies: Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction

School of Graduate and Postdoctoral Studies: Master of Financial Economics

Introduction of Western's "School Within a University" (SWAU) Program for High-School Students from the Thames Valley District School Board

Revisions to Policies Governing Athletic Financial Awards (AFA)

Report of SUPR-G: Review of the Department of Microbiology and Immunology, Schulich School of Medicine and Dentistry

Revisions to the Terms of Reference and Composition of SUPR-U and SUPR-G

New Scholarships, Awards and Bursaries

Faculty of Law: Revision to "Cross Registration in Business Courses" Policy

Revisions to the Dentistry Sessional Dates

FOR APPROVAL

1. **Faculty of Arts and Humanities: Creative Writing and English Language and Literature; Spanish Modules and Certificate in Digital Spanish**

1a Introduction of an Honors Specialization in Creative Writing and English Language and Literature

Recommended: That an Honors Specialization in Creative Writing and English Language and Literature be introduced in the Faculty of Arts and Humanities, effective September 1, 2012.

NEW CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg162.html

HONORS SPECIALIZATION IN CREATIVE WRITING AND ENGLISH LANGUAGE AND LITERATURE

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:

- Writing 1000F/G
- 1.0 course from English 1020E, 1022E, 1035E, 1036E, both of English 1027F/G and 1028F/G, or the former 1024E or permission of the Department
- 1.0 course from Classical Studies 1000, Comparative Literature and Culture 1020, Film 1020E, French 1900E, Philosophy 1020, Visual Art History 1040, Visual Art Studio 1020, or Women's Studies 1020E
- 0.5 additional course

A minimum mark of 70% in Writing 1000F/G and no mark below 60% in the other principal courses is required, and a portfolio must be submitted.

Module
11.0 courses:

Writing (3.5 courses):
0.5 course from: Writing 2204F/G, 2214F/G, 2218F/G, 2220F/G (Writing Genres)
1.5 courses from: Writing 2203F/G, 2211F/G, 2299F/G (Creative Writing)
1.5 courses from: Writing 2213F/G, 2217F/G, 2219F/G, 2222F/G. A 0.5 course in Special Topics in Writing may be substituted with permission of the Department.Note: Students may enroll in Creative Writing and Genre courses not taken previously in order to fulfill this part of the module.

English (6.5 courses):
1.0 course: English 2200F/G, one of English 2220F/G, 2230F/G
1.0 course from: English 2307E, 2308E, 2309E, 2310E
1.0 course from: English 3001, 3012, 3115E, 3116E, 3224E, 3226E, 3227E, 3334E (Pre-1800 British Literature)
1.0 course from: English 3444E, 3446F/G, 3554E, 3556E, 3557F/G, 3666F/G, 3667F/G, 3776F/G, 3777F/G, 3882F/G (Post-1800 British Literature)
1.0 course from: English 3226E, 3227E, 3556E, 3666F/G, 3776F/G
1.0 course from: English 3998E, 4998E, 4999E
0.5 course: English essay course at the 2000-2199 level or above

Additional course:
1.0 course: Classical Studies 2200

Background:

This module is a joint endeavour of the Department of English and the Program in Writing, Rhetoric, and Professional Communication. The success of the creative writing courses in English and Writing, coupled with the growing demand from students for courses of this kind, means that the creation of this module is both timely and necessary. The creation of this module will also make the programs more competitive with similar degree modules or certificates offered by Windsor, York, Toronto, Concordia, and Bishop's.

1b Withdrawal of Spanish Modules and Introduction of New Spanish Modules and Certificate Program

Recommended: That effective September 1, 2012, the following new modules and certificate program be introduced in the Department of Modern Languages and Literatures:

- Minor in Spanish Language and Hispanic Cultures
- Minor in Digital Spanish
- Major in Spanish Language and Hispanic Cultures
- Specialization in Spanish Language and Hispanic Cultures
- Honors Specialization in Spanish Language and Hispanic Cultures
- Certificate in Digital Spanish,

that admission to the Minor in Spanish Studies, Major in Spanish Language and Literature, Specialization in Spanish Language and Literature, and Honors Specialization in Spanish Language and Literature, be suspended as of May 1, 2012, and students currently enrolled in these modules be allowed until August 31, 2014 to complete them; and

that the Minor in Spanish Studies, Major in Spanish Language and Literature, Specialization in Spanish Language and Literature, Honors Specialization in Spanish Language and Literature be withdrawn effective September 1, 2014.

Current Calendar Copy: http://www.westerncalendar.uwo.ca/2012/pg251.html

NEW CALENDAR COPY

MINOR IN SPANISH LANGUAGE AND HISPANIC CULTURES

Admission Requirements
Completion of first-year requirements, including 1.0 course from Spanish 1030 or 1030W/X with a mark of at least 60%, or successful completion of Grade 12U Spanish, or permission of the Department.

Module
4.0 courses:
1.0 course from: Spanish 2200, 2200W/X, 2223 (prerequisite for the rest of the module)
1.0 course from: Spanish 3300, 3301E
2.0 courses from: Spanish 2215F/G, 2216F/G, 2220A/B, 3421 F/G, 3422F/G, 3501F/G, 3511F/G, 3521F/G, 3531F/G, 3541F/G

MINOR IN DIGITAL SPANISH

Admission Requirements
Completion of first-year requirements, including 1.0 course from Spanish 1030 or 1030W/X with a mark of at least 60%, or successful completion of Grade 12U Spanish, or permission of the Department.

Module
4.0 courses:
1.0 course from: Spanish 2200, Spanish 2200W/X, Spanish 2223
1.0 course from: Spanish 3300, Spanish 3301E
1.0 course from: Spanish 2215F/G, 2216F/G 2220A/B
1.0 course from: Spanish 2800F/G, 3801F/G, 4802A/B

MAJOR IN SPANISH LANGUAGE AND HISPANIC CULTURES

Admission Requirements
Completion of first year requirements, including 1.0 course from Spanish 1030 or 1030W/X with a mark of at least 60%, or successful completion of Grade 12U Spanish. Comparative Literature and Culture 1020 is recommended.

Module
6.0 courses:
1.0 course from: Spanish 2200, 2200W/X, 2223
1.0 course (normally taken in second year): Spanish 2215F/G, 2216F/G
0.5 course: Spanish 2220A/B
1.0 course (normally taken in third year) from: Spanish 3300, 3301E
1.0 course from: Spanish 3400 to 3700, Spanish 3901F/G to 3910A/B
1.0 course from: Spanish 4420 to 4600, Spanish 4901F/G to 4910A/B, Spanish 4961F/G to 4965F/G
0.5 course from: Spanish 2214A/B, 2800F/G, 3303A/B, 3801F/G, Spanish 3400 to 3700, Spanish 3901F/G to 3910A/B, not taken previously. Students may take up to 0.5 Spanish Language and Linguistics or Digital Spanish course.

SPECIALIZATION IN SPANISH LANGUAGE AND HISPANIC CULTURES

Admission Requirements
Completion of first-year requirements, including 1.0 course from Spanish 1030 or 1030 W/X with a minimum mark of 60%, or successful completion of Grade 12U Spanish. Comparative Literature and Culture 1020 is recommended.

Module
9.0 courses:
1.0 course from: Spanish 2200, 2200W/X, 2223
1.5 courses (normally taken in second year): Spanish 2215F/G, 2216F/G, 2220A/B
1.0 course from: 2214A/B, 2800F/G, 3303A/B, 3801F/G
1.0 course (normally taken in third year) from: Spanish 3300, 3301E
2.5 courses from: Spanish 3400 to 3700, Spanish 3901F/G to 3910A/B
2.0 courses from: Spanish 4420 to 4600, Spanish 4901F/G to 4910A/B

HONORS SPECIALIZATION IN SPANISH LANGUAGE AND HISPANIC CULTURES

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 1.0 course from Spanish 1030 or 1030W/X or successful completion of Grade 12U Spanish). 2.0 additional principal courses must be taken with no mark below 60%. Comparative Literature and Culture 1020 is recommended.

Module
9.0 courses:
1.0 course from: Spanish 2200, 2200W/X, 2223
1.5 courses (normally taken in second year): Spanish 2215F/G, 2216F/G, 2220A/B
0.5 courses from: 2214A/B, 2800F/G
1.0 course (normally taken in third year) from: Spanish 3300, 3301E
3.0 courses from: Spanish 3400 to 3700, Spanish 3801F/G, Spanish 3901F/G to 3910A/B
2.0 courses from: Spanish 4410E, Spanish 4420 to 4600, Spanish 4901F/G to 4910A/B, Spanish 4961F/G to 4965F/G

Note: Students may take up to 1.0 Spanish Language and Linguistics and/or Digital Spanish course.

CERTIFICATE IN DIGITAL SPANISH

Admission Requirements
Completion of first-year requirements including 1.0 course from Spanish 1030 or 1030W/X with a mark of at least 60% or Grade 12U Spanish. A student may not pursue a Certificate in Digital Spanish with either a Spanish module or the Certificate in Practical Spanish.

Progression and Graduation Requirements
To progress and complete the program, students must achieve and maintain a minimum average of 70% in the required courses. If a course in the Certificate program is waived by the department on the basis of existing language proficiency, other Spanish courses will have to be taken so that the total number of course credits is 3.0.

Certificate Program
1.0 course from: Spanish 2200, 2200W/X, 2223
1.0 course from: Spanish 3300, 3301E
1.0 course: Spanish 2800F/G, 3801F/G

Background:

A new Certificate in Digital Spanish and new modules in Spanish Language and Hispanic Studies and Digital Spanish are replacing the old Spanish modules in order to correspond to more up-to-date pedagogy, current research interests of faculty and the faculty complement in the Department of Modern Languages and Literatures. Admission into the current modules, Minor in Spanish Studies, Major in Spanish Language and Literature, Specialization in Spanish Language and Literature, Honors Specialization in Spanish Language and Literature, will be suspended as of May 1, 2012. Students currently enrolled in these modules will be allowed to finish their program and the old modules will be withdrawn effective September 1, 2014.

The new modules in Spanish Language and Hispanic Studies change from a program based mainly on chronological and geographical distinctions to one that spans continents and makes connections between different spaces, times and genres (Transatlantic Studies). The flexible and interdisciplinary program design of the streams in Spanish Language and Hispanic Studies, in Spanish Language and Linguistics and in Digital Spanish is based on an open second year with common courses for all streams. The integration of digital technologies into the context of Transatlantic Studies, and the proposal of a digital Spanish module, are unique in Canada. The new certificate and the new modules reflect these changes and conform to OCAV guidelines regarding the streaming of degree modules.

2. **Faculty of Health Sciences: Revisions to Progression Requirements and Special Student/Transfer Student Requirements in Kinesiology**

2a Revisions to the Progression Requirements in the School of Kinesiology

Recommended: That the “Program Information” section for the School of Kinesiology be updated to reflect current progression policies and additional program requirements, effective September 1, 2012; and, that the Kinesiology Module Information section be removed entirely.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg430.html
http://www.westerncalendar.uwo.ca/2012/pg431.html

PROGRAM INFORMATION

Students registered in the School of Kinesiology who complete 5.0 first-year courses with an average of at least 70% in the 5.0 course load with no grade less than 60%, and have a minimum 70% in 3.0 principle courses, including Kinesiology 1080A/B, Kinesiology 1088A/B, Physiology 1021 plus 1.0 additional course, will be guaranteed admission to second year in the School of Kinesiology (Honors Specialization in Kinesiology – BA).

The School of Kinesiology will then rank all remaining Western students who apply to second year and fulfill the minimum admission requirements for that year, and make offers of admission until the program is filled to capacity.

Honors Specialization in Kinesiology – BSc, Honors Specialization in Kinesiology – Sport Management, Honors Specialization in Kinesiology – Fitness and Exercise Prescription, Honors Specialization in Kinesiology – Physical Education for Teaching are programs with limited space and additional minimum requirements. Please see the information under each specific module in the Academic Calendar for minimum requirements. More competitive academic standing may be required when demand exceeds enrollment capacity.

The laboratory or practicum sessions of several courses are very vigorous. It is recommended that students have a medical check up to ensure that their health status permits engagement in vigorous activity.

Students with health problems must inform the Kinesiology Undergraduate Program Office, and provide appropriate medical support documentation.

Additional Program Requirements

1. ***All Kinesiology students must complete Standard First-Aid and CPR level C. For further information see First-Aid and Cardio-Pulmonary Resuscitation Certification.***
2. ***All Kinesiology students must complete an Aquatics Requirement***
3. ***All Kinesiology students must comply with University policies on Breadth Requirements, Essay Designated Course Requirements, and Graduation Requirements.***

Background:

The revisions to the School of Kinesiology's program information are needed to reflect current progressions policy as well as how limited enrollment modules are handled. The information previously listing Kin 1088A/B, 1080A/B and Physiology 1021 as prerequisites for all senior Kinesiology courses has been removed as this is no longer true. Finally, the additional program requirements were moved from the "Kinesiology Module Information" section http://www.westerncalendar.uwo.ca/2012/pg431.html to the revised "Program Information" section so that all relevant program information may be found in one spot.

2b Revisions to the Special Student/Transfer Student Requirements in the School of Kinesiology

Recommended: That the policy on "Special Students/Transfer Students" for the School of Kinesiology be revised as set out below, effective September 1, 2012.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg434.html

SPECIAL STUDENTS/TRANSFER STUDENTS
Special students are students who have graduated and may wish to return for further courses. Refer to the Special Students section for complete details.

Not all Kinesiology courses are available to Special Students. Consult the Undergraduate Program Office, Rm. 2225, 3M Centre, regarding restrictions for Special Students.

Students wishing to transfer to Kinesiology modules from other departments, faculties, or institutions should consult with an Academic Counsellor in the School of Kinesiology for details. Transfer students must ultimately complete Kinesiology 1080A/B, 1088A/B and Physiology 1021 or equivalent.

Students wishing to transfer from other institutions should follow the application process through the Ontario Universities' Application Centre (OUAC) at www.ouac.on.ca

Background:

The information pertaining to transfer students' mandatory completion of first year Kinesiology course requirements was transferred from the Program Section to the Special Student/Transfer Student section. It is preferred to have all information pertaining to transfer students under the Special Student/Transfer Student section of the calendar.

3. **Faculty of Law: Revision to "Grading Rules"**

Recommended: That effective September 1, 2012, the "Grading Rules" in the Faculty of Law be revised as set out below.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2011/pg496.html

Grading Rules
The class average in an upper-year course of 25 or fewer students must be between 5.70 and 7.30 when calculated by converting each student's letter grade to the corresponding whole number in the table below.

The class average in an upper-year course of more than 25 students and in all first-year courses must be between 5.70 and 6.30 when calculated by converting each student's letter grade to the corresponding whole number in the table below. ***These grading rules do not apply to independent research projects, supplemental writing credits or to courses in which students compete in external advocacy competitions.***

The Faculty of Law uses the following grade designations:....

There are no further changes to the policy.

Background:

Over the past few years the Faculty has created three separate courses for certain external advocacy competitions as an alternative to having them caught by the more generic Law 5715 Appellate Advocacy Competition. By specifically listing named courses, our Evaluation and Grading Policy is now out of date in that it has not been amended to exempt these new courses. Rather than list all six such courses (the three listed now and the three new ones) it makes more sense to use more generic language to catch these courses collectively. This will allow the Policy to more easily accommodate further changes in the future.

4. **Don Wright Faculty of Music: Withdrawal of the BMus Honors Theory and Composition and Introduction of a BMus Honors Music Theory and BMus Honors Composition**

Recommended: That the Bachelor of Music (BMus) with Honors in Theory and Composition in the Don Wright Faculty of Music be withdrawn and reintroduced as two separate degrees:

1) Bachelor of Music (BMus) with Honors in Music Theory, and
2) Bachelor of Music (BMus) with Honors in Composition,

that admission to the BMus with Honors in Theory and Composition be discontinued effective August 31, 2013, and admission to the BMus with Honors in Music Theory and the BMus with Honors in Composition commence on September 1, 2013, and

that students enrolled in the BMus with Honors in Theory and Composition prior to September 1, 2013 be given the choice to complete the old program or to enrol in one of the new programs, and that the BMus with Honors in Theory and Composition be withdrawn effective September 1, 2015.

Current calendar copy: http://www.westerncalendar.uwo.ca/2012/pg571.html

NEW CALENDAR COPY

BACHELOR OF MUSIC WITH HONORS IN MUSIC THEORY

Second Year
Music 2629, 2635A/B, 2636A/B, 2649A/B, 2650A/B, 2710F/G, 2711F/G, 2920.
Ensemble: One, or more, of Music 2901, 2902, 2903, 2904, 2905, 2906, 2910, 2911, 2912, 2913.
1.0 course or equivalent from a Faculty other than Music.

Third Year
Music 3649A/B, 3650A/B.
0.5 music history elective (3000 or above).
1.5 courses from: Music 3601A/B, 3602A/B, 3603A/B, 3604A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B.
Music 3920 and Ensemble* (Music 3901, 3902, 3903, 3904, 3905, 3906, 3910, 3911, 3912, 3913), or 1.0 music elective.
1.0 music or non-music elective.
* The ensemble requirement becomes an optional elective for those students not registered in Music 3920.

Fourth Year
Music 4630A/B/Y.
1.5 courses from: 3601A/B, 3602A/B, 3603A/B, 3604A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B.
Music 4920 and Ensemble* (Music 4901, 4902, 4903, 4904, 4905, 4906, 4910, 4911, 4912, 4913), or 1.0 music elective.
0.5 music history elective (3000 or above).
0.5 music or non-music elective.
1.0 non-music elective.
1.5 music or non-music electives (of which no more than 0.5 can be music).
* The ensemble requirement becomes an optional elective for those students not registered in Music 4920.

BACHELOR OF MUSIC WITH HONORS IN COMPOSITION

Second Year
Music 2629, 2635A/B, 2636A/B, 2649A/B, 2650A/B, 2710F/G, 2711F/G, 2920.
Ensemble: One, or more, of Music 2901, 2902, 2903, 2904, 2905, 2906, 2910, 2911, 2912, 2913.
1.0 course or equivalent from a Faculty other than Music.

Third Year
Music 3629, 3649A/B, 3650A/B.
1.5 courses from Music 2695A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B, 3630A/B, 3640.
Music 3920 and Ensemble* (Music 3901, 3902, 3903, 3904, 3905, 3906, 3910, 3911, 3912, 3913), or 1.0 music elective.
0.5 music or non-music elective.
*The ensemble requirement becomes an optional elective for those students not registered in Music 3920.

Fourth Year
Music 4629.
1.5 courses from: 2695A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B, 3630A/B, 3640, 3695.
4920 and Ensemble* (Music 4901, 4902, 4903, 4904, 4905, 4906, 4910, 4911, 4912, 4913), or 1.0 music elective.
1.5 music or non-music electives (of which no more than 0.5 can be music).
* The ensemble requirement becomes an optional elective for those students not registered in Music 4920.

Background:

The current Bachelor of Music with Honors in Theory and Composition reflects the historically close association of music theory with composition. The discipline of music theory has since established its independence from composition as well as its close association with musicology. The recent decision of the Department of Physics and Astronomy to discontinue its service course Physics 2032A/B (The Physics of Music and Sound) that is a required course in the current program has initiated a re-evaluation of the program as a whole.

The two proposed programs continue to reflect the association between composition and music theory by a number of common elements in the two proposed programs that are preserved from the current program. The table in **Appendix 1** delineates the degree requirements, year by year, for the two proposed programs. A more clearly defined specialization in either music theory or composition is beneficial to students in both disciplines.

5. **Faculty of Science: Revisions to Admission Requirements for Physics and Astronomy Modules**

Recommended: That effective September 1, 2012, the admission requirements for Physics and Astronomy modules be revised as set out for Groups 1, 2 and 3 below.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg720.html

For Group 1:
Honors Specialization in Physics
Honors Specialization in Astrophysics
Honors Specialization in Medical Physics
Major in Physics
Major in Astrophysics
Major in Medical Physics
Specialization in Physics
Specialization in Astrophysics
Specialization in Medical Physics
Minor in Physics

Admission Requirements
Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, with no mark in these principal courses below 60%:

- Physics 1301A/B, 1401A/B, 1501A/B ***or 80% in Physics 1028A/B*** and Physics 1302A/B, 1402A/B, 1502A/B ***or 80% in Physics 1029A/B;*** or the former Physics 1020 or 1024 or 1026
- Calculus 1000A/B, 1100A/B ***or 1500A/B*** and Calculus 1501A/B ***(recommended)*** or 1301A/B (with a mark of at least 85%); or Applied Mathematics 1413
- 1.0 additional course

Students must complete Mathematics 1600A/B or the former Linear Algebra 1600A/B with a minimum mark of 55% by the end of term one in year 2.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg720.html

For Group 2:
Honors Specialization in Materials Science
Major in Materials Science
Specialization in Materials Science
Minor in Materials Science

Admission Requirements
Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, with no mark in these principal courses below 60%:

- Physics 1301A/B, 1401A/B, 1501A/B ***or 80% in Physics 1028A/B*** and Physics 1302A/B, 1402A/B, 1502A/B ***or 80% in Physics 1029A/B****;* or the former Physics 1020 or 1024 or 1026
- Calculus 1000A/B, 1100A/B ***or 1500A/B*** and Calculus 1301A/B or 1501A/B; or Applied Mathematics 1413
- Chemistry 1100A/B and 1200B; or the former Chemistry 1050 or 1020 or 023

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg720.html

For Group 3:
Honors Specialization in Planetary Science
Major in Planetary Science
Specialization in Planetary Science
Minor in Planetary Science

Admission Requirements
Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, with no mark in these principal courses below 60%:

- Physics 1301A/B, 1401A/B, 1501A/B ***or 80% in Physics 1028A/B*** and Physics 1302A/B, 1402A/B, 1502A/B ***or 80% in Physics 1029A/B;*** or the former Physics 1020 or 1024 or 1026
- Calculus 1000A/B, 1100A/B ***or 1500A/B***) and (Calculus 1501A/B or Calculus 1301A/B), or Applied Mathematics 1413
- 1.0 additional course.

Students must complete Mathematics 1600A/B or the former Linear Algebra 1600A/B with a minimum mark of 55% by the end of term one in year 2.

Background:

The Department of Physics and Astronomy is harmonizing admission requirements for all of their modules and specifically, standardizing the Physics and Calculus courses that are required for these modules. In addition, Calculus 1500A/B, an advanced equivalent of Calculus 1000A/B and 1100A/B, is being added as an acceptable alternative.

(Note to Senate: The changes required to admission requirements are grouped and not detailed for each module separately. The changes apply to all of the modules listed in the respective groups).

6. **Faculty of Social Science: Introduction of a Minor in Transitional Justice and Post-Conflict Reconstruction, "Transitional Justice" as a Course Designation, and New Courses in Transitional Justice**

6a Introduction of a Minor in Transitional Justice and Post-Conflict Reconstruction

Recommended: That a Minor in Transitional Justice and Post-Conflict Reconstruction be introduced in the Faculty of Social Science, effective September 1, 2012.

NEW CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg844.html

MINOR IN TRANSITIONAL JUSTICE AND POST-CONFLICT RECONSTRUCTION

Admission Requirements
Completion of first-year requirements with no failures and no mark less than 60 percent in the 3.0 principal courses which must include 1.0 essay course in Social Science or Arts and Humanities.

Module
No course may be credited toward another module. Please note the prerequisites for senior courses.
4.0 courses:
1.0 course: Transitional Justice 2001F/G and 3001F/G
1.0 course from: History 3419F/G, 3427E, Philosophy 2065F/G, Political Science 2243E, 2257, 3325E, 3340F/G, 3347F/G, 3366E, Sociology 2143E, 3323F/G (theme "Conflict")
1.0 course from: Geography 3415A/B, Philosophy 2810F/G, 2821F/G, 3810F/G, 3820F/G, Political Science 3346E, 3398F/G, 4427F/G, SJPS 2200E (theme "Transitional Justice and Post-Conflict Reconstruction")
1.0 course from: Anthropology 2218F/G, First Nations Studies 2531F/G, History 2145A/B, 2147F/G, Philosophy 2750F/G, 2812F/G, Political Science 2219E, 3347F/G, 3388E, Sociology 2212A/B, 2237A/B, 2260A/B, WSFR 2260, 2270A/B (theme "Elective Courses that inform Transitional Justice")

Background:

The Centre for Transitional Justice and Post-Conflict Reconstruction, in the Department of Political Science, is launching a Minor in Transitional Justice and Post-Conflict Reconstruction. The new program meets the University's mandate to promote the intellectual coordination of departments and faculties, and to encourage genuine interdisciplinarity. The popularity of courses dealing with development, democracy, the environment, the economy, human rights, politics, peace agreements and justice before, at the time of, and post-transition; the enormous importance of the subject for Canadian students; the complete absence of competing programs throughout Canada; along with the funding of an Interdisciplinary Development Initiatives proposal, have made this the best time to mount a new program.

The purpose of the Minor will be to familiarize students with the emerging debates surrounding transitional justice and post-conflict reconstruction, and to allow for real-world application of theoretical constructs and explanations. The program has also developed two new integrative courses (Transitional Justice 2001F/G: Problems in Transitional Justice and Post-Conflict Reconstruction and 3001F/G: Studies in Transitional Justice and Post-Conflict Reconstruction, designed to bring the students into a single classroom, based around themes central to the field.

6b <u>Introduction of "Transitional Justice" as a Course Designation and New Courses in Transitional Justice</u>

Recommended: That "Transitional Justice" be introduced as a course designation, and that two new courses, Transitional Justice 2001F/G: Problems in Transitional Justice and Post-Conflict Reconstruction, and Transitional Justice 3001F/G: Studies in Transitional Justice and Post-Conflict Reconstruction, be introduced in the Faculty of Social Science, effective September 1, 2012.

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

Transitional Justice 2001F/G: <u>Problems in Transitional Justice and Post-Conflict Reconstruction</u>
This course introduces students to interdisciplinary studies of transitional justice and post-conflict reconstruction, with emphasis on questions of conflict. Students will examine key concepts and explore theoretical problems in confronting and seeking solutions to the aftermath of large-scale events of social violence, including war, genocide, and authoritarian rule.
2 lecture hours, 1 tutorial hour, 0.5 course

Transitional Justice 3001F/G: <u>Studies in Transitional Justice and Post-Conflict Reconstruction</u>
This course explores issues inherent to regions facing the aftermath of large-scale events of social violence, including war, genocide, and authoritarian rule, with an emphasis on questions of justice and post-conflict reconstruction. Students will examine specific cases of recent attempts to establish just responses to conflict within affected communities.
Prerequisites/corequisites: Transitional Justice 2001F/G or permission of the Director of Studies of the Centre for Transitional Justice and Post-Conflict Reconstruction
3 lecture hours, 0.5 course

Background:

A Minor in Transitional Justice and Post-Conflict Reconstruction will be introduced in September 2012. These courses will form the two required "core" courses designed to bring the students into a single classroom based around themes central to the field.

7. **Faculties of Social Science and Law: Withdrawal of the Combined Honors Specialization in History (BA)/Juris Doctor (JD)**

Recommended: That the Combined Honors Specialization in History (BA)/Juris Doctor (JD) program be withdrawn, effective September 1, 2012.

CURRENT CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg839.html

Background:

This module has been available for a number of years and has not attracted student interest. The Faculties have concluded that this is not the appropriate level for a joint program and are in the process of replacing this module with a joint MA/JD program.

8. **School of Graduate and Postdoctoral Studies: Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction; Master of Financial Economics**

8a Introduction of a Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction

Recommended: That, pending Quality Council approval, the collaborative graduate program in Transitional Justice and Post-Conflict Reconstruction be introduced in the School of Graduate and Postdoctoral Studies as shown in **Appendix 2,** effective May, 1, 2012.

Background:

The Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction brings together experts from across the Western community whose teaching and research focus on issues including transitional justice, reconciliation, criminal accountability, post-colonial legacies, legal reconstruction, the environment, human rights, economic justice, healing circles, democratization, and more. Participating Departments are English, French, Women's Studies and Feminist Research, History, Political Science, Psychology, Sociology, Law and Theology.

8b Introduction of a Master of Financial Economics Program

Recommended: That, pending Quality Council approval, the Professional Master of Financial Economics (MFE) be introduced in the School of Graduate and Postdoctoral Studies, as shown in **Appendix 3,** effective September 1, 2013.

Background:

The Master of Financial Economics (MFE) is a course-based professional master's program delivered over four terms. The program will provide graduates with the quantitative and analytical skills required to pursue careers in the financial industry, in both private and public sector institutions. The roles for program graduates in these institutions would be wide-ranging and include: roles in the investment management division of pension funds, researchers in financial services institutions dealing with risk management and the pricing of complex securities, as well as tactical asset management.

The MFE program will be a cross-disciplinary program, with courses offered by the Department of Economics, the Ivey School of Business, the Department of Applied Mathematics, the Department of Statistical & Actuarial Sciences and the Faculty of Law. The program objective is to provide students with the broad knowledge base and integrated set of skills required in many finance-related careers. Many careers in modern finance require an understanding of economic concepts and models in order to grasp the increasingly complex workings of modern financial markets. Further, many positions in the financial sector now require at least a basic understanding of the mathematical models used to price assets, evaluate risk, and manage complex asset portfolios. The MFE will provide training and skills in aspects of Finance and Economics that are not provided to graduates of existing post-graduate programs at Western.

9. **Introduction of Western's "School Within a University" (SWAU) Program for High-School Students from the Thames Valley District School Board**

Recommended: That SCAPA approve and recommend to Senate the introduction of Western's "School Within a University" (SWAU) program for high school students from the Thames Valley District School Board, effective September 1, 2012.

NEW CALENDAR COPY

WESTERN'S SCHOOL WITHIN A UNIVERSITY (SWAU)

Western's SWAU program is open to secondary school students who are studying at one of the secondary schools of the Thames Valley District School Board (TVDSB). The aim of the program is to create a pathway to university for capable high-school students who, for a variety of reasons, may not envision studying at a university as a possibility.

Students complete their high school credits in the mornings at Western. The TVDSB will provide a high school teacher who specializes in alternative education to supervise and evaluate the high school component of this program.

Students complete the equivalent of 1.0 pre-selected degree-credit course at the Constituent University and/or its Affiliated University Colleges in either the afternoon or evening. To register in the degree-credit course, the necessary prerequisites at the secondary school level must have been completed successfully. Tuition fees are waived for 1.0 (or equivalent) course. Credit will be granted upon successful completion of the course.

A mentor group consisting of faculty, staff and peers from Western provides support to students to help ensure success.

SWAU students who wish to be considered for admission to an undergraduate degree program at Western subsequent to the SWAU program must submit a formal application through the Ontario Universities' Application Centre.

SWAU Admission Requirements
High school students from the TVDSB who have been identified by the TVDSB as academically capable of moving on to university are eligible for this program. Identification of students is the responsibility of a team of experts established by the TVDSB. Admission is based on a combination of the following criteria: an assessment that the student is disengaged and at risk; academic achievement; and intensive interviews to assess potential of success in the program. Nominations must be submitted to the Undergraduate Admissions Office at Western by the TVDSB no later than June 1 for courses commencing in September. Students must have completed a minimum of 24 secondary school credits and meet Western's requirements for English language proficiency. A maximum of 25 students will be selected to participate in the initiative each year.

Background:

Following the success of the *School within a College* program, it is proposed that Western and its Affiliated University Colleges partner with the Thames Valley District School Board to launch a *School Within a University (SWAU)* program, the first of its kind in Ontario. The goal of the proposed program is to create a pathway to University for capable high school students who, for a variety of reasons, may not envision University as a possibility.

10. **Revisions to Policies Governing Athletic Financial Awards (AFA)**

Recommended: That Senate approve that the values set out in the Policies Governing Athletic Financial Awards be revised as set out below, effective for the 2012-2013 academic year.

The current policy is posted here: http://www.uwo.ca/univsec/handbook/schol/athleticawards.pdf

POLICIES GOVERNING ATHLETIC FINANCIAL AWARDS (AFA)
Unchanged

5. Value

$1000, $2000, ~~and $3500~~ ***$3000 and $4000***. No student may receive more than a total of ~~$3500~~ ***$4000*** in AFA funding in any academic year. Value of award determined by the Western Athletic Financial Awards Committee.

The rest of the policy is unchanged.

Background:

In May 2011 the membership of OUA agreed to increase the maximum award allowed to $4000, effective for the 2012-2013 academic year. Western's AFA policy must be in complete compliance with the OUA policy, thus the maximum award must be increased to $4000. Since this increase would result in a large gap between the funding of the level 2 and level 3 awards ($2000 and $4000), it is also proposed that AFA funding levels be expanded to four levels, instead of the current three.

FOR INFORMATION

11. **Report of SUPR-G: Review of the Department of Microbiology and Immunology, Schulich School of Medicine and Dentistry**

SCAPA has approved on behalf of Senate the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) for the Department of Microbiology and Immunology, in the Schulich School of Medicine and Dentistry, as detailed in **Appendix 4**.

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, recommendations from SUPR-G are forwarded to SCAPA for approval as they are completed. Once approved by SCAPA, the reports and recommendations are forwarded to Senate and to the Quality Council for information.

12. **Revisions to the Terms of Reference and Composition of SUPR-U and SUPR-G**

SCAPA has approved revisions to the Terms of Reference and Composition of the Subcommittees on Program Review – Undergraduate and Graduate (SUPR-U and SUPR-G) as set out in **Appendix 5**, effective July 1, 2012.

Background:

In recent years, undergraduate program review processes at Western have undergone significant changes in response to provincial quality assurance initiatives. The revised structure of the Senate Subcommittee on Program Review – Undergraduate (SUPR-U) aims to enhance the committee's link with the University's academic and budget planning processes, thereby addressing a priority of the provincial Quality Assurance Framework. Associate Deans (Academic) play a key role in academic program and policy development at the University and are involved with planning processes in the Faculties, and their experience will inform the work of SUPR-U. As Chair, the Vice-Provost (Academic Programs and Students) will provide continuity in the role and support the administrative needs of undergraduate review processes at Western, including communication with the Quality Council, external consultants, and Departments.

Originally, the structure of SUPR-G was developed to mirror that of SUPR-U. The proposed revision will ensure parallel structure to SUPR-U and, simultaneously, will facilitate SUPR-G's link with the University's academic and budget planning process, as required by the provincial Quality Assurance Framework. While the Vice-Provost (Graduate and Postdoctoral Studies) has primary responsibility for the graduate program review process at Western, the Associate Deans (Graduate Programs) have a key role in the development of graduate programs and policies; their expertise is important to the work of SUPR-G. As Co-Chairs of SUPR-G, the Associate Vice-Provosts (Graduate and Postdoctoral Studies) provide the knowledge and expertise to chair SUPR-G in its application of Western's Institutional Quality Assurance Process for graduate programs.

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

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:

MBA Student Support Fee Bursaries (School of Graduate and Postdoctoral Studies, Business)
Awarded annually to full-time students in the Master of Business Administration program who demonstrate financial need. These bursaries were created by the MBA Association to assist MBA students. Application for the bursary must be completed in conjunction with the MBA program application. Recipients will be selected by the MBA Scholarships Committee.

Value: 2 at $7,000
Effective: May 2012 to April 2014

MBA Student Support Fee OSOTFII Bursary (School of Graduate and Postdoctoral Studies, Business)
Awarded annually to a full-time student in the Master of Business Administration program who demonstrates financial need. This bursary was created by the MBA Association to assist MBA students. Application for the bursary must be completed in conjunction with the MBA program application. Recipients will be selected by the MBA Scholarships Committee.

Value: 1 at $7,000
Effective: May 2012 to April 2017 (value to be reviewed in 2016)

This award is offered through the Ontario Student Opportunity Trust Fund (OSOTF II) program, and recipients must meet Ontario residency requirements.

MBA Student Support Fee OTSS Bursary (School of Graduate and Postdoctoral Studies, Business)
Awarded annually to a full-time student in the Master of Business Administration program who demonstrates financial need. This bursary was created by the MBA Association to assist MBA students. Application for the bursary must be completed in conjunction with the MBA program application. Recipients will be selected by the MBA Scholarships Committee.

Value: 1 at $7,000
Effective: May 2012 to April 2019 (value to be reviewed in 2018)

This award is offered through the Ontario Trust for Student Support (OTSS) program, and recipients must meet Ontario residency requirements.

Michael Mics Bursary (Continuing Studies)
Awarded annually to an individual registered in a Continuing Studies professional development course at The University of Western Ontario, based on demonstrated financial need and the applicant's description of how receipt of the bursary will assist in achieving specific learning objectives. An application form is available from the Continuing Studies Office and must be submitted to the Office of the Registrar by August 15 for the fall program. The Office of the Registrar will assess financial need. Continuing Studies at Western, in consultation with the Office of the Registrar, will make the final selection of the recipient. Students with current outstanding debts to Continuing Studies at Western, or who qualify for employee education assistance programs, are not eligible. This bursary was established by Mr. Michael Mics (BA'00).

Value: 1 at $500
Effective: 2012-2013 to 2031-2032 academic years inclusive

HRPLD Human Resources Award (Faculty of Social Science, MOS)
Awarded annually to a full-time student completing fourth year in the Aubrey Dan Program in Management and Organizational Studies (MOS) who has excelled in the Organizational and Human Resources stream (minimum 70% average) and is involved in community service. A resume, including an outline of the student's community service, must be submitted by April 1 to the MOS Office. The Scholarship Committee in MOS will select the award recipient each spring. This award was established by a generous donation from The Human Resources Professionals Association, London and District Chapter.

Value: 1 at $1,500 plus a plaque
Effective: 2011-2012 to 2015-2016 academic years inclusive

Wade-Walters Scholarship (Faculty of Arts and Humanities, French and English)
Awarded annually to a full-time undergraduate student entering fourth year who has excelled in Eighteenth Century Studies in an Honors Specialization in the Faculty of Arts and Humanities. Preference will be given to a student specializing in the study of Voltaire (either in French or English). The recipient will be selected by the Scholarship and Awards Committee in the Faculty of Arts and Humanities. This scholarship is given in honour of the distinguished Princeton Voltaire scholar, Ira O. Wade, who early in his career spent two years teaching in the Department of Romance Languages at The University of Western Ontario, and is offered in appreciation by his student Dr. Robert L. Walters, Professor Emeritus, who taught at Western in the Department of French from 1963 to 1987.

Value: 1 at $1,000
Effective: 2012-2013 academic year

A.M.F.G. Nursing Ontario Graduate Scholarships (School of Graduate and Postdoctoral Studies, Nursing)
Awarded annually to full-time students in a Nursing program at the Masters or Doctoral level who are current holders of an Ontario Graduate Scholarship or a Queen Elizabeth II Graduate Scholarship, based on academic achievement and research merit. The School of Graduate and Postdoctoral Studies will select the recipients in cooperation with the School of Nursing. These scholarships are made possible by a generous gift from an anonymous estate held with Foundation Western.

Value: 2 at $5,000*
Effective: May 2011 to April 2012 only

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

Newalta Corporation Ontario Graduate Scholarships (School of Graduate and Postdoctoral Studies, Engineering)
Awarded to full-time Masters or Doctoral students in the Faculty of Engineering who hold an Ontario Graduate Scholarship or a Queen Elizabeth II Scholarship, based on academic achievement and research merit. Preference will be given to graduate students who are conducting research in the area of environmental engineering related to waste treatment, recovery, recycling or environmental research. The School of Graduate and Postdoctoral Studies will select the recipients in consultation with the Faculty of Engineering. These scholarships were made possible by a generous gift from Newalta Corporation.

Value: 5 at $5,000*
Effective: May 2011 to April 2016 inclusive

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

Leland Phelps McLelland Ontario Graduate Scholarship (School of Graduate and Postdoctoral Studies, English)
Awarded to a graduate student studying English at the Masters or Doctoral level who is a current holder of an Ontario Graduate Scholarship, based on academic achievement and research merit. The School of Graduate and Postdoctoral Studies will select the recipient in consultation with the Graduate Chair of the Department of English in the Faculty of Arts and Humanities. This scholarship is made possible by a generous gift from the Estate of the late Ms. Patricia M. Anglin.

Value: 1 at $5,000*
Effective: May 2011 to April 2012 only

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

Martha Blackburn Journalism Entrance Scholarship (School of Graduate and Postdoctoral Studies, Journalism)
Awarded annually to a full-time graduate student entering the Master of Arts in Journalism program in the Faculty of Information and Media Studies, based on academic achievement. Preference will be given to a female student. The recipient will be selected by the Journalism Admissions Committee within the Faculty of Information and Media Studies with at least one representative who is a current member of the School of Graduate and Postdoctoral Studies. This scholarship was made possible by a generous donation from Blackburn Radio Inc.

Value: 1 at $8,000
Effective: May 2012 to April 2019 inclusive

Brigadier F.C. Wallace HBA Scholarship (Richard Ivey School of Business)
Awarded annually to a full-time student entering HBA 1 at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. The HBA Scholarship Committee of the Richard Ivey School of Business which includes the Director of the HBA Program, will review and select the scholarship recipient. This scholarship is made possible by a bequest from the Brigadier F.C. Wallace & Vera Isobel Wallace (BA'32) estate held with Foundation Western.

Value: 1 at $6,000
Effective: 2012 - 2013 academic year

14. **Faculty of Law: Revision to "Cross Registration in Business Courses" Policy**

The Richard Ivey School of Business has changed its regulation regarding MBA students registering in Law courses. The policy on *Cross Registration in Business Courses* that appears in the Law section of the calendar has been updated to reflect this change.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg505.html

Cross Registration in Business Courses
The Faculty of Law and the Richard Ivey School of Business have a joint arrangement whereby second and third-year law students and ~~second year~~ MBA students may cross register in courses offered by the other Faculty or School. Students must obtain approval from both the Associate Dean of the school in which they are registered and the student services office of the school offering the course(s) they wish to attend. Such students are expected to meet all requirements of the course. Grades for Law students taking courses at the Richard Ivey School of Business will be recorded on their university academic records on the 100-point grading scale.

15. **Revisions to the Dentistry Sessional Dates**

The sessional dates for Dentistry have been revised to reflect the changes approved by SCAPA and Senate on January 20, 2012, as set out below:

SESSIONAL DATES - Dentistry
2012-2013

2012

Days, Duration	**Dates**	**Classes/Exams/Activity/Stat Holidays**
Mon	***June 4***	***ITD1 Classes commence***
Tues – Fri (4 days)	Aug. 28 – Aug 31	Clinic Orientation, Year 3 & ITD 1 students
Fri	August 31	White Coat Ceremony
Mon	September 3	Labour Day, No Classes Scheduled
Tues	September 4	UWO/DSS Orientation Day, Year 1 (No classes); Regular Class and Clinics commence – Year 2, Year 3/ITD1, Year 4/ITD2
Wed	September 5	Year 1 Classes Commence
Thur - Sun	Sept 27 – 30	Homecoming
Monday	October 8	Thanksgiving - No Classes Scheduled
Fri	November 30	Classes End – Fall Term
Sat	December 1	Last Day for receiving admission applications for Year 1 Dentistry
Mon-Fri Mon-Fri Mon, Tue, Wed (13 days)	December 3 – 19	Exam Period – All Years

2013

Mon	January 7	Winter Term Commences - All Years
Tues-Fri Mon-Fri (9 days)	February 19 – March 1	Supplemental Exams – 4th year, ITD2
Mon	February 18	Family Day
TBA	March (TBA)	NDEB Examinations (Written & OSCE) Year 4 / ITD2 students
Mon-Fri	March 11 – 15	Study Week
Fri	March 29	Good Friday
Fri	May 3	Winter Term Ends – Year 2, 3, ITD 1, Year 4, ITD2
Mon-Fri (2 weeks)	May 6 – 17	Final Examinations, Year 2, Year 3 / ITD1 students
Mon	May 20	Victoria Day
Tues	May 21	Winter Term Ends – Year 1
Thurs-Fri, Mon-Fri (7 days)	May 23 – 31	Final Examinations – Year 1
Mon-Thurs (5 weeks)	May 27 – June 27	Summer Clinic – Year 3 / ITD1
Mon	***June 3***	***ITD1 Classes commence***
Wed	Jun 19 (tentative)	Spring Convocation (tentative)
Tues	Jul 2	Application Deadline for Year 2 admissions (transfers)
Mon-Fri (2 weeks)	Jul 8 - 19th	Supplemental Exams Years, 1, 2, 3, ITD1

Appendix 1: Comparison of Degree Requirements

Current program - Bachelor of Music with Honors in Theory and Composition	**Bachelor of Music with Honors in Composition**	**Bachelor of Music with Honors in Music Theory**
Second Year [Total: 6.0 FCEs] 2629 (Composition I) *[1.0 FCE]* 2635A/B (GIM III) *[0.5 FCE]* 2636A/B (GIM IV) *[0.5 FCE]* 2649A/B (Studies in Theory III) *[0.5 FCE]* 2650A/B (Studies in Theory IV) *[0.5 FCE]* 2710F/G (Music History: c. 1600 – c. 1800) *[0.5 FCE]* 2711F/G (Music History: c. 1800 – present) *[0.5 FCE]* 2920 (Applied Principal Instrument II) + Ensemble *[1.0 FCE]* 1.0 course or equivalent non-music elective *[1.0 FCE]*	**Second Year** [Total: 6.0 FCEs] 2629 (Composition I) *[1.0 FCE]* 2635A/B (GIM III) *[0.5 FCE]* 2636A/B (GIM IV) *[0.5 FCE]* 2649A/B (Studies in Theory III) *[0.5 FCE]* 2650A/B (Studies in Theory IV) *[0.5 FCE]* 2710F/G (Music History: c. 1600 – c. 1800) *[0.5 FCE]* 2711F/G (Music History: c. 1800 – present) *[0.5 FCE]* 2920 (Applied Principal Instrument II) + Ensemble *[1.0 FCE]* 1.0 course or equivalent non-music elective *[1.0 FCE]*	**Second Year** [Total 6.0 FCEs] 2629 (Composition I) **or** 1.0 non-music elective *[1.0 FCE]* 2635A/B (GIM III) *[0.5 FCE]* 2636A/B (GIM IV) *[0.5 FCE]* 2649A/B (Studies in Theory III) *[0.5 FCE]* 2650A/B (Studies in Theory IV) *[0.5 FCE]* 2710F/G (Music History: c. 1600 – c. 1800) *[0.5 FCE]* 2711F/G (Music History: c. 1800 – present) *[0.5 FCE]* 2920 (Applied Principal Instrument II) + Ensemble *[1.0 FCE]* 1.0 course or equivalent non-music elective *[1.0 FCE]*
Third Year [Total: 5.0 FCEs] 3649A/B (Studies in Theory V) *[0.5 FCE]* 3650A/B (Studies in Theory VI) *[0.5 FCE]* 3920 (Applied Principal Instrument III) + Ensemble **or** 1.0 course or equivalent music elective *[1.0 FCE]* 1.5 Music Theory and Composition electives *[1.5 FCE]* 1.0 music or non-music elective *1.0 FCE]* Physics 2032A/B *[0.5 FCE]*	**Third Year** [Total: 5.0 FCEs] 3629 (Composition II) *[1.0 FCE]* 3649A/B (Studies in Theory V) *[0.5 FCE]* 3650A/B (Studies in Theory VI) *[0.5 FCE]* 1.5 courses from: 2695A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B, 3630A/B, 3640 *[1.5 FCE]* 3920 (Applied Principal Instrument III) + Ensemble **or** 1.0 course or equivalent music elective *[1.0 FCE]* 0.5 course music or non-music elective *[0.5 FCE]*	**Third Year** [Total: 5.0 FCEs] 3649A/B (Studies in Theory V) *[0.5 FCE]* 3650A/B (Studies in Theory VI) *[0.5 FCE]* 0.5 course music history elective (3000- or above) *[0.5 FCE]* 1.5 courses from: 3601A/B, 3602A/B, 3603A/B, 3604A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B *[1.5 FCE]* 3920 (Applied Principal Instrument III) + Ensemble **or** 1.0 course or equivalent music elective *[1.0 FCE]* 1.0 course or equivalent music or non-music elective *[1.0 FCE]*

Fourth Year [Total: 5.0 FCEs] 2.0 courses or equivalent from Music Theory and Composition, including at least one of 4629 (Composition II) or 4630A/BY *[2.0]* 4920 (Applied Principal Instrument IV) + Ensemble **or** 1.0 course or equivalent music elective *[1.0 FCE]* 1.0 course or equivalent non-music elective *[1.0 FCE]* 1.0 course of equivalent music or non-music elective *[1.0 FCE]*	**Fourth Year** [Total: 5.0 FCEs] 4629 (Composition III) *[1.0 FCE]* 1.5 courses from: 2695A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B, 3630A/B, 3640, 3695 *[1.5 FCE]* 4920 (Applied Principal Instrument IV) + Ensemble **or** 1.0 course or equivalent music elective *[1.0 FCE]* 0.5 course music or non-music elective *[0.5 FCE]* 1.0 course or equivalent non-music elective *[1.0 FCE]*	**Fourth Year** [Total: 5.0 FCEs] 4630A/B/Y (Introduction to Research in Music Theory) *[0.5 FCE]* 1.5 courses from: 3601A/B, 3602A/B, 3603A/B, 3604A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B *[1.5 FCE]* 4920 (Applied Principal Instrument IV) + Ensemble **or** 1.0 course or equivalent music elective *[1.0 FCE]* 0.5 course music history elective (3000- or above) *[0.5 FCE]* 0.5 course music or non-music elective *[0.5 FCE]* 1.0 course or equivalent non-music elective *[1.0 FCE]*

Collaborative Graduate Program in "Transitional Justice and Post-Conflict Reconstruction"

INTRODUCTION

The Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction brings together experts from across the Western community whose teaching and research focus on issues including transitional justice, reconciliation, criminal accountability, post-colonial legacies, legal reconstruction, the environment, human rights, economic justice, healing circles, democratization, and more. The Program's 30 core faculty members are an interdisciplinary group drawn from seven different faculties on both Main Campus and Western's affiliate campuses of King's University College and Huron University College. Participating Departments are English, French, Women's Studies and Feminist Research History, Political Science, Psychology, Sociology, Law and Theology.

The Collaborative Graduate Program is a logical extension of the Centre for Transitional Justice and Post-Conflict Reconstruction. Since its approval in late 2009, the Centre has launched a number of successful initiatives, including a graduate research colloquium, a monthly speaker's series featuring internationally-renowned scholars of transitional justice, a journal called the Transitional Justice Review (funded by a Scholarly Journals at Western grant), an undergraduate journal called the Undergraduate TJ Review, the Canadian Transitional Justice Network, a graduate colloquium, conferences, a collaborative interdisciplinary research project on "Thinking Through the Canadian Indian Residential Schools Truth and Reconciliation Commission," and the undergraduate "TJ Club". These structured activities clearly indicate a growing interest in the field by faculty and students, and fall within three of Western's identified areas of strength, including Life Sciences and the Human Condition; Culture, Analysis and Values; and Social Trends, Public Policy, and Economic Activity (Strategic Research Plan,10). As an epistemic community, the Centre provides a strong, interdisciplinary environment that already has a proven track record in attracting and mentoring graduate students. The strong research programs and specialized knowledge of the faculty members affiliated with the Centre, in disciplines across campus, provides a firm foundation for the Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction. In some cases, faculty members affiliated with the Centre will be active in both teaching and supervising the students enrolled in the program. In other cases, (e.g. faculty members teaching in undergraduate-only programs) faculty members will be involved in both formal supervision and informal mentoring of the students enrolled in the program.

The objective of the Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction (hereafter, TJ) is to provide students with inter-disciplinary instruction in Transitional Justice and Post-Conflict Reconstruction. Students enrolled will explore aspects of societal and state transition relating to development, democracy, the environment, the economy, human rights, politics, peace agreements and justice before, at the time of, and post-transition. The purpose of the program will be to familiarize students with the emerging debates surrounding transitional justice and post-conflict reconstruction, and to allow for real-world application of theoretical constructs and explanations.

The Collaborative Graduate Program in TJ will augment the training received in the student's home department by providing specialized training in scholarship related to Transitional Justice and Post-Conflict Reconstruction: peacebuilding, justice after atrocity, and social rebuilding.

The program will be open to Master's students and Doctoral students from the Faculties of Social Science (Participating Graduate Programs: History, Political Science, Sociology), Arts and Humanities (Participating Graduate Programs: English, French, Women's Studies and Feminist Research), Law (Participating Graduate Programs: MLS, LLM), and Theology (Participating Graduate Program: Theology, Huron University College).
The Collaborative Graduate Program in TJ will allow students enrolled in disciplinary based graduate programs to supplement their studies with courses and experiences offered by the Collaborative Graduate Program. Students enrolled in the Collaborative Graduate Program in addition to their disciplinary based program will, upon graduation, receive a notation on their degree indicating completion of both the disciplinary based and collaborative program.

Requirements:

Students must:

- register in and meet the requirements of one of the collaborating discipline-specific graduate programs

- Enroll in the core course: Transitional Justice and Post-Conflict Reconstruction
- Choose, as part of their course requirements, an identified Transitional Justice course (Master's students), or two identified Transitional Justice courses (PhD students). Therefore, Master's students will take two specialized courses in total and PhD students will take three courses in total.
- For Master's students, write a thesis or its equivalent in the area of Transitional Justice and Post-Conflict Reconstruction
- For PhD students: write one of their comprehensive or qualifying exams in the area of Transitional Justice and Post-Conflict Reconstruction, or complete an equivalent project

Students will work with faculty members in a variety of departments and faculties across The University of Western Ontario and its Affiliates. Upon graduation, students receive a graduate degree in their home discipline, as well as a notation on their degree indicating completion of the Collaborative Graduate Program in TJ. The combination of solid disciplinary training with advanced interdisciplinary training provides students with the tools necessary to better understand and conduct research in the area of Transitional Justice and Post-Conflict Reconstruction.

Overview of the New Program
Goals and Objectives of the program in relation to the Graduate Degree Level Expectations

Master's level:
The Master's level Collaborative Graduate Program provides a program of advanced study and research through frequent interaction with faculty who specialize in transitional justice; interaction among peers; participation in the community of scholars in colloquia, seminars and conferences; and opportunities for advanced students to present their own research at regional, national, and international conferences. Research entails the critical analysis of current knowledge and the creation of new knowledge research components, through research papers, to develop the student's analytic and interpretive skills.

Master's level learning objectives:
a) Depth and Breadth of Knowledge: Students will become familiar with the "canon" of literature in the growing field of transitional justice and post-conflict reconstruction through an advanced core course, in which they will be guided by expert faculty members who are actively researching and publishing in the field. (See course description and information Sec.3.) The core course will serve to build a community of scholars in colloquia, facilitating frequent interaction with faculty, and the interchange of ideas with, and interaction among, peers. Students will also be exposed to scholars from around the world who will come to speak at the Centre for Transitional Justice, through the speaker's series and conferences and symposia, in which they will be encouraged to participate—although not a formal requirement of the program. Particularly once students have completed the core course, the speaker's series, conferences, and symposia will continue to provide them with a community of like-minded scholars.
Intended learning outcome: Students will engage in critical thinking and writing about the core questions that underlie scholarship in the field of transitional justice and post-conflict reconstruction through the preparation of essays and critical reflection papers. These papers will develop the student's analytic and interpretive skills.

b) Research and Scholarship: Students will carry out their own independent research projects in the form of essay assignments for the core course and TJ-related courses, and theses and major research papers—subject to requirements in their home departments. These assignments will require the critical analysis of current knowledge and the creation of new knowledge, and advanced students' work will be presented at conferences and symposia held through the Centre for Transitional Justice, as well as national and international conferences. Some students will also be selected as research assistants to assist in the development and conduct of research projects carried out by faculty members affiliated with the Centre. It must be noted that these opportunities exist because of the active research programs of the faculty members affiliated with the Centre.
Intended learning outcome: 1. Students will be guided in preparing independent research and scholarship through mentoring and supervision by faculty members in the form of essays, theses and major research papers. 2. Students will receive mentorship and training in research methods.

c) Level of Application of Knowledge: Some students may be selected as teaching assistants for the undergraduate courses to be taught as components of the Minor in Transitional Justice and Post-Conflict Reconstruction. This will be determined by allocations made within the student's home department or

faculty. Other students will have opportunities to convey their specialized knowledge through presentations to, for example, the TJ Club, and in the research colloquium—all on a voluntary basis.
Intended learning outcome: Students will receive training as teaching assistants, and will gain teaching skills through delivery of tutorials to undergraduate students. Students will have the opportunity for knowledge mobilization through presentations.

d) Professional Capacity / Autonomy: Students will work toward their own research goals, mentored and formally supervised by "academic experts" in the area of transitional justice, to develop their own ideas, and to present those ideas in the form of conference papers and colloquium presentations.
Intended learning outcome: Students will be trained as highly-qualified personnel, able to translate their scholarship into both the classroom and the academic forum.

e) Level of Communication Skills: As part of the core course, students will complete a series of assignments (e.g. research papers) that provide critical analyses of current knowledge and the creation of new knowledge. In addition to the core course, they also have the opportunity to participate in colloquia, seminars and conferences to orient them toward academic communication at professional events.
Intended learning outcome: Students will develop rigorous writing and research skills to assist them in developing and disseminating their own ideas.

f) Awareness of Limits of Knowledge: Students will undertake a program of advanced study and research in the field of transitional justice and post-conflict reconstruction.
Intended learning outcome: Students will be exposed to the breadth and expanse of interdisciplinary scholarship in the field of transitional justice and post-conflict reconstruction.

Doctoral level:
The Doctoral Collaborative Graduate Program provides a program of advanced study and independent research that culminates in a thesis. Students frequently interact with faculty who are specialists in TJ; interact with their peers; participate in the community of scholars in colloquia, seminars and conferences; and take advantage of opportunities to present their own research at regional, national, and international conferences. Research entails the critical analysis of current knowledge and the creation of new knowledge research components, through research papers, to develop the student's analytic and interpretive skills.

Doctoral level learning objectives:
a) Depth and Breadth of Knowledge: Students will become familiar with the "canon" of literature in the growing field of transitional justice and post-conflict reconstruction through an advanced core course, in which they will be guided by expert faculty members who are actively researching and publishing in the field. The core course will serve to build a community of scholars, facilitating frequent interaction with faculty, and the interchange of ideas with and interaction among peers. Their completion of two additional courses (one in their home department and one outside their home department) will further strengthen their analytic and interpretive skills. Students will further be exposed to scholars from around the world who will come to speak at the Centre for Transitional Justice, through the speaker's series and conferences and symposia in which they will be encouraged to participate—although not a formal requirement of the program. Particularly once students have completed the core course, the speaker's series, conferences, and symposia will continue to provide them with a community of like-minded scholars.
Intended learning outcome: Students will engage in critical thinking and writing about the core questions that underlie scholarship in the field of transitional justice and post-conflict reconstruction through the preparation of essays and critical reflection papers. These papers will develop the student's analytic and interpretive skills.

b) Research and Scholarship: Students will carry out their own independent research projects through the requirements of the program, in the form of essay assignments and dissertations. These assignments will require the critical analysis of current knowledge and the creation of new knowledge, and advanced students' work will be presented at conferences and symposia held through the Centre for Transitional Justice, as well as national and international conferences. Some students will also be selected as research assistants to assist in the development and conduct of research projects carried out by faculty members affiliated with the Centre.

Intended learning outcome: 1. Students will be guided in preparing independent research and scholarship through mentoring and supervision by faculty members in the form of essays, theses and major research papers. 2. Students will receive mentorship and training in research methods.

c) Level of Application of Knowledge: Some students may be selected as teaching assistants for the undergraduate courses to be taught as components of the Minor in Transitional Justice and Post-Conflict Reconstruction. This will be determined by allocations made within the student's home department or faculty. Other students will have opportunities to convey their specialized knowledge through presentations to, for example, the TJ Club, and in the research colloquium—all on a voluntary basis.
Intended learning outcome: Students will receive training as teaching assistants, and will gain teaching skills through delivery of tutorials to undergraduate students. Students will have the opportunity for knowledge mobilization through presentations.

d) Professional Capacity / Autonomy: Students will work toward their own research goals, mentored and supervised by "experts" in the field, to develop their own ideas, and to present those ideas in the form of conference papers and colloquium presentations.
Intended learning outcome: Students will be trained as highly-qualified personnel, able to translate their scholarship into both the classroom and the academic forum.

e) Level of Communication Skills: As required by the core course, students will complete a series of assignments (e.g. research papers) that provide critical analyses of current knowledge and the creation of new knowledge. They will also participate in colloquia, seminars and conferences to orient them toward academic communication at professional events.
Intended learning outcome: Students will develop rigorous writing and research skills to assist them in developing and disseminating their own ideas.

f) Awareness of Limits of Knowledge: Students will undertake a program of advanced study and research in the field of transitional justice and post-conflict reconstruction.
Intended learning outcome: Students will be exposed to the breadth and expanse of interdisciplinary scholarship in the field of transitional justice and post-conflict reconstruction.

PROGRAM REGULATIONS AND COURSES
The intellectual development and the educational experience of the student
It is expected that graduate programs foster the intellectual development of students and provide opportunities for students to participate in a "community of scholars". The quality of student experiences relies on meaningful interaction with faculty members and on clear understanding of the expectations of the program.

As an epistemic community, the Centre for Transitional Justice and Post-Conflict Reconstruction provides a strong, interdisciplinary environment that already has a proven track record in mentoring graduate students. The Collaborative Graduate Program will provide a formalized way to do so.
Students will be provided with the opportunity to present their research in events hosted by the Centre for Transitional Justice, including the speaker's series, as well as at conferences organized by the Centre and other national and international conferences. The Centre will also host a bi-annual graduate student conference. All of these "extra" activities will enhance the students' experience in the Collaborative Graduate Program.

The core course, "Transitional Justice and Post-Conflict Reconstruction," will explore aspects of societal and state transition relating to development, democracy, the environment, the economy, human rights, politics, peace agreements and justice before, at the time of, and post-transition. The course will familiarize students with the emerging debates surrounding transitional justice and post-conflict reconstruction, and to allow for real-world application of theoretical constructs and explanations.
Eligibility: It will be open to Master's and Doctoral students enrolled in the program.
Frequency: It will be offered as a half course annually.
Instructor: The course will be taught primarily by Dr. Bill Danaher. Alternatively, it will be taught by Dr. Joanna Quinn, or another member of the TJ Centre affiliated faculty.
Workload: The course will be taught on overload.
Funding arrangements: The IDI funding allows us to pay Dr. Danaher each year for three years to teach the course.

Alternate arrangements: When the IDI funding expires, if the Centre is unable to secure funding for the core course, the Transitional Justice course offered annually in the Department of Political Science by Joanna Quinn will become the default core course. Political Science has been consulted and has consented to this arrangement.

Program regulations
Admission requirements, policies, standards and practices

- Students who wish to enroll in this collaborative graduate program must first apply to a participating graduate program. Students who have been admitted to the participating graduate program are then eligible for admission to the collaborative program. Students may enter the Collaborative Graduate Program at either the Master's or PhD level.
- Students will be targeted through the Centre's website, national and international listserves, and targeted poster campaigns aimed at selected departments at other universities.
- Master's students must enroll by the drop date of the core course in Transitional Justice in their first year of study. PhD students must enroll by the drop date of the core course in Transitional Justice in their third year of doctoral studies.

Program requirements, described separately for Master's and PhD students
Master's level:
Course requirements

- Core course in Transitional Justice and Post-Conflict Reconstruction
- One half course in a Transitional Justice-related area, possibly including one from a program other than the student's home program—subject to the requirements of the student's home department or faculty. (For example, a reading course may count toward the requirement, or a relevant course outside the student's home department or faculty may be substituted for a course in the student's home department or faculty, subject to availability and permission of the Director and the relevant Graduate Chair or equivalent in the student's home department or faculty.)
- Enrolment in each course is at the discretion of the instructor, subject to any prerequisites and space in the course.
- Thesis or major paper (as specified by student's home program) in the area of Transitional Justice and Post-Conflict Reconstruction
- In the case of a thesis, the thesis advisor must be from faculty associated with the collaborative program.
- In the case of a major paper, the advisor must be associated with the collaborative program.

The Collaborative Graduate Program will augment the training received in the student's home department. The combination of solid disciplinary training with advanced interdisciplinary training provides students with the tools necessary to better understand and conduct research in the area of Transitional Justice and Post-Conflict Reconstruction.

Standards for the Collaborative Graduate Program:

- Students must meet the requirements of the Collaborative Graduate Program and must make satisfactory progress towards the degree according to milestones set by the program.

Doctoral level:
Course requirements

- Core course in Transitional Justice and Post-Conflict Reconstruction
- Two half courses in a Transitional Justice-related area, possibly including one from a program other than the student's home program—subject to the requirements of the student's home department or faculty. (For example, a reading course may count toward the requirement, or a relevant course outside the student's home department or faculty may be substituted for a course in the student's home department or faculty, subject to availability and permission of the Director and the relevant Graduate Chair or equivalent in the student's home department or faculty.)
- Following the practice of participating programs, courses taken at the Master's level may be credited toward the PhD requirements.
- The student may take the core course at any time during the first three years of his or her doctoral studies. Ideally, the student would take the core course in his or her first semester so that a foundation is set right away. However, we recognize that, due to requirements of the student's home department, this may not be possible.
- Enrolment in each course is at the discretion of the instructor.

- Comprehensive Examination in Transitional Justice and Post-Conflict Reconstruction (as specified by student's home program)
- A brief proposal for the format and nature of the comprehensive examination must be submitted to the Director of the Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction for approval at least two weeks prior to commencement. Students must complete their home program's comprehensive examination requirements, first and foremost. Where there is no option for the completion of a comprehensive examination in Transitional Justice and Post-Conflict Reconstruction, then the student may consider other options, as follows:
- In the case where a home program has comprehensive examination(s) (or equivalent) that can be tailored so that the terms of reference include Transitional Justice and Post-Conflict Reconstruction, subject to approval by the student's home department or faculty:
    - the comprehensive examination in Transitional Justice and Post-Conflict Reconstruction will be one of the major themes of the comprehensive examination(s) required by the home program, as determined by the student's home department or faculty
    - at least 1/3 of the examination committee must be faculty members of the Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction
    - a common comprehensive examination reading list will be provided by the TJ program from which a comprehensive examination committee may select readings for a specific examination and add additional readings as appropriate
- In the case where a home program has comprehensive examination(s) that can not be tailored so that the terms of reference include Transitional Justice and Post-Conflict Reconstruction:
    - the comprehensive examination in Transitional Justice and Post-Conflict Reconstruction will be a separate, additional component, appearing on the student's transcript as a non-credited requirement
    - two other options are available:
- Students may prepare a review paper based on selected readings from the common reading list plus additional readings selected by a committee comprising faculty members of the Collaborative Graduate Program within the home department and/or outside of the home department: the reading list and paper should go into a particular topic in depth; it is expected that the review paper would be potentially publishable and, as a rough guide, should be approximately 40 pages, double-spaced.
- Students may complete a research apprenticeship project under the direction of a faculty member of the Collaborative Graduate Program from outside of the student's home program: the project should provide training in the theories and methods used in examining Transitional Justice and Post-Conflict Reconstruction in a discipline other than the student's home program; it is expected that the project would involve research over at least one term of study

Thesis in the area of Transitional Justice and Post-Conflict Reconstruction

- The thesis advisor must be from a faculty member affiliated with the Collaborative Graduate Program. These components will serve as partial fulfillment of the requirements for a graduate degree in the home department.

  The Collaborative Graduate Program will augment the training received in the student's home program. The combination of solid disciplinary training with advanced interdisciplinary training provides students with the tools necessary to better understand and conduct research in the area of Transitional Justice and Post-Conflict Reconstruction.

Standards for the Collaborative Graduate Program:

- Students must meet the requirements of the Collaborative Graduate Program and must make satisfactory progress towards the degree according to milestones set by the program.

Master's Programs
Home programs may require a thesis or make a thesis optional.

Doctoral Programs
Every candidate for the Doctoral degree must complete a thesis. The thesis must indicate in what respects the investigation has increased knowledge of the subject. A candidate may not submit a thesis that has been previously accepted for a degree, but may, with the permission of the Graduate Program, incorporate material included in a previous thesis.

Professional Master of Financial Economics (MFE)

INTRODUCTION

1.1 Overview of the New Program

The Master of Financial Economics (MFE) is a course-based professional master's program delivered over four terms. The program will provide graduates with the quantitative and analytical skills required to pursue careers in the financial industry, in both private and public sector institutions. The roles for program graduates in these institutions would be wide-ranging, and include: roles in the investment management division of pension funds, researchers in financial services institutions dealing with risk management and the pricing of complex securities, as well as tactical asset management.

The Department of Economics will serve as the "home department", and the MFE program will be a cross-disciplinary program, with courses offered by the Department of Economics, the Ivey School of Business, the Department of Applied Mathematics, the Department of Statistical & Actuarial Sciences and the Faculty of Law. The regular administrative duties of the program will be coordinated by the MFE Director, who would typically be a member of the Economics Department, (although other faculty cross-appointed in Economics will also be eligible). An MFE Administrative Committee with representatives from Ivey, Science and Law will work closely with the Director to coordinate the program.

The program objective is to provide students with the broad knowledge base and integrated set of skills required in many finance related careers. Many careers in modern finance require an understanding of economic concepts and models in order to grasp the increasingly complex workings of modern financial markets. Further, many positions in the financial sector now require at least a basic understanding of the mathematical models used to price assets, evaluate risk, and manage complex asset portfolios. The MFE will provide students with these skills.

As a cross-disciplinary program, the MFE will help the University follow through on the following commitments laid out in `*Engaging The Future'*:

- 'to significantly increase Masters-level students at Western from the base-line of 2000-01 by 2010-11, and continue a strong rate of graduate expansion thereafter.'

- 'Facilitate and support interdisciplinary and cross-University engagement in the development of new graduate programs.'

On a broader scale, the MFE will further the University's Strategic priorities by devoting resources to two of the three key areas identified in the `Setting Directions' segment of *Engaging the Future.* These are:

- Expanding and enriching the experience of graduate students in an environment supportive of academic, professional and personal growth.

And,

- Building the research university through strategic investment in areas of established and emerging research strength, as identified in the Faculty Academic Plans and the University's Research Plan. Western's aspirations in research will be realized through attention to faculty recruitment and retention**,** recruitment of postdoctoral fellows**,** emphasis on graduate programs and enrollment, and construction and renovation of appropriate space.

Further, it is important to note that one of the 10 Signature areas identified in the University's Research Plan is:

- **Business**, as indicated by global reputation and ranking success of the Ivey School of Business, and the achievements of our faculty in areas related to the study of management and economics.

As detailed below, the MFE will provide training and skills in aspects of Finance and Economics that are not provided to graduates of existing post-graduate programs at Western.

1.2 Goals and Objectives of the Program in Relation to the Graduate Degree Level Expectations

Master's Level:

The program objective is to provide students with the broad knowledge base and integrated set of skills required to succeed in finance related careers. Many careers in modern finance require an understanding of economic concepts and models in order to grasp the increasingly complex workings of modern financial markets. Further, many positions in the financial sector also require a basic understanding of the mathematical models used to price assets, evaluate risk, and manage complex asset portfolios as well as key features of securities regulation. The MFE will provide students with these skills.

a) Depth and Breadth of Knowledge

With courses drawn from four distinct disciplines, the program is designed to provide students with a breadth of knowledge across areas that are critical to a deep understanding of financial markets. The core economics courses in Microeconomics, Macroeconomics, Financial Economics and Econometric theory are designed to provide students with a quantitative and qualitative understanding of economic theory that underpins modern portfolio theory, asset pricing, financial regulation and business cycles (e.g. the consumption capital asset pricing model, financial factors in business cycle models). The elective courses in Economics provide more detailed exposure to empirical techniques used in the analysis of financial time series, the economic forces driving the long run evolution of financial system and financial crises, and the economic theory of financial regulation. The Ivey Finance courses build on the economic theory, and provide students with the institutional background knowledge and theory of corporate finance, as well as the application of econometric techniques to financial market data. The required courses from Applied Mathematics and Statistics and Actuarial Science will provide students with the quantitative skills required to apply the theory developed in the Economic and Finance courses to price financial assets. Finally, the Law course will provide students with essential background knowledge on the workings of securities law required to price assets and manage regulatory risk. In addition, a seminar featuring speakers already working in the field will provide students with critical awareness of problems and issues which are of current importance for financial practitioners.

b) Research and Scholarship

This is a professional program, but all courses will be taught by faculty who are active researchers in relevant fields. The coursework has been designed to provide graduates with the ability to undertake critical evaluation of current and advanced research in the discipline(s) required for professional competence. Courses are also designed to insure graduates will be able to develop sustained written analysis and argument, as well as the application of quantitative tools to the problems faced by financial practitioners.

c) Level of Application of Knowledge

The mix of courses from highly analytic disciplines is specifically designed to provide students with the ability to apply existing analytical tools from those disciplines to analyse new questions and issues which arise in their regular professional activities. This will require a level of quantitative and analytic rigour significantly above that expected in undergraduate courses in Economics and Finance.

d) Professional Capacity / Autonomy

The breadth of coursework required is designed to give graduates the confidence to make critical decisions in highly complex situations, such as those required in risk management as well as those required to assess systemic risk. The coursework will also emphasize the importance of behaviour consistent with both legal and ethical guidelines in finance.

e) Level of Communication Skills

The inclusion of courses in Law and on the History of Financial Markets will enhance the students' communication skills, enabling them to communicate with professionals with less technical backgrounds than their own. The cross-disciplinary nature of the courses will enable students to develop the skills and

terminology to communicate with professionals from a range of disciplines, facilitating their professionalization and broadening their career scope.

f) Awareness of Limits of Knowledge

The History of Financial Markets course is designed to emphasize to graduates that it is not the case that `all the questions have now been answered'. The seminar course will feature professionals working in the field, which also emphasize the limits of knowledge in the face of an ever-changing environment.

1.3 Consultation Process in the Preparation of the Brief, Including Faculty and Student Input and Involvement

The program was developed by a working group of Faculty members in Economics, Ivey, Applied Mathematics, Statistics and Actuarial Science and Law. During the process, feedback on the proposed program was sought from the Chairs/Deans, Ivey placement office as well as Dean's offices. In addition, positive feedback on the proposal has been received from Paul Jenkins (a member of the Western Board of Governors), who also circulated the proposal among senior officers at the Bank of Canada.

1.4 Evidence to Support the Introduction of the Program

The main pool of potential students would be graduates of undergraduate Honors programs in Economics and Business Administration with solid quantitative skills (i.e. demonstrated familiarity with calculus, statistics and quantitative models). Students with undergraduate Honors degrees in quantitative areas such as Statistics, Applied Math, Physics, Mathematics and Engineering will also be considered for admission.

The placement market includes private financial institutions such as banks, pension funds, and asset-management firms. In addition, public-sector organizations dealing with financial markets will be targeted, including The Bank of Canada, the Ontario Securities Commission, and the CPP Investment Board. Recruiters from various parts of the financial services industry have expressed interest in students whose skill set includes an understanding of both the practice and mathematics of finance, as well as the basic economics that underlies the working of financial markets. This is the market niche this program will fill.

Comparisons with Other Existing Programs

The University of Toronto (U of T) has an MFE program that is jointly offered by the Department of Economics and the Rotman School of Business. The MFE program proposed here differs as it includes core and elective courses from Applied Mathematics and Actuarial Science dealing with the technical aspects of financial modelling. The U of T program, by contrast, consists entirely of courses from Economics and Business. Further, the proposed program includes as part of its curriculum a course in Securities Regulation offered by the Law School and an Economics course in Financial Intermediation and Regulation. Thus, the proposed program will give *all* of its graduates more extensive training in the technical, quantitative aspects of financial modelling and markets, as well as in the regulation of financial markets.

Several universities in Ontario (including Waterloo, U of T, McMaster, York and Queens) also offer a Master's degree in Quantitative Finance/Financial Engineering. However, these programs are typically targeted at students with more mathematical and computing background than the target MFE students and provide students with limited training in economic fundamentals. As a result, graduates of these programs tend to be placed in very technical banking and finance roles, which require significant mathematical and computational training but do not require a 'big picture' understanding of the entire banking system. MFE students, in contrast, will receive enough mathematical training to be able to communicate with Quantitative Finance type professionals, but the addition of a significant amount of economics training in the MFE will enable them to conduct the economic analysis required to capture the big picture.

The Masters in Financial Economics (MFE) program proposed here also shares some features with other Master's level programs currently being offered at Western. However, this does not represent duplication of programs, as they are all intellectually distinct and aimed at different student groups. The presence on

campus of other students in somewhat cognate areas is, in our view, a major benefit of this program, and from which we plan to draw advantages.

The other programs on campus are: the Masters in Business Administration (MBA) offered by the Richard Ivey School of Business, the Masters (of Science) in Financial Modeling (MFM) jointly offered by the Departments of Applied Mathematics and Statistical & Actuarial Sciences in the Faculty of Science, the professional Masters in Actuarial Science (pMAS) currently being proposed by the Department of Statistical & Actuarial Sciences and the Masters of Economics (MA) offered by the Department of Economics.

While these programs attract students interested in financial job opportunities, each of these five programs have different goals and are offered to different students (It should be noted that the big 6 banks employ hundreds of such professionals in Toronto alone, so there are many such jobs to go around).

The Ivey MBA program is designed to train well-rounded managers and therefore offers training in all aspects of modern business. While this includes some finance and some quantitative modelling, the MBA offers neither the same depth nor breadth of financial study as the MFE.

The pMAS, while again containing some training in financial markets, has as its main focus the study of actuarial pricing and risk related to mortality rates and so is quite distinct from the proposed MFE.

The MA in Economics program currently offered by the Department of Economics is designed to train economists, either in macroeconomics or microeconomics. While MFE and MA graduates will share a common base in economic theory, the MA in Economics offers neither the same depth nor breadth of financial study as the MFE.

Perhaps closest in scope of the three related programs is the MFM program which shares 2-3 courses with the proposed MFE. However, the MFM program is aimed at students with more mathematical and computing background than the target MFE students. Further, the MFM students do not receive training in economic fundamentals. MFM students tend to be placed in very technical banking and finance roles including risk management, banking analytics, and pricing and hedging. These roles require significant mathematical and computational training but do not require a ‘big picture’ understanding of the entire banking system, or of how financial markets interact with the rest of an economic system. MFE students, in contrast, will receive enough mathematical training to be able to communicate with MFM type professionals, but the addition of a significant amount of economics training in the MFE will enable them to conduct the economic analysis required to capture the big picture.

The recent financial crisis has brought into sharp relief the need for professionals who both see the big picture and have a well-developed understanding of the technical details of increasingly quantitative financial market products - training such professionals is the goal of our MFE program.

Describe the unique aspects of the proposed program that would be attractive to potential students. Describe how the proposed program addresses a societal need for graduates in the field/area.

Programs such as the MFE that integrate MA level studies in Economics, Finance and Applied Mathematics are relatively rare. In Ontario, only the University of Toronto offers a similar program (although other universities offer more focused programs such as a Master of Financial Engineering). The differences between the proposed MFE and that offered by the University of Toronto are addressed above, as are the reason graduates of such a program fill a societal need.

It is also worth noting that the demand for programs similar to the MFE program has increased as a result of the growth in the importance and complexity of modern finance, which has increased both the depth and breadth of skills needed.

1.5 Special Matters and Innovative Features

The program is a cross-disciplinary program involving departments in four faculties (see Section 2.5 for a discussion of shared resources). In addition, we plan to work actively with private and public sector partners to help place students in career related summer internships and to run a seminar course where

practitioners (from private industry and public institutions such as the Bank of Canada) provide students with exposure to practical challenges in integrating theory with practice.

As part of the effort to work with public and private sector partners, the MFE Administrative structure will include an Advisory Board comprised of representatives from the Financial Industry as well as the university. This advisory board will meet at least annually to provide feedback on program structure and curriculum, as well as to make recommendations on how to improve the program. The proposed board would be comprised of 13-18 members, with 7-12 from industry, 4 faculty members who lecture in the MFE program (one of whom is the MFE Director, and no more than two from any one Department), the Dean of Ivey (or their designate), the Dean of Science (or their designate), and the Dean of Social Science (or their designate). In addition to providing important feedback on the program, industry members of the advisory board will be encouraged to provide summer intern positions for students in the MFE program between their second and third semesters in the program.

1.6 Accreditation of the Professional Program

There currently is not a professional designation for the proposed program.

1.7 Indicate Whether the Program, or Part of the Program, will be offered Off-Campus or On-Line

The program will be offered on-campus.

4. PROGRAM REGULATIONS AND COURSES

The Intellectual Development and the Educational Experience of the Student

As noted above, the program will include a third semester seminar course with lectures from practitioners in private industry and the public sector. Faculty members from different disciplines within the program will be actively involved in this course

Program Regulations:

Recruitment Methods

Applications will be accepted via the online application system used by the Economics department. To recruit applicants, the program will develop a website and recruiting pamphlets and posters and distribute these materials to a targeted audience.

These materials will describe the MFE program, emphasizing its distinctive cross disciplinary features as well as the careers to which the MFE program leads. Once the program has graduated its first cohort, the materials will also include testimonials from former students.

The materials will be publicized as follows. Links to the website will be placed on the website of all participating departments (Ivey, Law, Economics, Applied Math, and Statistical & Actuarial Sciences) and efforts will be made to get the website listed in online directories of Masters of Financial Engineering and Masters in Financial Economics programs. Of course, the website will also be noted in the recruiting pamphlets and posters, which will be distributed to economics, business, math, statistics, physics, and engineering programs across Canada. In addition, the MFE director will liaise with School of Graduate and Postdoctoral Studies staff engaged in recruiting efforts as well as with graduate directors and department chairs in the participating departments. Information nights will be established and publicized both at Western and in cities with significant recruiting potential such as Toronto and Vancouver, and possibly even Hong Kong, Shanghai, Beijing and some major Indian centres.

Admission Requirements

For admission to the Master's program, applicants must possess an Honours BA/BSc or international equivalent i.e. four-year degree from an accredited university. The program requires at least a 78% overall average in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession. Applicants with work experience in the financial industry who lack either the required admission average or some of the prerequisite course background may be admitted based on their work performance. However, as a condition of admission,

these applicants may be required to complete preparatory courses before enrollment in the program. Candidates with a 3 year general degree are not eligible.
The core courses in the graduate program are taught using mathematical techniques. Candidates are expected to have as a minimum, one semester each of university calculus and linear algebra with at least a B+ level of understanding. Candidates with an Economics or Business undergraduate degree should have achieved a B+ standing in an undergraduate econometrics course (level of Wonnacott and Wonnacott, Introductory Statistics for Business and Economics), as well as completed undergraduate courses in both intermediate and advanced microeconomics and macroeconomics.

Candidates with a BSc (i.e. Physics, Computer Science, Mathematics) are also eligible (and encouraged) to apply. BSc candidates should have achieved a B+ standing in an undergraduate Statistics courses, and have completed two years of calculus.

No application will be considered until it is complete. The responsibility rests with the applicant to ensure that all documents (i.e. transcripts, letters of reference, test results) are submitted by the program's deadline for application.

Applications will not be processed until January. The MFE Assessment Committee will not review applicants until after the February 1st deadline. The results of their decisions will not be known until late February-early March.

Program Requirements

The program curriculum is a four term course-based Masters program combined with a summer internship (or research project). Nine of the twelve lecture courses plus a senior seminar are required: Econ 9501A -Micro 1, Econ 9503A- Macro 1, Econ 9536 Fin Econ 1, Econ 9505A - Econometrics I, Applied Math 9578: Financial Options, Actuarial Science 9022A - Introduction to Financial Markets and Quantitative Finance with Excel, Business 811 Empirical Methods in Financial Economics, Business 821 Corporate Finance, Law 5560 - Securities Regulation. In addition, students must complete the summer internship (or research project and Econ 9599: Senior Seminar.

The remaining three electives may be chosen from a list of courses in Applied Math, Statistics and Actuarial Science, Economics or Finance (See below for the complete list of courses). However, to satisfy prerequisites, we outline two recommended course sequences (see summary Tables below). Course sequence A is slightly more quantitative focused, and requires the completion of Applied Math 9578: Financial Options in the first term. Course sequence B is more economic intensive, and involves the completion of Applied Math 9578: Financial Options in the third semester. Recommended elective courses will be available most years, although some elective courses may occasionally not be offered.

Recommended Course Sequence A

Term I -- Fall	**Term II -- Winter**	**Term III -- Fall**
Econ 9501A -Micro 1	Econ 9536 Fin Econ 1	Business 811 Empirical Methods in Financial Economics Or Business 821 Corporate Finance
Econ 9503A- Macro 1	Business 811 Empirical Methods in Financial Economics Or Business 821 Corporate Finance	Law 5560 - Securities Regulation
Applied Math 9578: Financial Options	Econ 9505A - Econometrics I	Recommended Elective: Econ 9xxx Applied Financial Econometrics

Term I -- Fall	Term II -- Winter	Term III -- Fall
Actuarial Science 9022A - Introduction to Financial Markets and Quantitative Finance with Excel	Recommended Elective: Statistical Science 9521B. Financial Modelling II	Recommended Elective: Applied Mathematics/Act. Science course Or Econ 9xxx Financial Economic History
		Econ 9599: Senior Seminar

Recommended Course Sequence B

Term I -- Fall	Term II -- Winter	Term III -- Fall
Econ 9501A -Micro 1	Econ 9536 Fin Econ 1	Business 811 Empirical Methods in Financial Economics Or 821 Corporate Finance
Econ 9503A- Macro 1	Business 811 Empirical Methods in Financial Economics Or 821 Corporate Finance	Law 5560 - Securities Regulation
Recommended Elective: Econ 9xxx Financial Economic History	Econ 9505A - Econometrics I	Applied Math 9578: Financial Options
Actuarial Science 9022a/b - Introduction to Financial Markets and Quantitative Finance with Excel	Recommended Elective: Eco 9xxx Financial Intermediation and Regulation	Recommended Elective: Econ 9xxx Applied Financial Econometrics
		Econ 9599: Senior Seminar

Summer Internship

During the summer term, which lasts from the beginning of May to the end of August, students are strongly encouraged to either (i) find and engage in a summer internship, or (ii) to participate in a research project (i.e. work as a Research Assistant) with a faculty member. While there is no guarantee that a student will secure a summer internship, the MFE Director shall make every effort to ensure that individuals are placed in internships for the summer. All research projects will require the prior approval of the MFE Director. Students are expected to actively look for work and to regularly liaise with the MFE Coordinator about the status of their search for an internship. However, since the summer internship is not a formal requirement for completion of the degree, a student who does not complete a summer internship will be eligible to graduate from the program upon successful completion of the degree requirements.

Workshops, for purposes of resume and cover-letter writing as well as interview skills and job-search techniques will be offered during the year in order to facilitate student's summer job search. Information Sessions are offered throughout the year by various potential recruiters of MFE students.

Progression Requirements

To graduate from the program, a student must have an overall average of at least 75 % in courses taken in the program, with no grade below 60 %. In addition, students must maintain an overall average of at least 70 % each semester in order to continue in good standing in the program.

Part-time Studies

The program will not be offered on a part-time basis.

All Graduate Courses Offered in the Program

Final Assessment Report

Submitted by SUPR-G to SCAPA

Program:	**Microbiology and Immunology Graduate Program**
Degrees Offered:	MSc, PhD, MD/Phd
Approved Fields:	Cellular and molecular biology of microorganisms. Cellular and molecular biology of the immune system.
Date of Site Visit:	November 8-9, 2011
Evaluation:	*Good Quality*

Summary:
Two external reviewers (and two internal reviewers) took part in an extensive review and visit of the graduate program. This program has very strong and well-respected leadership at the chair and graduate chair level. The graduate chairs (chair-and co chair) have taken an active roll in assessing and guiding graduate students in their experiences. Research productivity and funding is very good, though some recent departures in the department have left a noticeable gap in the area of Immunology/Virology. A key recommendation by the reviewers is the growth of this area in the form of new hires.

There is a large cohort of students, and despite the physical separation of some of the labs, cohesion among students is high and morale is good as well. Students publish at the masters and doctoral level. Students are well supported, though there was concern that the free tuition provided by Schulich was not transparent in the awards letters and would not be continuing in the coming years. The Dean's response to this issue partially clarified but did not directly address the concerns that students and faculty have.

Physical resources were judged to be very good, though there were serious concerns about the relatively high cost of maintaining mice, and the external appraisers felt that the costs were the highest in the country. The department's response to the reviewers agreed, but the dean's response disagreed. This remains an open issue.

There was also a concern that the one graduate administrator was not able to keep up with the demands of this large program. It seemed evident that some additional support staff is needed.

Overall, this is a very well-regarded and healthy graduate program, and the external appraisers were impressed.

Recommendation:	Responsibility
Review of animal cost with consideration to reduce costs or introduce subsidy	Dean; Department Chair
Virology / Immunology program; Growth and new faculty hires	Dean; Department Chair
New Investigator mentoring	Department Chair
Clarity and consistency in funding or tuition offsets for students.	Dean, Associate Dean Graduate Affairs
Increased administrative support	Dean and Department

The UNIVERSITY *of* WESTERN ONTARIO
SENATE

Subcommittee on Program Review – Undergraduate (SUPR-U)

Terms of Reference:
To coordinate and assume responsibility for reviewing proposals for new undergraduate programs and to recommend approved proposals to the Senate Committee on Academic Policy and Awards (SCAPA) for consideration by Senate.

To coordinate and assume responsibility for reviewing proposals for major modifications to existing undergraduate programs, and to recommend approved proposals to SCAPA for consideration by Senate.

To coordinate and assume responsibility for periodic reviews of existing undergraduate programs, with a view to assessing their overall quality and making appropriate recommendations in light of these reviews to SCAPA and Senate.

To carry out all such reviews and appraisals in accordance with University Guidelines
http://www.uwo.ca/univsec/handbook/iqap/WesternIQAP.pdf
]and the Quality Assurance Framework adopted by the Council of Ontario Universities
http://www.cou.on.ca/related-sites/the-ontario-universities-council-on-quality-assura/policies/pdfs/quality-assurance-framework---guide-may-2011.aspx

~~To receive undergraduate program review materials conveyed in confidence by the Affiliated University Colleges for discussion (including the making of recommendations). Included in the materials will be a summary of the review, prepared by the Academic Dean or designate for the College, for amalgamation into the annual report of the Subcommittee to SCAPA and Senate, subject to minor revisions which may be made by SUPR-U as a result of its review.~~

To report annually for information, through SCAPA, to Senate and the Board of Governors.

Composition:
~~One faculty member or administrative staff member appointed by Faculty Council~~***/The Associate Dean (Academic) (or equivalent)*** for each Faculty***, School and*** ~~or~~ Affiliated University College.
~~Two members elected by SCAPA.~~

Ex Officio:
Vice-Provost (Academic Programs & Students)[Registrar], ***who shall be the Chair***
Chair of SCAPA or ~~D~~***d***esignate*~~, who shall be Chair~~
Associate Registrar (non-voting)
University Librarian (non-voting)
Director of the Teaching Support Centre (non-voting)
Secretary of Senate (non-voting)
Vice-President University Affairs of the University Students Council (non-voting)

*The ~~D~~***d***esignate must be a member of ~~SUPR-U~~ ***SCAPA*** at the time of his/her appointment

Resource:
Administrative Assistant – Office of the Vice-Provost (Academic Programs & Students)[Registrar] (non-voting)

Revised: ~~2011 09~~ *2012 07*

The UNIVERSITY *of* WESTERN ONTARIO
SENATE

Subcommittee on Program Review – Graduate (SUPR-G)

Terms of Reference:
To coordinate and assume responsibility for reviewing proposals for new graduate programs, and to recommend approved proposals to the Senate Committee on Academic Policy and Awards (SCAPA) for consideration by Senate.

To coordinate and assume responsibility for reviewing proposals for major modifications to existing graduate programs, and to recommend approved proposals to SCAPA for consideration by Senate.

To coordinate and assume responsibility for periodic reviews of existing graduate programs, with a view to assessing their overall quality and making appropriate recommendations in light of these reviews to SCAPA and Senate.

To carry out all such reviews and appraisals, for the Constituent University and the Affiliated University Colleges, in accordance with University Guidelines
~~[http://www.uwo.ca/univsec/handbook/iqap/WesternIQAP.pdf]~~
http://www.uwo.ca/pvp/vpacademic/iqap/WesternIQAP.pdf and the Quality Assurance Framework adopted by the Council of Ontario Universities ~~[http://www.cou.on.ca/related-sites/the-ontario-universities-council-on-quality-assura/policies/pdfs/quality-assurance-framework---guide-may-2011.aspx]~~
http://www.cou.on.ca/quality.aspx

To report annually, for information, ~~through SCAPA,~~ to the Graduate Education Council (GEC), ***and through SCAPA to the*** Senate and the Board of Governors.

Composition:
~~One faculty member or administrative staff member appointed by Faculty Council~~ ***The Associate Dean (Graduate Studies) (or equivalent)*** for each Faculty***/School****
~~One faculty member or administrative staff member appointed by~~ ***The Associate Dean responsible for graduate studies at*** the Affiliated University Colleges (on a rotational basis)***
~~Two members elected by SCAPA~~
Two Graduate Students elected by GEC
Two faculty members elected by GEC, ***who are Graduate Chairs or Graduate Committee members at the time of their election***

Ex Officio:
Associate Vice-Provosts (School of Graduate and Postdoctoral Studies) – who shall be co-chairs
Vice-Provost (School of Graduate and Postdoctoral Studies)
Chair of SCAPA (or designate)*
Manager, Student Academic Services (School of Graduate and Postdoctoral Studies) (non-voting)
Senior Data Analyst (School of Graduate and Postdoctoral Studies) (non-voting)
University Librarian (non-voting)
Director of the Teaching Support Centre (non-voting)
Secretary of Senate (non-voting)
Vice-President Academic of the Society of Graduate Studies (non-voting)

**** An Associate Dean may appoint a designate. The designate must be appointed for a minimum of two years and must be knowledgeable about Graduate Studies at the Faculty/School or Affiliated University College.***
***** The designate must be a member of SCAPA at the time of his/her appointment***

Resource:
Administrative Assistant – Office of the Vice-Provost, School of Graduate and Postdoctoral Studies (non-voting)

Revised: ~~2011 09~~ ***2012 07***