REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

Faculty of Arts and Humanities: Introduction of a Minor in Greek and Roman History

Don Wright Faculty of Music and Richard Ivey School of Business: Introduction of Combined Degrees

Faculty of Social Science: Introduction of a Major in Environment and Health

School of Graduate and Postdoctoral Studies: Introduction of a Master in Public Health (MPH)

School of Graduate and Postdoctoral Studies: Introduction of an MA in Ancient Philosophy

New Scholarship and Awards

FOR APPROVAL

1. **Faculty of Arts and Humanities: Introduction of a Minor in Greek and Roman History**

Recommended: That a Minor in Greek and Roman History be introduced in the Faculty of Arts and Humanities, effective September 1, 2013.

NEW CALENDAR COPY
http://www.westerncalendar.uwo.ca/2012/pg1358.html

MINOR IN GREEK AND ROMAN HISTORY

Admission Requirements
Completion of first-year requirements. Classical Studies 1000 is recommended. With permission of the Department, students may have the Classical Studies 1000 requirement waived in those courses at the 2000-level or above for which it is normally a prerequisite.

Module:
4.0 courses
2.0 courses: CS 3410E, 3450E
2.0 courses from: CS 2300, 2301A/B, 2350A/B, 2440A/B, 2500A/B, 2700A/B, 3151F/G, 3200F/G, 3300F/G, 3302E, 3310F/G, 3350F/G, 3490F/G, 3520E, 3530E, 3550E, 3555E, 4410F/G, 4450F/G, 4580F/G, 4585F/G (with a maximum of 1.0 course from the 2000-2999 level)

Appropriate course substitutions may be made with the permission of the Department.

Background:

The introduction of this Minor highlights one of three main areas of teaching and research within the Department of Classical Studies (ancient history, archaeology, and literature), and allows students with a particular interest in ancient history to focus their studies in this area. This proposed Minor also draws on the strengths of recent faculty hires in both ancient Greek and Roman history.

2. **Don Wright Faculty of Music and Richard Ivey School of Business: Introduction of Combined Degrees in Music and Business**

Recommended: That the following combined degrees be introduced in the Don Wright Faculty of Music and the Richard Ivey School of Business, as set out in **Appendix 1,** effective September 1, 2013:

Bachelor of Arts (Honors Specialization in Music) and Bachelor of Arts (Honors Business Administration)
Bachelor of Arts (Major in Music) Four Year and Bachelor of Arts (Honors Business Administration)
Bachelor of Musical Arts (Honors Music) and Bachelor of Arts (Honors Business Administration)

Background:

The combined study of Music and Business is a natural progression for students interested in the business of music. Such an option will enhance and diversify the undergraduate offerings of both the Don Wright Faculty of Music and the Richard Ivey School of Business. The combined degree options will allow students to complete both programs in five years, rather than the six years to which some students are currently committed. This proposal is also part of a plan by the Richard Ivey School of Business to develop a diverse set of combined degree programs.

The Don Wright Faculty of Music currently offers a four-year Bachelor of Arts Specialization in Music Administrative Studies in collaboration with the Faculty of Social Science's Management and Organizational Studies program. However, both the structure and content of the currently proposed combined program with the Richard Ivey School of Business are perceived to be significantly different and not competitive with the Music Administrative Studies Specialization.

3. **Faculty of Social Science: Introduction of a Major in Environment and Health**

Recommended: That a Major in Environment and Health be introduced in the Faculty of Social Science, effective September 1, 2013**.**

NEW CALENDAR COPY
http://www.westerncalendar.uwo.ca/2013/pg816.html

MAJOR IN ENVIRONMENT AND HEALTH

Admission Requirements
Completion of first-year requirements, including 1.0 course from Geography 1100, 1300F/G, 1400F/G or 1500F/G, with a mark of at least 60% in each Geography course.

Senior students may substitute Geography 2131A/B and 2153A/B for the first-year Geography courses if these were taken after September 2012 and completed with at least 60%. If either Geography 2131A/B or 2153A/B is used as the basis for admission, these courses cannot be used as part of the module.

Module
6.0 courses:
2.0 courses: Geography 2411F/G, 2430A/B, 3431A/B, 3432A/B
1.0 course from: Geography 2210A/B, 2220A/B, 2230A/B, 2240A/B, 3250A/B
0.5 course from: Geography 2152F/G, 2153A/B, 2162A/B, 2410A/B, 2420A/B, 2450F/G, 2460F/G, Sociology 2180A/B, Psychology 2036A/B
0.5 course from: Geography 2131A/B, 2133A/B, 2310A/B, 2320A/B, 2330A/B
1.0 course from: Geography 3412F/G, 3441F/G, 3442F/G, 3445F/G, 3461F/G, 3462F/G, 3463F/G, 4430A/B, First Nations Studies 4001F/G, Anthropology 3341F/G
1.0 course in Geography at the 3000 level or above

Notes:
1. Combination with a Major module in Science or Basic Medical Sciences may allow graduation with a Four-Year BSc.
2. To qualify for a Four-Year BSc degree, 11.0 Science and/or Science equivalent courses are required.
3. When taken within this module, the following Geography courses count toward the requirement of 11.0 Science courses in a Four-Year BSc: Geography 2131A/B, 2133A/B, 2210A/B, 2220A/B, 2230A/B, 2240A/B, 2310A/B, 2320A/B, 2330A/B. 3210A/B, 3211A/B, 3221A/B, 3222A/B, 3223A/B, 3231A/B, 3241A/B, 3260A/B, 3311A/B, 3312A/B, 3321A/B, 3331A/B, 3333A/B, 3334A/B, 3341A/B, 3342A/B, 3350A/B, 3351A/B, 3352A/B, 4901E, the former Geography 2340A/B, 3332A/B, 307a/b.

This module may NOT be combined with any other Geography module.

Background:

The purpose of this Major is to provide a new Geography module option that leverages the expertise in environment and health within the Department, with the primary pedagogical structure guided by a "determinants of health" approach. This module is expected to appeal to geography students specifically interested in the intersection of environmental and health problems and resolutions, and it will provide a more focused option than a general major in geography. It is also expected that this Major will appeal to students in allied disciplines, such as health studies, environmental science, biology, First Nations studies, sociology, anthropology and psychology, with which it might work well as a double major. The module will hopefully be of interest to students considering a range of diverse career paths, including work in areas such as environmental law, public health, public policy development, government, planning, and research.

4. **School of Graduate and Postdoctoral Studies**

4a Introduction of a Master in Public Health (MPH)

Recommended: That Senate approve, for recommendation to the Board of Governors through the President & Vice-Chancellor, that pending Quality Council approval, the Master in Public Health (MPH) be introduced in the School of Graduate and Postdoctoral Studies, as set out in **Appendix 2,** effective September 1, 2013.

Background:

The establishment of an interfaculty Master's program in Public Health (MPH) will deliver an innovative case method of learning to graduate-level public health education, that will develop public health professionals, leaders, and change agents, who are equipped with the knowledge and skills to address public health needs in Canada and beyond. With the intent to achieve accreditation from the Council for Education in Public Health (CEPH), the CEPH criteria as well as guidelines developed by the Public Health Agency of Canada (PHAC), Pan Canadian Public Health Network (PCPHN) and the Association of the Schools of Public Health (ASPH), have influenced the development of this program.

The proposed Master of Public Health (MPH) is an inter-faculty professional degree that is awarded for studies in areas related to public health. The proposed MPH degree will be offered as a one-year, full-time program and will focus on public health practice. The curriculum is aligned with the guidelines for MPH programs defined by the PHAC, PCPHN, ASPH and CEPH, and is designed to meet the international standards for graduate-level public health training. The aim is to prepare public health practitioners, leaders and change agents, who will be able to synthesize the knowledge and skills from a variety of disciplines to define, critically assess, evaluate and address public health concerns. The graduates will have a common educational grounding that will enable them to work effectively with a broad spectrum of public health issues such as prevention sciences, global health, social determinants of health, health promotion and behaviour, and health policy, management and equity, among others related to public health.

An external review of the new proposed programs took place on November 29 – 30, 2012. The final assessment report is attached as **Appendix 3**.

4b Introduction of an MA in Ancient Philosophy

Recommended: That pending Quality Council approval, a Master of Arts (MA) in Ancient Philosophy be introduced in the School of Graduate and Postdoctoral Studies, as set out in **Appendix 4,** effective September 1, 2013.

Background:

The proposed program will be a two-year (five-term) program, leading to a degree of Master of Arts in Ancient Philosophy. Sponsored jointly by the Departments of Philosophy and Classical Studies, it is an interdisciplinary program that will combine courses in Philosophy with courses in Ancient Greek and Latin, in order to develop students' skills and knowledge in these areas as preparation for continued study at the PhD level.

The two Departments have a long-established working relationship, including full-time faculty with cross-appointment status in both Philosophy and Classical Studies, and substantial interaction among researchers of both Departments who have an interest in Ancient Philosophy. This interaction has been both formal, where students from Philosophy have enrolled in or audited Classics seminars and courses and vice versa, and informal, where students and faculty have worked together in discussion and reading groups outside the formal classroom setting.

The establishment of a new interdisciplinary program in Ancient Philosophy is in accordance with the recommendations of the external appraisers of the graduate programs in Classical Studies.

The overall objective of the two-year MA program is to prepare students for doctoral research in Ancient Philosophy, whether through a Philosophy or Classics Department, by providing them with training in reading and analyzing canonical philosophical texts in ancient Greek and Roman philosophy. The proposed MA program will have two components for the training of students: intensive language training in Greek and Latin; and graduate-level philosophical training in reading and analyzing canonical texts in ancient Greek and Roman philosophy. The MA degree will be awarded to students who demonstrate proficiency in both of these areas. To attain the level of proficiency necessary for doing scholarly work in Ancient Philosophy, students must devote a significant amount of time to mastering the ancient languages as well as in acquiring the necessary training in philosophical texts. In order to equip students with the training needed for pursuing a PhD in Ancient Philosophy, it is critical that the MA be a two-year program. For Philosophy students, it is simply not possible to master the language skills necessary for conducting research in the original text in only one year while also taking graduate seminars in Ancient Philosophy. Classics students will also require more than one year to acquire a comprehensive understanding of the various philosophical systems while continuing to perfect their language skills.

The MA in Ancient Philosophy will be primarily course based, but will include a substantial research component via the graduate seminars in Philosophy and especially through the Summer Research Paper undertaken in the summer between the two academic years of the program.

An external review of the new proposed programs took place on October 29 – 30, 2012. The final assessment report is attached as **Appendix 5**.

FOR INFORMATION

5. **New Scholarship and Awards**

SCAPA has approved on behalf of the Senate, for recommendation to the Board of Governors through the President & Vice-Chancellor, the Terms of Reference for the new scholarship and awards set out in **Appendix 6.**

Don Wright Faculty of Music and Richard Ivey School of Business

Faculty of Music: List all of these programs under "Degrees Offered"
http://www.westerncalendar.uwo.ca/2013/pg563.html as "Combined Degree Programs";
Richard Ivey School of Business: List these programs under Combined Degree Programs
http://www.westerncalendar.uwo.ca/2013/pg264.html

NEW CALENDAR COPY
http://www.westerncalendar.uwo.ca/2013/pg562.html

BA (HONORS SPECIALIZATION IN MUSIC) / HBA

The combined degree programs are administered on behalf of the Richard Ivey School of Business and the Don Wright Faculty of Music.

The combined program is a five-year program leading to a Bachelor of Arts with Honors Specialization in Music and a Bachelor of Arts in Honors Business Administration (HBA). In Years 1 and 2, students are registered in the BA (Honors Specialization in Music) in the Don Wright Faculty of Music and follow the normal curriculum for this degree. In Year 3, students are registered in the HBA program. Students are registered in the combined program in Years 4 and 5.

Admission Requirements

Students must meet normal admission requirements for both programs. Normally, students apply to the HBA program during their second year in the Bachelor of Arts (Honors Specialization Music). Students applying to the Ivey Business School's Academic Excellence Opportunity (AEO) are also eligible to be considered for the combined program. Admission is competitive and limited.

To be eligible for consideration for admission to the combined program, in the first two years, students must complete all requirements for Years 1 and 2 of the Bachelor of Arts (Honors Specialization in Music), including Business Administration 2257. In the first two years, students must attain a minimum weighted average of 78%, a minimum mark of 70% in Business Administration 2257, and no mark less than 60%. They must also gain admission to the HBA program through the regular application process.

Program Requirements

Students registered in the combined program are expected to abide by all guidelines associated with each of the individual programs.

Progression Standards

Students in the combined program must meet the normal progression standards for both the BA (Honors Specialization in Music) and HBA programs. Students enrolled in HBA1 (Year 3) must attain a minimum weighted average of at least 78%. In Years 4 and 5, students must attain a minimum weighted average of 75% in their 4000-level HBA2 courses. They also must attain a minimum average of 70% with no grade less than 60% in the Music module, and a passing grade in each option.

Failure to Meet Progression Standards

A student who fails to meet the combined program progression standards in any year must withdraw from the combined program. However, a student who has met the progression standards of either the HBA or BA (Honors Specialization in Music) program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either of the individual programs or both programs through a concurrent degree, must complete all the degree requirements of the individual program or concurrent programs in order to graduate from that/those program(s).

Dean's Honor List
At the Richard Ivey School of Business, students are considered for the Dean's Honor List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honor List in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purposes of determination of Dean's Honor List standing. Courses taken outside the Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

In the Don Wright Faculty of Music, students are considered for the Dean's Honor List during Years 1, 2, 4 and 5, based on achieving an average of 80% or higher, with no failed courses, during that academic year.

Graduation
Upon completion of this combined program, students will receive a BA with Honors Specialization in Music and a BA in Honors Business Administration.

Graduation with Distinction
Eligibility to graduate "With Distinction" for each degree is determined by each Faculty.

International Exchange Programs
Students in the combined Music/HBA degree program may be eligible to participate in academic exchange programs. Interested students should discuss exchange options with the HBA Program Office and Don Wright Faculty of Music.

Fees
Students pay the prevailing fees as determined by the University policy on combined programs. Contact the Office of the Registrar for details.

Year 1*
2.0 courses: Music 1649A/B, 1650A/B, 1710F/G, 1711F/G
3.0 non-music courses

Year 2
2.0 courses: Music 2649A/B, 2650A/B, 2710F/G, 2711F/G
1.0 course: Business Administration 2257
2.0 music electives

Year3 – HBA1
Business Administration 3300K, 3301K, 3302K, 3303K, 3304K, 3307K, 3311K, 3316K, 3321K, 3322K, 3323K.

Years 4 and 5 (5.0 Music courses and 6.0 HBA2 credits)
Music electives may include 2.0 music courses at any level and 5.0 music courses at the 2000-level or above.

*First-year students must include 1.0 course from each of two of the three categories (A, B, and C). At least 1.0 course must be chosen from each of the three categories (A, B and C).

**No more than 7.0 courses numbered 1000-1999 may be used to fulfill the BA degree requirements.

HBA2
Years 4 and 5 (HBA requirements can be taken over Year 4 or 5 – no course is restricted to either year).

2.0 courses:
International Perspective Requirement: Business Administration 4505A/B (0.5 course)
Corporations and Society Perspectives Requirement: At least 0.5 course from Business Administration 4521A/B, 4522A/B, 4523A/B or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
Applied Project Requirement: Business Administration 4569 (1.0 course)
4.0 additional business electives

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http://www.westerncalendar.uwo.ca/2013/pg562.html

BACHELOR OF ARTS (MAJOR IN MUSIC) / HBA
The combined degree programs are administered on behalf of the Richard Ivey School of Business and the Don Wright Faculty of Music.

The combined program is a five-year program leading to a Bachelor of Arts with Major in Music and a Bachelor of Arts in Honors Business Administration (HBA). In Years 1 and 2, students are registered in the BA (Major in Music) in the Don Wright Faculty of Music and follow the normal curriculum for this degree. In Year 3, students are registered in the HBA program. Students are registered in the combined program in Years 4 and 5.

Admission Requirements
Students must meet normal admission requirements for both programs. Normally, students apply to the HBA program during their second year in the Bachelor of Arts (Music Major). Students applying to the Ivey Business School's Academic Excellence Opportunity (AEO) are also eligible to be considered for the combined program. Admission is competitive and limited.

To be eligible for consideration for admission to the combined program, in the first two years, students must complete all requirements for years one and two of the Bachelor of Arts (Music Major), including Business Administration 2257. In the first two years, students must attain a minimum weighted average of 78%, a minimum mark of 70% in Business Administration 2257, and no mark less than 60%. They must also gain admission to the HBA program through the regular application process.

Program Requirements
Students registered in the combined program are expected to abide by all guidelines associated with each of the individual programs.

Progression Standards
Students in the combined program must meet the normal progression standards for both the Bachelor of Arts (Music Major) and HBA programs. Students enrolled in HBA1 (Year 3) must attain a minimum weighted average of at least 78%. In Years 4 and 5, students must attain a minimum weighted average of 75% in their 4000 level HBA2 courses. They also must attain a minimum average of 70% with no grade less than 60% in the Music module, and a passing grade in each option.

Failure to Meet Progression Standards
A student who fails to meet the combined program progression standards in any year must withdraw from the combined program. However, a student who has met the progression standards of either the HBA or Bachelor of Arts (Music Major) program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either of the individual programs or both programs through a concurrent degree, must complete all the degree requirements of the individual program or concurrent programs in order to graduate from that/those program(s).

Dean's Honor List
At the Richard Ivey School of Business, students are considered for the Dean's Honor List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honor List in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purposes of determination of Dean's Honor List standing. Courses taken outside the Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

In the Don Wright Faculty of Music, students are considered for the Dean's Honor List during years 1, 2, 4 and 5, based on achieving an average of 80% or higher, with no failed courses, during that academic year.

Graduation
Upon completion of this combined program, students will receive a BA with Major in Music and a BA in Honors Business Administration.

Graduation with Distinction
Eligibility to graduate "With Distinction" for each degree is determined by each Faculty.

International Exchange Programs
Students in the combined HBA/Music degree program may be eligible to participate in academic exchange programs. Interested students should discuss exchange options with the HBA Program Office and Don Wright Faculty of Music.

Fees
Students pay the prevailing fees as determined by the University policy on combined programs. Contact the Office of the Registrar for details.

Year 1*
2.0 courses: Music 1649A/B, 1650A/B, 1710F/G, 1711F/G
3.0 non-music courses

Year 2
2.0 courses: Music 2649A/B, 2650A/B, 2710F/G, 2711F/G
1.0 course: Business Administration 2257
2.0 music or non-music courses

Year 3 – HBA1
Business Administration 3300K, 3301K, 3302K, 3303K, 3304K, 3307K, 3311K, 3316K, 3321K, 3322K, 3323K.

Years 4 and 5 (4.0 Music courses, 1.0 music or non-music course, and 6.0 HBA2 credits)
Music electives may include 1.0 music course at any level; the remainder of music courses must be at the 2000 level or above.

*First-year students must include 1.0 course from each of two of the three categories (A, B, and C). At least 1.0 course must be chosen from each of the three categories (A, B and C).
**No more than 7.0 courses numbered 1000-1999 may be used to fulfill the BA degree requirements.

HBA2
Years 4 and 5 (HBA requirements can be taken over Year 4 or 5 – no course is restricted to either year).

2.0 courses:
International Perspective Requirement: Business Administration 4505A/B (0.5 course).
Corporations and Society Perspectives Requirement: At least one 0.5 course of Business Administration 4521A/B, 4522A/B, 4523A/B or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
Applied Project Requirement: Business Administration 4569 (1.0 course)
4.0 additional business electives

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http://www.westerncalendar.uwo.ca/2013/pg562.html

BACHELOR OF MUSICAL ARTS (HONORS MUSIC) / HBA
The combined degree programs are administered on behalf of the Richard Ivey School of Business and the Don Wright Faculty of Music.

The combined program is a five-year program leading to a Bachelor of Musical Arts (Honors Music) and a BA in Honors Business Administration (HBA). In Years 1 and 2, students are registered in the Bachelor of Musical Arts (Honors Music) in the Don Wright Faculty of Music and follow the normal curriculum for this degree. In Year 3, students are registered in the HBA program. Students are registered in the combined program in Years 4 and 5.

Admission Requirements
Students must meet normal admission requirements for both programs. Normally, students apply to the HBA program during their second year in the Bachelor of Musical Arts (Honors Music). Students applying to the Ivey Business School's Academic Excellence Opportunity (AEO) are also eligible to be considered for the combined program. Admission is competitive and limited.

To be eligible for consideration for admission to the combined program, in the first two years, students must complete all requirements for Years 1 and 2 of the Bachelor of Musical Arts (Honors Music), including Business Administration 2257. In the first two years, students must attain a minimum weighted average of 78%, a minimum mark of 70% in Business Administration 2257, and no mark less than 60%. They must also gain admission to the HBA program through the regular application process.

Program Requirements
Students registered in the combined program are expected to abide by all guidelines associated with each of the individual programs.

Progression Standards
Students in the combined program must meet the normal progression standards for both the Bachelor of Musical Arts (Honors Music) and HBA programs. Students enrolled in HBA1 (Year 3) must attain a minimum weighted average of at least 78%. In Years 4 and 5, students must attain a minimum weighted average of 75% in their 4000-level HBA2 courses. They also must attain a minimum average of 70% with no grade less than 60% in Music courses, and a passing grade in each non-Music course.

Failure to Meet Progression Standards
A student who fails to meet the combined program progression standards in any year must withdraw from the combined program. However, a student who has met the progression standards of either the HBA or Bachelor of Musical Arts (Honors Music) program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either of the individual programs or both programs through a concurrent degree, must complete all the degree requirements of the individual program or concurrent programs in order to graduate from that/those program(s).

Dean's Honor List
At the Richard Ivey School of Business, students are considered for the Dean's Honor List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honor List in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purposes of determination of Dean's Honor List standing. Courses taken outside the Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

In the Don Wright Faculty of Music, students are considered for the Dean's Honor List during Years 1, 2, 4 and 5, based on achieving an average of 80% or higher, with no failed courses, during that academic year.

Graduation
Upon completion of this combined program, students will receive a BMusA (Honors Music) and a BA in Honors Business Administration.

Graduation with Distinction
Eligibility to graduate "With Distinction" for each degree is determined by each Faculty.
International Exchange Programs

Students in the combined HBA/Music degree program may be eligible to participate in academic exchange programs. Interested students should discuss exchange options with the HBA Program Office and Don Wright Faculty of Music.

Fees
Students pay the prevailing fees as determined by the University policy on combined programs. Contact the Office of the Registrar for details.

Year 1
Completion of Music 0914 and Ensemble requirement
2.0 courses: Music 1710F/G, 1801A/B, 1920
0.5 course from: Music 1711F/G, 2710F/G, 2711F/G
2.0 courses: Music 1635A/B, 1636A/B, 1649A/B, 1650A/B
1.0 non-Music elective
0.5 course from the Faculty of Music
A weighted average of at least 70% and no mark less than 60% in Music courses, and a passing grade in the non-Music course.

Year 2
Ensemble: One or more of Music 2901, 2902, 2903, 2904, 2905, 2906, 2910, 2911, 2912, 2913
4.0 courses: Music 2635A/B, 2636A/B, 2649A/B, 2650A/B, 2710F/G, 2711F/G, 2920
1.0 course from the Faculty of Music
1.0 course: Business Administration 2257

Year 3 – HBA1
Business Administration 3300K, 3301K, 3302K, 3303K, 3304K, 3307K, 3311K, 3316K, 3321K, 3322K, 3323K

Years 4 and 5 (5.0 Music courses and 6.0 HBA2 credits)

Music (5.0 Music courses must be taken over Years 4 or 5)

From Year 3 of the BMusA program:
0.5 course: Music 3924Y and Ensemble* (Music 3901, 3902, 3903, 3904, 3905, 3906, 3910, 3911, 3912, 3913) or 0.5 music elective
1.5 courses at the 2000 level or above from the Faculty of Music
*The ensemble requirement becomes an optional elective for those students not registered in Music 3924Y and 4924Y.

From Year 4 of the BMusA Program:
0.5 course: Music 4924Y and Ensemble* (Music 4901, 4902, 4903, 4904, 4905, 4906, 4910, 4911, 4912, 4913), or 0.5 music elective
1.0 course at the 2000 level or above from the Faculty of Music
1.5 courses from the Faculty of Music

Note: In the Bachelor of Musical Arts program, no more than 8.0 courses may be numbered 1000 to 1999.

HBA2
Years 4 and 5 (HBA requirements can be taken over Year 4 or 5 – no course is restricted to either year).
2.0 courses:
International Perspective Requirement: Business Administration 4505A/B (0.5 course).
Corporations and Society Perspectives Requirement: At least one 0.5 course of Business Administration 4521A/B, 4522A/B, 4523A/B or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
Applied Project Requirement: Business Administration 4569 (1.0 course)
4.0 additional business electives

Master in Public Health (MPH)

(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies. The full Brief is available upon request.)

The proposed Master of Public Health (MPH) is an inter-faculty professional degree that is awarded for studies in areas related to public health. The MPH degree focuses on public health practice.

The proposed MPH degree will be offered as a one year full time program. The curriculum is aligned with the guidelines for MPH programs defined by the PHAC, PCPHN, ASPH and CEPH, and is designed to meet the international standards for graduate level public health training. The aim is to prepare public health practitioners, leaders and change agents who will be able to synthesize the knowledge and skills from a variety of disciplines to define, critically assess, evaluate and address public health concerns. The graduates will have a common educational grounding that will enable them to work effectively with a broad spectrum of public health issues such as prevention sciences, global health, social determinants of health, health promotion and behaviour, and health policy, management and equity, among others related to public health.

The Schulich School of Medicine & Dentistry at Western University has a long tradition of excellence, beginning with the founding of the medical school in 1881 and dental school in 1964. Schulich School of Medicine and Dentistry's reputation has been built by dedicated teachers, breakthrough discoveries, commitment to social responsibility and strong strategic partnerships. As such, the new strategic plan sets out a transformative vision for the Schulich School of Medicine & Dentistry which includes the following six strategic directions:

1. Create knowledge in the science of healthy and successful development and aging across the life span;
2. Strengthen knowledge translation to achieve health benefits for individuals and populations;
3. Become a destination choice for exceptional education and learning;
4. Develop sustainable partnerships, networks and global initiatives;
5. Lead in programs that foster the growth and success of faculty and staff; and
6. Enhance communications and profile for greater impact.

The successful launch of the MPH Program has been identified as a key milestone in the Strategic Direction #3. Hence the program is directly tied with the current strategic plan for the Schulich School of Medicine & Dentistry. Furthermore the expansion of the Schulich Interfaculty Program in Public Health to a PhD program in public health by 2021 has been identified as a long term key milestone for Strategic Direction #3. Hence, there is commitment of long term support for the program within the Schulich School of Medicine & Dentistry.

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

The overall goal of the program is to provide an academically rigorous graduate level public health education to health practitioners, managers, researchers and others engaged in public health which will prepare them as future leaders in public health at national and international levels. The MPH Program is designed to fill a novel niche at the intersection of leadership, sustainability and policy within the Canadian Health Care System as well as more globally.

Specifically, as an outcome of program learning the graduates will:

1. Demonstrate a special set of skills to better understand and assess health problems of communities, groups (particularly the marginalized) within communities and populations. In addition be able to deliver, manage and lead in developing appropriate interventions and solutions;
2. Contextualize the relationships to better understand and utilize research results as evidence for their decision making and actions;
3. Synthesize appropriate knowledge for development of policy and planning, promoting and protecting health and health equity for sustaining health security of communities;

4. Critically analyze the collaborative team building and networking roles of different partners in fostering program planning, community service delivery and capacity building;
5. Compare previous assumptions and analyzing their own increased awareness of health as a public good and basic right for all among communities and populations;
6. Strategize the means to disseminate information that is both relevant and meaningful to groups, communities, and policy makers;
7. Critically apply public health knowledge, skills, within the ethical values and strengths of local communities as well as at, national and global levels;
8. Acquire a system thinking approach to address complex public health problems; and
9. Develop leadership capacity to assist others in partnerships to address and overcome challenges to public health of communities, groups, and societies.

a) Depth and Breadth of Knowledge

With courses drawn from five core areas, the program is designed to provide students with a breadth of knowledge across areas that are critical to a deep understanding of public health practice. The focus of the program will be on:

- Organization of health services around people's needs and expectations
- Integrating health into all sectors
- Pursuing collaborative models of policy dialogue
- Increasing stakeholder participation
- Reducing exclusion and social disparities in health.

b) Research and Scholarship (as appropriate for a professional master's)

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 ensure graduates will be able to develop sustained written analysis and argument, as well as the application of research methods to resolve problems faced by public health practitioners. The students will undergo a supervised 12 week practicum in the field, which will provide them the opportunity to apply the knowledge and skills acquired during their training to real life scenarios and issues.

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 analyze new questions and issues which arise in their regular professional activities. Graduates of the program will be able to apply the knowledge in the field of public health both at national and international levels, as advisors, managers and leaders in public health, through collaboration, coordination and partnership with relevant stakeholders.

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 case method of learning will provide the students greater opportunities to share and participate in the discussions on public health issues with colleagues and peers, which will lead to greater confidence and awareness. The practicum will enable the students to focus on specific public health issues they deem important and to use the knowledge they acquired during the first two terms to address those issues. The students will learn to make critical public health decisions individually and, where needed, in coordination with stakeholders. The coursework will also emphasize the importance of behaviour consistent with both legal and ethical guidelines in public health.

e) Level of Communication Skills

The inclusion of courses in Health Communication will enhance the students' communication skills, enabling them to communicate with professionals, stakeholders and policy makers. The inter-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. Students will have an opportunity to practice their enhanced communication skills through faculty led case discussions, course specific projects as well as the practicum project.

f) Awareness of Limits of Knowledge

Public health is a multi-sectorial approach to improving community health. This involves separate actors trying to work together who do not necessarily know and/or understand the different strengths and weaknesses of each actor. At times there can be conflicting principals, ethos, priorities, knowledge and practices to solve public health issues. It is a challenge to bring together the different agents of change and meld practices to achieve a common goal of improving public health. A "one size fits all" approach is not beneficial when trying to enact change in multiple communities. Additionally, financial limitations can hinder the resources available to enact change. Students will confront the limitations and constraints of working in public health in real life cases studied in the classroom and then again during their practicum. In such settings they will be required to seek appropriate evidence and adopt innovative approaches to, decision making and problem resolution.

Evidence to Support the Introduction of the Program

Despite medical and technological advancements, the health of Canadian and world populations is not necessarily improving; the uptake and integration of these benefits are not reaching the communities that need it the most. Consequently health disparities among certain groups, populations and nations are increasing rather than decreasing. According to the Public Health Agency of Canada[1] there is a need for highly skilled public health professionals. Globally, 57 countries are facing a critical deficit of skilled health works. Nationally, there is a distinct shortage of public health providers in First Nations communities. Moreover, a significant proportion of practitioners working in public health do not have specialized training in public health. There is a need for individuals to be trained to address issues such as demographic changes, globalization and new threats to health and security. The health care system focuses mainly on treating *individuals* while public health targets entire *communities and populations*. There is a need for trained professionals who can bridge the gap between disciplines to provide the building blocks for effective public health practice.

The Schulich School of Medicine & Dentistry is a world renowned medical school and has been in existence for 131 years. As such there is the expertise at Western University to launch a world class MPH Program. Within Canada 15 universities offer a Master of Public Health. Of these 15 universities none of them offer a 12 month case method of learning professional program in public health. The proposed program provides a unique opportunity for Western University to serve a vital role in developing human resource capacities that will address key public health problems both at a national and global level. The program can be linked to existing health related degree programs such as but not limited to MD, Nursing, Family Medicine, and Health & Rehab Sciences. It will serve as a stepping stone for future expansion in public health education such as research based MPH in specialized areas of health. Therefore, there is a unique target market for this program. The program will focus on a wide spectrum of health related professionals who are seeking to acquire knowledge and accreditation to be recognized as lead individuals in health that contributes to improving people's health and equity, and thus empowers communities. These individuals desire to be agents of change at local, national and international levels.

[1] Core Competencies for Public Health in Canada, Release1.0. 2008. Public Health Agency of Canada (http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf).

Special Matters and Innovative Features

The MPH Program will be an interdisciplinary, interfaculty program with the support of the following Faculties: Education, Engineering, Information & Media Studies, Health Sciences, Ivey, Law, Science, Social Science and Brescia University College. The program will prepare students to address main public health challenges in Canada and abroad, thus opening avenues and opportunities for the students to serve not just in their local communities, but also contribute and lead in national and global public health initiatives as the change agents. International cases are embedded in each course and the practicum locations include international countries (in particular Africa), Aboriginal reserves across Canada as well as Southwestern Ontario.

The interfaculty nature of the program aims at introducing the students to public health research and knowledge through content specific to and experienced teachers in the different disciplines of public health. They will be exposed to the significance and value of the various disciplines in public health and their respective roles in public health. At the same time students will gain understanding how best to address the public health issues through research analysis, informed understanding and evidence. Truly novel is our approach *within* most of our courses to synthesize interdisciplinary definitions of public health problems, theories of causation, methods to study public health problems and approaches to intervene. The interdisciplinary teaching groups formed for each course help to ensure that the syllabi for courses reflect synthetic knowledge. Integrative workshops every six weeks throughout the first two terms and the month long integrative capstone course, Transforming Public Health, will further help students to synthesize interdisciplinary knowledge and practices.

Another unique feature is that the program will use primarily an interactive case method of learning (described under delivery method below); thus anchoring this program in an application context between theory and practice. Finally, the intersection of leadership, sustainability and policy within the public health domain specifically prepares students for the future of public health in Canada as well as internationally.

Accreditation of the Professional Program

The Schulich Interfaculty MPH Program will also strive to obtain accreditation from the Council for Education in Public Health (CEPH). CEPH is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. This accreditation is necessary in establishing the MPH Program as a reputable, leading edge program in Canada. At present only two other Canadian universities have obtained CEPH accreditation; these being Simon Fraser University and Université de Montréal with the University of Alberta in the process of obtaining its CEPH accreditation.

Delivery Method of the Professional Program

The Schulich Interfaculty MPH Program will be a one year, case method of learning program offered on a full time basis on campus.

Case method of learning is not about textbooks and lectures, it is about the student being an active part of the learning experience; that means learning by doing. Cases are written from the perspective of a decision maker in a particular scenario (a sample Ivey case "*We Have a Terrible Tragedy Here (A)*" has been included as Exhibit 1).[2] The student takes on the role of the decision maker when preparing the case for class. Using the assigned readings for the class and knowledge from their own experiences, each student tackles an individual assessment of the case and crafting a plan of action. The second review of the case occurs when students meet with their learning team and new ideas and strategies emerge. The learning teams are pre-assigned teams ideally with 6 team members and intentionally

[2] Permission to include the Ivey case "*We Have a Terrible Tragedy Here (A)*" has been granted by Ivey Publishing with the understanding that the case not be circulated or reproduced beyond the reviewing committee.

formed for diversity of education and experience within each group. Students benefit from this diversity and collective experience of their team members. Learning teams allow for interdisciplinary learning to occur at multiple levels. After prepping a case for a course individually, the student will be able to discuss and debate the case within their team to allow for a broader and deeper understanding of the different issues and possible solutions. Learning teams will also be used for group projects and exercises. In the second term, learning teams will be reformed to ensure students benefit from multiple cultures, experiences and knowledge. The third examination of the case is in the classroom where the Professor will facilitate the class discussion intertwining the three threads of leadership, sustainability and policy.

Scheduling of classes will vary from a typical university graduate course where classes follow the pattern of the same time and day of the week. Instead, using the Ivey School of Business as a model, students will attend three back to back 90-minute classes each morning/afternoon of the week (15 classes per week). With each half course comprising 30 classes, a dynamic timetable is created for the term. This will allow for greater flexibility in accommodating faculty member's teaching load in their home unit. The class schedule, assignment questions and readings for each class are part of the syllabus for each course and available online. Students will use the syllabus to help prepare for the case discussions and prepare within their learning teams.

To help facilitate the transition of faculty members from traditional lecture classes to case method teaching, a number of workshops have been scheduled. The first is tentatively scheduled for December 2012 to address case method teaching. A second workshop series has tentatively been scheduled for April 2013. During this workshop case teaching as well as case writing will be delivered. If there is a need, an additional series of workshops will be held in early July 2013.

While the first offering in September 2013 will not have either off-campus or on-line classes, the expectation is that as the Program grows, blended onsite and distant learning as well as other alternative learning methods will be offered. The facility currently being built to house the program is planned accordingly. The Schulich School of Medicine & Dentistry has gained expertise with remote learning through its experience with the Windsor campus.

PROGRAM REGULATIONS AND COURSES

The Intellectual Development and The Educational Experience of The Student

This will be an intensive and rigorous academic program for students. The case method of learning will facilitate student/faculty interaction as class participation is a major factor in the success of this teaching methodology. In addition, students will be assigned learning teams. It is expected that students will benefit greatly from their participation with their learning teams to develop a deeper understanding of the cases assigned for each class. During the final term students will take part in a 12 week practicum (see below). In addition a number of integrative workshops and seminars will be planned throughout the academic year.

Integrative Workshops

Approximately every six weeks, the MPH program will offer full day Integrative Workshops for all students and associated faculty. The main objective of these workshops is to pause to reflect on the learning in the past six weeks, to integrate and synthesize interdisciplinary knowledge and practices learned in the various courses, and to apply them to a particular hot issue in public health (e.g. climate change and public health; water safety, resurgence of measles, bioterrorism). The case method of learning will be augmented by real time team-based simulations during the workshops. The topics will be chosen to complement rather than duplicate the cases being used in the courses, and will reflect the expanded expertise on campus beyond the course faculty members. The integrative workshops are considered part of the Transforming Public Health course and thus participation in the workshops will be included in the evaluation process.

Seminars

International renowned scholars and practitioners will be invited to speak to the students and affiliated faculty approximately three times per term. This provides opportunities for the students to interact and

exchange views with a diverse group of experts with different experiences in different settings. The objective is to strengthen the knowledge being provided to the students through the course work with opportunities to share and discuss the experience of different stakeholders and experts. This will facilitate and emphasize the notion of interdisciplinary approaches in public health. While the seminars will not have credits attributed to them, they will be mandatory for the students to attend.

Recruitment Methods

Applications will be accepted via the online application system (Ontario University Application Centre – OUAC) used by Western University. To recruit applicants, the program will develop a website and recruiting pamphlets and posters and distribute these materials to the targeted audiences. These materials will describe the MPH Program, emphasizing its distinctive interdisciplinary features, international focus as well as the case method of learning. Once the program has graduated its first cohort, the materials will also include testimonials from former students.

The MPH Manger will liaise with the School of Graduate and Postdoctoral Studies staff engaged in recruiting efforts as well as with graduate chairs and department chairs in the participating Faculties. The Schulich Graduate and Postdoctoral Office will also promote the program at a number of graduate fairs that they attend throughout the academic year. In addition a request to Western Alumni to include an announcement of the launch of the new program in the Alumni Newsletter will be put forward. The program will also engage the Communications Department in the Schulich School of Medicine & Dentistry to employ a marketing strategy to competitively position the program in the Canadian and international market.

Admission Timeline

The MPH Program will set an application deadline of February 1st of each year. OUAC will remain open and if the class is not filled the MPH Program will continue to process applications until such time as it reaches capacity of 60 eligible students. It is anticipated that offer letters will be sent out to students by March 1st of each year. Students will be encouraged to apply before the deadline to avoid a time management issue in processing applications.

Admission Requirements

The MPH Program will admit health sciences professionals who desire advancement in their knowledge in public health and/or who are preparing for leadership roles within public health. The ideal candidate will have one of several backgrounds; we will strive for maximum diversity in the cohort of students. Both health related education and health related experience are important eligibility criteria. We are interested in candidates with the following profiles:

1. Individual who has earned at least a four year undergraduate degree in a health related field (from an accredited Canadian university or equivalent) and three years of health related work experience (i.e.; health promotion, health geography, health journalism);
2. Registered or licensed health practitioner who has earned at least a four year undergraduate health degree (from an accredited Canadian university or equivalent) and at least two years of health related work experience (i.e., medical resident post PGY2).

All candidates must also meet the following admission criteria:

1. Must have a minimum average of B+ (78% or higher) on the last 10 full courses or 20 half-courses completed (approximately 2 years of full-time study);
2. Successfully completed an undergraduate statistics course with a 75% (Canadian equivalency) and/or GRE with the last five years is recommended; and
3. Proof of registration or licensure from relevant regulatory organization if applying as a health practitioner.
4. Interviews in person or via Skype may also be conducted to ensure fit between the student and the rigorous academic program

Additionally, international students must meet English language fluency requirements as outlined below.

English Language Proficiency
Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program must provide official proof of graduation.

Exemptions
Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the MPH Program in order to determine if test scores will not be required. A decision for exemption will then be made at the discretion of the School of Graduate and Postdoctoral Studies.

Degree Requirements

Master of Public Health
The Master of Public Health is a 3 term (12 month) program.

Course Requirements
All students will complete the same course requirements of 15 courses (equivalent to 8 full credits, course descriptions follow). The equivalent of six half credits will be taught in each of the Fall and Winter terms. During the last academic term, students will take their final classroom course (Transforming Public Health) and their practicum course (see below). Transforming Public Health will synthesize prior learning and have each student focus on a specific project to affect change in a particular public health setting. Transforming Public Health will be a condensed course taught in the first month of the Summer term in preparation for the practicum placement.

In order to meet CEPH guidelines the program is required to deliver a minimum of 540 teaching hours.

The current course proposal is equivalent to 630 teaching hours which results in 22.5 hours of weekly classroom hours.

1. Epidemiology (*half course*)
2. Biostatistics (*half course*)
3. Environmental Health & Sustainability (*half course*)
4. Health Promotion (*half course*)
5. Social Cultural Determinants of Health (*half course*)
6. Aboriginal Health (*half course*)
7. Health Policy and Equity (*half course*)
8. Planning and Managing for Health (*half course*)

9. Community Health (*half course*)
10. Community Health Assessment & Program Evaluation (*quarter course*)
11. Applied Research and Knowledge Translation (*half course*)
12. Leading People and Organizations in Public Health (*half course*)
13. Health Communications (*quarter course*)
14. Transforming Public Health (full course)
15. Practicum (full course)

Sample Timetable

Term 1 (Fall)	Term 2 (Winter)	Term 3 (Summer)
1. Epidemiology 2. Biostatistics 3. Environment Health & Sustainability 4. Health Promotion 5. Social Cultural Determinants of Health 6. Health Policy and Equity	1. Aboriginal Health 2. Planning & Managing for Health 3. Community Health 4a. Community Health Assessment & Program Evaluation 4b. Health Communications 5. Applied Research and Knowledge Translation 6. Leading People and Organizations in Public Health	1. Transforming Public Health 2. Practicum

The goal is to deliver the foundational courses focusing on knowledge and comprehension in the Fall term and those with a focus on knowledge application, analysis and synthesis in the in the Winter term.

Significant consideration has been given towards the heavy academic load, the dynamic scheduling of classes and balancing the integrative workshops and seminars. During the first two academic terms the equivalent of six half courses will be taught. Each half course is equivalent to thirty 90-minute classes. Each term will require 180 90-minute classes in order to successfully deliver the six courses. During each term there is capacity for a minimum of 222 90-minute classes. Hence there is capacity in each term to host the integrative workshops and seminars. During the third academic term, the Transforming Public Health course will be delivered during the month of May (equivalent to an intercession course 60 90-minute classes) and the practicum will take place from June-August.

Progression Requirements

Students will be evaluated in a number of areas. Case method of learning relies heavily on class participation. Hence all courses will have a class participation component as well as a combination of exams, reports and/or projects. Students must maintain a cumulative average of at least 70% calculated each term over all courses taken for credit, with no grade less than 60%.

To ensure success in the program, the MPH Program plans to have a two “progress meetings” per term with the teaching faculty to identify any student who might be having difficulty with any aspect of the program. Students will be provided with feedback mid-term for each course on their class contribution as well as mid-term grades. Students who are struggling to meet expectations will meet with their faculty mentor to ensure the student receives guidance on how to succeed and successfully complete the program.

In its initial offering, the MPH Program will only be offered on a full-time basis. The only status change available to students is the request to withdraw from the program.

All Graduate Courses to be Offered in the Program

The MPH Program uses a professional case method of learning. As such, students will not be given any flexibility in the courses that they are able to take. A preset course plan will be developed and students will be admitted as a cohort and complete their courses as a cohort. All courses are required and will be offered during the first two academic terms of the program except for the practicum and Transforming Public Health which will take place during the third semester.

TABLE 4 - **Graduate Courses to be offered by the Program**

Listed below are the positions that will teach the courses. Until due process under the Faculty Collective Agreement has been followed, the Program will refrain from listing the individuals.

Course Catalog Number	Course Title	Faculty member(s) expected to teach the course	Frequency of Course
MPH	Epidemiology (half course)	Faculty member appointed by the **Epidemiology & Biostatistics Department**	annually
MPH	Biostatistics (half course)	Faculty member appointed by the **Epidemiology & Biostatistics Department**	annually
MPH	Environmental Health & Sustainability (half course)	**Environmental Health & Sustainability** position	annually
MPH	Health Promotion (half course)	**Health Promotion** position	annually
MPH	Social Cultural Determinants of Health (half course)	**Aboriginal Health & Marginalized Communities** position	annually
MPH	Aboriginal Health (half course)	**Aboriginal Health & Marginalized Communities** position	annually
MPH	Health Policy and Equity (half course)	**Health Law & Policy** position	annually
MPH	Planning & Managing for Health (half course)	**Health Services Planning and Management** position	annually
MPH	Community Health (half course)	**Health Promotion** position	annually
MPH	Community Health Assessment & Program Evaluation (quarter course)	**Health Promotion** position	annually
MPH	Applied Research and Knowledge Translation (half course)	**Knowledge Translation** position	annually
MPH	Leading People and Organizations in Public Health (half course)	**Health Systems Leadership** position	annually
MPH	Health Communications (quarter course)	**Knowledge Translation** position	annually
MPH	Transforming Public Health	**Health Systems Leadership** position	annually
MPH	Practicum	**Knowledge Translation** position	annually

The MPH Program may have some courses that seemingly appear to overlap with some existing courses that are being delivered within different Faculties at Western University, for example; Health Promotion. The objectives of the courses offered in MPH are based on specific guidelines for graduate level public

health education (both Canadian and International). These guidelines outline a set of core competencies that MPH students must acquire to graduate. The MPH course is therefore specifically designed to meet those requirements. Additionally, the MPH courses will be delivered through the "case method of learning", this is a completely different style of teaching and hence would not overlap with similar programs offered by other faculties.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	**Master of Public Health**
Degrees Offered:	MPH
Approved Fields:	N/A
Date of Site Visit:	November 29-30, 2012
Evaluation:	*Approved to commence with report in September 2015*

Summary:

The Masters of Public Health (MPH) program will be led by the Schulich School of Medicine and Dentistry with support from eight other Faculties at Western. The program includes a number of unique strengths and characteristics, and the efforts of the MPH team to deliver a successful program depend in important ways, on these unique features, such as inter-Faculty involvement, the three-term design, the case method, and the inclusion of systems thinking and leadership for change. The External Consultants noted that this will be a high quality academic program and made a number of recommendations to further strengthen and improve the program.

The strengths and innovative aspects of the program. The MPH will attract learners who are already working in the public health environment and who seek a one-year credential in order to reduce the time away from their place of employment. The program will focus on leadership, systems thinking and knowledge translation into policy and practice as signature initiatives, with a strong emphasis on global perspectives. The program will be implemented with a heavy reliance on case-based teaching – an approach that is unique in North America – and with the support of a global leader in case-based teaching at the Ivey School of Business.

Recommendation:	Responsibility
Clarify the nature of the applicants to be targeted, and the selection methods that will be used to ensure that the most appropriate applicants are admitted to the program.	Program Director and Associate Director Admission Committee
Formalize the Curriculum Committee with clear leadership, membership and terms of reference.	Steering Committee for the Interfaculty Program in Public Health
Clarify expectations for practicum and capstone in order to meet the one year time frame for the program.	Program Director, Associate Director and Faculty member assigned Practicum Course, Staff Member
Formalize agreements across Faculties to ensure faculty resources are clearly identified and available to the Program.	Dean, Schulich School of Medicine and Dentistry , Associate Dean, Graduate Programs
Ensure that a significant portion of the new faculty hires bring substantial public health practice experience to the Program.	Dean, Program Director and Associate Director, Appointments Committee(s)
Establish a scholarship and bursary program at Program launch to ensure students of merit are able to access the Program, given the higher tuition fees.	Schulich's Development Team

Strengthen the supports for preparing the faculty to implement this innovative curriculum, including on-going support as the Program proceeds.	Program Director and Associate Director, Dean, Associate Dean
Adapt the case method strategy to the field of public health, including its underlying principles, values and systems.	Program Director and Associate Director, MPH Faculty Members
Consider how meeting the requirements of the proposed accreditation system can be balanced with the goal of producing graduates who will “transform” the Canadian health system.	Dean, Associate Dean, Program Director and Associate Director
Design and test an appropriate system for assessing teaching and learning, with particular attention to the case method component.	Program Director and Associate Director, Curriculum Committee

MA in Ancient Philosophy

(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies. The full Brief is available upon request.)

Overview of the New Program

The proposed program will be a five term program, leading to a degree of Master of Arts in Ancient Philosophy. Sponsored jointly by the Departments of Philosophy and Classical Studies, it is an interdisciplinary program that will combine courses in Philosophy with courses in Ancient Greek and Latin, in order to develop students' skills and knowledge in these areas as preparation for continued study at the PhD level.

The two Departments have a long-established working relationship, including full-time faculty with cross-appointment status in both Philosophy and Classical Studies and substantial interaction among researchers of both departments who have an interest in Ancient Philosophy. This interaction has been both formal, where students from Philosophy have enrolled or audited Classics seminars and courses and vice versa, and informal, where students and faculty have worked together in discussion and reading groups outside the formal classroom setting.

The establishment of a new interdisciplinary program in Ancient Philosophy is in accordance with the recommendations of the external appraisers of the graduate programs in Classical Studies, who stated in their 2011 report (p. 3):

> The three Philosophy cross-appointments, however, suggest possibilities that may not be fully realized at present. Ancient Philosophy is a problem in many institutions, in that Philosophers tend to distrust what they regard as the pedantry of Classicists, while Classicists are in turn skeptical of what they regard as the Philosophers' tendency to play fast and loose with historical and philological fact. This would amount to a trivial observation if it were not for the extraordinary reputation of UWO's Philosophy Department—with, as it happens, three specialists in Ancient and a Chair whose medieval interests can almost certainly be presumed innocent of any fixed prejudice against Plato, Aristotle, or the Stoics. Informal discussion with Prof. Poole and one of the junior members of the Department suggests that a little cooperation, and minimal cash, would probably go a long way toward development of a Collaborative Program that would benefit both units.

The MA in Ancient Philosophy will be course based but will include a substantial research component via the graduate seminars in Philosophy and especially through the Summer Research Paper undertaken in the summer between the two academic years of the program.

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

The overall objective of the two-year MA program is to prepare students for doctoral research in Ancient Philosophy, combining the strengths of Western's Philosophy and Classics Department, by providing them with training in reading and analyzing canonical philosophical texts in ancient Greek and Roman philosophy. The study of Ancient Philosophy requires a unique set of skills that straddle traditional institutional boundaries between Philosophy and Classics. Two centuries ago, John Stuart Mill was taught Greek at the age of three and Latin at the age of eight. This level of immersion is, of course, extreme. But even fifty years ago, a high school student in Canada would be expected to know some Latin and Greek before entering university. Today, the vast majority of students in North America encounter the classical languages for the first time in university and in many cases only as part of an undergraduate degree in Classics. The changing landscape of language instruction in North America has had a tremendous impact on recruitment in fields that use classical languages as research tools. All of the top PhD programs in Ancient Philosophy (e.g. Cornell, Toronto, Princeton, Michigan) expect incoming students to have a sufficient grasp of the relevant languages (which, at a minimum, means Greek) and aim to provide students with reading knowledge of additional languages along the way. But typically the mechanisms for

ensuring that graduating PhD students reach the requisite level of reading proficiency in these languages are often less than effective, consisting of a patchwork of intensive summer courses and reading groups. To attain the level of proficiency necessary for doing scholarly work in Ancient Philosophy, students must devote a significant amount of time to mastering the ancient languages as well as in acquiring the necessary training in philosophical texts. (The challenges that this poses to undergraduates interested in pursuing Ancient Philosophy at the doctoral level will be discussed below.)

In order to equip students with the training needed for pursuing a PhD in Ancient Philosophy, it is critical that the MA be a two-year program. For Philosophy students, it is not possible to master the language skills necessary for conducting research in the original text in only one year while also taking graduate seminars in Ancient Philosophy (which are research-intensive and involve writing several 20+ page papers). Classics students will also require more than one year to acquire a comprehensive understanding of the various philosophical systems while continuing to perfect their language skills. In both cases, the linear nature of language skills acquisition means that each level of language course must be taught sequentially. While other disciplines might be able to compound knowledge through an extra-intensive learning environment – i.e., where students could take courses in multiple subfields at once to broaden their knowledge across the discipline – this approach is impossible in learning ancient Greek and Latin: morphology and syntax must be mastered before one can begin reading texts in the original language. For this program to be effective in providing the necessary skills, then, it is imperative that it be a two-year program.

Learning Objectives
(see Appendix B for an explanation in tabular format)

(a) Depth and Breadth of Knowledge

The proposed MA program will have two components for the training of students: intensive language training in Greek and Latin; and graduate-level philosophical training in reading and analyzing canonical texts in ancient Greek and Roman philosophy. The MA degree will be awarded to students who demonstrate proficiency in both of these areas. Normally students who graduate from the program will be able to read at the 4000-level in at least one of the two languages (Greek or Latin) and at the 2000-level in the other language. In exceptional cases where a student enters the program with only 1000-level Greek and/or Latin, that student will be expected to attain no less than 3000-level proficiency in one or both languages. This will be accomplished by taking the relevant language courses in the Classics department. The MA program will also enhance and broaden students' knowledge in the main areas of Ancient Philosophy. All students will acquire a level of understanding necessary for pursuing a PhD dissertation in at least one of the major ancient philosophical traditions (Plato, Aristotle, Stoics, and Epicureans), as well as a critical awareness of the main philosophical problems that shape the broader discipline (e.g. essentialism, problem of universals, virtue ethics, etc.). This will be achieved by taking graduate seminars in Ancient Philosophy through the Philosophy Department.

(b) Research and Scholarship

The program aims to provide students with the philosophical and philological skills necessary for researching and writing a dissertation in Ancient Philosophy at the doctoral level. These include the ability to reconstruct, analyze and critically assess philosophical arguments on the basis of careful study of the text in the original language; the skills for interpreting the text in its literary, cultural and historical context; familiarity with the general philological issues of the state and condition of the ancient texts, their reconstruction by scholars since the Renaissance, and the conventions of this scholarship; how to engage the contemporary scholarly conversation in Ancient Philosophy, and identify opportunities in it for future contribution at the doctoral level and beyond.

(c) Level of Application of Knowledge

Students in the program will apply their research skills in the form of various assignments to be assessed in the normal way. Advanced graduate seminars in Ancient Philosophy are a regular feature of the graduate program in Philosophy. Such seminars normally include regular class discussions of philosophical ideas, student presentations, group work, and essays that require students to construct complex arguments and defend a sophisticated, coherent philosophical position over the course of 20+ pages. Students will also take regular courses in Classics, which include grammar study and translation

of selections from original Greek and Latin texts. These courses typically involve weekly in-class tests focusing on vocabulary, grammar and translation, with special attention to knowledge acquired from previous weeks, as well as homework assignments focusing on the translation of sentences and longer passages. There are also cumulative final examinations that focus on all material previously learned (including knowledge of vocabulary, parsing, translation, composition and sight translation skills), which require students to utilize existing vocabulary and grammatical concepts acquired in the course as well as knowledge from previous language courses.

(d) Professional Capacity / Autonomy
Students in the program will develop skills in independent learning, particularly as they make the transition to the higher expectations for autonomy in graduate education. In part this skill development will be implemented through communication of the standards expected for independent preparation for seminars and courses in the program. More significant training in this area will come from the Summer Research Paper (SRP) component of the program. Here students will be responsible for identifying and outlining a significant research question as the topic of their SRP. Over the course of the summer, students will work primarily independently (with the guidance of a faculty supervisor) on the research, synthesis, and communication of scholarly findings through a written research paper (approx. 10000 words). Students will thus be introduced to the practical skills required (e.g., independent thought, responsibility, organization, time-management, professional behaviour and communication skills) for continued study at the PhD level or in a non-academic environment.

(e) Level of Communication Skills
Many of the skills and abilities that are learned in studying both Philosophy and Classics are transferable, not only to other disciplines, but to other areas of professional life. The methods and reasoning skills employed in philosophical inquiry are widely applicable to other areas of intellectual accomplishment. Graduate seminars also help foster the development of communication skills, critical reasoning skills, and general problem-solving skills that contribute to success outside of academia. Students will develop their oral and written communication skills through in-class seminar presentations, guiding their peers through seminar discussions, and in the composition of written research papers. In addition, students will learn to engage in meaningful debate both in formal classroom settings and in the intellectual community as a whole, through participation in the colloquia and research seminars sponsored by both departments.

(f) Awareness of Limits of Knowledge
Students who successfully complete the MA in Ancient Philosophy will have been exposed to a wide array of approaches to the canonical authors and texts of Ancient Philosophy, particularly as they will have participated in seminars and other courses taught by both constituent departments of the Program. In this way, students will become aware not just of the multiple points of approach to an ancient philosophical text (e.g., literary, linguistic, philosophical, political, historical etc.); they will also come to recognize that modern scholarship often privileges one approach over the other. The appreciation that students will gain for different methods and approaches to understanding Ancient Philosophy will in turn prepare them for accepting alternative methodologies and interpretations of the same material.

Evidence to support the introduction of the program

The potential market for the program is undergraduate students primarily from Philosophy or Classics departments (though students from other disciplines may apply), who wish to pursue Ancient Philosophy at the doctoral level. Because Ancient Philosophy requires a unique skill set that draws from both Philosophy and Classics, these undergraduates face a special challenge not encountered by students who wish to pursue other areas of Philosophy such as Ethics or Philosophy of Mind. All of the top programs in Ancient Philosophy in North America are direct-entry PhD programs. Moreover, there are currently no MA programs in North America where a student can specialize in Ancient Philosophy at the Master's level. Thus, most students who wish to specialize in Ancient Philosophy at the graduate level must either apply to a general MA program in Philosophy or apply to one of these highly-competitive PhD programs directly. Both choices present a problem for these students.

Undergraduates coming from Philosophy programs typically lack the language training that is required to complete a PhD in Ancient Philosophy. Philosophy students usually take a course in Ancient Philosophy for the first time in year two of their BA. If they become interested, they then sign up for more courses in year three (assuming the department offers more courses; many philosophy departments do not). By the time they decide that they wish to specialize in Ancient Philosophy in graduate school, they only have two or three academic terms left in their BA. By this point there is not enough time for students to acquire the language skills needed to gain admission to one of the top PhD programs in Ancient Philosophy. This student now faces a dilemma. On the one hand, if she does a regular one-year MA in Philosophy, she will not have sufficient time to devote to learning Greek and Latin properly. There is no possibility for the student to undertake an MA in Classics at this point, since Philosophy program students are not qualified to do so because of their lack of language training. On the other hand, if she applies straightaway to a special doctoral program in Ancient Philosophy (as many do), she is unlikely to be admitted due to her lack of adequate language training or else she ends up being admitted to a mediocre program which places her at a disadvantage on the job market upon completion of her PhD. The best that the typical Philosophy student can do within the current system is to take an extra year of the BA to begin to acquire the necessary languages or else attend an intensive summer language school (e.g. the Intensive Summer Greek Workshop at UC Berkeley, which costs $5000 USD). If she waits until after her BA to do the latter, it is too late to help her with graduate school applications for that year. Either way she will end up taking an additional year.

We have recently received an application to the one-year MA program in Philosophy, from a student who has found himself in this very predicament. He writes: “I'm not sure my language skills will allow for graduate language seminars in Classics, since I am only working at the beginner level, but perhaps I would be able to sit in on some undergraduate classes, or attend some of the informal reading groups, depending on which language is being studied. As things stand, I would like to spend much of the next year working on Greek and Latin, so that I may be able to pursue a PhD in ancient philosophy.... I have only recently come to recognize the ancient tradition as a primary interest, so I have some catching up to do. …Although I was hoping to find it [sc. an additional Greek course] offered in the upcoming Spring/Summer terms, [my university] will not be offering it due to low attendance in previous years.”

Undergraduates coming from Classics programs face the same sort of challenge with respect to the philosophical side of the discipline. While Classics students have the necessary languages, they have not typically been exposed to Ancient Philosophy as it is taught in Philosophy departments in the course of their undergraduate degree. (Currently all of the major PhD programs in Ancient Philosophy are tied to Philosophy departments.) As a result, few Classics undergraduates will have the philosophical training needed for analyzing, developing, and testing philosophical arguments that students in Philosophy acquire over the course of their BA. This makes it very difficult for Classics majors to cross over, even into a joint PhD program in Ancient Philosophy. And few Classics undergraduates have the background necessary for admittance into an MA program in Philosophy.

Undergraduates interested in Ancient Philosophy who do manage to be accepted directly into a PhD program face their own set of challenges. Currently undergraduate students who enter these programs through the Philosophy department usually have only one year of Greek and very little or no Latin. They typically have no experience with reading and interpreting unadapted ancient texts. This is problematic from the student’s perspective, as these students must fight an uphill battle to make up for lost time while simultaneously completing all the normal PhD progression requirements. At the University of Toronto, for example, such students require an extra year of funding in order to catch up with the languages, which means that on average these students take a longer time to finish their degrees. At Western, many philosophy PhD students writing dissertations in Ancient Philosophy have found it impossible to fit extra language courses into their schedules without falling behind in fulfilling their normal progression requirements. Many of them have been forced to attempt to learn Greek or Latin on their own during the summer months, which is not an effective way of mastering the languages to the point where they can be used as effective research tools.

The proposed MA program seeks to address these unique challenges faced by students of Ancient Philosophy by bridging the gap between the BA and the PhD. The program will provide students with both

the philosophical and language training required to pursue doctoral work in Ancient Philosophy. And as a two-year program it will allow them to devote the time needed to gain a mastery of both components.

Fields of Research in the Program

Broadly speaking, there is only one applicable field of research for the MA in Ancient Philosophy program, namely Ancient Philosophy. As such, we have determined that further, more specialized definitions of fields are not necessary at this time. For the purposes of the proposed MA program, the study of Ancient Philosophy is the study of Greco-Roman philosophy from the 6th Century BCE to the 6th Century CE. Its major figures and schools include the Presocratics, Socrates, Plato, Aristotle, Hellenistic Philosophy (Epircureans and Stoics), and the Ancient Commentators. Faculty members in the Primary and Supporting

Special Matters and Innovative Features

What is unique about the proposed MA program in Ancient Philosophy is that it is a 5 term program that fills a void for which there is high demand. Faculty members in the top PhD programs in Ancient Philosophy often report that they have a difficult time finding applicants who have an adequate background in both of the ancient languages (Greek and Latin) as well as the philosophical skills necessary for studying Ancient Philosophy at the doctoral level. The proposed MA program fills this gap between the desires of students and the needs of existing PhD programs. Students who graduate from our MA program will have a competitive advantage over other students applying to these top PhD programs, many of whom lack the rigorous training in both the ancient languages and in the requisite philosophy skills that our program will provide. In addition, the MA program will serve as a way to recruit more students into Western's own PhD program for those who wish to continue studying Ancient Philosophy at our university.

Offering a two-year MA program sets us apart from all other comparable programs. As mentioned, there are currently no MA programs in Ancient Philosophy in North America and only two in Europe. (Oxford and Edinburgh both have MSc programs in Ancient Philosophy). Both of the latter are only one-year programs. It is generally recognized among scholars in the field that one year is not enough time for students to receive adequate training in both ancient languages (Greek and Latin) while simultaneously acquiring the depth of knowledge of the philosophy necessary for writing a PhD dissertation in Ancient Philosophy. Our two-year program assures students that they will have the time and resources to develop their languages as well as receive appropriate graduate-level training in philosophy.

The other unique feature of the proposed MA program is that it will provide financial support to MA students in Arts and Humanities. Typically, students receive a scholarship that covers full tuition in addition to a Graduate Teaching Assistantship. That gives our proposed program a huge competitive advantage from an international point of view. In the US, financial support for students at the MA level is virtually non-existent. And the European MSc programs are often too expensive for typical North American students to attend. The total cost for a North American student to attend Oxford's MSc program, for example, is approximately $40,000 (CDN). While these European programs do offer a few scholarship opportunities to foreign students, such scholarships are highly competitive and difficult to obtain. More importantly, students are not able to apply for these scholarships until after they must accept or reject offers (funding applications all go through AHRC; hardly any stipends are controlled by universities or departments). For most North American students, then, enrolling in one of these two European Ancient Philosophy programs represents an enormous financial commitment on their part. We recently had one Western student accepted to Oxford's program, but he had to decline their offer because he lacked the necessary financial support.

These two unique aspects of the proposed MA program in Ancient Philosophy — the fact that it is a 5-term program, which gives students time to master both ancient languages as well as acquire the necessary philosophical training; and the fact that it will provide financial support to students — will make the program very attractive to potential North American students interested in pursuing Ancient Philosophy at the PhD level.

Delivery Method of the Program

The program will be run onsite; the special nature of the training offered by the program makes it unsuitable as an on-line degree.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student

The proposed program in Ancient Philosophy brings together the resources and community of the Departments of Classical Studies and Philosophy, resulting in a lively interchange of ideas and the rich intellectual development of students by combining research methods and skills from both units.

Students will develop a number of desirable and transferrable skill-sets via their coursework in this program:

- Through exposure to the research areas and seminar topics of Classical Studies, students will gain an advanced understanding of the importance of historical and cultural perspective with respect to the philosophical texts produced by the ancient Greeks (e.g. Plato and Aristotle) and Romans (e.g. Cicero, Lucretius, Seneca, St. Augustine). In addition, students will acquire the ability to read these texts in the original Greek or Latin, eliminating the need to rely on often inconsistent or misleading translations.
- The graduate seminars of each department will enable students to develop rigorous training in critical thinking, combining the more philologically focused research methods in Classics with the logical and analytical research approaches in Philosophy. As students begin their research careers, this program will train them in oral and written communication skills through the preparation of seminar presentations and at the same time develop their ability to lead and direct class discussion, use appropriate visual aids, and meet the challenge of questions/criticisms of seminar content.
- They will acquire advanced written communication skills in the clear and organized presentation of an hypothesis within the prescribed limits of research and in their major research paper undertaken in the summer between Year 1 and Year 2. They will develop their skills in collecting relevant bibliography on a prescribed topic, critically engaging with the scholarly literature with an assessment of the relative merits of an argument, and constructing a cogent argument based on a critical assessment of the evidence available.

In addition to the intellectual development fostered by the coursework of the Program, there are ample opportunities to benefit from interaction with faculty from both departments, as well as to participate (as audience member or presenter) in the many informal research seminars established by each department:

- In Classical Studies there are presentations given by invited speakers on topics related to Ancient Philosophy both directly and by extension through the larger focus of antiquity in general. Recent speakers have given papers on the Early History of Rome and the influence of Pythagoreanism (Christopher Smith, British School at Rome), Galen's *Therapeutike Methodos* (Greg Horsley, UNE [Australia]), and the legal environment for Cicero's courtroom speeches (Leanne Bablitz, UBC). Regular presentations from faculty and graduate students occur in the Departmental Research Seminar series every two weeks during the academic year, including most recently Kendall Sharp, ". Students in the Ancient Philosophy MA program will have an opportunity to present their own research in this series.
- The Department of Philosophy has established an Official Research Group (ORG) in the History of Philosophy, the Upper Canada Society for Ancient and Medieval Philosophy. This is a community of graduate students and faculty members interested in ancient and medieval philosophy, who meet regularly to discuss the philosophical ideas of antiquity. The aim is to offer graduate students and faculty alike a forum to present work-in-progress in a relaxed social setting where they can receive feedback from others working in the area.
- The Department of Philosophy also sponsors the annual Western Ontario Colloquium in Ancient and Medieval Philosophy, a two-day conference held each October, with internationally recognized experts invited as speakers and respondents from the top programs in Ancient and

Medieval Philosophy. Now in its seventh year, the Colloquium attracts some of the most renowned Ancient Philosophy scholars to the Western campus. These colloquia have been successful in securing funding support from SSHRC in several past years, to a total of $25,000 via the 'Aid to Workshops and Conferences in Canada' grants (see below). The Colloquium has featured the following themes:

- 2006 Teleology and Mechanism in Ancient Philosophy
- 2007 The Unity and Immateriality of the Soul in Aristotle's *De anima*. ($9000 from SSHRC)
- 2008 Metaphysics in the Aristotelian Tradition
- 2009 Bridging the Gap between Aristotle's Science and Ethics ($5500 from SSHRC)
- 2010 Science and Method in Ancient Embryology ($11,000 from SSHRC)
- 2011 Friendship in the Aristotelian Tradition
- 2012 Modality in Ancient and Medieval Logic

Students in the MA Program in Ancient Philosophy will thus have access to a wide community of scholars, both internal to the University and visiting speakers. They will benefit from the resources of both departments in bringing visiting scholars to campus from Classics and Philosophy. They will be introduced to leading scholars of Ancient Philosophy through participation in the annual colloquia and lecture series' sponsored by the Department of Philosophy; likewise, they will be exposed to the larger community of scholars working on all areas of antiquity in the speakers' series organized through the Department of Classical Studies.

Admission Requirements

Students will be required to meet or exceed the minimum standards for admission to graduate degree programs as outlined by the School of Graduate and Postdoctoral Studies.

- Recruitment methods: the Departments of Classical Studies and Philosophy will engage in a wide-ranging advertising campaign, both via electronic methods (Department websites, blogs etc.) and by sending out recruitment materials (posters, brochures) to Philosophy and Classics Departments across North America.
- Application deadlines: January 15 (applications will continue to be considered through the summer, though students will only be able to begin the program in September of each year).
- A special Program Committee will be empanelled, normally consisting of two primary program members from each Department. This committee will assess the applications and determine admissions to the program.
- Offer timelines: once all application materials have been received, the Admissions Committee will meet to make admissions decisions. Offers will be communicated to students by February 1 of each year. Students will have until April 15 to accept or decline the offer.
- Requirements for admission:
    - A completed application package (online application, including two (2) electronic references; statement of academic interests (250-500 words); recent writing sample (10-15 pages); one copy of official transcripts from all undergraduate and graduate studies; payment of the required non-refundable fee of $90 CDN; TOEFL score for foreign applicants whose degree is not from an English speaking country)
    - Normally, students will be required to have an honours bachelor degree in either Philosophy or Classics with an average grade of B+ or higher in the last two years or last ten half courses.
    - In addition, students will normally be required to have taken courses in at least one ancient language (Greek or Latin) completed at the equivalent of the 2000-level courses offered at Western. In exceptional circumstances, students will be considered for admission with language preparation completed at the 1000-level.
- Funding eligibility: for admission to the program students must have a minimum B+ average (78%) in their last two years or ten half courses. For continued funding and enrollment in the program students must maintain good academic standing.

Degree Requirements

Master of Arts, Ancient Philosophy
The Master of Arts, Ancient Philosophy degree is a five term program.

- Program requirements:
  - Students must complete 6.5 Full Course Equivalents (FCEs) during their five terms of residency, normally taking three courses (3.0 FCE) in each of the two academic years (September-April) and an independent research project (0.5 FCE) from May-August of the first year.
    - Overall goals for balanced progress in each of the constituent disciplines (Philosophy and Classics): Students will not normally be permitted to enroll in fewer than 2.0 FCE (four half courses) for credit in either Classical Studies or Philosophy.
    - Term one (Fall): students are placed in Greek and Latin language courses as appropriate, normally 1.0 FCE in Greek and 1.0 FCE in Latin, and choose for their third class 1.0 FCE in graduate seminars in Ancient Philosophy and related fields. Students who enter the program with previous undergraduate training in Classics but not Philosophy will reverse the concentration, focusing instead on developing their skills in Philosophy while maintaining language proficiency in Greek and/or Latin.
    - Term two (Winter): Students continue with language training and courses in Ancient Philosophy, as appropriate
    - Term three (Summer): Students will normally complete a summer research project under the supervision of a faculty member. This research project will be assigned 0.5 FCE and result in a major research paper (ca. 10000 words).
    - Term four (Fall): Students continue their language immersion and training in Ancient Philosophy through coursework in both departments; those who wish to prepare an application for admission to PhD programs will receive supervision from a faculty member in preparing their applications.
    - Term five (Winter): Students complete their requirements.
- Language requirements
  - Over the course of the five terms of the program, students will normally be expected to enroll in 3.0 FCE in Greek and/or Latin.
  - Although it is not a program requirement, students planning to go on to PhD studies may elect to sit one or more of the Modern Language Exams (normally German, French or Italian), regularly offered by the Department of Classical Studies, to show reading knowledge competency as part of their academic profile.

Progression requirements

The requirements for progression in the program are successful completion of the 3.0 FCE of the first two terms of the program. Because of the necessarily linear progression in language training, students will move to the next highest level of language course as appropriate. Students will then undertake their Summer Research Project (0.5 FCE) and upon successful completion of the research paper in that project, will enroll in 3.0 FCE for their second year. All course requirements must be completed by the end of April in Term 5 in order to graduate in the Spring Convocation. No funding will be available to any student beyond Term 5.

Progress reports
Each student will be assigned an academic advisor from among the primary faculty members participating in the program. The advisor will be responsible for orienting the student to the program and Departments, for assisting with course selection, for reviewing applications to external funding agencies and conferences, and, where applicable, in advising the student in choosing and applying to PhD programs in Ancient Philosophy.

In January of Year 2 (Term 3), the Program Coordinator (see above, under Administrative Resources), together with that student's advisor, will meet with each student in the program to discuss the student's progression in the program. At this meeting a progress report is signed by the student and the Program Coordinator. If there is a concern, the program coordinator, in consultation with the members of the Program Committee, will draw up a plan of work that the student will be expected to follow. Funding for Term 3 and all subsequent terms is dependent upon the progression of the student.

Part-time Studies

There is no plan to include a Part-time studies option in this program.

Distance Delivery

There is no plan to include Distance Delivery in this program.

All Graduate Courses Offered in the Program

The proposed MA in Ancient Philosophy is unique among graduate programs at Western in that its main purpose is to provide students with a solid foundation in its twin core areas: (1) philosophical argumentation and reasoning and (2) knowledge of ancient Greek and Latin. Because the main target audience for the program consists of Philosophy program students who have earned a BA in Philosophy but, by the time of matriculation in the proposed MA program, will have had little experience in the ancient languages, there will be a substantial component of undergraduate courses in the course requirements for this program.

We are aware that students enrolled in a graduate program may only take up to 1/3 of their course credits in undergraduate courses; likewise given the small enrollments in upper level Greek and Latin (fewer than 10 students), we recognize that it would not make budgetary sense to offer two separate versions of the 3000-level Greek and Latin courses. Consequently, we propose that students in the Ancient Philosophy MA program will normally enroll in undergraduate Greek and Latin courses (to a max. of 2.0 FCE) in their first year, but will be enrolled in graduate language courses in the second year in one of two ways: by enrolling in graduate seminars in Greek and Latin topics in the Classics Department (along with Classics graduate students), or, if their language knowledge requires further development, by enrolling in graduate level courses in Greek and Latin designed for these students in Ancient Philosophy.

In these courses (provisionally: Greek 9100A/9200B and Latin 9100A/9200B) students will follow a path similar to that undertaken by Classics senior undergraduate students in the 3000-level courses, but the Ancient Philosophy MA students will also be required to participate in a separate research seminar (1 hour/week) designed to develop their skills at using Greek and Latin for advanced training in Ancient Philosophy, led by a Core Member of the Program. In this seminar students will undertake weekly assignments in what might be called 'micro-analysis', that is, in researching the ways in which apparently insignificant elements such as word order and stylistic choices can affect the philological and philosophical interpretation of ancient texts. In essence, the seminar will be a practical introduction to the importance of advanced language training for successful research in Ancient Philosophy.

The remaining courses in the Program will consist of graduate seminars in the Philosophy Department, primarily in Ancient Philosophy, but also with some flexibility for students to explore interests in related fields such as the History of Philosophy in non-ancient periods, Ethics, or Philosophy of Mind, etc. Students will be required to enroll in 1.0 FCE in Ancient Philosophy seminars in each year, leaving the remaining 1.0 FCE in Year 2 for electives in other Philosophy subjects. This flexibility serves two purposes: first, it gives students an opportunity to develop their knowledge of Ancient Philosophy's contributions to the wider discipline of Philosophy as a whole; second, from an administrative point of view, it gives the Department sufficient latitude in scheduling to be able to meet the requirements of the Program in the event of faculty leaves and sabbaticals.

Typical Schedule of Courses in the Program:*

MA Year 1		**Summer**	**MA Year 2**		**Total**
GRK 2000 (1.0)			GRK 9100A	GRK 9200B	
LAT 2000 (1.0)		PHIL 9xxxY (SRP)	PHIL 9xxxA	PHIL 9xxxB	
PHIL 9xxxA	PHIL 9xxxB		PHIL 9xxxA†	PHIL 9xxxB†	
			(LAT 9100A)	(LAT 9200B)	
Total Yr 1: 3.0 FCE		*Total: 0.5 FCE*	*Total Yr 2: 3.0 FCE*		*6.5 FCE*

**Well-prepared students who have already achieved Greek and/or Latin proficiency at the 2000-level will proceed to the 9100/9200 courses in Greek and Latin described above for Year 1, and to Greek and Latin seminars (with Classics graduate students) in Year 2.*

†Although we expect most students to pursue advanced studies in Ancient Greek only, with some training in Latin, some students may elect to enroll in Latin here instead of additional Philosophy seminars, following the model for Greek 9100A/9200B.

Note on Philosophy Graduate Courses:
There is no fixed list of Ancient Philosophy graduate-level (9xxx) seminars offered by the Philosophy department. Rather, core faculty members each offer graduate seminars in different topics annually. On average there are three graduate-level seminars in Ancient Philosophy on various topics offered annually.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	**Master of Arts in Ancient Philosophy**
Degrees Offered:	MA
Approved Fields:	Ancient Philosophy
Date of Site Visit:	October 29-30, 2012
Evaluation:	*Approved to commence*

Summary:

The proposed MA in Ancient Philosophy is an interdisciplinary program sponsored by the Department of Philosophy and the Department of Classical Studies. The onsite review included external reviewers Prof. Marguerite Deslauriers (McGill University) and Prof. Mark Joyal (University of Manitoba), and internal reviewers Prof. Catherine Nolan (Music) and PhD graduate student Mark Ward (Chemistry). The onsite visit was coordinated well, and included opportunities to meet with faculty, staff, and student representatives from both departments. Some last-minute amendments to the schedule (including an unscheduled meeting with the Dean of the Faculty of Arts and Humanities and an unscheduled teleconference with the Chair of the Department of Philosophy, who was unavoidably delayed in New York City because of Hurricane Sandy) were handled effectively and provided the reviewers with access to all key faculty members during the visit. The report of the external reviewers and the joint response by the Chairs of Philosophy and Classical Studies are consistent with each other and with the brief in their support for this program.

The program will integrate rigorous training in classical languages with research and critical skills in philosophy in order to prepare students philologically and philosophically for doctoral study in Ancient Philosophy at Western and elsewhere. The program will be primarily course-based, but will include a Summer Research Paper in Term 3. Learning objectives are well articulated and faculty commitment to the program from both departments is impressively strong. Strong primary and supporting faculty members from both units provide a solid foundation for the program, which builds on resources for the most part already in place.

In summary, the program is of high quality.

Recommendation:	Responsibility
Maintain strength and numbers of core faculty in ancient philosophy as the program evolves.	Dean, Faculty of Arts and Humanities Chair, Department of Classical Studies Chair, Department of Philosophy
Maintain strong ties and build greater integration between the two departments.	Chair, Department of Classical Studies Chair, Department of Philosophy
Ensure fair assessment of student applications to SSHRC and other funding sources.	Program Director Program Committee Associate Dean (Research)
Encourage faculty members in both departments to seek research funding from SSHRC and other sources.	Associate Dean (Research)
Ensure regular tracking of student progress.	Program Director
Reconsider the prescribed length of summer research project.	Program Director Program Committee

Ensure that study of Greek and Latin extends beyond language learning to include full scholarly engagement with ancient texts	Program Director Program Committee
Review program when it reaches full complement.	Program Director Program Committee
Clarify funding commitment to students in promotional materials.	Program Director Program Committee

New Scholarships and Awards

Dr. Dana Winterburn Memorial Award (Schulich School of Medicine & Dentistry, Family Medicine)
Awarded annually to a student in Year 4 of the Doctor of Medicine (MD) program based on the candidate's interest in Family Medicine as well as his/her interest in working with aboriginal or indigenous communities in a career that includes advancing Aboriginal health issues and/or serving aboriginal communities. Preference will be given to a student who self-identifies as having Aboriginal/Indigenous, First Nations, Inuit or Metis ancestry. A one-page statement outlining the candidate's interest and experience working with aboriginal communities, together with a CV, must be submitted to the Department of Family Medicine by March 15. The student will be selected by a scholarship committee in the Department of Family Medicine. If during any year no suitable candidate is available, then an award will not be made. This award was established with Foundation Western by family and friends to honour Dr. Dana Winterburn.

Dr. Winterburn was a beloved doctor at the Byron Family Medical Centre and an outstanding faculty member in the Department of Family Medicine. She was also the first female aboriginal graduate of the Doctor of Medicine program at the University of Alberta. Prior to joining the Department of Family Medicine, she served as a family physician at the Middlesex London Health Unit, at the North Lambton Community Health Centre serving the Kettle Point First Nation, at the London Psychiatric Hospital, and at Student Health Services at Western. She passed away unexpectedly in 2012.

Value: 1 at $1,000
Effective: 2013-2014 academic year

The Sumac Ontario Graduate Scholarship (School of Graduate and Postdoctoral Studies, Geography)
Awarded annually to a full-time graduate student in Geography 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 cooperation with the Department of Geography. This scholarship was made possible by a generous gift from an anonymous donor.

Value: 1 at $5,000*
Effective: May 2012 to April 2017

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

Steve Alb Global Opportunities Award (Any Undergraduate Program)
Awarded to a full-time student enrolled in any program who is participating in an international exchange or study-abroad program. This includes exchange programs; approved study-abroad programs; curriculum-based international field courses, international study or international community service; internships; and other University-led international credit or non-credit learning experiences. The award recipient will be selected based on a combination of academic achievement, proposed length of international program, and a short (250 word) student statement outlining expected learning through the program and how the student will be an effective ambassador for Western.

Students participating in any of the above-listed programs who are registered at the constituent University may be considered. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load (minimum 3.5 courses). Students may apply for this award in advance of being accepted into an eligible international learning program, with receipt of the award contingent upon acceptance into the program.

Online applications are available on the Global Opportunities Web site, Western International. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on November 30 (for decisions in early January) and March 15 (for decisions in early May). The recipient will be selected based on a combination of academic achievement, and a statement that outlines how this experience will contribute to the student's development as a global citizen, what he or she expects to learn through the program of study and how he or she will be an effective Ambassador for Western. This award was established by a generous gift from the National Association of College Stores, Inc. in

recognition of Steve Alb, CCR, Director, Western Retail Services who served on the NACS Board of Trustees from 2008 to 2011.

Value: 1 at $2,000*
Effective: 2012-2013 academic year only

** The donor is contributing $1,000 which will be matched by the University through the Global Opportunities Award Program.*