

SENATE AGENDA

1:30 p.m., Friday, January 25, 2013
HBA Building, Room 1R40

1. **Minutes of the Meeting of December 7, 2012**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
Operations/Agenda - **EXHIBIT I** (T. Carmichael)
Nominating - **EXHIBIT II** (S. Macfie)
Academic Policy and Awards – **EXHIBIT III** (B. Timney)
University Planning - **EXHIBIT IV** (J. Hatch)
5. Report of the Academic Colleague - **EXHIBIT V** (K. Okruhlik)
6. Announcements and Communications - **EXHIBIT VI**
7. Enquiries and New Business
8. Adjournment

Senate meetings are scheduled to begin at 1:30 p.m. and normally will end by 4:30 p.m. unless extended by a majority vote of those present.

To download a complete copy of the Senate agenda, including minutes to be approved at the meeting plus exhibits and their attachments (92 pages) please go to the following website:

http://www.uwo.ca/univsec/senate/minutes/2013/a1301sen_all.pdf

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Faculty of Information and Media Studies – Revised Constitution

FOR INFORMATION

Order of Spring Convocation 2013

NOMINATING COMMITTEE

FOR ACTION

Selection Committee for Vice-President (External)

Academic Policy and Awards Committee

Senate Review Board Academic

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

School of Graduate and Postdoctoral Studies

- Introduction of a Graduate Diploma in Professional Education (GDip), a Master of Professional Education (MPed), and a Doctor of Education (EdD)
- Introduction of a Project and Course-Based Option in the MSc in Microbiology and Immunology Program
- Proposal to Offer the Executive MBA Program in Beijing, China

Faculty of Law: Withdrawal of the JD/LLM Combined Degree and the JD/MLS Combined Degree Programs with the University of Auckland

Faculty of Music: Revisions to the Major in Popular Music Studies

Faculty of Science: Renaming of the Honors Specialization in Bioinformatics (Computer Science Concentration)

Brescia University College: Withdrawal of the Major in Religious Education

Revisions to the Admission Requirements for Ontario High School Applicants

FOR INFORMATION

New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

SUEPP Report

School for Advanced Studies in the Arts and Humanities

FOR INFORMATION

Report on Recruitment and Retention

REPORT OF THE ACADEMIC COLLEAGUE

Report of a Meeting of the Council of Ontario Universities (COU)

ANNOUNCEMENTS & COMMUNICATIONS

FOR INFORMATION

Standard Report

MINUTES OF THE MEETING OF SENATE

December 7, 2012

The meeting was held at 1:30 p.m. in Room 1R40, HBA Building

SENATORS:

J. Aitken Schermer	C. Harvey	J. Mitchell
I. Ajiferuke	J. Hatch	K. Moser
J. Barnett	J. Holmes	B. Neff
C. Beynon	J. Hopkins	A. Nelson
I. Birrell	A. Hrymak	T. Newson
M. Blagrove	G. Hunter	C. Palmer
J. Boulter	M. Khalkhali	M. Rothstein
T. Carmichael	R. Klassen (Ivey)	E. Sadowski
A. Chakma	J. Knowles	V. Schwean
S. Connor	G. Kulczycki	I. Scott
A. Conway	H. Lagerlund	S. Seck
K. Coughlin	J. Lamarche	D. Stanford
A. Damji	C. Lee	K. Sullivan
L. Davies	B. Leipert	T. Sutherland
J. Deakin	K. Lovell	D. Sylvester
C. Dean	S. Macfie	B. Timney
J.. Doerksen	J. Malkin	K. Veblen
A. Edmunds	J. Matthews	A. Watson
L. Elliott	S. McDonald Aziz	J. Weese
J. Etherington	A. McGuire	G. West
K. Foullog	R. Mercer	S. Wetmore
G. Gao	M. Milde	B.A. Younker
B. Garcia	L. Miller	

Observers: R. Chelladurai, L. Gribbon, G. Tigert, A. Weedon

By Invitation: H. Connell

S.12-199 MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of November 16, 2012 were approved as circulated.

S.12-200 Report of the President

The President's report consisted of the following items: Schulich/Robarts Leaders in Innovation dinner, new School for Advanced Studies in Arts and Humanities, Ivey QS ranking and China Education Excellence Award, Western's Ontario Trillium Scholars PhD recipients, The Next 36 – Canada's Entrepreneurial Leadership Initiative for undergraduate students, three-minute research competition for postdoctoral scholars. Overhead slides used to highlight his presentation are attached as [Appendix 1](#).

Strategic Planning Update S.12-170

Dr. Deakin reported that the process for renewal of the University's strategic plan is underway and the website has been activated. An open invitation for submissions to the renewal process was posted in the Western News and Gazette and meetings with key stakeholder groups will be scheduled in the near future.

WE SPEAK Survey

The deadline for the WE SPEAK culture survey for faculty and staff has been extended to December 14, 2012, and Senators were asked to encourage colleagues to complete the survey.

HEQCO

The Higher Education Quality Council of Ontario recently released a paper entitled "The Productivity of the Ontario Public Post-Secondary System." The paper reported on the already high levels of productivity within the sector and identified potential opportunities for further efficiency.

REPORT OF THE SENATE OPERATIONS/AGENDA COMMITTEE [EXHIBIT IV]

S.12-201 **Recommendation from SUIT re Classroom Computer Login Mechanism** S.12-138, S.12-162

Senate received for information a report from the SCUP Subcommittee on Information Technology (SUIT) regarding classroom computer login mechanism. The recommendation from SUIT is in response to concerns about classroom security.

Professor D. Stanford noted that at an earlier meeting with staff from ITS there had been discussion of possibly moving to swipe cards and asked what progress had been made on that front. Mr. R. Chelladurai, Associate Vice-President (Planning, Budgeting and Information Technology), said that preliminary investigations with respect to the swipe card indicate that it is outdated technology and is being phased out from the perspective of security. He noted that ITS will continue to consider other options and agreed to update Professor Stanford as information becomes available.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS [EXHIBIT I]

S.12-202 **Introduction of a Major and a Minor in Italian Language and Culture**

It was moved by B. Timney, seconded by A. McGuire,

That a Major and a Minor in Italian Language and Culture be introduced in the Faculty of Arts and Humanities, as set out in Exhibit I, [Appendix 1](#), effective September 1, 2013.

CARRIED

S.12-203 **Revisions to the Certificate in Practical Italian**

It was moved by B. Timney, seconded by A. McGuire,

That revisions to the Certificate in Practical Italian be revised as set out in Exhibit I, [Appendix 1](#), effective September 1, 2013.

CARRIED

S.12-204 **Faculty of Science: Withdrawal of the Honors Specialization in Bioinformatics (Biochemistry Concentration)**

It was moved by B. Timney, seconded by T. Carmichael,

That, effective September 1, 2013, admission into the Honors Specialization in Bioinformatics (Biochemistry Concentration) in the Faculty of Science be discontinued;

that students enrolled in the module prior to September 1, 2013 be permitted to continue with the understanding that they must complete the requirements prior to September 2017; and,

that effective September 1, 2017, the module be withdrawn and all registration discontinued.

CARRIED

S.12-205

Revisions to the Medical Sciences Program and Modules

It was moved by B. Timney, seconded by A. Watson,

That effective September 1, 2013, Senate approve revisions to the Medical Sciences First Entry Program, the Admission requirements for the Bachelor of Medical Sciences (BMSc) program, and the Bachelor of Medical Sciences – Undergraduate Program description, as set out in Exhibit I, Appendix 2;

that effective September 1, 2015, students admitted to Year 3 of the Bachelor of Medical Sciences (BMSc) Program, usually from Year 2 of the Medical Sciences First Entry program (Medical Sciences 2), be allowed to use 2000-level courses towards the Admission Requirements for the module, as well as use these same 2000-level courses towards fulfilling the Module requirements; and,

that the Admission and Module Requirements of the modules leading to a Bachelor of Medical Sciences (BMSc) degree (Honors Specialization, Specialization and Major modules) be revised, as set out in Exhibit I, Appendix 2, Annex 1, for students admitted to Western as of September 1, 2013 (following the introduction of the Medical Sciences First Entry Program).

CARRIED

S.12-206

Introduction of an Honors Specialization, Specialization and Major in Interdisciplinary Medical Sciences (IMS)

It was moved by B. Timney, seconded by B. Garcia,

That effective September 1, 2013, an Honors Specialization, a Specialization and a Major in Interdisciplinary Medical Sciences (IMS) be introduced in the Schulich School of Medicine & Dentistry, as set out in Exhibit I, Appendix 2;

that effective September 1, 2013, the Major in Medical Sciences be revised as set out in Exhibit I, Appendix 2; and,

that students registered in a Bachelor of Medical Sciences (BMSc) degree prior to September 1, 2013 be permitted to complete the existing Major in Medical Sciences.

CARRIED

S.12-207

Withdrawal of the Honors Specialization and Specialization in Medical Sciences

It was moved by B. Timney, seconded by C. Harvey,

That effective September 1, 2013, admission to the Honors Specialization and Specialization modules in Medical Sciences be discontinued;

that students enrolled in these modules prior to September 1, 2013 be permitted to continue with the understanding that they must complete the requirements prior to September 2017; and,

that effective October 2017, the modules be withdrawn and all registration discontinued.

CARRIED

S.12-208 **Schulich School of Medicine & Dentistry, Faculty of Science and Richard Ivey School of Business: Revisions to the Combined BMSc/HBA Program**

It was moved by B. Timney, seconded by S. Connor,

That the combined BMSc and HBA program be revised as set out in Exhibit I, [Appendix 3](#), effective September 1, 2015.

CARRIED

S.12-209 **Faculty of Science and Western Continuing Studies: Introduction of a Diploma in Computer Science**

It was moved by B. Timney, seconded by R. Mercer,

That a Diploma in Computer Science be introduced jointly by the Faculty of Science and Western Continuing Studies, as set out in Exhibit I, [Appendix 4](#), effective September 1, 2013.

CARRIED

S.12-210 **Faculties of Engineering and Law: Introduction of a Mechatronic Systems Engineering with Law Option**

It was moved by B. Timney, seconded by A. Hrymak,

That a Mechatronic Systems Engineering with Law Option be introduced by the Faculties of Engineering and Law, as set out in Exhibit I, [Appendix 5](#), effective September 1, 2013.

CARRIED

S.12-211 **Undergraduate Sessional Dates**

It was moved by B. Timney, seconded by G. West,

That Senate approve the undergraduate sessional dates for 2014, and the sessional dates in Dentistry, Education, Law and Medicine for 2013-2014, as set out in Exhibit I, Appendix 6.

CARRIED

S.12-212 **Report of Scholastic Offences**

Senate received for information the report of the Vice-Provost (Academic Programs & Students) [Registrar] on scholastic offences for the period July 1, 2011 to June 30, 2012 provided in Exhibit I, Appendix 7. Dean Timney noted a correction to the report to indicate that the two appeals from Business were upheld.

A member asked whether there was an increase in the number of offences since the last report. Dr. Doerksen noted that there had been an increase; one particular case had involved a large number of individuals. Asked if cases of plagiarism are exacerbated by the internet, Dr. Doerksen said that is a possibility, but the University uses "turnitin.com" to mitigate incidence of plagiarism.

S.12-213 **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 Exhibit I, Appendix 8.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING [EXHIBIT II]

S.12-214 **Sustainable Western Experience Report**

It was moved by J. Hatch, seconded by G. Kulczycki,

That Senate endorse and present for consideration to the Board of Governors the document Creating a Sustainable Western Experience.

CARRIED

S.12-215 **Performance Indicators Report**

Senate received for information the Performance Indicators Report, which may be found at: www.uwo.ca/senate/minutes/r1212scup_app2.pdf.

Dr. Deakin provided an overview of the report. Overhead slides used to highlight her presentation are attached as [Appendix 2](#).

Announcements

Dr. Linda Miller has been re-appointed Vice-Provost (Graduate and Post-Doctoral Studies), for a second term (to June 30, 2019).

Enquiries

Implementation of Per-Credit Tuition – A member asked whether implementing per-credit tuition has been considered. Dr. Deakin said that Western has not considered changing to a per-credit tuition system. Many of the essential services provided by the University (such as Western Libraries) are fixed costs and these services are made available to students regardless of the number of courses in which they are enrolled or the number of years they take to complete a program.

Exam scheduling – A member asked whether the policy on exam schedules could be revised to avoid compressed exam schedules. There is concern about the impact on students' mental health. Dr. Deakin said that she shares the concern about the stress imposed by the current exam schedule. However, given the very complicated scheduling process resulting from the modular system, the elimination of Sunday exams would likely result in a more prolonged exam period. With respect to scheduling mid-term exams, there are no University policies currently in place because these exams are set at the local level. This issue continues to be considered by the Associate Deans and Vice-Provost.

Recommendations to improve mental health on campus – Students asked whether there was any intent to conduct a full scale review of mental health issues and resources as had been done recently at Queens. Dr. Deakin said that Western currently has many resources in place to deal with mental health issues of students, such as those within student residences and Student Health Services. The use of existing services is monitored on a regular basis.

Teaching Evaluation methodology – A member asked whether the teaching evaluation method used by medical students could be modified to accommodate the unique nature of the teaching system within the medical school. Dr. Deakin noted that the teaching evaluation system is a

process mandated by Senate and is an integral part of the University's quality assurance process. Concerns raised with respect to the teaching evaluation system for medical students have been acknowledged by the Associate Deans in the Schulich School of Medicine & Dentistry and consideration will be given to alternative measures.

Other Business

Members of Senate congratulated Dr. Chakma on his re-appointment as President for a second term.

ADJOURNMENT

The meeting adjourned at 2:40 p.m.

A. Chakma
Chair

I. Birrell
Secretary



President's Report to Senate

December 7, 2012

Western 

- **Faculty accolades**

- Schulich / Robarts Leaders in Innovation dinner
- School for Advanced Studies in Arts and Humanities
- Ivey QS ranking & China Education Excellence Award

- **Student accolades**

- Ontario Trillium Scholars (PhD)
- Next 36 Entrepreneurial Leaders (Undergraduates)
- 3-Minute Research Competition (Postdocs)

- **Strategic planning update**

Western 





General Comments

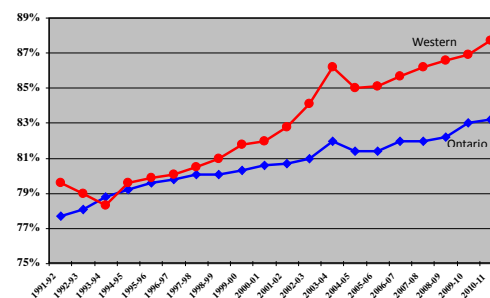
- Annual Report – started in 2005
- Not a PR document
- Each indicator references to our Strategic Plan



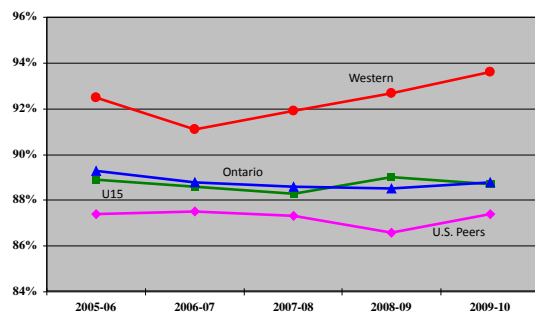
Areas of Strength



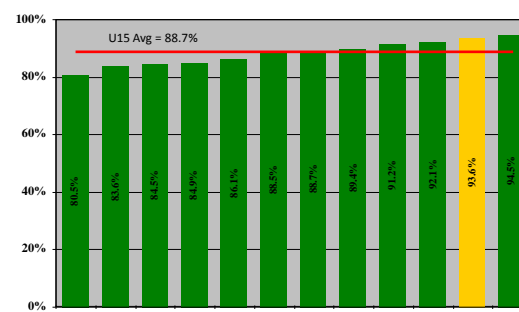
Average Entering Grades
of New Full-Time First-Year Ontario Secondary School Students

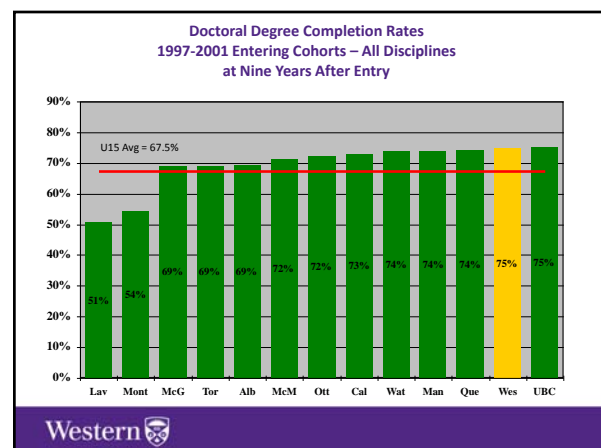
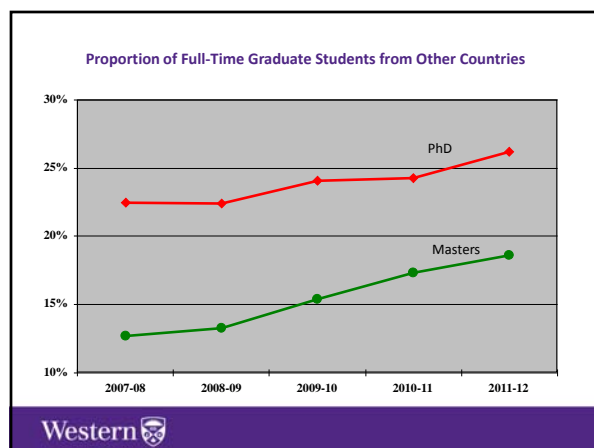
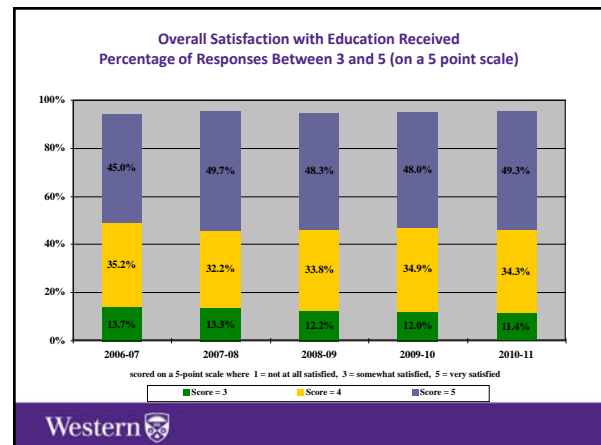
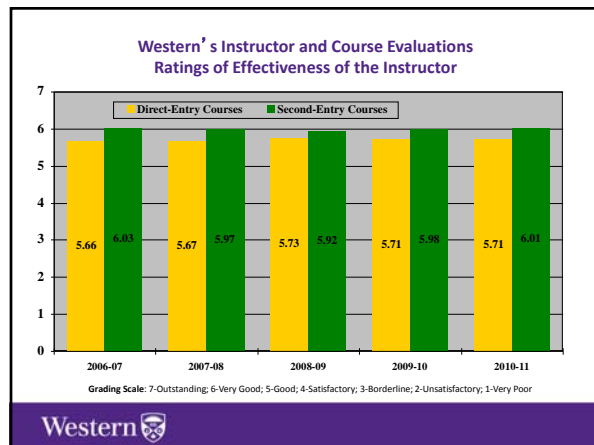
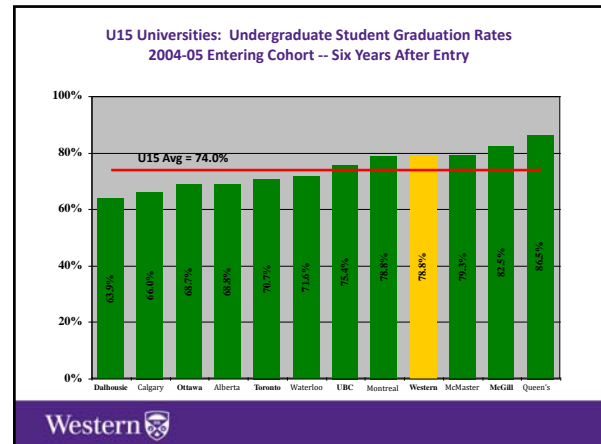
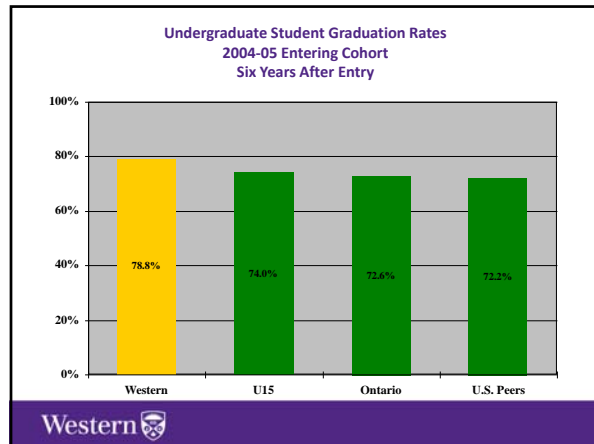


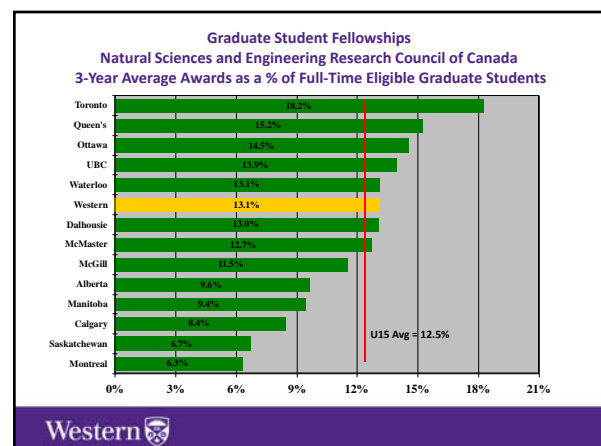
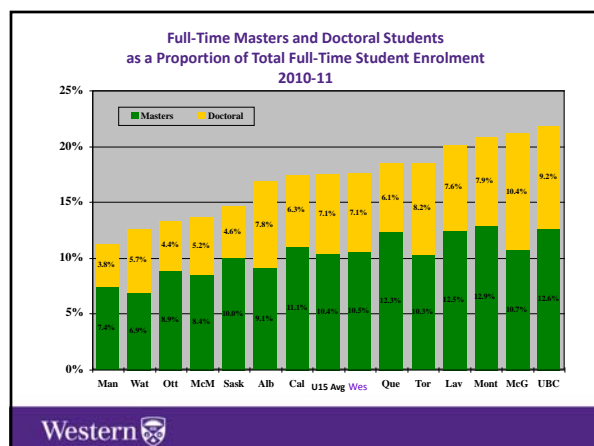
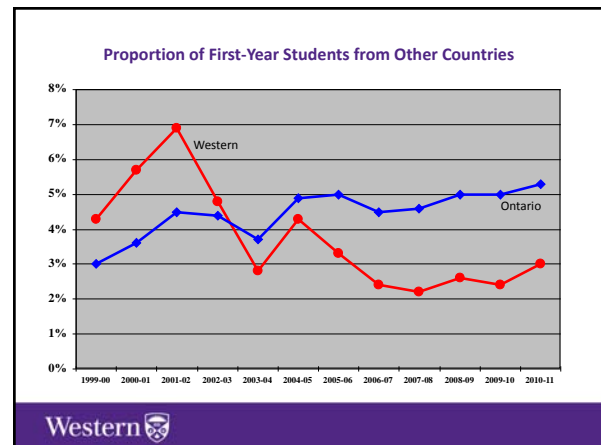
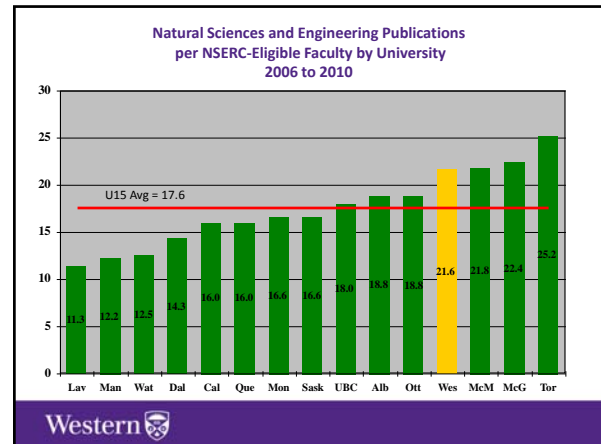
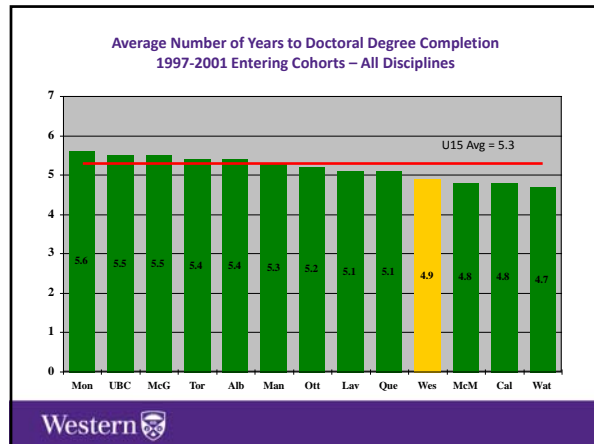
Year 1 to Year 2 Retention Rates
2005-06 to 2009-10 Entering Cohorts

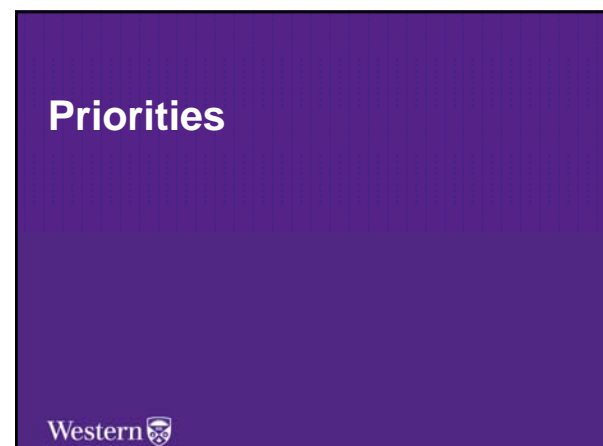
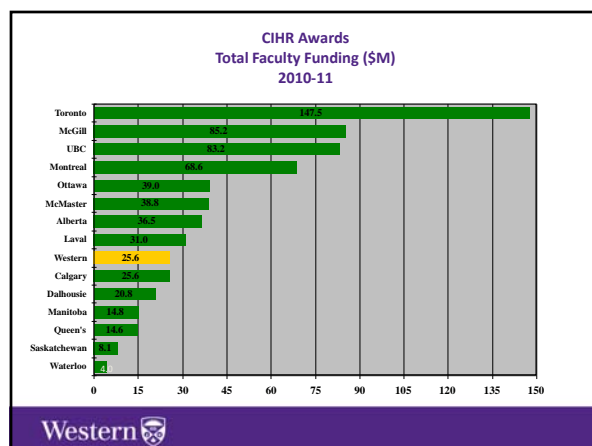
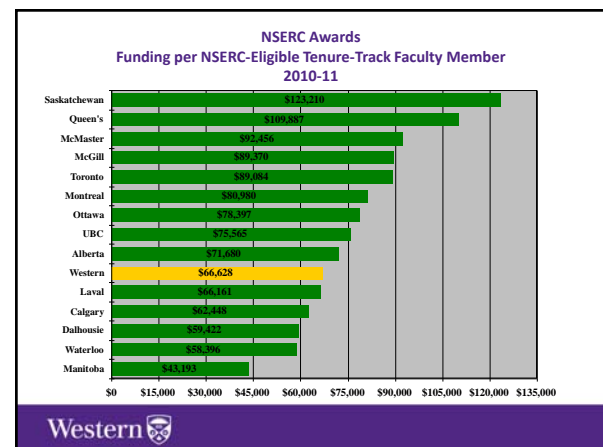
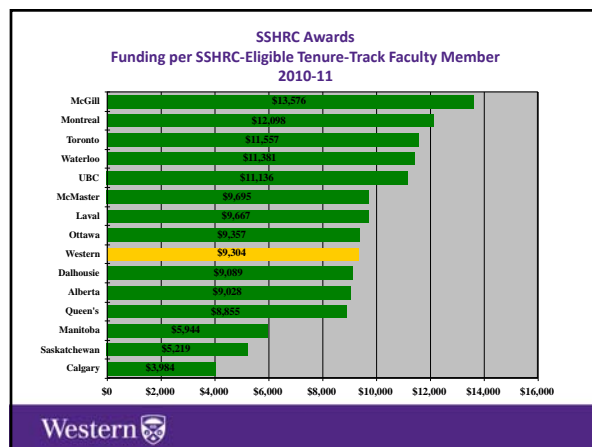
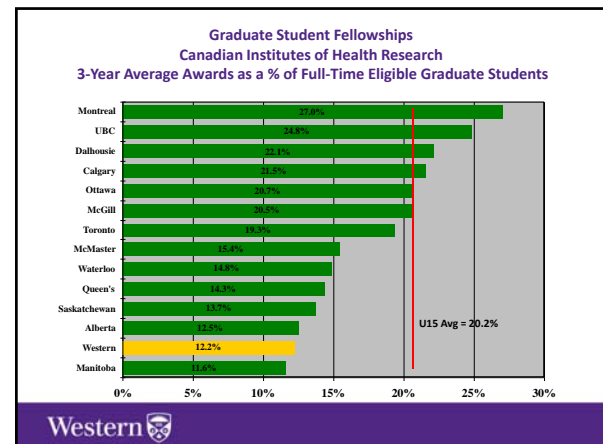
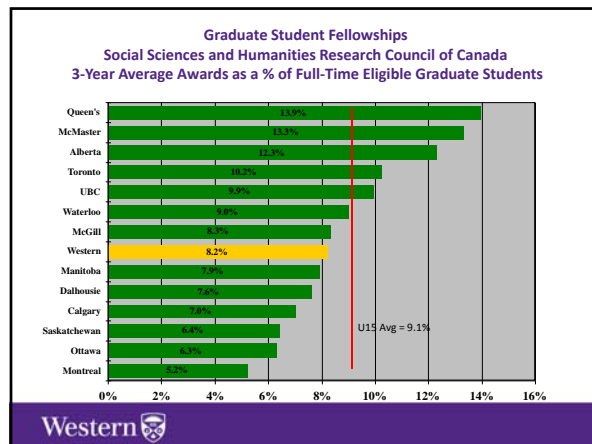


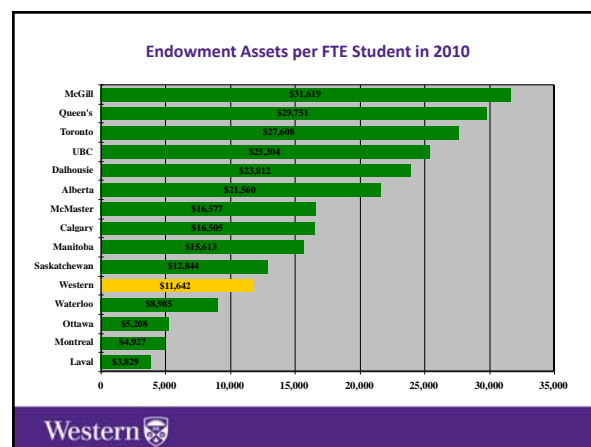
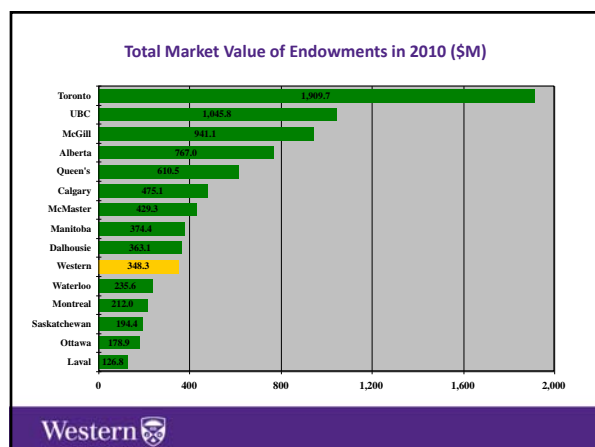
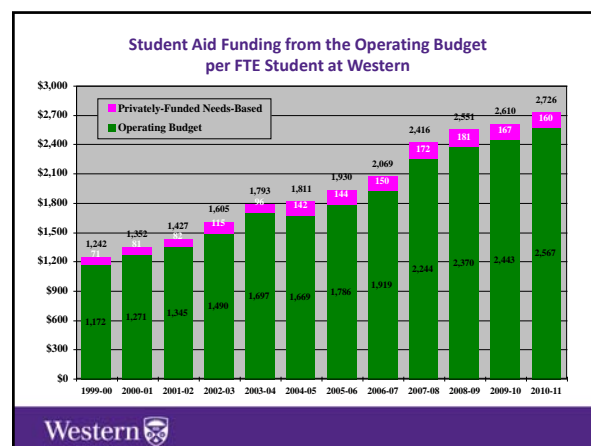
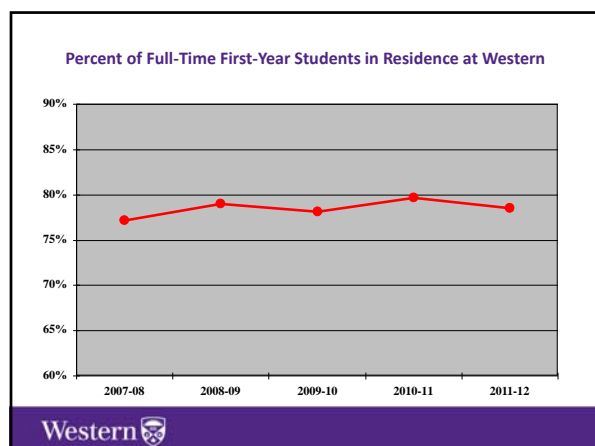
U15 Universities: Year 1 to Year 2 Retention Rates
2009-10 Entering Cohort











REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Faculty of Information and Media Studies – Revised Constitution

Order of Ceremony – Spring Convocation 2013

1. **FOR APPROVAL**

Faculty of Information and Media Studies – Revised Constitution

Recommended: That Senate approve the proposed revisions to the Faculty of Information and Media Studies Constitution as outlined in [Appendix 1](#).

Background:

There are already voting staff representatives on Faculty Council, but it was the desire of Council, conveyed through a unanimous vote at its June 13, 2012 meeting, to include the FIMS librarian and representatives from both graduate and undergraduate student services as voting members of Council. These additional representatives serve in similar capacities on some of the Faculty program committees.

One student representative was also added to represent the students enrolled in each of the graduate programs of Popular Music and Culture and Health Information Science.

FOR INFORMATION

2. **Order of Ceremony – Spring Convocation 2013**

See [Appendix 2](#).

FACULTY OF INFORMATION AND MEDIA STUDIES Composition and Rules of Procedure

1. The Faculty of Information and Media Studies is a non-departmentalized Faculty.
2. The Council of the Faculty of Information and Media Studies shall be responsible to Senate and shall be composed of the following voting members:
 - A. Ex officio members
 - (i) The Dean of Information and Media Studies, who shall be Chair of the Council
 - (ii) The Associate Dean(s) of the Faculty of Information and Media Studies
 - (iii) The President & Vice-Chancellor
 - (iv) The Provost & Vice-President (Academic)
 - (v) The Vice-Provost (Graduate & Postdoctoral Studies)
 - (vi) Such other ex officio members as Senate may, from time to time, determine.
 - B.
 - (i) All full-time faculty members at the rank of Instructor or above in the Faculty of Information and Media Studies or who hold a joint faculty appointment within the Faculty
 - (ii) **The FIMS Librarian** and ~~One~~ one full-time professional staff member from each of the following areas of academic support, elected by Council: information technology services, information resources and media; **student services graduate student services and undergraduate student services**
 - (iii) 2 members of the part-time faculty
 - (iv) **6 8** students, elected by Council, to include one student from the PhD program in Library and Information Science, the MLIS program, the MA in Journalism program, the MA in Media Studies program, the PhD in Media Studies program, **the MA in Popular Music and Culture program, one from the graduate program in Health Information Science** and the undergraduate program
 - (v) One Senator who represents the general community, appointed by Senate.
3. The following shall be non-voting members of the Council of the Faculty of Information and Media Studies:
 - (i) The Administrative Officer
 - (ii) Such other persons as Council may, from time to time, determine.
4. Members of the above categories, unless otherwise specified, shall be entitled to participate in meetings of the Council, speak, propose motions, vote on all questions, and sit on Committees elected by Council.
5. In academic matters, the Dean shall represent the Council, where necessary, within the University.
6. The Council shall meet at least once a term and at other such times as the Council, the Chair, or Senate may prescribe. A minimum of 25% of the voting members of the Council shall constitute a quorum.
7. A special meeting of the Council shall be called on written notice of eight (8) of its members and

convened within seven (7) days to consider the matter set out in the notice.

8. The Council shall advise the Senate on all matters under the jurisdiction of the Senate which pertain to the Faculty of Information and Media Studies or which are referred to the Council by the Senate, and shall determine policy on all such matters, if so delegated by Senate.
9. The term of office and the membership year for appointed or elected members of the Faculty Council shall be as determined by Faculty Council.
10. The Council shall establish such Committees as it considers necessary, including an Executive Committee. The Executive Committee may act in the name of, and on behalf of, the Council between regular meetings of the Council. Although the Council may delegate authority to its Committees, these Committees shall be responsible to the Council.
11. The By-Laws and Regulations for the conduct of the proceedings of the Council and its Executive Committee shall, where practicable, be those adopted by the Senate.
12. This constitution may be amended by the Senate on the recommendation of a two-thirds (2/3) majority vote of members present at a duly constituted meeting of the Council prior to which there has been fourteen (14) days notice of the proposed amendment.

Revised: ~~July 2008~~ **January 2013**

ORDER OF CEREMONY – SPRING CONVOCATION

FOR INFORMATION

2013	10:00 am Ceremony	3:00 pm Ceremony
Monday, June 10	No ceremony	No ceremony
Tuesday, June 11	School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honors, BSc Honors programs, Diplomas and Certificates) *	School of Graduate & Postdoctoral Studies * King's University College*
Wednesday, June 12	Faculty of Social Science (BMOS, Diploma in Accounting)	Faculty of Social Science (3yr and 4 yr, excluding Honors and BMOS) Faculty of Science (3yr and 4yr, excluding Honors)
Thursday, June 13	School of Graduate & Postdoctoral Studies * Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honors and 4yr) *	School of Graduate & Postdoctoral Studies * Faculty of Science (Honors)*
Friday, June 14	School of Graduate & Postdoctoral Studies * Faculty of Education*	School of Graduate & Postdoctoral Studies * Faculty of Engineering* Schulich School of Medicine & Dentistry (Dentistry)*
Monday, June 17	School of Graduate & Postdoctoral Studies * Richard Ivey School of Business*	School of Graduate & Postdoctoral Studies * Brescia University College Huron University College* Faculty of Health Sciences (Honors, 3/4yr, Dips. & Certs.)*
Tuesday, June 18	School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities * Faculty of Music*	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences – Kinesiology*
Wednesday, June 19	School of Graduate & Postdoctoral Studies * FIMS*	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing) * Faculty of Law*

*students in graduate programs hosted by the Faculties on the particular day

Additional Convocation Dates:

April 8	Ivey MBA
May 17	Schulich MD
May 26	Hong Kong

REPORT OF THE NOMINATING COMMITTEE

Selection Committee for Vice-President (External)

Academic Policy and Awards Committee

Senate Review Board Academic

FOR ACTION

1. **Selection Committee for Vice-President (External)**

Composition: A committee to select a Vice-President (External) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 4 persons elected by the Board of Governors, two of whom will be alumni
- (d) 4 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

Required: 4 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

Nominees: Adrian Owen (Social Science)
Carol Stephenson (Ivey)
Andrew Watson (Schulich)
_____ (Student)

2. **Academic Policy and Awards Committee**

<i>[Workload: Meets monthly, the Wednesday of the week before Senate at 2:30 p.m.]</i>
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Composition:

Ten members elected by Senate:

- eight members, at least five of whom are members of Senate at the time elected. At least one member shall be a faculty member from each of the Faculties of Arts and Humanities, Science, and Social Science and the School of Graduate and Postdoctoral Studies. No more than one of the members of faculty may be a Dean. Up to one of these members may be a Senator from the General Community.
- two students: one graduate and one undergraduate

Required: One graduate student to complete the term of Thomas Sutherland (Jan 1 – June 30, 2013) who resigned due to scheduling conflict with his TAsip.

Nominees: Daniel Mizzi (Chemistry)

FOR INFORMATION

3. **Senate Review Board Academic**

Faculty:

Under the authority of Section 13.a of the Senate By-Laws the Nominating Committee can appoint an alternate to a committee and report such action to Senate for information.

Professor Aaron Sigut was appointed in September 2012 to act as an Alternate on SRBA for Professor Susan Rodger until December 2012. Professor Rodger has since resigned from SRBA and Professor Sigut has been appointed to complete her term ending June 30, 2014.

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

School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma in Professional Education (GDip Professional Education), Master of Professional Education (MPed) and Doctor of Education (EdD)

School of Graduate and Postdoctoral Studies: Introduction of a Project and Course-Based Option in the MSc in Microbiology and Immunology

School of Graduate and Postdoctoral Studies: Proposal to Offer the Executive MBA Program in Beijing, China

Faculty of Law: Withdrawal of the JD/LLM Combined Degree and the JD/MLS Combined Degree Programs with the University of Auckland

Don Wright Faculty of Music: Revisions to the Major in Popular Music Studies

Faculty of Science: Renaming of the Honors Specialization in Bioinformatics (Computer Science Concentration) to Honors Specialization in Bioinformatics

Brescia University College: Withdrawal of the Major in Religious Education

Revisions to the Policy on Admission Requirements for Ontario High School Applicants

New Scholarship and Awards

FOR APPROVAL

1. School of Graduate and Postdoctoral Studies

1a Introduction of a Graduate Diploma in Professional Education (GDip Professional Education), Master of Professional Education (MPed) and Doctor of Education (EdD)

Recommended: That, pending Quality Council approval, a Graduate Diploma in Professional Education (GDip Professional Education), a Master of Professional Education (MPed) and a Doctor of Education (EdD) be introduced in the School of Graduate and Postdoctoral Studies, as set out in [Appendix 1](#), effective January 1, 2013.

Background:

These new professional programs will be offered as applied degrees in which a thorough understanding of a substantial body of knowledge is at the forefront of students' academic discipline and professional practice. Students will be provided with a conceptual understanding and methodological competence that nurtures their ability to conceptualize, design, and implement applied research for the generation of knowledge, make informed judgments on complex issues in specialist fields, produce advanced scholarship, and contribute to the development of professional skills, tools, practices, ideas, theories, and approaches. Emphasis will be placed on developing the competencies in students to communicate complex and/or ambiguous ideas and conclusions clearly and effectively.

All of the professional programs are situated firmly within a practitioner-scholar approach, a preparation model that is focused on research-informed practice. Normally, all of these professional programs will be delivered through on-line formats. However, from time to time, participants may have opportunities to attend summer institutes, on-campus or face-to-face sessions, blended courses, hybrid courses, week-end courses, and short concentrated experiences to augment on-line offerings.

The **Doctor of Education (EdD)** is a professional doctorate that prepares students for academic, administrative, clinical, or research positions in educational, civil, and private organizations. The proposed EdD, a full-time program housed within the Faculty of Education will largely be delivered on-line.

The **Master of Professional Education (MPEd)** is designed to prepare candidates for professional and/or management leadership roles in Education. Students will develop competencies in consuming and creating research and applying knowledge and techniques to solve authentic problems of practice. Although research is embedded within all courses, the program itself is course-based.

The **Graduate Diploma in Professional Education (GDip)** is designed to provide Bachelor's-level students opportunities to complete advanced graduate professional course work in their professional area. As with the MPEd, although the GDip is a course-based program, research is embedded within all courses. Students completing the GDip may apply to the MPEd program and ladder two half courses.

An external review of the new proposed programs took place on September 10–11, 2012. The final assessment report is attached as [Appendix 2](#).

1b Introduction of a Project and Course-Based Option in the MSc in Microbiology and Immunology

Recommended: That, effective January 1, 2013, a new Project and Course-Based Option in the MSc in Microbiology and Immunology program be introduced in the School of Graduate and Postdoctoral Studies, as set out in [Appendix 3](#).

Background:

The program is designed to provide intensive training in critical thinking and cutting-edge biomedical research methods to students interested in pursuing subsequent professional degrees. The Project and Course MSc option is an intensive research project-based program that provides trainees with an MSc in one additional year beyond the BMSc.

There is a need for such a program because of increased demand from students planning to attend professional schools including medical, dental, occupational therapy, nursing, veterinary, pharmacy, and public health programs. Students planning to attend professional schools in the health sciences perceive considerable value in obtaining rigorous scientific training from a one-year Masters program before application to professional schools.

1c Proposal to Offer the Executive MBA Program in Beijing, China

Recommended: That, effective August 1, 2013, the Executive MBA program, currently offered in Hong Kong and in Toronto by the Richard Ivey School of Business, be offered in Beijing, China, in cooperation with the Chinese University of Political Science and Law (CUPL).

Background:

The Richard Ivey School of Business has offered its Executive MBA program in Hong Kong for the past 12 years and would like to offer the same program with some supplementary sessions from the Business School and Faculty of Law of CUPL. This cooperation is fully consistent with Ivey's strategy in Asia.

Through the extension of the Executive MBA program to Beijing, Ivey will gain important benefits, such as access to a very large and important market segment in China and an extraordinary opportunity to learn about leading mainland enterprises and their leaders.

The extension of the Executive MBA program to Beijing also brings benefits to CUPL by offering a Western degree in Beijing and providing opportunities to learn about global business from a case-method school.

The proposed extension of the Ivey Executive MBA is part of a broader memorandum of understanding between Western and CUPL which includes joint Ivey-CUPL executive education programs, commenced in December 2012.

All courses taught in the current Executive MBA program will remain the same both in topics covered and number or duration of sessions. The program in Beijing will be supplemented (net additional time) by a half-day session immediately after each of eight core Ivey courses. These will be in the format of a

research colloquium or symposium. These will be led by CUPL faculty (PhDs from reputable Chinese universities or JD degrees) who will attend the core modules taught by the Ivey faculty and then conduct classes about the implications of the Ivey discussions in the context of Chinese and international law. This will be a unique feature of the program as compared to any other MBA offerings in Beijing and will be of major interest to both Chinese and foreign executives in the city.

2. **Faculty of Law: Withdrawal of the JD/LLM Combined Degree and the JD/MLS Combined Degree Programs with the University of Auckland**

Recommended: That effective September 1, 2013, the JD(Western)/LLM (Auckland) Combined Degree Program and the JD(Western)/MLS (Auckland) Combined Degree Program in the Faculty of Law be withdrawn.

Background:

The University of Auckland Faculty of Law wants to discontinue these programs. Admission to both programs is currently suspended and no student from the Faculty of Law has ever completed either program. The University of Auckland decided that while it is able to accept full fee-paying students into postgraduate programs, it is not in a position to transfer the credit of exchange students who have taken 700-level papers as part of their exchange. Consequently, the combined degrees are not available to Western students going to Auckland on exchange. Such students can stay on and undertake an LLM or MLS independently and on completion of the exchange, but normal international fees will apply.

3. **Don Wright Faculty of Music: Revisions to the Major in Popular Music Studies**

Recommended: That the Major in Popular Music Studies in the Don Wright Faculty of Music be revised as highlighted below, effective September 1, 2013.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2012/pg577.html>

MAJOR IN POPULAR MUSIC STUDIES

Admission Requirements

Recommendation of the Faculty on the basis of an interview. Completion of first-year requirements, including a mark of at least 60% in each of the following courses: Music ~~1170A/B, 1649A/B, 1650A/B, 1710F/G, 1730A/B~~ and 1.0 course from: English 1020E or 1024E **1022E, 1027F/G, 1028F/G, 1035E, 1036E**, and Film Studies 1020E, or CLC 1020.

Module

6.0 courses:

~~2.0~~ **0.5** courses **from:** Music 2171A/B, 2700A/B, 2701A/B, 2702A/B

~~2.5~~ **1.0** courses from: Music 2734A/B, 2736A/B

0.5 course from: Music 3730A/B, 3731A/B, 3733A/B, ~~3735A/B, 3737A/B, 4733A/B, Media, Information and Technoculture 2350F/G, 2400F/G, 3432F/G.~~

3.0 courses from: Music 2700A/B, 2701A/B, 2702A/B, 3730A/B, 3731A/B, 3737A/B (if not already taken), 2171A/B, 3733A/B, 3735A/B, 3736A/B, 3738A/B, 3739A/B, 4735A/B, 4740A/B/Y

~~1.5~~ **0** courses from: CLC 2205F/G, 2273F/G, English 2017, Film Studies 2152F/G, 2158F/G, 2200F/G, 2253E, 2270F/G, ~~the former 2154E, Sociology 2132A/B.~~ **2106A/B**

Background:

The Major in Popular Music Studies was launched at Western in 2006, and has become an important component of the Don Wright Faculty of Music's profile as a comprehensive school of music. Now more than five years since its inception, the module has reached a new point of maturity, and the core full-time faculty members in Popular Music Studies have worked together to create a package of revisions that will increase the module's pedagogical strengths.

The proposed revisions include:

- Adding existing 1000-level music history and theory courses (Music 1649A/B, 1650A/B, 1710F/G) as admission requirements to better reflect the curricular demands of the upper-year courses in the module, effectively mirroring the current first-year music requirements for the other BA modules (i.e., Major in Music, Specialization in Music Administrative Studies, and Honors Specialization in Music).
- A new required 1000-level course, Music 1730A/B, open to all students who have completed Music 1710F, has been added to the admission requirements. This new required first-year course will orient students to the field of popular music studies and cultural approaches to the study of music in the twentieth and twenty-first centuries, and will provide a common body of knowledge upon which instructors of courses in the module can build.
- Added or revised prerequisites for most music courses in the module to reflect the addition of the new 1000-level course.
- Three new 3000-level courses that will be offered on a regular basis, and will be supplemented by the current regularly offered 3000-level courses (Music 3730A/B, 3731A/B, and 3737A/B).
- Two new 4000-level elective courses including an advanced project course.
- Removal of the MIT courses in the module (at the request of the Faculty of Media and Information Studies because these courses are not open to non-MIT students).
- Removal of Music 4733A/B from the module (because this course has not been offered for several years and there are no plans to offer it in the foreseeable future).
- Correction of calendar copy to more accurately list the required non-Music electives for the module that are regularly offered in other Faculties.

In summary, the proposed revisions streamline and enhance the module and provide structured pedagogical advantages for students.

Introduction of New Courses and Revisions to Existing Courses in Popular Music

The following new courses in Popular Music will be introduced, effective September 1, 2013:

Music 1730A/B – Introduction to Popular Music and Culture
Music 3736A/B – Vocal Pre-Production, Tracking, and Editing
Music 3738A/B – Digital Production and Engineering
Music 3739A/B – Digital Mixing and Mastering
Music 4735A/B – Popular Music Songwriting II
Music 4740A/B/Y – Advanced Project in Popular Music Production

The following courses in Popular Music will be revised to reflect the new prerequisite, effective September 1, 2013:

Music 2734A/B – Analysis of Popular Songs and Recordings
Music 3730A/B – Popular Music: Genre Studies
Music 3731A/B – Popular Music: Composer/Artist Studies
Music 3735A/B – Popular Music Songwriting
Music 3737A/B – Topics in Popular Music Industry

4. **Faculty of Science: Renaming of the Honors Specialization in Bioinformatics (Computer Science Concentration) to Honors Specialization in Bioinformatics**

Recommended: That effective September 1, 2013, the Honors Specialization in Bioinformatics (Computer Science Concentration) be renamed the Honors Specialization in Bioinformatics, and

That students enrolled in the module prior to September 1, 2013 be permitted to graduate with the current name, "Honors Specialization in Bioinformatics (Computer Science Concentration)," on their diploma, upon request to the Faculty of Science.

Background:

With the withdrawal of the Honors Specialization in Bioinformatics (Biochemistry Concentration), approved by Senate in December 2012, the only Bioinformatics module remaining is the Honors Specialization in Bioinformatics (Computer Science Concentration).

Administrative notes for the Academic Calendar:

Once the renaming is approved by Senate, the Academic Calendar listing of the module will be moved from its current location, <http://www.westerncalendar.uwo.ca/2012/pg624.html>, to the Department of Computer Science <http://www.westerncalendar.uwo.ca/2012/pg653.html>.

To ensure that students find this module in the future, the area "Bioinformatics" will remain listed under the Faculty of Science's offerings (<http://www.westerncalendar.uwo.ca/2012/pg586.html>) and the link "Honors Specialization in Bioinformatics" will lead to the Computer Science listing.

5. **Brescia University College: Withdrawal of the Major in Religious Education**

Recommended: That the Major in Religious Education at Brescia University College be withdrawn, effective September 1, 2013,

that registration in this module be discontinued, effective September 1, 2013, and

that students currently registered in this module be allowed until 2016 to complete the module requirements.

Background:

This module has not attracted sufficient student interest to make it a viable offering, and the retirement of the faculty member most involved in this area leaves it not adequately resourced.

Current calendar copy is located at: <http://www.westerncalendar.uwo.ca/2012/pg1465.html>.

6. **Revisions to the Policy on Admission Requirements for Ontario High School Applicants**

Recommended: That the policy on "Ontario Applicants: General Admission Requirements to Undergraduate Programs" be revised as set out in **Appendix 4**, effective February 1, 2013 for September 1, 2013 admission.

The current policy is located in the Senate Handbook on Academic and Scholarship Policy: <http://www.uwo.ca/univsec/handbook/adm/ontario.pdf> and in the on-line Academic Calendar at <http://www.westerncalendar.uwo.ca/2012/pg60.html>

Background:

These revisions are necessary to bring the admission requirements in line with current practice.

FOR INFORMATION

7. **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 5**.

Faculty of Education
Graduate Diploma in Professional Education (GDip), Master of Professional Education (MPed) and
Doctor of Education (EdD) Programs

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

Over the past decade, there has been extensive discussion across North America on the nature and purpose of doctoral education. This discussion, and the reform efforts that accompany it, has been conducted by the *Carnegie Foundation for the Advancement of Teaching*. From 2001 to 2006, the *Carnegie Initiative on the Doctorate* engaged 84 American departments and 44 universities across six fields of study in a systematic investigation of the PhD. Discussion led to confirmation that, at its heart, the PhD must be seen as a research degree that demonstrates one's ability to conduct research and scholarship that makes a unique contribution and meets the standards of credibility and verifiability. Ultimately, it was determined that the intent of a PhD is the development of *stewards of the discipline*, where the term *steward* is deliberately intended to convey a role that transcends a collection of accomplishments and skills. A *steward of the discipline* is a person entrusted with care of the discipline by those in the discipline on behalf of those in and beyond the discipline. The notion of *steward* has both conservative and progressive entailments. A PhD holder thinks about the continuing health of the discipline and how to preserve the best of the past, the heart, and essence of the field for those who will follow. But there are also important forward-looking meanings; stewardship does not imply stasis. *Stewards* are caretakers who direct a critical eye toward the future. They must be willing to take risks and move the discipline forward. Ultimately, *stewards* consider how to prepare and initiate the next generation of leaders. In all their work, they act with responsibility and according to the highest ethical standards (CID Report, see www.Carnegiefoundation.org/programs/index).

Clarification of, and agreement on the goals of PhD programs in education have directed attention to the purposes and effectiveness of other doctoral approaches in education (i.e., EdD). Thus, attention has turned from the focus on the preparation of *stewards of the discipline* in the PhD to the nature of professional preparation of *stewards of the profession* in the EdD. Among the many conclusions of the *Carnegie Initiative on the Doctorate* was one with important consequences for the field of education, namely that graduate schools of education need to resolve the confusion over the degree titles PhD and EdD. "Having two degrees with dual purposes has long perpetuated misconceptions about the quality of education doctorates and led to accusation that both are 'second-rate degrees'" (Schulman et al., 2006).

[B]etter distinctions between a scholarship of practice and the scholarship of research in education are essential to strengthen both the PhD in Education and the professional practice degree in education (EdD) (Schulman, Golde, Bueschel, 2006). We must contribute to the ongoing debate regarding the potential of graduate schools of education continuing the role as a primary incubator of new talent for staffing the nation's schools and [universities]. . . . Our education system faces enormous challenges that demand a new form of school leadership – leaders who possess a new vision, have a different "skill set," are innovators and entrepreneurs, understand both student learning and the dynamics of local communities, believe in "systems thinking" and are willing to experiment with promising practices. Preparing highly effective school and classroom leaders is the key to address the myriad of problems that face schooling in this country. (Imig et al., 2009)

The recognition that Faculties of Education need to direct effort toward strengthening and making more relevant the education doctorate (EdD) has resulted in bold efforts to redefine the professional practice degrees to make them the degrees of choice for aspiring educational professionals (Imig et al., 2009). Much of this work is being spearheaded by the *Carnegie Foundation for the Advancement of Teaching* and the *Spencer Foundation*. Over the past three years, the *Carnegie Project on the Education Doctorate* (CPED), a network of campus-based representatives throughout the United States, has focused on developing programmatic outcomes and candidate attainments for those enrolled in professional programs within participating universities with the intent of determining a common set of expectations or learning outcomes for professional practice degrees. This work has led to the development of an evolving set of "promising practices" to use in the design and evaluation of professional programs, along with a rubric of outcomes and

an assessment design for candidates of professional degrees. Moreover, findings have advanced notions of signature pedagogies,¹ laboratories of practice² assessment, and capstones and their role in the design and conduct of professional preparation programs, as well as means for assessing the capabilities and competencies of professional educational graduates. As a result of these initiatives, there is an emerging consensus that professional programs should prepare educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession.

As stewards of the profession, our professional graduates will be individuals who:

1. *Possess the Habits of Mind – knowledge, Habits of Hand – skills, and Habits of Heart – moral imperative to intervene and solve problems of practice;*
2. *Employ inquiry to inform their decisions;*
3. *Are agents of change; and,*
4. *Possess an ethical obligation to engage in critical examination and to share.*

For clarity purposes, the following table presents a succinct summary of the primary differences between what we propose to offer in our professional versus research-intensive degree offerings.

Comparison of Professional and Research-Intensive Programs

	Professional – Leader of the Profession	Research Intensive - Steward of the Discipline
Primary Career Intention	Leadership and practice in educational institutions or related organizations.	Scholarly practice, research, and/or teaching at university, college, institute or educational agency.
Degree Objective	Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.	Preparation of professional researchers, scholars, or scholar practitioners. Develops competencies in educational scholarship and research that focuses on acquiring new knowledge.
Knowledge Base	Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership, practice, and policy.
Research Methods	Develops an overview and understanding of research including data collection skills for participatory/action research, program measurement, and program evaluation.	Courses develop and understanding of inquiry and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis, and writing.
Comprehensive Knowledge Assessment	Knowledge and practice portfolios provide evidence of ability to improve practice.	Written and oral assessments are used to understand theoretical and conceptual knowledge in the field.

¹Signature Pedagogies are defined as the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: “to think, to perform, and to act with integrity” (Shulman, 2005, p. 52). The concept of signature pedagogy includes three dimensions: a) teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability; b) teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings; and, c) teaching helps students develop a critical and professional stance.

² Laboratories of Practice are settings where theory and practice inform and enrich each other. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Capstone	Well-designed applied research of value for informing educational practice.	Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.
Capstone Committee	Committee includes at least one practicing professional in an area of relevance to the candidate's program.	Composed primarily of active researchers in areas relevant to students' areas of interest.

Source: University Council for Education Administration, M.D. Young, UCEA Review, XLV (2), Summer 2006.

Our proposal for professional graduate programs at the Doctoral (EdD), Master's (MPEd) and Diploma (GDip) levels is informed by this research but is also in alignment with the principles articulated for graduate programs issued by the Council of Ministers in Education, Canada (2007). We conceptualize our professional programs as applied offerings in which a thorough understanding of a substantial body of knowledge is at the forefront of students' academic discipline and professional practice. Our students will be provided with a conceptual understanding and methodological competence that nurtures their ability to conceptualize, design, and implement applied research for the generation of knowledge; make informed judgments on complex issues in specialist fields; produce advanced scholarship; and contribute to the development of professional skills, tools, practices, ideas, theories, and approaches. Emphasis will be placed on developing the competencies in our students to communicate complex and/or ambiguous ideas and conclusions clearly and effectively. They will demonstrate an appreciation of the limitations of their own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. Importantly, they will exhibit the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations, the intellectual independence to be academically and professionally engaged and current, and the ability to evaluate the broader implications of applying knowledge to particular contexts.

All of our professional programs are firmly situated within a practitioner-scholar approach, a preparation model that is focused on research-informed practice. According to this model, graduates are scholars, critical consumers and creators of research, and highly-prepared professional practitioners who apply knowledge and techniques to solve authentic problems of practice. The practitioner-scholar model is embedded within a conceptual preparation framework based on research that indicates the optimal learning for adults, especially professionals with a rich background of experience. This model also involves interactions between the characteristics they bring to the learning situation, the experiences in which they engage during the process, and the environments in which they learn. To realize this philosophy and model of preparation, our professional programs will generally incorporate state-of-the-art signature inductive pedagogies and pedagogical tools, in situ opportunities designed to facilitate the critical application of research and theoretical knowledge, a participatory culture; technologies to map knowledge and knowledge-producing systems, and a cohort model constructed on the principles underlying communities of learners. In addition to the complexity of the content areas, the EdD will clearly differentiate itself from other offerings via a portfolio comprehensive examination and thematic and/or field-based dissertation. **Normally, all of our professional programs will be delivered through on-line formats.** However, from time-to-time, participants may have opportunities to attend summer institutes, on-campus or face-to-face sessions, blended courses, hybrid courses, week-end courses, and short concentrated experiences to augment on-line offerings.

Overview of the New Programs

Doctor of Education (EdD)

The Doctor of Education (EdD) is a professional doctorate that prepares students for academic, administrative, clinical, or research positions in educational, civil, and private organizations. The EdD degree has been in existence since the 1920's in North America and is currently offered in Faculties of Education at the Tier I universities across Canada (e.g. University of British Columbia, University of Alberta, University of Calgary, Ontario Institute for Studies in Education, and University of Toronto). Our proposed EdD, a full-time program housed within the Faculty of Education, Western University, will prepare educators and other professionals for the application of appropriate and specific practices, the generation of new knowledge, and

the stewardship of the profession. The EdD will be innovative, current, and practitioner-oriented, designed to facilitate future and current professionals to develop the knowledge, skills, and dispositions to solve authentic problems of practice and succeed in educational and other professional positions.

Our EdD program will distinguish itself for its emphasis on:

- Preparing scholars of the profession, educators who can construct and apply knowledge; develop and demonstrate collaboration and communication skills; analyze problems of practice and use multiple frames to develop meaningful solutions; develop a professional knowledge base that integrates both practical and research knowledge and links theory with systemic and systematic inquiry; and emphasize the generation, transformation and use of professional knowledge and practice.
- Delivery methods that enhance program flexibility and accessibility. **Programs will largely be delivered on-line**; however, program offerings may be augmented through the inclusion of summer institutes, blended courses, hybrid courses, week-end courses, and short concentrated experiences, all of which will occur as part of articulated course offerings but give opportunities for some students to take advantage of face-to-face interactions.
- A Model of preparation situated within a practitioner-scholar approach and firmly embedded within a conceptual preparation framework based on the adult learning literature.
- Signature pedagogies and pedagogical tools, those forms of instruction and instructional support that are essential to preparing stewards of the profession – inductive stance, analytical framing, concept maps, laboratories of practice, cohort model, and continuous enrolment;
- A written candidacy examination, which consists of a portfolio in which students provide evidence of their capacity to frame and analyze problems of practice, synthesize research, examine the evolution of their own thinking, and articulate their thoughts clearly and effectively. This program will also provide opportunity for thematic dissertation groups where students work collaboratively with faculty and practitioners to study a contemporary problem in education and field dissertation groups where students will work collaboratively on an authentic problem of practice.

Master of Professional Education (MPed)

The Master of Professional Education (MPed) is designed to prepare candidates for professional and/or management leadership roles in Education. Through situating the program within a practitioner-scholar approach, students will develop competencies in consuming and creating research and applying knowledge and techniques to solve authentic problems of practice. Borrowing heavily from the framework underlying our EdD, students will experience a program solidly embedded within the adult learning literature and employing signature inductive pedagogies and pedagogical tools, an in-situ opportunity designed to facilitate the application of research and theoretical knowledge, a participatory culture, technologies to map knowledge and knowledge-producing systems through distance and other delivery frameworks, and a cohort model constructed on the principles underlying communities of learners. Although research is embedded within all courses, the program itself is course-based.

Graduate Diploma in Professional Education (GDip)

The Graduate Diploma in Professional Education (GDip) is designed to provide bachelor-level students opportunities to complete advanced graduate professional course work in their professional area. Frameworks that define the EdD and MPed will also play a pivotal role in our Diploma in Professional Education: practitioner-scholar knowledge, signature inductive pedagogies and pedagogical tools, a participatory culture, and technologies to map knowledge and knowledge-producing systems through distance education and other delivery frameworks. As with the MPed, although the GDip is a course-based program, research is embedded within all courses. Students completing the GDip may apply to the MPed program and ladder two half-courses.

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

Introductory Statement

To fully appreciate how our professional programs meet specific expectations for professional programs, it is necessary to present a more detailed overview of the embedded nature of these innovative programs. In accordance with work stemming from research on the Carnegie Project for the Education Doctorate (CPED), our professional programs seek to prepare professionals for the application of appropriate and specific

practices, the generation of new knowledge, and the scholarship of the profession. The programs are in alignment with the CPED charter insofar as they:

- Prepare leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities;
- Provide opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships;
- Provide field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions;
- Are grounded in and develop a professional knowledge base that integrates both practical and research knowledge and that link theory with systemic and systematic inquiry; and,
- Emphasize the generation, transformation, and use of professional knowledge and practice.

Our programs accomplish these goals through an innovative philosophy and model of preparation that includes participatory cultures; a practitioner-scholar model; signature pedagogies (e.g. inductive stance, inquiry-based learning, problem-based learning, project-based learning and hybrid methods, case-based teaching); diverse pedagogical tools (e.g. connectivism, technologies to map knowledge and knowledge-producing systems, and frames); laboratories of practice; cohort model; and, in the case of the EdD, comprehensive portfolio examination and thematic and field-based dissertation research.

Depth and Breadth of Knowledge

Education in the traditional sense is not a discipline. Rather, it generally is a borrower discipline: it has one foot in traditional disciplinary areas (e.g. history, sociology, psychology) and the other solidly embedded within interdisciplinary frameworks. It bends and makes more porous disciplinary boundaries such that the fields of study are coalitions of subjects, permitting scholars and professionals to respond to developments outside of their discipline.

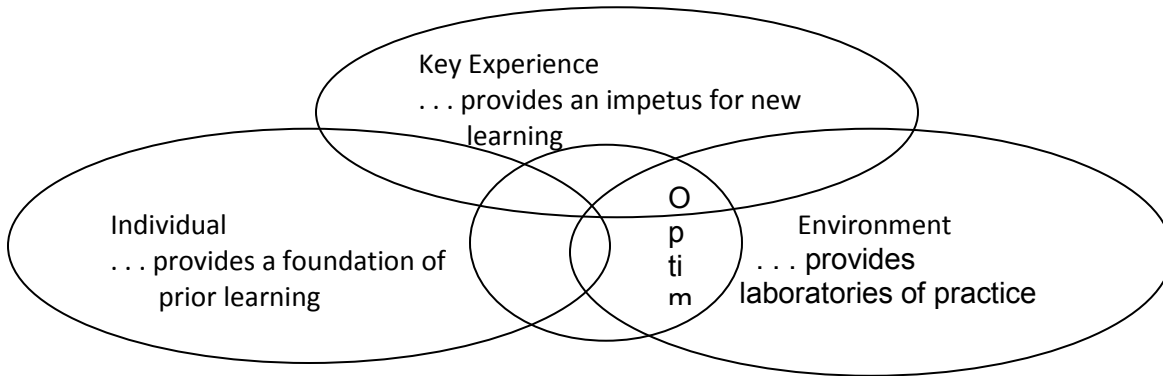
To ensure that students in our professional programs acquire a depth and breadth of knowledge, our pedagogical framework utilizes a diversity of approaches that not only provide disciplinary but also interdisciplinary knowledge. Our learners will experience the freedom to adapt and interpret learned material through their own understandings, operate intellectually and practically across the artificial boundaries of a discipline, furnish multiple perspectives on the discipline, and provide the level of criticality essential to the integration of prior knowledge.

Research and Scholarship

Our professional programs are firmly situated within a practitioner-scholar approach, a preparation model that is focused on research-informed practice. According to this model, graduates of professional programs are scholars, critical consumers of research, and highly prepared professional practitioners who collaboratively apply knowledge and techniques to solve authentic problems of practice. We propose demanding, rigorous, respectable, high-level academic experiences that prepare students for service as leading practitioners in the field of education by building on these professionals' experiences through immersing them in collaborative structures for learning about and practicing research. Graduates will be able to read research reports critically and have the analytical skills and experiences necessary to evaluate these reports; when graduates need more specialized knowledge, review and critically analyze the literature so they may make good practice and policy decisions; and demonstrate the requisite skills to carry out applied research and evaluations in order to guide practice. Moreover, they will have the skills and experience to apply the scholarship of teaching and learning in their own programs. As highly-skilled and knowledgeable practitioner scholars, our graduates will be competent and capable researchers who are skillful practitioner-scholar leaders capable of investigating and resolving problems of practice (Guzman & Muth, 1998, 1999; Muth, 1997).

We have embedded our practitioner-scholar model within a conceptual preparation framework based on research that indicates the optimal learning for adults, especially professionals with a rich background of experience, involves interactions between the characteristics they bring to the learning situation (Edelman & Tononi, 2000; Lehrer, 2009; Ritchart & Perkins, 2007), the experiences in which they engage during the process (Ericsson, 2009; Markham & Gentner, 2001), and the environments in which they learn (Christakis & Fowler, 2007; Gully, Beaubien, Incalcaterra & Hoshi, 2002). This model has been adopted by the University of Connecticut (Sheckley, Donaldson, Mayer, & Lemons, 2010) in their professional education doctorate.

Figure 1– TRIO Model of Adult Learning (Sheckley, Kehrhahn, Bell & Grenier, 2008)



Based on an extensive review of the adult learning and neuroscience literature and subsequent program evaluation studies, the University of Connecticut (see Sheckley et al., 2010) articulated several principles that define effective professional programs:

Principles Defining Effective Professional Programs – University of Connecticut (Sheckley et al., 2010)
Principle 1: A professional program is most effective when it uses learners' experience-based mental models as a foundation for a program of study and helps learners to understand the limits of using these mental models in their thinking, reasoning, and decision-making.
Principle 2: An effective professional program engages learners in experiences that are structured so that they have the qualities outlined in the research on deliberate practice and is designed to help learners build the reasoning skills they will need to learn best from these experiences and help learners become skilled at self-regulating their own learning.
Principle 3: An effective professional program engages learners in settings that support collaboration among learners, engage individuals in ongoing inquiry into problems of practice, focus efforts on a common performance goal, and provide multiple opportunities for learners to use the skills and knowledge gained in their courses.

Drawing extensively from the literature, several key concepts hold promise for enhancing the design of professional programs.

Key Learning Concepts
<ul style="list-style-type: none"> • Providing learners with practice using information in a variety of different contexts and receiving feedback on their performance (essentially engaging in the complex patterns that are tangled with experience). • The use of concept maps to help students understand new concepts and expand their existing experience-based mental models to incorporate these new styles; • Enhance learning through guided practice, independent practice, and active experimentation. • Employ intentionality in learning new practices (i.e., students engage in the experience with the specific goal of learning something new or improving performance); • Allow for duration of effort in learning new skills or performance ideally when a coach can serve as a guide to help learners work through specific experiences skillfully; • Engage learners in rich experiences that expand their mental models; • Engage learners in settings where they have opportunities to use the knowledge and skills they gain in courses to address problems of practice; • Provide students with multiple opportunities to use theory and research as guides in exploring specific problems of practice in authentic settings; • Students must be actively engaged in reasoning deeply about the many facets that comprise problems of practice;

- Select experiential settings that support collaboration among learners and that engage individuals in the ongoing process of inquiry and problems solving.

Abstracted : Sheckley, Donaldson, Mayer, & Lemons, 2010

Although research is embedded within all aspects of the program, it is specifically focused upon within the Comprehensive Portfolio and Dissertation Work.

Level of Application of Knowledge

In the previous section, we have described how we will ensure that our graduates have the competencies to undertake applied research at an advanced level. We will further enhance our graduates' skills in applying their knowledge through developing their professional skills, techniques, tools, practices, ideas, and theoretical approaches and/or materials through laboratories of practice.

The construct of *laboratories of practice* represents a fusion of two important developments in contemporary research: communities of practice and laboratories. A *community of practice* is a group of people who share an interest, a craft, and/or a profession. The group can evolve naturally because of the members' common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge related to their field. It is through the process of sharing information and experiences with the group that the members learn from each other and have an opportunity to develop themselves personally and professionally (Lave & Wenger 1991). A laboratory of practice is, in essence, a "center without walls, in which ... researchers can perform their research without regard to physical location, interacting with colleagues, accessing instrumentation, sharing data and computational resources, [and] accessing information in digital libraries" (Wulf, 1989). A laboratory of practice "is more than an elaborate collection of information and communications technologies; it is a new networked organizational form that also includes social processes; collaboration techniques; formal and informal communication; and agreement on norms, principles, values, and rules" (Cogburn, 2003, p. 86).

Laboratories of practice are structured experiences of messy, real-world practice that serve as sources of active inquiry and professional learning. Models come from other professional fields, including psychology and medicine. Within the laboratories of practice, we seek to fulfill the following objectives:

- Provide candidates with in situ opportunities for expanding their experiences within their concentration area and expose them to alternative contexts, responsibilities and roles;
- Through the provision of opportunities for students to view work within context and actively interact with one another and with practicing professions, we aim to have their self-identified problems of practice, and those of the profession, serve as sources of active inquiry and professional learning. The goal is to promote critical inquiry that addresses important issues related to teaching, learning, and leading in order that service and collaboration among colleagues and the professional communities can be enhanced;
- Provide students the opportunity to critically apply theoretical and technical knowledge, to develop and refine professional skills, and to integrate theoretical, research, and practical knowledge in their emergent roles as professionals;
- Provide students with opportunities to contribute to the development of community institutions and agencies and/or public policies and procedures that advocate for effective programs and services and benefit all children, youth, and families;
- Facilitate the application of students' knowledge of research findings, professional literature, and other relevant information to their work and to evaluate research, translate research into practice and knowledge mobilization, and conduct investigations and program evaluations for improvement of services.

Our laboratories of practice will be guided by an individual learning plan and with a specified number of contact hours. Students will be encouraged to prepare a reflective analysis of their experience in light of their professional goals and related concentration area. Further, the laboratories of practice courses will be designed to situate candidates within differing environments to ensure diverse experiences (e.g. rural, urban), with the intent of exposing students to how problems facing schools or other institutions differ as a function of context. In responding to contextually-based problems of practice, students will be expected to

take an inquiry stance, wherein issues are examined through reviewing the theoretical and research literature and using an analytical framework to explore problems and responses based on setting and context. Students will bring to their content courses what they have seen and will be required to pool and process, describe, and analyze what they have seen across settings. There is an emphasis on problem-based learning as they move through their laboratories of practice, with a clear expectation that they will progress toward developing deep solutions and recommendations for each site. Monthly meetings with their cohort group will further enhance their understandings and consolidate their learnings.

Professional Capacity/Autonomy

Several components of our professional programs seek to develop professional capacity and autonomy:

1. **Participatory culture:** where emphasis is placed on the preparation of an “active contributor mindset” by supporting the development of habits, tools, and skills that enable students to contribute to the design of their lives and communities;
2. **The Practitioner-Scholar Model:** where graduates are prepared to serve as scholars who have competencies to critically and analytically research and evaluate research reports, review and critically analyze the literature to inform practice and policy decisions, demonstrate the requisite skills to carry out applied research and evaluations to guide practice, apply the scholarship of teaching and learning in their own programs, and are skillful practitioner-scholar leaders capable of investigating and resolving problems of practice.
3. **Signature Pedagogies:** where graduates are exposed to forward-thinking, innovative, and effective pedagogy that prepares professionals who demonstrate the knowledge, skills, and moral imperative to intervene and solve problems of practice, employ inquiry to form decisions; is an agent of change; and, possesses an ethical obligation to engage in critical examination and to share.
4. **Pedagogical Frames:** where major political, social, economic, legal, and cultural themes provide the analytic lenses that guide learning and enable students to consider problems solving through common perspectives that hold primary within educational contexts.
5. **Laboratories of Practice:** where emphasis is placed on promoting critical inquiry that addresses important educational issues and the application and integration of theoretical, research, and practical knowledge to authentic problems of practice.

Level of Communication Skills

Considerable emphasis is placed on students’ abilities to communicate complex ideas, issues, and conclusions clearly and effectively through the use of:

1. **Connectivist Theory and Practice:** where emphasis is placed on external networks and human interactions.
2. **Laboratories of Practice:** which provide a situated opportunity to develop students personally and professionally through interacting with colleagues in the pursuit of positive social change.
3. **The Cohort Model:** where peer support, mentorship, discussion, and networking provide opportunities for shared learning, communication, interdependence, and opportunities for individual growth.
4. **Comprehensive and Dissertation work** (within the EdD): where students must demonstrate their competencies in articulating their thinking clearly and effectively both in written and oral communication.

Of primary importance to the development of professional capacity, autonomy, and communication skills is our incorporation of participatory cultures within our professional programs. Current interests in participatory cultures have been spurred by rapid developments in communicative technologies and participatory media that allow for—and, arguably, call for—a shift in how we approach teaching and learning. In particular, with the de-centralization and increased accessibility to information, the roles of the educational institution and teachers shift from source and disseminator of knowledge to location and means of accessing, interpreting, extending, and utilizing that knowledge.

Jenkins et al. (2006) describe a participatory culture as one:

- With relatively low barriers to artistic expression and civic engagement;
- With strong support for creating and sharing one’s creations with others;
- With some type of informal mentorship whereby what is known by the most experienced is passed along to novices;

- Where members believe that their contributions matter; and,
- Where members feel some degree of social connection with one another (at the least they care what other people think about what they have created).

It is our intention that these qualities be embodied in the proposed professional programs. In making this assertion, it is acknowledged that participatory cultures present both tremendous opportunities and significant challenges. In the latter category, challenges include finding ways to work with the decentralization of knowledge inherent in online spaces; developing policies with respect to filtering software that protects learners and schools without limiting students' access to sites that enable participation; and, considering the role of assessment in classrooms that embrace participatory practices.

More significantly, perhaps, the notion of participatory culture presents a critical challenge to longstanding assumptions on the role of educational institutions. Rather than serving as what Ivan Illich described as the "reproductive organ of a consumer society," educational institutions must cultivate the development of an active contributor mindset by supporting the development of habits, tools, and skills that enable people to contribute to the design of their lives and communities. Beyond supporting contributions from individual designers, educational institutions are argued to contribute to a culture of sharing, supported by effective technologies and sustained by personal motivation to occasionally work for the benefit of groups and communities.

Awareness of Limits of Knowledge

Interdisciplinarity, by its very nature, involves integration across disciplinary theories and methods. Instead of in-depth discussion of one or a small number of theories or methods, interdisciplinary education must grapple with how to deal with many. In particular, interdisciplinary research must involve a process of integrating across the insights generated from disciplinary theories and methods.

The interdisciplinary approach that forms the foundation for our professional programs relies heavily on integrating the insights of various disciplines. Through our signature pedagogies, students are introduced to overarching problems of practice and are guided to disciplinary and interdisciplinary content areas, theoretical formulations, and research findings. The goal is to develop their abilities to employ reasoning processes as they weave together theory, research, and facts from "real-world" contexts into a comprehensive interdisciplinary analysis of the situation. Our goal is for students to develop an inquiry stance to examine and collaboratively address issues from various theoretical and research perspectives authentic problems of practice.

Student Learning Outcomes

A full elaboration of student learning outcomes aligned to program goals is presented in later sections that provide full descriptions of the Doctor of Education (EdD), Master of Professional Education (MPed), and Graduate Diploma in Professional Education (GDip). (See pages 48 - 65; 65 - 83; 83 - 90).

Consultation Process in the Preparation of the Proposal

Development of these programs involved extensive study of published works stemming from the Carnegie Foundation for the Advancement of Teaching and in particular, the Carnegie Initiative on the Doctorate and Carnegie Project on the Education Doctorate. Over the past three years, discussions were also held with major universities participating in the Carnegie Project and with other Canadian universities offering professional programs. More recently, the Faculty has held extensive discussions with senior administration at Western University, as well as with various school divisions (e.g. Thames Valley District School Board, London District Catholic School Board) and professional organizations (e.g. the Ontario Principals Association) and academic groups (e.g. Autism Resource Centre, Schulich School of Medicine and Dentistry (Autism Centre of Excellence), King's College) with the intent of forming active collaborations in the design and delivery of our professional programs.

Evidence to Support the Introduction of the Program

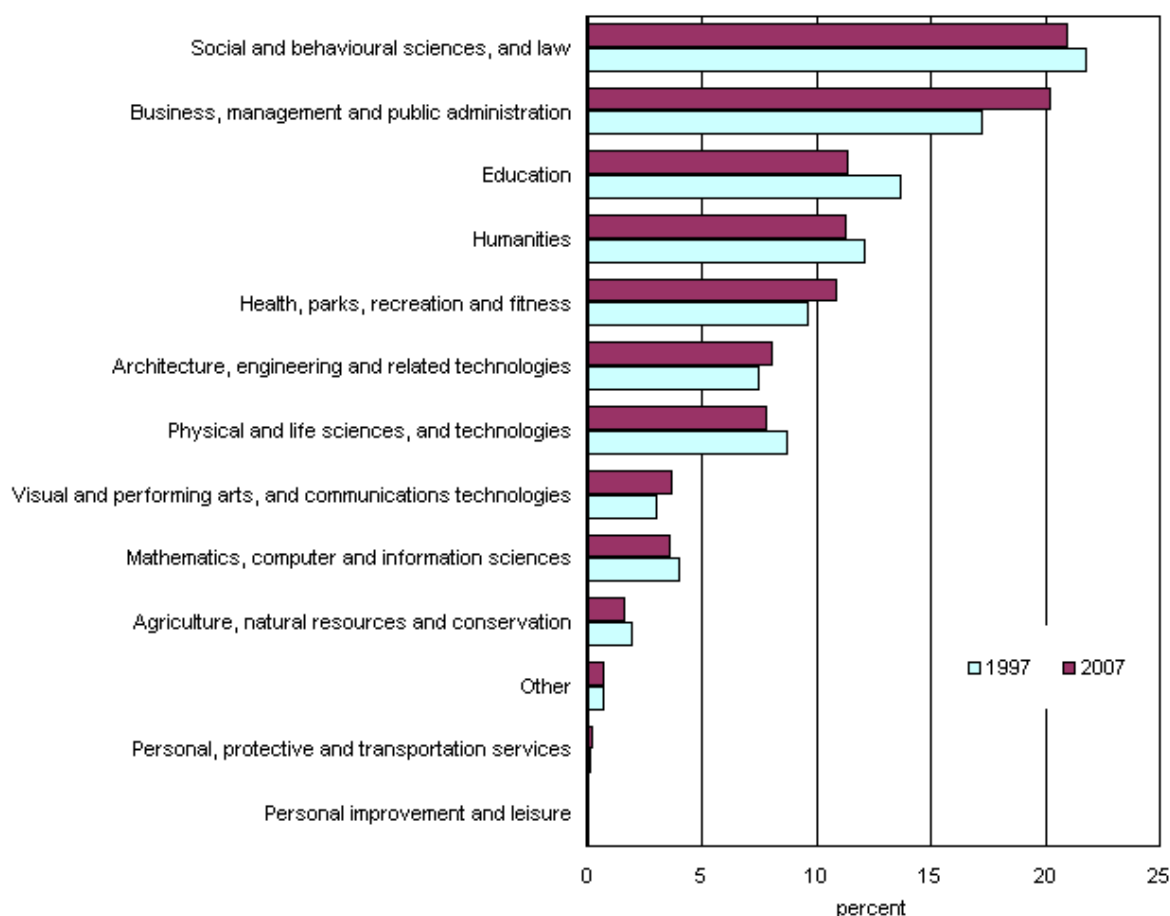
Universities have a leading role and responsibility in the education of future professionals. Professional graduate degrees often are required for entry-level employment where employees must possess a high-level understanding of disciplinary or interdisciplinary knowledge. Professional graduate degrees, more so than traditional ones, intersect the integration between knowledge creation and knowledge application. They also

frequently involve relevant stakeholders in the creation of professional programs and provide networks for graduates, as well as lead efforts toward community development. Over the past decade, increasing attention has been focused on the need for more graduates of professional graduate programs.

The needs of the knowledge economy have increased demands for doctoral-level research abilities within various contexts. Noteworthy is that the greatest demands are for high-level research skills in non-academic settings (Canadian Association of Graduate Studies, 2005; Savage, 2009; Scott et al., 2004; Woodrow Wilson National Fellowship, 2005). These demands have led to the rapid growth in professional doctoral programs: the degree is seen as needed to address the gaps between the skills and knowledge that have conventionally been associated with doctoral-level learning and what is presently required by employers within the knowledge economy.

Within Canada, university graduate enrolments have increased substantially over the past number of years. For example, Statistics Canada (2009) reports that in 2007/2008, 166,000 graduate students were enrolled in Canadian universities. This represents an average annual increase of 5% since 2000/2001, a faster rate of growth than at the undergraduate level (3.1% per annum). Amongst the plethora of graduate degrees offered through North American universities, those in the areas of **Educational Leadership and Administration, Curriculum, and Educational Psychology (Inclusive/Special Education; Counselling Psychology)** are listed amongst the top twenty “in-demand” graduate programs (Campus Explorer, 2011). The most recent Canadian data shows that Education graduate degrees (Master’s and Doctoral programs) are amongst the top six most popular fields of graduate study at Canadian universities (Trends in Higher Education, 2010). As for future demand, Statistics Canada (2009) reports that two fields of study had the highest numbers of university graduates in Canada as a whole: social and behavioural sciences and business, management, and public administration. Education was tied at third in terms of their share of graduates with humanities and health (see table below).

**Percentage Distribution of University Degrees/Diplomas/Certificates Granted by Field of Study,
Canada 1997 and 2007**



Source: Statistics Canada and Council of Ministers of Education, Canada. October 2009. *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program*. Catalogue no. 81-582-X. Ottawa.

International Demand for Professional Programs

Since 2000, the number of students enrolled in international higher education has increased worldwide by 50 per cent, underlining the rapid rise in popularity of this kind of study experience. Recent studies (Australian Government, 2007) indicate that the number of internationally mobile students is likely to rise in the coming years. By 2025, it is predicted that 3.72 million students will travel internationally for some part of their university-level education, a growth of 71 per cent over 20 years, or 2.7 per cent annually. According to the Australian study, depending on the future nature of the world's economy, demand for graduate-level international education is likely to outstrip that for other programs and by 2025, 62 per cent of mobile international students will either pursue a Master's or PhD in another program.

In Canada, 6.5 per cent of all students in postsecondary education are international students; however, Canada only has 4 per cent of the world's market share of international students compared to 7 per cent for Australia, 12 per cent for the United Kingdom, and 20 per cent for the United States. Between 2003 and 2007, Canada's population of international students grew by 6 per cent, while Australia saw a 41-per cent increase, the U.K. 89 per cent, and the U.S. 27 per cent. Despite the overall increase in the number of foreign students studying in Canada, there are significant concerns about whether we are "punching our weight" in capturing our share of the market for international students, and this is occurring within the context of increased competition for international students as the benefits of attracting these students becomes more widely recognized and the global demand for international education grown. It is estimated that by 2025, the number of students studying outside of their home countries will have grown from 1.8 million to 7.2 million

(Bringing Education in Canada to the World, Bringing the World to Canada: International Education Marketing Action Plan for Provinces and Territories, June 2011).

In his report on the Ontario postsecondary education system, *Ontario: A Leader in Learning*, the Honourable Bob Rae commented:

International study is intensely enriching. Participating students benefit from a broader education experience. Home and host institutions benefit from a more diversified student body. Ontario benefits from stronger ties and contacts with the rest of the world and citizens with a better understanding of global issues.

In alignment with recommendations of Honourable Bob Rae and the Canadian Ministers of Education, we will focus our efforts toward establishing an enhanced web presence for marketing and program delivery so as to ensure that the Faculty of Education, Western University, will become a destination of choice for international students seeking graduate professional preparation in education. We anticipate that international students will compose over 20 per cent of our enrolments over the next 5 years.

An important commitment for our Faculty through these programs is the realization of achieving social justice and equity for learners of all ages. Educator quality at leadership and practitioner levels is a key determinant in attaining these goals. Many countries worldwide are finding it difficult to achieve educator quality through limits on the availability and quality of professional pre-service and graduate-level education preparation. Through delivering our programs through distance education and ICT improved access, we will contribute to the international goal of achieving universal access to post-secondary education.

Fields of Research in the Program

Doctor of Education (EdD)

The field of research for the EdD program is Educational Leadership. Interest in what leaders do (e.g. work activities, decision-making, problem solving, and resource allocation) and what they do that makes a difference (e.g. leading change, promoting organizational learning, influencing organizational processes and outcomes) has long captured the attention of scholars. Researchers in educational leadership have borrowed liberally from scholars who became identified with theories of scientific management, human relations, transformational leadership, and organizational learning during the twentieth century (Heck & Hallinger, 2005). Over the last twenty years, considerable emphasis has been placed on raising the importance of theoretically and conceptually-informed and methodologically-diverse research as critical links to the development of a valid knowledge base underlying the practice of educational leadership within schools, higher education, and international contexts.

Educational leaders, regardless of context, are challenged with steering unprecedented change: educational leadership and management have never been more demanding. Cohort groups within our EdD will focus on **Educational Leadership within Schools and Educational Contexts**. The concentration also provides opportunities for students to study educational leadership within the context of international education. The EdD program provides for the in-depth study of leadership in education with a focus on theory and research within the context of professional practice (e.g. organizational leadership, structure and culture of schooling, school improvement, and educational reform).

Graduates will have opportunities to scrutinize possible leadership strategies within a changing policy context increasingly focused on standards, accountability, and reputation. They will use research evidence to illuminate the practices, challenges, and problems facing leaders in education and endeavor to overcome the perceived gap between practice and research to create an integrated approach to leadership development.

Master of Professional Education (MPEd)

The fields of research for the MPEd program include:

- Educational Leadership
- Curriculum Studies (with focus on Literacy, Language, Mathematics, Early Childhood Education)
- Educational Psychology and Inclusive/Special Education
- International Education

As indicated above, each of these is an area of high market demand.

Graduate Diploma in Professional Education (GDip)

Although the Graduate Diploma in Professional Education does not support fields, as outlined below, there are various areas in which students may gain advanced skills. The areas of research and study generally parallel those outlined in the MPEd:

- Educational Leadership
- Curriculum Studies (with focus on Literacy, Language, Mathematics, Early Childhood Education)
- Educational Psychology and Inclusive/Special Education
- International Education

Delivery Method of the Program

Normally, all of our program options (EdD, MPEd, and GDip) will be delivered on-line. Depending on cohort needs, though, some on-line offerings may be elaborated through the delivery of portions of courses through face-to-face interactions, on-campus summer sessions and institutes, blended courses, and short concentrated experiences.

PROGRAM REGULATIONS AND COURSES

Program Regulations: Doctor of Education (EdD)

Program Components and Educational Goals

Program Component	Year	Educational Goals
Inquiry and research <ul style="list-style-type: none"> ▪ Theoretical Foundations of Inquiry)(half course) (required course) ▪ Methodologies and their Fit with Professional Problems (half-course) (required course) Specialization study <ul style="list-style-type: none"> ▪ Specialization Course I (half-course) ▪ Specialization Course II (half-course) 	Year 1	Understand how inquiry tools are used in educational research; learn to critique and design research studies; and, develop research skills to be used in problem analysis and the dissertation
Specialization study and internships <ul style="list-style-type: none"> ▪ Specialization course III (half-course) ▪ Specialization Laboratory of Practice I (half-course) (graded course) (required course) ▪ Specialization Course IV (half-course) ▪ Specialization Laboratory of Practice II (half-course)(graded course) ▪ Comprehensive Examination (required element) 	Year 2	Gain in-depth understanding in an area related to the students' specific work setting and enhance research skills and professional learning within "real-world" contexts
Dissertation <ul style="list-style-type: none"> ▪ Identifying, Framing, and Designing Dissertation Problems; (full-course) (required course) ▪ Doctoral Dissertation (required) 	Year 3	Conduct relevant applied research through thematic or field-based formats
10 Half-courses + Comprehensive Examination + Doctoral Dissertation	3-year program	

Learning Objectives

Program Objectives, Student Learning Outcomes, Courses Aligning with Outcomes, and Assessment Techniques Doctor of Education (EdD)			
Program Objectives	Student Learning Outcomes	Courses Aligning with Outcomes	Sources of Assessment Data
Expert Knowledge of Educational Leadership	<p>Deep understanding of the disciplinary area.</p> <p>Skilled uses of techniques for forecasting, planning, and management of change.</p> <p>Adapt and interpret learned material through one's own understandings, operate intellectually and practically across the artificial boundaries of a discipline, furnish multiple perspectives on the discipline, and provide the level of criticality essential to the integration of prior knowledge.</p>	<p><u>Organizing for Learning ;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II; Philosophy, Change and Supervisory Theory;</u> <u>Aims of Education Leadership;</u> <u>Leadership Abilities in Education;</u> <u>Contextualizing the Education Profession</u></p>	<p>Course Assignments Seminar Discussions Applied Research Projects Portfolio</p>
Knowledge Application in Educational Leadership	<p>Undertake applied research at an advanced level.</p> <p>Take an inquiry stance, wherein issues are examined through reviewing the theoretical and research literature and using an analytical framework to explore problems and responses based on setting and context.</p> <p>Required to pool and process their knowledge and describe and analyze what they have seen across settings.</p> <p>Demonstrate competence as researchers who are skillful practitioner-scholar leaders capable of investigating and resolving problems of practice.</p>	<p><u>Theoretical Foundations of Inquiry;</u> <u>Methodologies and their Fit with Professional Problems;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u> <u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Aims of Education Leadership;</u> <u>Leadership Abilities in Education;</u> <u>Contextualizing the Education Profession;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u></p>	<p>Course Assignments Seminar Discussions Dissertation Applied Research Projects Portfolio</p>
Professional Practice Informed by Scholarly Literature	<p>Read research reports critically and demonstrate the analytical skills and experiences necessary to evaluate these reports.</p> <p>Review and critically analyze the literature to make good practice and policy decisions.</p> <p>Demonstrate the requisite skills to carry out applied research and evaluations to guide practice.</p>	<p><u>Theoretical Foundations of Inquiry;</u> <u>Methodologies and their Fit with Professional Problems;</u> <u>Approaches to Professional Problems in Education Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u></p>	<p>Course Assignments Seminar Discussions Dissertation Applied Research Projects Portfolio Laboratory of Practice Assignment</p>

		<u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u>	
Reflective Practice	<p>Use self-analysis, inquiry, and purposeful reflection to continually improve practice, model and encourage these habits with others, and create communities that promote high achievement for all learners.</p> <p>Systematically engage, compare, and critique experience from diverse educational settings.</p> <p>Apply the principles derived from the literature in professional practice.</p>	<u>Theoretical Foundations of Inquiry;</u> <u>Methodologies and their Fit with Professional Problems;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education</u> <u>Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u> <u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Aims of Education Leadership;</u> <u>Leadership Abilities in Education;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u>	Course Assignments Seminar Laboratory of Practice Assignment Portfolio
Equity and Cultural Competency	<p>Culturally competent practitioner-advocates who purposefully work for equity by creating collaborative environments that welcome and serve diverse members.</p>	<u>Organizing for Learning;</u> <u>Leading for Learning;</u> <u>Laboratory of Practice: I</u> <u>Laboratory of Practice: II</u>	Seminar Discussions Course Assignments Applied Research Projects Portfolio
Professional Capacity and Autonomy	<p>Demonstrate the habits, tools, and skills that enable contributions to the design of their communities.</p> <p>Demonstrate the competencies to critically and analytically evaluate research reports, review and critically analyze the literature to inform practice and policy decisions, demonstrate the requisite skills to carry out applied research and evaluations to guide practice, and apply the scholarship of teaching and learning.</p> <p>Demonstrate agency in promoting social change; the knowledge, skills, and moral imperative to intervene and solve problems of practice; and the ethical obligation to engage in critical examination.</p> <p>Demonstrate knowledge and skills to use social, political, economic, and other analytic lenses to guide learning and inform practice.</p> <p>Engage in critical inquiry that</p>	<u>Methodologies and their Fit with Professional Problems;</u> <u>Organizing for Learning;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education</u> <u>Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u> <u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Leadership Abilities in Education;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u>	Dissertation Progress Reports Seminars Discussions Course Assignments Applied Research Projects Laboratory of Practice Assignments Portfolio

	addresses important educational issues and the application and integration of theoretical, research, and practical knowledge to authentic problems of practice.		
Communication	<p>Communicate complex ideas, issues, and conclusions clearly and effectively.</p> <p>Demonstrate awareness of cutting-edge technologies and how they can enhance teaching, learning, and leadership.</p> <p>Provide leadership for creating, promoting, and sustaining a dynamic, digital-age learning culture that provides rigorous, relevant, and engaging education and uses these resources to promote positive social change.</p> <p>Engage in the provision of peer support, mentorship, discussion, and networking to provide opportunities for shared learning, communication, interdependence, and opportunities for individual growth.</p> <p>Demonstrate competencies in articulating their thinking clearly and effectively both in written and oral communication.</p> <p>Demonstrate an active contributor mindset by supporting the development of habits, tools, and skills in others.</p>	<p><u>New Technologies in Professional Education (Non-credit seminar);</u> <u>Organizing for Learning;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education</u> <u>Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u> <u>Leadership Abilities in Education;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u></p>	<p>Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignments Portfolio</p>
Awareness of Limits of Knowledge	<p>Demonstrate abilities to employ reasoning processes as they weave together theory, research, and data from “real-world” contexts into a comprehensive interdisciplinary analysis of a situation or problems of practice.</p> <p>Develop an inquiry stance to examine and collaboratively address problems of practice from various theoretical and research perspectives.</p>	<p><u>Methodologies and their Fit with Professional Problems;</u> <u>Approaches to Professional Problems in Education</u> <u>Leadership;</u> <u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u></p>	<p>Discussions Dissertation Applied Research Projects Laboratory of Practice Assignments Portfolio</p>

Program Sequence

The program is divided into three distinct phases:

Phase I (Year 1) is designed primarily to develop students’ competencies as “critical critical consumers of educational research” and skills to conduct practitioner-inquiry.

Phase II (Year 2) is designed to engage students in an in-depth analysis of an identified problem of practice through diverse academic disciplines (e.g., leadership, workplace, and adult learning). Specialization coursework exposes students to context specific best practices and cutting edge research and emphasizes the application of theory and research to practice within laboratories of practice.

Phase II (Year 3) is designed to support students in synthesizing their Phase 2 inquiry projects into a dissertation. Students work collaboratively with faculty and practitioners from their field to complete a dissertation that addresses a contemporary issue in education.

Each specialization class will be framed within an overarching problem of practice, which will serve as the catalyst for identifying other problems and issues of practice that students encounter in their own work and for engaging in problem solving and applied inquiry. Coursework will be loosely structured to supplement and guide this inquiry around the content area, theoretical formulations, and research findings. The goal is to develop students' abilities to employ reasoning processes as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the educational situation. Ultimately, our goal within each course is for students to develop an inquiry stance to examine and collaboratively address from various theoretical and research **perspectives** authentic problems of practice in their professional work.

Admissions

Our EdD program is designed to attract mid-career, full-time professionals working in complex organizations.

Enrolment Plan – Cohort Model

Our students will join together as members of a cohort that collaborates as a professional and academic “community of practice.” This cohort structure will provide ongoing support within the course work and through the dissertation writing process. In this approach, a new group of 20 students will be admitted each year. Each cohort group will proceed through the program together, enrolling in the required courses. To ensure the integrity of the cohort model, a continuous enrollment requirement will be necessary which will necessitate that students complete all the required courses within the timeframe stipulated.

Admissions Criteria

- Master's degree in area of Educational Leadership or allied degree
- Minimum grade point average of 80% in student's most recent Master's program.

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.

Other formal evidence of graduate level proficiency in English (as determined by the School of Graduate and Postdoctoral Studies) may be considered in lieu of these test scores.

Advanced Credit

Students who have not received advanced credit at the MPED level may achieve advanced credit (a total of 2 half-courses) for completion of the Ontario Principal's Qualification Program (PQP, Parts I and II) or Ontario Supervisory Officer Qualification Program (SOQP) or an equivalent qualification from another jurisdiction. Students who have been approved for advanced credit will be required to pay for the course-equivalent credits.

Application Material

All admission packages judged by the admissions committee will consist of the submission of university transcripts; a description of years of experience along with level of responsibility, unique talents, and accomplishments; letters of recommendation; and a writing sample.

Admission to the program depends upon several factors, including the quality of application materials, relevant and acceptable degree(s) from accredited institution(s), participant/program fit, and competitive grades. An application form for all applicants will be developed that includes the following:

- SGPS/FoE Application Form Personal statement that addresses problems of practice that is of particular interest to the candidate.
- Three letters of recommendation: letters of recommendation are a very important part of the application. Three letters are required, one from an immediate supervisor; one from a person who can speak to the academic work of the applicant; and one who knows professional work and background of the applicant.
- Resume
- Writing sample: the writing sample requirement provides a measure of the applicant's potential and current ability to write at the graduate level. The writing sample must prove that the applicant can coherently present a thesis, develop an idea, and present ideas on paper. Students may write on any topic in the general field of learning, teaching, or critical issues of leadership. Regardless of topic, the paper must include citations and a reference list.
- Application fee
- Official transcripts
- ELP test score and Permanent Resident documentation where applicable.

Prerequisite:

- Graduate research course in qualitative, quantitative, or program evaluation is required at the Master's level.
- In cases in which a student's background in his/her chosen specialty is limited, the individual may be required to fulfill deficiency requirements.

Comprehensive Examination

Purpose of Comprehensive Examination

We see the comprehensive examination as the culminating assessment linked to the student's coursework. It provides an opportunity for the student to demonstrate the depth and breadth of his/her knowledge related to the program of study. Further, the comprehensive examination serves as an assessment tool that aids in forecasting each student's completion of the EdD degree.

Establishing the Comprehensive Examination Format

When the student has completed all course requirements and has submitted his/her completed portfolio, the Director of Professional Programs will arrange for an examination of the submitted material. The date for completion of the evaluation and submission of final comments and grade will be set for three weeks following examiners' receipt of the portfolio document. The Examination committee will consist of a Neutral Chair who will be asked to ensure timelines are met and who intervenes to provide mediation if required. The Neutral Chair will also assume responsibility for grade submission using the system currently in place at Western and advising the candidate and the School of Graduate and Postdoctoral Studies of the recommendation made by the committee.

The Evaluating Committee will consist of:

- Neutral Chair (non-voting member)
- Supervisor
- Three other members, only one of whom can be an adjunct or an emeritus professor

Students who do not receive a passing grade on their examination shall be given a second opportunity to resubmit their revised material within three months of the original examination. Students who do not pass the second evaluation shall be required to withdraw from the program.

Comprehensive Guidelines and Regulations

We are proposing to adopt an examination format used by several of the CPED EdD programs in the United States. The examination procedure involves only **a written product**, which consists of a portfolio in which students provide evidence of their capacity:

- a) To frame a problem of practice that has sufficient depth and breadth to serve as the focus for the dissertation project;
- b) To frame, analyze, and innovatively resolve educational dilemmas in light of political, social, economic, legal, and cultural contexts that are informed by current literature, applied theoretical knowledge, and current policies;
- c) To synthesize research from different frames into a coherent analysis of this problem of practice;
- d) To examine the evolution of their own thinking as an educational leader throughout the program; and,
- e) To articulate their thinking clearly and effectively.

The portfolio will have three main components. The first is an essay that provides an in-depth analysis of the key components and relationships germane to a problem of practice that will form the basis for the dissertation work.

The essay will include:

- a) A discussion of the proposed problem of practice and its significance and potential to contribute to the field;
- b) A multi-dimensional graphic ("concept map") that provides a conceptual lens that will be used to frame the problem of practice—a lens that includes specific references to the theoretical and research-based literature and to the data and information collected for the course-based projects in each of the core courses;
- c) A concise review of the background literature;
- d) Methods to be applied to the examination of the problem of practice; and
- e) A timetable and, if appropriate, discussion of such matters as funding, field logistics, scheduling, and so on.

The proposal must be well thought-out, carefully written and edited, and finished with appropriate references and illustrations.

The second component of the portfolio is an appendix that includes final copies of the papers written in each of the core courses—papers that integrate the concepts addressed in a core course with an exploration of how these ideas play out within a laboratory of practice.

In the final component of the portfolio, candidates will also include a reflective self-analysis of how their thinking as an educational professional has changed over the course of the program.

Assessment of the Comprehensive Portfolio

The comprehensive exam will be a *written* exam (i.e. portfolio) scheduled in June to August of students' second year in the program. A framework for a rubric-driven portfolio evaluation system will be developed and used in the evaluation of students' candidacy portfolios. The Faculty of Education has several academic staff members who have internationally-recognized expertise in the development of online portfolio systems, and their expertise will be harnessed to create doctoral portfolio assessment standards. Feedback from the assessment and reasons for the decision reached by the examination committee will be documented and

provided to the student in sufficient detail to allow the student to understand the decision, including identifying strengths and weaknesses.

The type of portfolio required is a performance of depth of understanding consisting of three components:

- i. An essay;
- ii. An appendix that includes final copies of the papers written in each of the core courses—papers that integrate the concepts addressed in a core course with an exploration of how these ideas play out within a laboratory of practice; and
- iii. A reflective self-analysis—the analysis requires an assessment that can adequately capture these various components. A rubric of clearly articulated criteria and levels of performance to guide the assessment process is proposed.

Rubrics are a particular format for criteria with all score points described and defined. The best rubrics are worded in a way that guides the decision making process when judging quality and reflects the best thinking in the field as to what constitutes good, strong scholarly professional performance. An analytic rubric divides a product or performance into essential traits or dimensions so that each component can be judged separately (i.e. one examines a product or performance for essential traits). It articulates levels of performance for each criterion. An analytic rubric is able to handle weighting of criteria by using a simple multiplier for each criterion. As such, an analytic rubric would be well-suited for judging a complex performance such as a portfolio involving several significant components.

Criteria would be developed based on each of the required portfolio components, (e.g. “demonstrates knowledge of the specialization area,” synthesizes the literature and cites it as support for the assertions made,” “thinks critically and expresses ideas effectively,” “addresses issues in a clear, logical, and succinct manner,” etc.). Levels of performance would be developed for each criterion in the rubric. A quantitative scoring system would be developed for the rubric (e.g. each section of the portfolio framework will be evaluated out of 20 points.) A weighting scale would be used to assess each component, and the final numerical score for the response would be reported, along with any comments, in a template that will be provided.

0 – 13 points	NOT PASSING
14 – 17 points	PASSING
18 – 20 points	PASSING WITH HONORS

If there turns out to be great differences in inter-rater scores on any component, the Neutral Chair would mediate the discussion in an attempt to reconcile the gap and move toward greater consensus. In the feedback provided to the doctoral students, the mean score from the examiners for each question would be given.

Dissertation

The focus of the third academic year of study will be the student's dissertation research and preparation of the dissertation. It is noteworthy that work in support of the dissertation is embedded throughout the EdD program; however, formal dissertation research is subject to passage of the candidacy examination and approval by the dissertation proposal examination specified in (1) (C) above and subject to approval as necessary of the Conjoint Faculties Research Ethics Board.

All students in the EdD program will complete a rigorous research-based dissertation that integrates theory and research in the study of educational practice.

The dissertation will include the results of the candidate's independent research and will focus on examination of:

- a) An educational problem,
- b) A practice or program or
- c) An educational policy or reform.

Most dissertations will be studies undertaken in the local context and have the potential to contribute to solutions of local educational problems. Dissertations may draw on a range of qualitative and quantitative research and evaluation methodologies. The dissertation will present the results of the

candidate's independent investigation in a manner that contributes both to professional knowledge in education and to the improvement of educational practice. Examples might include studies examining and/or evaluating reforms in curriculum and instruction, professional development, assessment, and applications of technology.

In understanding the features of an EdD dissertation in comparison to those of a PhD dissertation, it is important to understand that the EdD dissertation is typically a research study focused on educational programs or practices. Unlike the PhD dissertation that is generally seen as contributing theoretically-grounded knowledge and contributing to the research in a scholarly discipline, the goal of the EdD dissertation is to generate knowledge that contributes to the understanding of educational practices, policies, or reforms. Nevertheless, the EdD dissertation is a significantly scholarly work that uses rigorous research methodologies in the study of educational problems and practices. The dissertation is expected to be based on one or more theoretical frameworks and to include a comprehensive review of relevant literature in which the research question or questions are situated. The dissertation most often involves collection of original empirical data, qualitative and/or quantitative analysis of these data, interpretation of the findings, a discussion of their significance and implications, and an indication of important areas for further research.

Although EdD dissertations differ in nature from more discipline-oriented and theoretically-focused PhD dissertations, they are held to the same high standards of academic quality and rigor as are other Western University doctoral dissertations. All students in the program will participate in two half-course **credit** dissertation seminars in which the expectations regarding dissertations are explored in depth and during which they will further elaborate their problem of practice (POP), reviews of research literature, and dissertation methodologies. Candidates consolidate their work in the program into seminar presentations that provide a clear and well-developed statement of their POP, a summary of information they have gathered on their POP, an analysis of their POP based on the information they have gathered, a critical review of the literature, and specific recommendations to address their problem of practice.

Dissertation Models

There are two models of practice based applied research experiences that will be used in the program. One is to provide thematic topics developed by the student in consultation with their supervisor, and another is to provide topics from field organizations. Both approaches will be available in this program.

Thematic Dissertation

Consistent with the directions set by many of the CPED initiatives, the proposal seeks to offer an innovative approach toward dissertation preparation. Named "thematic dissertation groups," students will work collaboratively with faculty and practitioners from the field to study a contemporary problem in education. Bringing together a strong combination of experiences and perspectives to understanding problems of practice, the groups' work culminates in a set of unique, complementary dissertations around thematically related topics. Students will write individual dissertations but rely on their faculty group leaders and fellow group members for support, literature and research design recommendations, and feedback on their drafts.

We see two major benefits of this approach. First, consistent with emergent understandings of participatory cultures (e.g. Jenkins et al., 2006), this emphasis on collaboration can foreground the collective dimensions of knowledge and knowledge production. As with any collective, cohort members will contribute to and enable one another's thinking. However, a participatory culture entails a more deliberate effort toward being conscious of such influences and their consequences, rendering the process of knowledge-production a site for research and investigation. This opportunity, to be attentive to the simultaneous learnings of individuals and collectives, is of course, of tremendous value within the field of educational research.

The second major reason has more to do with focus and motivation. Because their studies will be related, group members hold each other accountable for staying on track and considering the most contemporary and relevant theoretical and conceptual frameworks. The camaraderie and built-in support motivates students to stay focused, which ultimately reduces time to completion of the dissertation. Pilot tested in a number of CPED sites, thematic dissertations enable students to explore important questions and conduct research like professionals do in everyday settings—collaboratively.

Thematic dissertation groups will define each annual cohort group and will be either specialization specific or lend themselves to interdisciplinary exploration.

Potential topics could include problems such as:

- Access and persistence in postsecondary education
- Data-based decisions in education: What data? Which decisions?
- Effective leadership practices of the new principal: Making a successful transition
- Improving instruction for professional education
- Large scale educational reform: Assessing the evidence
- Student engagement in high-performing urban high school
- Teaching and learning: Innovative university-school partnerships for the purpose of teacher education
- The 21st century: The changing role and challenges of the urban superintendent
- The role of the academic dean in changing the academy

Field Dissertations

Problems of practice articulated by field organizations will be topics for study. Students will work in groups on these problems of practice in a collaborative endeavor that requires them to understand the issues as posed, analyze them from a number of perspectives, and respond with policy and practice. Each student will respond to a unique problem of practice and write an individual dissertation. Clients will prepare a request for assistance with a project. Such a request will include:

- 1) A context statement;
- 2) The problems to be addressed;
- 3) The expectation of the client;
- 4) The data sources that will be made available and/or the agreements for data to be collected;
- 5) The expectations regarding communication and reports; and
- 6) The final report (i.e., the dissertation).

Students will “bid” on the project on which they want to work. Once a student team has selected a project, the team will present a scope of work memorandum to the client and the supervisor that defines the scope of the project, including key problems of practice; specifies the analytical focus and data collection strategies; develops a timeline and task completion schedule; and assigns individual team members to specific areas of focus. Each student will provide a final project report which will serve as the dissertation. Typically, the final project will be a report of the analysis undertaken, including a description of the literature which informed the topic, a description of the data used, and the policy and practice recommendations. In addition to the dissertation examination, students will be expected to present a summary of the research to clients.

Supervision

Students will be matched with an approved Supervisor at the time of first registration. Supervision may be provided by Full-time Members in the professorial ranks or, alternatively, a Supervisor who does not have a continuing appointment but who holds an Adjunct appointment, has Emeritus status, or is from outside the university. In such cases, the School of Graduate and Postdoctoral Studies will be asked to approve the appointment in the form of a request for membership at a level to include privileges to supervise student at the Doctoral level. Normally, Supervisors from outside the university must meet the following criteria:

- Hold a PhD or EdD degree;
- Have extensive experience in a professional field related to the area of a student’s study and dissertation research;
- Have made significant professional contributions at the local, national, and international levels in research, teaching, and/or service;
- Have been active in professional scholarly research in an area related to the student’s interest and dissertation research.

Program Regulations: Master of Professional Education (MPEd)

Program Components and Educational Goals

Program Component	Year	Educational Goals
Inquiry and research <ul style="list-style-type: none"> • Participatory Research (half-course) (required course) ▪ Program Evaluation (half-course) (required course) Specialization study <ul style="list-style-type: none"> ▪ Specialization Course I (half-course) ▪ Specialization Course II (half-course) 	Year 1	Acquire a basic knowledge of the processes and practices of research in education, including developing an understanding of program evaluation. Introduction to the specialization area.
Specialization study <ul style="list-style-type: none"> ▪ Specialization course III (half-course) Elective study <ul style="list-style-type: none"> ▪ Elective (half-course) Laboratory of Practice (half-course) (graded) (required course) Capstone Project (one-half course) (half-course) (required course)	Year 2	Further elaboration of knowledge relative to specialization interests, as well as related content areas. Enhance research skills and professional learning within “real-world” context. Demonstrate collaborative abilities to frame a problem of practice, develop a concept map, gather relevant research, and identify methods for examining it.

Learning Outcomes

Program Objectives, Student Learning Outcomes, Courses Aligning with Outcomes, and Assessment Techniques Master of Professional Education (MPEd)			
Program Objectives	Student Learning Outcomes	Courses Aligning with Outcomes	Sources of Assessment Data
Show advanced knowledge of their disciplinary area	Demonstrate knowledge of historical and current influences on disciplinary theory and practice. Demonstrate a professional knowledge base that integrates both practical and research knowledge and links theory with systemic and systematic inquiry.	<u>Disciplinary courses within specified fields</u>	Course Assignments Seminar Discussions Applied Research Projects
Apply knowledge of their disciplinary area	Demonstrate abilities to generate, transform, and use professional knowledge to guide practice. The ability to use self-analysis, inquiry, and purposeful reflection to continually improve practice and model and encourage these habits with others. Scholarly practitioners who inspire shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for	<u>Participatory Research;</u> <u>Program Evaluation;</u> <u>Laboratory of Practice;</u> <u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment Portfolio

	continuous instructional improvement. Scholarly-practitioners who value the application of theory in practice and conduct systemic inquiry.		
Professionals whose practice is informed by scholarly literature	Acquire a knowledge base in research methodology that permits critical analysis of the literature.	<u>Participatory Research;</u> <u>Program Evaluation;</u> <u>Laboratory of Practice;</u> <u>Field specific courses.</u>	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment Portfolio
Reflective practice	Use self-analysis, inquiry, and purposeful reflection to continually improve their own practice. Frame complex problems of practice to bring about meaningful solutions. Demonstrate systems thinking and strategic approaches for teacher leaders to create a learning community that demonstrates ethical, caring and reflective practice.	<u>Participatory Research;</u> <u>Program Evaluation;</u> <u>Laboratory of Practice;</u> <u>Field Specific courses.</u>	Course Assignments Seminar Discussions Applied Research Projects Portfolio
Equity and Cultural Competency	Are culturally competent and advocate purposefully for equity	<u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects Portfolio
Communication	Develop and demonstrate collaboration and communication skills to work with diverse communities and build partnerships. Provide service to the professional, scholarly, and university communities through the dissemination and translation of research.	<u>Field specific courses;</u> <u>Laboratory of Practice</u>	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment
Professional Capacity and Autonomy	Identify and act with professionalism, integrity, and ethical behavior. The competencies of practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in education.	<u>Laboratory of Practice;</u> <u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment

Awareness of Limits of Knowledge	Develop an inquiry stance to examine and collaboratively address problems of practice from various theoretical and research perspectives.	<u>Program Evaluation;</u> <u>Participatory Research;</u> <u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects
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Program Phases

The program is divided into two phases:

Phase I (Year 1) is designed primarily to develop students' competencies as "critical critical consumers of educational research" and skills to conduct practitioner-inquiry. Emphasis is also placed on introducing students to the theoretical and research literature related to their area of specialization.

Phase II (Year 2) is designed to engage students in an in-depth analysis of an identified problem of practice through diverse academic disciplines. Specialization and elective coursework exposes students to context specific best practices and cutting edge research and emphasizes the application of theory and research to practice within a laboratory of practice. Students culminate their program with a capstone project, which is focused on a collaborative research project designed around a problem of practice.

Each specialization class will be framed within an overarching problem of practice which will serve as the catalyst for identifying other problems and issues of practice students encounter in their own work and for engaging in problem solving and applied inquiry. Coursework will be loosely structured to supplement and guide this inquiry around the content area, theoretical formulations, and research findings. The goal is to develop students' abilities to employ reasoning processes as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the educational situation. Ultimately, our goal within each course is for students to develop an inquiry stance to examine and collaboratively address from various theoretical and research perspectives authentic problems of practice in their professional work.

Program Sequence and Detail

In the first year, student's complete two introductory research courses, as well as three core specialization courses that are framed around major political, social, economic, legal, and cultural themes. Subsequent coursework in the second year builds upon this broad base of knowledge and aligns with students' career objectives. Each concentration exposes students to context-specific best practices and cutting edge research and emphasizes the application of theory to practice. Students are also provided with opportunities to view practice within context and apply their research and theoretical knowledge in their emergent roles as professionals within a laboratory of practice. The year ends with teams of students collaborating engaging in the development of a capstone project.

Objectives – Year I

In addition to overarching problems of practice introduced by the instructors and fellow students, candidates will also be asked to decide on a problem of practice that will become the centerpiece of their program of study. Research has shown that allowing students to self-identify a problem of practice to guide their program will energize their work over their period of study, be associated with a rich network of students' prior experiences, and because of students' prior experience, include a wide range of explicit and tacit knowledge. Phase I is designed to help candidates develop skills that they can use to add depth and breadth to their thinking about the problems of practice they are studying through developing the research and information collection and data analysis skills they will use to explore the many facets of a problems of practice. Candidates also learn how to read the educational literature critically through studies within their specialization area. Cumulatively, these experiences will add depth and breadth to the experience-based conceptions students' initially use to frame their chosen problems of practice.

Objectives – Year II

Learners explore their POP through lenses filtered by concepts from the research literature in light of political, social, economic, legal, and cultural contexts. The emphasis is not on learning about ideas and concepts in order to write a paper or to pass a test but rather on learning how to use these ideas and

concepts to address a complex problem of practice. Using inductive teaching techniques or what Shulman (2005) refers to as signature pedagogy, the proposed program seeks to elaborate candidates' divergent and convergent problem solving abilities and cognitive flexibility, which, in concert, will contribute to the mental leaps that characterize insightful and creative thought. To further enhance the cognitive abilities that support complex problem solving, knowledge gleaned from the topic-specific and elective courses informs action within a laboratory of practice setting in which students explore how concepts covered in their course-related readings play out in practice. Since this laboratory of practice is typically situated within school districts or related agencies, it presents students with the intricate challenges of real-world situations. As they conduct exploration projects within this setting, students are often perplexed; the textbook theory just does not translate neatly into real-world situations. To resolve the conflict, they often have to make mental leaps to connect—to figure out the relationships between the ideas they read about in their courses and the information they gather from their exploration projects within these settings.

In each course, students read the research literature critically and then explore these issues within a laboratory of practice. In each instance, instructors would use various inductive techniques to help students develop the ability to make insightful mental leaps between conceptual frameworks and problems of practice. Armed with this ability, candidates would enter real-world situations with the capacity to devise creative solutions to complex problems of practice. Throughout, instructors also help students enhance their ability to self-regulate their own learning. Instead of setting absolute requirements, instructors outline a list of readings from which candidates can choose. In terms of exploration projects, instructors work with candidates to develop the best approach to use within a particular setting. As learners consider these options at hand, instructors help them develop the skills they can use to make the most effective choices and to self-regulate—to plan, monitor, and evaluate—how they implement these choices. When candidates learn to self-regulate their own learning, they also learn how to think about their own thinking. In doing so, they often appreciate the limits of their own decision-making. With assistance from their instructors, they generally build appropriate checks and balances into the process they use to plan, monitor, and evaluate their own actions. The emphasis is on helping candidates to use convergent and divergent reasoning processes, along with framing, to conceptualize the relationships among the ideas covered within the core courses, to link these conceptual relationships to issues they find in their exploration projects, to analyze the results of their exploration, and to propose creative recommendations on ways to address a problem of practice. Phase II culminates with the completion of an integrate capstone project.

Admissions

Our Master of Professional Education is designed to attract emerging and mid-career, full-time professionals working within educational or related service organizations.

Enrolment Plan – Cohort Model

Students join together as members of a cohort that collaborates as a professional and academic “community of practice.” This cohort structure will provide ongoing support within the course work and through the dissertation writing process.

In this approach, a new group of 20 students will be admitted each year. Each cohort group will proceed through the program together, enrolling in the required courses.

To ensure the integrity of the cohort model, a continuous enrollment requirement will be necessary which will necessitate that students complete all the required courses within the timeframe stipulated.

Admissions Criteria

For admission to the Master of Professional Education program, students must possess a four-year degree from an accredited university. The School of Graduate and Postdoctoral Studies requires at least a 70% average in senior level academic courses, as determined by the School of Graduate and Postdoctoral Studies, taken in the last two full-time years of the undergraduate degree.

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.

Other formal evidence of graduate level proficiency in English (as determined by the School of Graduate and Postdoctoral Studies) may be considered in lieu of these test scores.

Advanced Credit

Students enrolling in the Educational Leadership field may achieve advanced credit (a total of 2 half-courses) for completion of the Ontario Principal's Qualification Program (PQP, Parts I and II or Ontario Supervisory Officer Qualification Program (SOQP) or an equivalent qualification from another jurisdiction. A course tuition fee will be charged to students for every one-half course advanced credit they are granted in alignment with approved tuition fees.

Laddering

It may be possible for students who have completed the Diploma in Professional Education to "ladder" two half-course equivalents into a Master of Professional Education program. No additional fees will be charged for laddering these courses.

To be eligible to participate in the laddering process, the following conditions must be met:

- Students will have completed a Professional Diploma in the Faculty of Education, Western University, or two half-course equivalents at the graduate level in Education at another accredited university.
- Students will have maintained a graduate equivalent of "B" or higher in the courses transferred.
- No more than two years will have elapsed since the completion of the Professional Diploma.

Application Material

All admission packages judged by the admissions committee will consist of university transcripts; a description of years of experience, along with level of responsibility; unique talents and accomplishments; letters of recommendation; and, the submission of a writing sample.

Admission to the program depends upon several factors, including the quality of application materials, relevant and acceptable degree(s) from accredited institution(s), participant/program fit, and competitive grades.

All applicants will be required to submit the following:

- SGPS/FoE Application Form
- Personal statement that addresses problems of practice that is of particular interest to the candidate.
- Three letters of recommendation: letters of recommendation are a very important part of the application. Three letters are required, one from an immediate supervisor; one from a person who can speak to the academic work of the applicant; and one who knows professional work and background of the applicant.
- Resume
- Application fee

- Official transcripts
- ELP test score and Permanent Resident documentation where applicable.

Program Regulations: Graduate Diploma in Professional Education (GDip)

The GDip, a full-time program, is designed to provide Bachelor-level students opportunities to completed advanced graduate professional course work in their chosen professional area. The frameworks that define the EdD and MPED will also play a pivotal role in our GDip: practitioner-scholar knowledge; signature inductive pedagogies and pedagogical tools; a participatory culture; and technologies to map knowledge and knowledge-producing systems through distance education and other delivery frameworks. The GDip is a course-based program, with research embedded within all courses.

Program Components and Educational Goals

Program Component	Year	Educational Goals
Inquiry and research ▪ <u>Action Research: Teachers as Researchers – ED9577</u> (half-course)(required) Professional Area (3 half-courses) ▪ Educational Leadership ▪ Curriculum ▪ Educational Psychology	Year 1	Acquire introductory level knowledge of the role of research in professional education, importance of research-informed practice; and to elaborate their understanding of specialization areas in professional education.

As with our EdD and MPED, each professional area course will be framed within an overarching problem of practice which will serve as the catalyst for identifying other problems and issues of practice students encounter in their own work and for engaging in problem solving and applied inquiry. Coursework will be loosely structured to supplement and guide this inquiry around the content area, theoretical formulations, and research findings. The goal is to develop students' abilities to employ reasoning processes as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the educational situation. Ultimately, our goal within each course is for students to develop an inquiry stance to examine and collaboratively address from various theoretical and research perspectives authentic problems of practice in their professional work.

Learning Outcomes

Program Objectives, Student Learning Outcomes, Courses Aligning with Outcomes, and Assessment Techniques Graduate Diploma in Professional Education (GDip)			
Program Objectives	Student Learning Outcomes	Courses Aligning with Outcomes	Sources of Assessment Data
Knowledge of selected disciplinary area	With respect to their selected disciplinary area, students will demonstrate: Knowledge and understanding of current debates, concepts, and issues within the area under study. Knowledge and understanding of research that underpins practice in the area of study. Critical appreciation of relevant education strategies, policies and guidelines, and their implications for teachers in relation to improving	<u>Disciplinary courses within specified fields</u>	Course Assignments Seminar Discussions Applied Research Projects

	<p>practice.</p> <p>Understanding and appreciation that teaching and learning occur in complex and contextualized settings that impact practice.</p>		
Apply knowledge of their disciplinary area	Knowledge of key terms, concepts and theories to inform and evaluate practice	<u>Disciplinary courses within specified fields</u>	Course Assignments Seminar Discussions Applied Research Projects
Professionals whose practice is informed by scholarly literature	<p>An acquisition of a knowledge base in action research methodology that permits critical analysis of the literature.</p> <p>Application of critical thinking and decision-making skills in relation in reviewing literature and practice</p>	<p><u>Action Research: Teachers as Researchers – ED9577</u></p> <p><u>Field specific courses</u></p>	Course Assignments Seminar Discussions Applied Research Projects
Reflective practice	<p>The ability to critically evaluate use insights to enhance practice.</p> <p>A reflective approach to research and other literature to inform and improve practice. Purposeful engagement in self-analysis, inquiry, and reflection to continually improve practice.</p>	<u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects
Equity and Cultural Competency	Cultural competence and advocacy skills to purposefully promote equity.	<u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects
Communication	<p>Abilities to develop and maintain effective written, oral, nonverbal, and electronic communications with diverse listeners.</p> <p>Competencies in the use ICT applications for information retrieval and communication purposes</p>	<p><u>Field specific courses</u></p> <p><u>Laboratory of Practice</u></p>	Course Assignments Seminar Discussions Applied Research Projects
Professional Capacity and Autonomy	<p>Actions that are consistent with principles of fairness, equity, and diversity to support the development and learning of individual children, within the context of his/her family, culture, and society.</p> <p>Ability to apply a personal philosophy of within the framework of ethical and professional standards.</p> <p>Competencies at identifying and acting with professionalism, integrity, and ethical behavior.</p>	<p><u>Laboratory of Practice</u></p> <p><u>Field specific courses</u></p>	Course Assignments Seminar Discussions Applied Research Projects

Awareness of Limits of Knowledge	Ability to develop an inquiry stance to examine problems of practice from various theoretical and research perspectives.	<u>Action Research: Teachers as Researchers – ED9577</u> <u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects
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Program Sequence and Detail

The Graduate Diploma in Professional Education program is designed to be completed within one year. All students entering the GDip will initially complete an introductory research course followed by three professional area courses. Courses will normally be delivered online across three terms (fall, winter, summer).

Admissions

The Graduate Diploma in Professional Education (GDip) is intended to provide university bachelor-level graduates the opportunity to advance their professional development as a teacher or forge new knowledge in an area not previously studied with the goal of developing specialized knowledge to enhance future professional and graduate opportunities.

Enrolment Plan

Up to 40 students will be admitted to the Graduate Diploma in Professional Education on an annual basis.

Admissions Criteria

For admission to the Master of Professional Education program, students must possess an undergraduate degree from an accredited university, preferably in Education. The School of Graduate and Postdoctoral Studies requires at least a 70% average in senior level academic courses, as determined by the School of Graduate and Postdoctoral Studies, taken in the last two full-time years of the undergraduate degree.

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.

Other formal evidence of graduate level proficiency in English (as determined by the School of Graduate and Postdoctoral Studies) may be considered in lieu of these test scores.

Advanced Credit

Students may achieve advanced credit (a total of 2 half-courses) for Additional Qualification courses taken from the Faculty of Education, Western or other Advanced Certificate programs completed at an accredited university in the area of professional studies to which they are applying. Students who are approved for advance credit will be required to pay the corresponding course fee.

Laddering

It may be possible for students who have completed the Professional Diploma in Education to “ladder” two half-course equivalents into a Master of Professional Education program.

To be eligible to participate in the laddering process, the following conditions must be met:

- Students will have completed a Professional Diploma in the Faculty of Education, Western University, or two half-course equivalents at the graduate level in Education at another accredited university.
- Students will have maintained a graduate equivalent of “B” or higher in the courses transferred.
- No more than two years will have elapsed since the completion of the Professional Diploma.

Courses laddered from the Professional Diploma or another university will complete the elective slots in the Master of Professional Education program.

Application Material

All admission packages judged by the admissions committee will consist of university transcripts; years of experience, along with level of responsibility; unique talents and accomplishments; letters of recommendation; and the submission of a writing sample.

Admission to the program depends upon several factors, including the quality of application materials, relevant and acceptable degree(s) from accredited institution(s), participant/program fit, and competitive grades.

All applicants will be required to submit the following:

- SGPS/FoE Application Form
- Personal statement that addresses problems of practice that is of particular interest to the candidate
- Three letters of recommendation; letters of recommendation are a very important part of the application. Three letters are required, one from an immediate supervisor; one from a person who can speak to the academic work of the applicant; and one who knows professional work and background of the applicant.
- Resume
- Application fee
- Official transcripts
- ELP test score and Permanent Resident documentation where applicable.

Delivery

As previously noted, normally, all of our program options (EdD, MPED, and GDip) will be delivered on-line. Depending on cohort needs, at times, we may elaborate our on-line offerings by delivering segments of courses through face-to-face interactions, on-campus summer sessions and institutes, blended courses, and short concentrated experiences.

Over the last decade, Canadian universities have played a leadership role and gained international recognition in e-learning—In infrastructure, deployment, learning methodology, tools and practices, work on accessibility, and research on learning objects and repositories (*State of E-Learning in Canada*, Canadian Council on Learning, 2009). Through harnessing these strengths, we will seek to offer an accessible, equitable program and in the process enhance our market.

With the development and diffusion of effective e-learning practices across Canada and throughout the world, more learners at all stages of life will be able to access more educational opportunities. For the past ten years, online enrolments in higher education have grown substantially faster than overall higher education enrolments (*Review of E-Learning in Canada*, Knowledge Link, Concordia University, 2009; *State of E-Learning in Canada*, Canadian Council of Learning, 2009; *E-Learning in the Canadian Post-Secondary Education System*; Ontario Undergraduate Student Alliance, 2010). Yet, despite this rapid growth, numerous myths surround perceptions of the relative weaknesses and strengths of distance delivery options.

Recent meta-analysis of reviews of distance education compared with classroom instruction point to considerable heterogeneity, suggesting that although some students do better in distance education, the

goodness-of-fit is better for other within the face-to-face environment. This wide variability means that a substantial number of distance education applications provide better achievement results, are viewed more positively, and have higher retention rates than their classroom counterparts. On the other hand, a substantial number of distance education applications fare worse than classroom instruction in regard to all three measures.

We have carefully reviewed the existing literature on distance education to give us information on how best to support the design and development of a quality distance education EdD. Following is a listing of related findings and what we propose to do to address these issues.

1. Attention to quality course design should take precedent over attention to the characteristics of the media. This presumably includes what the instructor does as well as what the student does. Related to this finding is that the professional development and training of instructors to use technology effectively is crucial. As previously noted throughout this document, we have given considerable care to developing a pedagogical and disciplinary framework for the EdD program. Moreover, we have exercised considerable care in assembling a team of digital pedagogical experts who will provide on-going support to instructors in course preparation and delivery, along with training programs. All instructors will be asked to participate in these preparation programs prior to their involvement in program delivery.
2. Active learning (e.g. problem-based learning that includes or induces some degree of collaboration among students appears to foster better achievement and attitudes outcomes in distance learning). The pedagogical approaches utilized throughout the program place a premium on active inductive-learning techniques. Further, media designed to support interactivity will be used throughout the program.
3. Opportunities for communication, both face-to-face and through mediation, appear to benefit students. The use of a cohort-based model, emphasis on participatory cultures and connectivism, and laboratories of practice enhance opportunities for students to actively participate in communities of learning and practice.
4. Provision of student support services. Research reports that the most important services for students in distance education are the ones required to get students through the early steps. Thus, provision of information and advice about distance learning opportunities and orientation to resources and learning formats are important. To ensure student success, we will be offering a compulsory non-credit course (New Technologies in Professional Education) that will introduce incoming students to basic, advanced, and cutting edge experimental online educational tools. It will also provide students with practice in the collaborative use of these tools so that they can participate easily in, and contribute effectively to, their online "for credit" professional courses.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Professional Education: Doctor of Education, Master of Professional Education, Graduate Diploma in Professional Education		
Degrees Offered:	EdD, MPed, GDipPE		
Approved Fields:	EdD: Educational Leadership	MPed: Educational Leadership Curriculum Studies Educational Psychology and Inclusive/Special Education International Education	GDip: <i>No fields</i>
Date of Site Visit:	September 10-11, 2012		
Evaluation:	<i>Approved to Commence with Report</i>		

Summary:

This is a set of new professional graduate programs focused on professional practice in education. Integrating principles of the Carnegie Foundation for the Advancement of Teaching, the doctoral (EdD), master's (MPed), and graduate diploma (GDipPE) programs are designed on a practitioner-scholar model, with a goal of developing professionals for research-informed practice. The programs will use primarily an online delivery format for courses. The degree requirements and learning outcomes are clearly defined and appropriate. Consistent with established and regarded EdD programs, admission to this new EdD will be open to those with a master's degree in education or allied profession (such as a Master of Social Work).

The Faculty of Education has strong leadership and the faculty members have strong research, professional and clinical expertise. The Faculty has a record of delivering quality graduate education via online delivery and the intent to offer these new program online is consistent with Western's priority to increase accessibility via alternative delivery of programs, as well as the priority to increase capacity in professional graduate education.

Recommendation:	Responsibility
Monitor completion time for the EdD with consideration to extend the program length from 3 to 4 years if 3 years is found to be insufficient time for completion	Associate Dean (Graduate Programs)
Define, deliver and monitor the supports that will be provided to students to facilitate online learning. Clearly define services available to support International students.	Associate Dean, Graduate Programs
Implement ongoing evaluation to ensure integrity and quality of learning, including online, blended and onsite	Associate Dean, Graduate Programs
Implement an electronic program manual for students that clearly defines expectations, evaluation methods, progress requirements, and resources and supports	Associate Dean, Graduate Programs
Ensure that early growth of the programs is paralleled by investment in incremental faculty resources to sustain the programs	Dean of Education

Monitor capacity in the Educational Leadership area in light of impending retirements to align faculty appointments to ensure critical mass is sustained to support this area (or alternatively, redefine areas of strength)	Dean of Education
Introduce an e-portfolio requirement with clear expectations for the diploma program	Graduate Program Chair
Launch the programs with a blended program delivery approach and build resources and support for full online delivery over time	Dean of Education; Graduate Program Chair
Develop a roster of Adjunct Faculty with the appropriate qualifications and commitment to supervise EdD research. Provide guidelines for Adjunct Faculty and monitor the quality of their contributions, particularly as supervisors in the EdD program.	Dean of Education; Associate Dean (Graduate Programs);
Limit intake to the EdD in each of the first three years of the program to 25 students. Provide report to SUPR-G at the end of the third year and again at the end of the fourth year, detailing completion rates and outcomes of students admitted in the first three years of the program.	Dean of Education; Associate Dean (Graduate Programs); Graduate Program Chair

Schulich School of Medicine & Dentistry, Department of Microbiology and Immunology

Project and Course-Based Option in the MSc in Microbiology and Immunology

(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies.

The full Brief is available upon request)

INTRODUCTION

Overview of the New Program

The Department of Microbiology and Immunology proposes the introduction of a new option (Microbiology and Immunology Project and Course-Based Master of Science Program) in the existing Microbiology and Immunology Master of Science (MSc) program. The new option will be a non-thesis degree based on an advanced research project and formal course work. The duration of the Project and Course-Based MSc will span one year (May 1 – April 30). Project and Course-Based MSc students will not receive a stipend and will be responsible for their own tuition costs. Clinical fellows have completed residency training and enroll in our postgraduate surgical education training programs for one to two years and often have basic science and/or clinical research requirements as a part of their fellowship training. However, no additional degrees or diplomas are granted for research training periods and the trainees have not necessarily obtained the breadth or depth of tools necessary to achieve their academic goals before their research time has elapsed.

There is a need for a one-year Project and Course-Based MSc option because of increased demand from students planning to attend professional schools, including medical, dental, occupational therapy, nursing, veterinary, pharmacy, and public health programs.

The capacity limitations of the existing thesis-based MSc degree offered by the Microbiology and Immunology program do not allow us to accommodate all acceptable applicants. Over the last four years, this program has only been able to identify supervisors for 27% of applicants (78 of 288). In addition, preference is typically given to those interested in PhD studies, rather than careers in the medical or dental professions. Historically, the traditional thesis-based MSc degree in the Microbiology and Immunology program was positioned as an intermediate between the BSc and PhD, with a curriculum appropriately designed for candidates likely to pursue PhD studies. Given that the majority of existing students in the thesis-based MSc program do not intend to pursue a PhD, and given capacity limitations, the creation of a new non-thesis course and project-based MSc option tailored for students wishing to enter professional school is highly desirable. It should be noted that other science/medical science programs at Western currently offer multiple MSc options with a choice between either research project or research thesis, including the Physics and Astronomy Department and the Anatomy and Cell Biology Department. Both of these programs indicate shorter time to completion than the approximately two years required for the current thesis-based MSc program in Microbiology and Immunology.

ADVANTAGES OF THE NEW OPTION FROM THE STUDENT PERSPECTIVE

The proposed new Master of Science option has a number of advantages for prospective students, including the following:

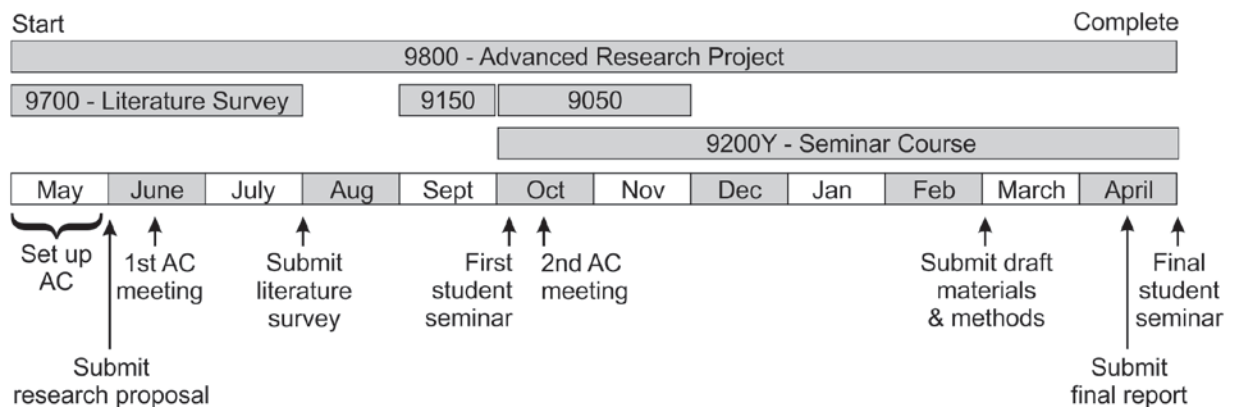
- 1) Completion of an MSc degree in 12 months will allow students to reach their career objectives more quickly.
- 2) Additional students currently not granted entrance to the MSc program will be accommodated by the increased capacity generated by the new program.
- 3) Students completing this option will be eligible to enroll in the PhD program and will effectively be "fast-tracked."
- 4) Students tend to achieve learning outcomes more effectively in accelerated programs due to improved engagement and focus.
- 5) Students gain a deeper and longer-lasting understanding of knowledge when given in a compressed time frame.
- 6) Students will have access to a unique Scientific Communications course that emphasizes communications and interview skills that are key to professional careers.
- 7) The close association of candidates with their supervisors and advisory committee members will provide the students with more detailed and informative reference letters necessary for application to professional schools.

STRATEGIC VALUE TO WESTERN

The proposed new Master of Science option is structured to increase overall enrolment in the Microbiology and Immunology graduate program without compromising on the quality of the training offered. The proposed new option will expand the capacity of the Microbiology and Immunology graduate program to train students. This falls within Western's commitment to increase the graduate student cohort as stated in the Western Strategic Plan 2008-11 and 2010 Update. Immunology is recognized as an area of research strength in the Western Strategic Plan 2008-2011 and Microbiology is highly relevant to many of the other areas of research strength listed in Western's Life Sciences and the Human Condition category of the strategic plan.

OPTION DETAILS

The Project and Course-Based MSc option will be open only to students who complete an undergraduate research project in Year 4 of Western's BSc program. This provides a significant pool of students eligible for the new MSc option. Project-based students will commence their graduate studies in May, immediately following completion of their BSc Honors degree. Project and Course Based MSc students will continue to work under the same supervisor for their undergraduate research thesis project. Students will not receive a stipend and will be responsible for their own tuition costs. The Project and Course-Based MSc will be a non-thesis based advanced research project, but will also have a complement of formal course work. All requirements for the Project and Course-Based MSc option will be completed by



Proposed timeline for accelerated MSc program

Program starts May 1st and ends April 30th.

Students are enrolled in 5 courses:

9050* - Infection and Immunity, which runs October-November

9150* - Effective Scientific Communications, which runs throughout September

9200Y* - Seminar Course, which runs from October-April

9700 - Critical Review of the Literature and Survey, which runs from May-July

9800 - Advanced Research Project, which runs from May-April

*indicates courses with shared content with students enrolled in the conventional 2-Year MSc program

Abbreviations:

AC - Advisory Committee

(comprised of supervisor, steering committee member and one additional faculty member)

the end of the following April. The diagram below summarizes the timelines and milestones of the Project and Course-Based MSc option.

Project and Course-Based MSc students will take the following required courses:

MICROIMM 9800 (Advanced Research Project)

MICROIMM 9700 (Critical Review of the Literature)

MICROIMM 9050* (Infection and Immunity)

MICROIMM 9150* (Effective Scientific Communication)

MICROIMM 9200Y*(Graduate Seminar course)

*indicates courses with shared content with students enrolled in the conventional Two-Year MSc program

DIFFERENTIATION BETWEEN THE TWO MSc OPTIONS

The proposed new Course and Project-Based MSc option differs from the conventional two-year MSc stream in the following ways. **First**, the proposed program will incorporate a tightly-defined, high-intensity research project of a fixed one-year duration, based on a foundation of prior undergraduate achievement. This approach also allows for the possibility of working on team projects. The conventional MSc stream is an open ended, multi-year thesis-based project in an area that may be unfamiliar to the candidate, as well as the supervisor. **Second**, the proposed program will culminate with the writing of a project report that is shorter than a conventional thesis and will be examined by a committee without a formal thesis defense. **Third**, the proposed one-year thesis program will have courses with additional material not available to conventional two-year MSc thesis students. In particular, the Scientific Communication course (9150 instead of 9100 for conventional MSc thesis students) will include sections on project management skills, lab management skills, and job interview skills. These sessions will not be available to conventional MSc thesis students. **Fourth**, students completing the Project and Course-Based MSc option will obtain a numerical grade for their Advanced Research Project. This numerical grade will differentiate the Project and Course-Based MSc option from the traditional two-year MSc Thesis degree, which does not assign a grade. In addition, there is a plan to change the traditional two-year MSc thesis into a milestone rather than a course as an additional way to differentiate the transcripts from the two streams. **Fifth**, unlike conventional MSc students, participation in a journal club is not mandatory for the one year Project and Course-Based option.

SPECIAL MATTERS AND INNOVATIVE FEATURES

Although a number of universities in the US offer project or course-based MSc degrees, the proposed Project and Course-Based option is unique. The addition of this new option will in effect convert Western's existing undergraduate programs into a 4 + 1 choice. After graduating with an BMSc honors degree, students will be able to obtain an MSc degree with one additional year of study.

A survey suggests that the availability of the Project and Course-Based MSc option may also influence undergraduate students to choose the Microbiology and Immunology program for their BMSc, indirectly increasing undergraduate enrolment.

The choice to enter either the Project and Course-Based MSc option or the traditional two-year MSc Thesis degree will be indicated upon application to the program. After acceptance, students will not be allowed to switch between the traditional two-year MSc degree and the Project and Course-Based MSc option due to course and milestone incompatibilities. Project and Course-Based MSc graduates wishing to pursue an advanced research career upon completion of their Project and Course-Based MSc option will be eligible to apply for entry to the Microbiology and Immunology PhD program.

GOVERNANCE AND ORGANIZATION OF THE PROJECT AND COURSE-BASED MSc OPTION

A steering committee consisting of a minimum of three members of the Microbiology and Immunology Graduate Education Committee will oversee the implementation and execution of the Project and Course-Based MSc option. The steering committee will be responsible for:

- 1) approval of all admissions;
- 2) being part of the Advisory Committee of Project and Course-Based MSc students. (This will provide consistency in the meeting the program deadlines and milestones);
- 3) evaluation of Project and Course-Based MSc students' performance in their courses. (It is anticipated that for the points 1 and 2, the ratio of Project and Course-Based MSc students to steering committee members should not exceed 5:1).

The advanced research project will be undertaken under the supervision of a faculty member of the Graduate Program in Microbiology and Immunology who will act as the chief advisor (see list above). The project supervisor will usually be the same as for the student's undergraduate honor's thesis project. Under special circumstances permission may be granted for a student to change research supervisor.

Upon starting the program, and in consultation with his/her supervisor, the student will choose an advisory committee consisting of the supervisor, one Project and Course-Based MSc steering committee member, and one additional member of the Graduate Program in Microbiology and Immunology or suitable faculty member from another department.

Project and Course-Based MSc students will be required to have two advisory committee meetings; the first to take place no later than July 1 and the second to take place no later than November 15 of the year they enter the program.

The incorporation of two advisory committee meetings per year and the numerous milestones described above will ensure timely completion of the requirements for the Project and Course-Based MSc. Satisfactory completion of each requirement will be required for student advancement in this program.

Revisions to the Policy on “Admission Requirements for Ontario High School Applicants”

ADMISSION REQUIREMENTS FOR ONTARIO HIGH **SECONDARY SCHOOL APPLICANTS**

Enrolment in first year is limited and admission is competitive. The minimum admission average is determined each year and is dependent on the number and quality of applicants, and number of available places in each faculty and/or program.

Admission under OSS

Students presenting the Ontario Grade 12 Secondary School curriculum implemented in 1999 must complete an Ontario Secondary School Diploma including:

- Completion of six Grade 12 U and/or M level courses (excluding co-op courses)
- Completion of ENG4U
- Completion of required prerequisites as specified by Western
- An admission average that includes all prerequisite courses as specified by Western

Students are able to provide information about circumstances that may have adversely affected their academic performance in high **secondary** school including, financial circumstances, required employment, disability or illness, or other personal and family matters. This information will be taken into consideration in the admissions process. Specific courses are required and/or are recommended for entry into each faculty and program available in first year and are listed below as Subject Requirements:

ARTS AND HUMANITIES

Required: English (ENG4U)

~~Effective for admission September 1, 2012:-~~

~~SCIENCE (including Biological and Medical Sciences)-~~

~~Grade 12 U and M Courses Required-~~

- ~~• English ENG4U~~
- ~~• Advanced Functions MHF4U~~
- ~~and two of:-~~
- ~~• Biology SBI4U~~
- ~~• Chemistry SCH4U~~
- ~~• Computer Science ICS4U~~
- ~~• Earth and Space Science SES4U~~
- ~~• Calculus and Vectors MCV4U highly recommended-~~
- ~~• Math of Data Management MDM4U~~
- ~~• Physics SPH4U~~

~~Note: First-year Chemistry requires Grade 12U Chemistry (SCH4U), or Grade 11U Chemistry with permission of the Department, and is required for Biological and Medical Sciences, Chemistry and several other modules.~~

Effective for admission September 1, 2013:

SCIENCE AND BIOLOGICAL SCIENCES

Grade 12 U and M Courses Required

- English ENG4U
- Calculus and Vectors MCV4U
- and two of:
- Advanced Functions MHF4U
- Biology SBI4U
- Chemistry SCH4U
- Computer and Information Science ICS4U
- Earth and Space Science **S** SES4U
- Math of Data Management MDM4U
- Physics SPH4U

Note: First-year Biology and Chemistry **courses** require Grade 12U Biology (**SBI4U**) and Grade 12U Chemistry (SCH4U) respectively. First-year Biology and Chemistry courses are required for all modules offered by the Department of Biology and for some modules offered by the Department of Chemistry and other Science departments.

Biological and Medical Sciences

Grade 12 U and M Courses Required

- English ENG4U
- Calculus and Vectors MCV4U
- Biology SBI4U
- Chemistry SCH4U

Note: Although Western offers first-year physics courses that do not require high- **secondary** school physics as a prerequisite, it is strongly recommended that students complete Grade 12 U Physics (SPH4U).

SOCIAL SCIENCE

Grade 12 U and M Courses Required
English ENG4U

Grade 12 U and M Courses Recommended

All Specializations and Majors in Psychology require a University Math course. Therefore Advanced Functions (MHF4U) is highly recommended.

Math is helpful as preparation for Sociology and Geography programs.

Effective January 1, 2012:

For Economics:

- Grade 12U Advanced Functions (MHF4U) and Calculus and Vectors (MCV4U) are required for the Minor in Economics.
- Grade 12U Advanced Functions (MHF4U) and Calculus and Vectors (MCV4U) and university-level Calculus are required for the other modules in Economics.

MANAGEMENT AND ORGANIZATIONAL STUDIES

Required: English (ENG4U) and two of: Advanced Functions (MHF4U), Calculus and Vectors (MCV4U), and Math of Data Management (MDM4U).

Grade 12U and M Courses Recommended: MCV4U and/or a university Calculus course is required prior to taking mandatory upper-year Economics courses in Finance for MOS, and for pursuing a Major or Honors Specialization in Economics.

Commercial Aviation Management Stream:

In addition to the above, a valid Transport Canada Category 1 Medical Certificate is required for flight. Physics (SPH4U) is recommended. Two hours of small aircraft flying time is strongly recommended. **A mandatory Supplementary Application form must be submitted by March 1.**

ENGINEERING

~~Required: Six~~ Grade 12U or M level courses **required** including:

- Grade 12U Advanced Functions (MHF4U)
- Grade 12U Calculus and Vectors (MCV4U)
- Grade 12U Physics (SPH4U)
- Grade 12U Chemistry (SCH4U)
- Grade 12U English (ENG4U)
- ~~One additional 4U or 4M course from any discipline~~

HEALTH SCIENCES

English Grade 12U (ENG4U), Biology Grade 12U (SBI4U), one of: Advanced Functions Grade 12U (MHF4U), Calculus and Vectors Grade 12U (MCV4U), Math of Data Management Grade 12 U (MDM4U)
Chemistry Grade 12U (SCH4U) is recommended but not required.

HUMAN ECOLOGY

FOOD SCIENCE & TECHNOLOGY

NUTRITION & DIETETICS (or **FOODS & NUTRITION** for students admitted before Sept. 2009)

BSc (Nutrition & Dietetics): English (ENG4U), Biology (SBI4U), Chemistry (SCH4U); one of: Functions and Applications (MCF3M), Functions (MCR3U)

KINESIOLOGY

English (ENG4U), Biology (SBI4U)

~~Students interested in the BSc program are encouraged to select one Grade 12 U-level Math course. Advanced Functions (MHF4U) is strongly recommended.~~

~~Physics (SPH4U) or Physics (SPH3U) are also strongly recommended.~~

• A Grade 12 U-level Math and Grade 11 or 12 U-level Physics are recommended

• It is strongly recommended that students interested in the BSc take an additional Science course from: Chemistry (SCH4U) (strongly recommended), Calculus and Vectors (MCV4U), or Computer and Information Science (ICS4U).

MEDIA, INFORMATION AND TECHNOCULTURE

Required: English (ENG4U)

MUSIC

Required: English (ENG4U) and the Faculty's recommendation based on an informal interview and a satisfactory audition on a principal instrument at a minimum Conservatory Grade VIII level.

Keyboard proficiency at a minimum level of Conservatory Grade VI (for applicants whose principal instrument is not piano) must be fulfilled prior to second year.

BA in Music Administrative Studies (MAS): English (ENG4U), and one of the following: Advanced Functions (MHF4U), Calculus and Vectors (MCV4U), or Math of Data Management (MDM4U); the Faculty's recommendation based on an informal interview; and a satisfactory audition on a principal instrument at a minimum conservatory-Grade VIII level. **interview and evidence of a strong musical background and experience. This should be equivalent to at least Grade 8 Conservatory Level.**

BA (Music) and BA (Honors Music): English (ENG4U) and recommendation of the Faculty on the basis of an interview.

Music Performance Diploma: English (ENG4U) and demonstrable performance level of at least Conservatory Grade X standard and evidence of exceptional performance before a jury are required. **This is a program primarily for students who wish to concentrate on the study of Music Performance concurrent with a course of study leading to a non-Music academic degree at Western.**

NURSING

Western/Fanshawe Collaborative BScN: Applicants must have a minimum of 65% in each of English ENG4U, Biology SBI4U, Chemistry SCH4U, and one of: Functions and Applications MCF3M or Functions MCR3U.

Notes:

- **If an applicant does not meet the minimum Math requirement in the Grade 11 courses, Western will check for a minimum of 65% in one of Advanced Functions MHF4U, Calculus and Vectors MCV4U, or Math of Data Management MDM4U. The Grade 12 Nursing admission average is based on six Grade 12U/M level courses including the prerequisites of English ENG4U, Biology SBI4U, Chemistry SCH4U, and the next highest three Grade 12U/M level courses (excluding co-op).**
- **To be considered for admission to both the Western site and the Fanshawe site of this program, students must choose both ENW (OUAC application code for the Western site) and ENF (OUAC application code for the Fanshawe site).**

New Scholarship and Awards

Ivey Business Leader Award Recipients MBA Leaders Scholarship (School of Graduate and Postdoctoral Studies, Business)

Awarded annually to a full-time student entering the Master of Business Administration (MBA) program at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. Candidates must submit applications for this scholarship at the time of application to the MBA Program at the Richard Ivey School of Business. Final selection of the recipient will be made by the MBA Scholarship Review Committee, with at least one member who holds membership with the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This scholarship is made possible through the generosity of Ivey Business Leader Award honorees.

Value: 1 at \$35,000

Effective: May 2014

Cullen MBA Scholarship (School of Graduate and Postdoctoral Studies, Business)

Awarded annually to a full-time student entering the Master of Business Administration program at the Richard Ivey School of Business, who is a Canadian citizen and resides in British Columbia, based on demonstrated academic achievement. If there is no candidate from British Columbia, then a Canadian citizen who does not reside in Ontario or Alberta will be selected. Candidates must submit applications for this scholarship at the time of application to the MBA Program at the Richard Ivey School of Business. Final selection of the recipient will be made by the MBA Scholarship Review Committee, with at least one member who holds membership in the School of Graduate and Postdoctoral Studies. This scholarship is made possible through the generosity of Mark Cullen, MBA '71.

Value: 1 at \$10,000

Effective: May 2013 to April 2018

Elizabeth Hardy Global Opportunities Award in Classical Studies (Faculty of Arts and Humanities, Classical Studies)

Awarded to a full-time student enrolled in Classical Studies in the Faculty of Arts and Humanities 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. Preference will be given to a student attending the Vindolanda Field School. Award recipients will be selected based on a combination of academic achievement, proposed length of international program, and a short 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.

Applications are available from and should be submitted to the International Learning, Western International office along with the required statement. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on either November 30 or March 15 as most applicable to the desired program. This award was established by an anonymous donor.

Value: 1 at \$2,000*

Effective: 2012-2013 academic year only

** The donor's contribution of \$1,000 will be matched by the University through the Global Opportunities Award Program.*

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

SUEPP Report

School for Advanced Studies in the Arts and Humanities

Report on Faculty Recruitment and Retention

FOR APPROVAL

1. SUEPP Report

Recommended: That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in [Appendix 2](#).

Background:

See [Appendix 1](#) and [Appendix 2](#)

2. School for Advanced Studies in the Arts and Humanities

Recommended: That Senate recommend to the Board for approval the establishment of the new School for Advanced Studies in the Arts and Humanities, in the Faculty of Arts and Humanities.

Background:

The proposed School for Advanced Studies in Arts and Humanities is the vehicle that the Faculty of Arts and Humanities will use to explore and develop unique new pedagogies and research opportunities. It will highlight the Faculty's existing and emerging strengths, and harness these to an interdisciplinary, internationally focused academic platform that will support the Faculty's goal of being the academic destination of choice for Arts and Humanities students and scholars, from Canada and abroad.

In the first instance, the School will be organized around an elite undergraduate program, namely the Major in Arts and Humanities that has already been approved by Senate and was approved at the end of September 2012 by the Quality Council of Ontario. With this Major, the School will deliver a research intensive program of humanities education to a select cohort of 25-30 undergraduate students. These students will be selected by an admissions panel on the basis of a portfolio combining academic work, community engagement, and other extracurricular activities. The admissions panel will have the latitude to accept exceptionally promising students who fall below the 90% threshold that will be the typical entry level. The aim is the formation of global citizens and research leaders. This program will include opportunities for experiential learning (in London, other parts of Canada, and abroad), foreign language acquisition, cultural studies, international exchanges and other forms of international travel and engagement.

The School will also enlist the Faculty's top graduate students to engage undergraduates in research endeavours, mentoring, reading groups, and conferences. The emphasis will be on participatory learning, with many opportunities for student engagement in the class, the University, the community, and abroad.

To deliver the programming, the School will have an institutional structure that will bring together a Director and 6-8 Associates or Research Fellows drawn from across the Faculty's departments. In addition, there will be a Librarian Associate, and eventually a visiting International Associate. The length of the appointments will vary to allow both continuity and development. The enterprise will be supported by the Dean's Office, with primary responsibility devolving to the Associate Dean (Academic) and the Associate Dean (Research and Graduate Studies).

Each Associate/Fellow will provide the teaching equivalent of 1.0 course to the School. Collectively, the Director and Associates/Fellows will determine how to devise and deliver the School's curriculum. The intent is to allow a maximum of flexibility and encourage pedagogical experimentation. Current plans envisage various forms of team teaching that will have instructors from different disciplines sharing the classroom. The framework for the program is in the form of the Major (in Arts and Humanities), which will be combined with another Major in one of the Arts and Humanities disciplines (of the student's choice), thus combining disciplinary rigour with interdisciplinary flexibility and experimentation. Students will graduate with an Honors Bachelor of Arts degree.

Thanks to the generosity of Western Libraries, the Faculty has secured a separate location in The D.B. Weldon library for the School to provide offices for the Director and Associates/Fellows. It will be important for the School to establish partnerships with various institutions on campus and in the wider community. Connections to the Library, Digital Humanities, and the Rotman Institute are already in development. The Faculty will also work extensively with the Experiential Education Coordinator in the University's Student Success Centre to provide experiential learning opportunities, as well as Western International. It will be important to arrange exchanges and visits with institutions such as the University of Nice (which has a longstanding arrangement with French Studies) and the Banff Centre (links here are at a preliminary, but promising, stage).

The first intake is planned for September of 2013. Given a yearly admission of about 25 students (and with very little anticipated attrition, in light of the expected calibre of the students), the program will bring 90-100 additional students into the Faculty by the time it reaches its steady state in 2017. It is also expected that the School will add considerably to the Faculty's visibility, by differentiating its programming from that of other Arts/Arts and Humanities Faculties in the province (and indeed, the country). An increase in interest and applications would be a welcome side-effect.

The School will also play a role as a research catalyst. The design is intended to drive research at all levels, faculty, graduate students, and undergraduate students. In addition to fostering interdisciplinary projects, the School will be a focal point for conferences, workshops and visiting scholars. Extracurricular opportunities for discussion, lectures and reading groups will also be developed.

The School has been fortunate enough to recruit Joel Faflak (English and Writing Studies) as its Director, and he is currently working with an academic advisory council (Kelly Olson, Classical Studies; David Bentley, English and Writing Studies; Laurence de Looze, Modern Languages and Literatures; and, Christine Sprengler, Visual Arts; together with the Dean and Associate Deans) to fine tune the project as it unfolds toward its initial cohort. It should be noted that the program of the School will be closely tied to the Faculty and University's strategic priorities: inter-disciplinary, international exchange, experiential learning, and intensive undergraduate research. To these are added the integration of 2nd and 3rd language acquisition, training in the Digital Humanities, community engagement, volunteer opportunities, and internships. The School's advisory council and the Dean's Office, including Communications and Development, are integrally involved in securing all of these opportunities for students. Fundraising is a priority, with some (small) donations starting to come in -- support for student travel has, to date, been attractive to alumni.

FOR INFORMATION

3. **Report on Faculty Recruitment and Retention**

See [Appendix 3](#).

2012-13 Enrolment Summary: Actual to Forecast

		Actual						2012-13		
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Forecast	Actual	Actual - Forecast
1	Constituent University									
2	Full-Time Undergraduates									
3	Arts & Humanities	1,449	1,358	1,312	1,275	1,260	1,232	1,238	1,180	-58
4	Business (HBA)	566	635	706	812	935	979	1,065	1,065	0
5	Dentistry	242	247	249	251	251	260	266	266	0
6	Education	892	803	728	726	732	700	668	677	9
7	Engineering	1,226	1,138	1,098	1,132	1,147	1,262	1,303	1,335	32
8	Health Sciences									
9	BHSc Program	1,094	1,057	1,056	1,098	1,117	1,185	1,142	1,160	18
10	Kinesiology	1,120	1,148	1,159	1,194	1,204	1,246	1,222	1,203	-19
11	Nursing	769	746	781	777	797	808	805	820	15
12	Therapies	29	27	39	40					
13	Sub-Total	3,012	2,978	3,035	3,109	3,118	3,239	3,169	3,183	14
14	Law	472	472	456	467	458	465	450	476	26
15	Media, Information, & Technoculture	793	810	915	890	972	963	975	919	-56
16	Medicine									
17	MD Program	536	552	569	591	621	646	672	667	-5
18	BMedSci Program	997	758	603	591	653	688	828	778	-50
19	Music	544	555	555	535	535	527	529	542	13
20	Science	3,713	3,693	3,795	3,737	4,020	4,222	4,236	4,334	98
21	Social Science	6,115	5,941	6,035	6,408	6,433	6,618	6,686	6,648	-38
22	Total Full-Time Undergraduates	20,557	19,940	20,056	20,524	21,135	21,801	22,085	22,070	-15
23	Concurrent Programs	80	68	81	110	121	144	155	155	0
24	Medical Residents	644	674	685	725	798	810	810	829	19
25	Full-Time Graduates									
26	Masters	2,295	2,547	2,606	2,648	2,800	2,823	2,981	2,756	-225
27	Ph.D.	1,422	1,516	1,614	1,771	1,904	1,947	2,022	2,021	-1
28	Total Full-Time Graduates	3,717	4,063	4,220	4,419	4,704	4,770	5,003	4,777	-226
29	Total Full-Time Enrolment	24,998	24,745	25,042	25,778	26,758	27,525	28,053	27,831	-222
30	Part-Time FTEs									
31	Undergraduate <1>	2,138	2,199	2,067	2,134	2,197	2,243	2,250	2,301	51
32	Education (AQs) <1>	907	897	929	922	803	745	725	669	-56
33	Masters	109	120	130	129	134	140	140	175	35
34	Ph.D.	12	20	29	24	21	26	25	22	-3
35	Total Part-Time FTEs	3,166	3,236	3,155	3,209	3,155	3,154	3,140	3,167	27
36	Total Constituent FTEs	28,164	27,981	28,197	28,987	29,913	30,679	31,193	30,998	-195
37	Affiliated University Colleges									
38	Full-Time Undergraduates									
39	Brescia	954	912	918	934	964	1,067	1,102	1,121	19
40	Huron	1,072	1,088	1,143	1,235	1,254	1,272	1,250	1,230	-20
41	King's	3,167	3,088	3,118	3,122	3,216	3,286	3,246	3,244	-2
42	Total Full-Time Undergraduates	5,193	5,088	5,179	5,291	5,434	5,625	5,598	5,595	-3
43	Part-Time Undergraduate FTEs <1>									
44	Brescia	68	80	78	82	83	94	90	95	5
45	Huron	47	45	55	57	56	70	55	60	5
46	King's	224	260	239	249	245	252	245	235	-10
47	Total Part-Time FTEs	339	385	372	388	384	416	390	390	0
48	Graduate FTEs									
49	Brescia		13	27	26	30	29	30	32	2
50	Huron	7	12	15	13	12	14	20	10	-10
51	King's	16	24	33	30	34	31	34	33	-1
52	Total Graduate FTEs	23	49	75	69	76	74	84	75	-9
53	Total Affiliate FTEs	5,555	5,522	5,626	5,748	5,894	6,115	6,072	6,060	-12
54	Total UWO FTEs	33,719	33,503	33,823	34,735	35,807	36,794	37,265	37,058	-207
Rows 55 to 86 Included above										
55	International Students									
56	Constituent Full-Time									
57	Undergraduates	693	618	573	631	703	923	1,295	1,257	-38
58	Medical Residents	131	119	120	109	121	127	127	108	-19
59	Masters (excluding Ivey)	230	245	254	320	378	452	417	463	46
60	MBA (Regular), Ivey MSc	40	17	21	17	27	30	30	22	-8
61	Executive MBA	55	62	71	71	80	44	56	22	-34
62	Ph.D.	338	341	361	426	463	510	514	499	-15
63	Affiliate Full-Time									
64	Undergraduates	447	456	511	536	524	497	n.a.	476	---
65	Masters	0	0	2	2	2	2	n.a.	4	---
66	Year 1 Only									
67	Constituent									
68	Arts & Humanities	310	297	312	259	258	272	275	236	-39
69	Engineering	318	320	327	343	351	416	375	412	37
70	Health Sciences									
71	BHSc Program	316	283	273	270	273	314	275	292	17
72	Kinesiology	310	365	349	347	330	366	350	331	-19
73	Nursing	130	127	129	130	133	128	125	128	3
74	Media, Information, & Technoculture	283	287	363	333	361	334	330	314	-16
75	MOS Program	634	703	727	773	740	846	820	816	-4
76	Music	136	151	153	135	141	142	150	144	-6
77	Science	1,148	1,084	1,097	1,106	1,366	1,388	1,325	1,313	-12
78	Social Science	858	795	789	757	771	850	775	837	62
79	Total Year 1 - Constituent	4,443	4,412	4,519	4,453	4,724	5,056	4,800	4,823	23
80	Affiliated University Colleges									
81	Brescia	244	290	254	268	260	292	308	284	-24
82	Huron	365	383	406	397	404	381	405	367	-38
83	King's	807	858	949	946	916	878	860	821	-39
84	Total Year 1 - Affiliates	1,416	1,531	1,609	1,611	1,580	1,551	1,573	1,472	-101
85	Total UWO Year 1	5,859	5,943	6,128	6,064	6,304	6,607	6,373	6,295	-78
86	Masters									
87	All Programs (excluding MBAs)	1,725	2,115	2,204	2,262	2,364	2,380	2,593	2,420	-173
88	Ivey (excl. EMBA)	323	168	162	157	188	183	167	144	-23
89	Executive MBA	247	264	240	229	248	260	221	192	-29

For Information										
90	Year 1 International Students	113	101	122	120	146	347	450	476	26

<1> Part-Time Undergraduate FTEs include an estimate for the Winter term.

SCUP Subcommittee on Enrolment Planning and Policy (SUEPP)

Fall 2013 Entrance Standards for First-Year Undergraduate Admissions

A. Constituent University

At its November 2010 meeting, Senate approved SUEPP's recommendation on Western's enrolment strategy for the coming years. The specifics of the recommendations were as follows:

1. Western maintain the current (i.e. fall 2010) minimum entrance requirement for first-year admission at 83% mid-year grade (and 81% final grade). For selected limited-enrolment programs, based on annual reviews by the Provost and the Deans, the entrance requirements could be higher.
2. The approach of using the common entrance requirement be continued. The result of this approach is that student demand/choice drives program-specific enrolments.
3. By the end of the upcoming 4-year planning period, we work to increase our first-year international enrolment to 400 from the current level of 150.
4. We continue to monitor the gap in entrance requirements between Western and the Ontario average -- with the objective of maintaining the current gap.
5. We continue to monitor the size of our overall first-year class -- in order to ensure that the undergraduate population does not reach a level that cannot be accommodated within our current physical infrastructure.
6. We continue with our First-Year Residence Guarantee initiative -- with the understanding that we may need to expand our residence capacity.
7. The Provost encourage the Faculties (through the Deans) to develop upper-year entry niche undergraduate programs, including 2+2 programs and partnership arrangements.
8. Western continue with the graduate enrolment aspirations outlined in *Engaging the Future*, and continue the doctoral expansion trends of the past decade. In 2009-10, full-time graduate enrolments comprised 17% of the total full-time enrolment at Western.
9. As a research-intensive institution, enrolment planning will include the objective of maintaining or increasing the relative proportion of graduate student enrolments (currently 17%).

Update on Fall 2012 Admissions

**The minimum entrance requirement was 83% (mid-year) and 82.5% (final).
First-year international enrolment totaled 476 students.**

Plans For Fall 2013 Admissions

For the fall 2013 admissions cycle, the above recommendations will be followed for the Constituent University and it is expected that the entrance requirement will be no less than

83% mid-year grade and 81.0% final grade. The Constituent University's 2013-14 first-year class is planned to be 4,900 students, with a goal of 500 international students.

B. Affiliated University Colleges

For fall 2012, entrance requirements (final grades) at the Affiliated University Colleges were as follows:

Brescia	76%
Huron	77%
King's	77%

As a follow-up to the Constituent University's strategy on enrolment planning, the Affiliated University Colleges have committed to narrowing the gap in entrance requirements between the Colleges and the Constituent University. The specifics of the Colleges' strategy are as follows:

1. By 2014-15, the Colleges will increase their entrance requirements (final grades) to 78%, as follows:

	Brescia	Huron	King's
2013-14	76.0%	77.0%	78.0%
2014-15	78.0%	78.0%	78.0%

2. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum requirement. The proportion of the entering class with final averages below the minimum requirement (e.g. 78% in 2014-15) shall not exceed 2%.

3. The 2013-14 first-year targets for the Affiliated University Colleges are as follows:

Brescia	297
Huron	405
King's	840

4. The Affiliated University Colleges will be bound to the minimum entrance requirements established by the Constituent University for limited-enrolment programs, where applicable, including BHSc and Kinesiology.



**Report to SCUP on Faculty
Recruitment and Retention
Office of the Vice Provost
(Academic Planning, Policy and
Faculty)**

January 2013

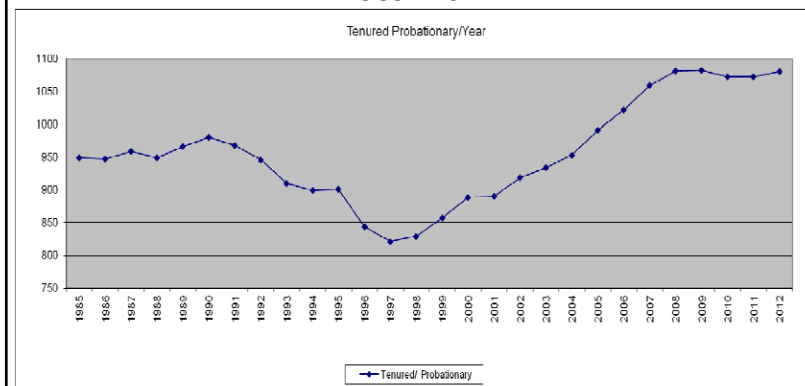
Available at <http://www.uwo.ca/pvp/facultyrelations/index-vppf.html>



Contents:

- Probationary and Tenured Faculty
 - Appointments
 - Resignations
 - Retirements
- Part-Time Faculty
- Limited-Term Faculty
- Full-Time Clinical Faculty

Probationary and Tenured Faculty at Western 1985 - 2012



Source: Western Corporate Information 1985 – 1999
UCASS Data 1999 – 2010
Western Human Resources Information Systems 2011 - 2012

Probationary and Tenured Faculty at Western, 1999 to 2012



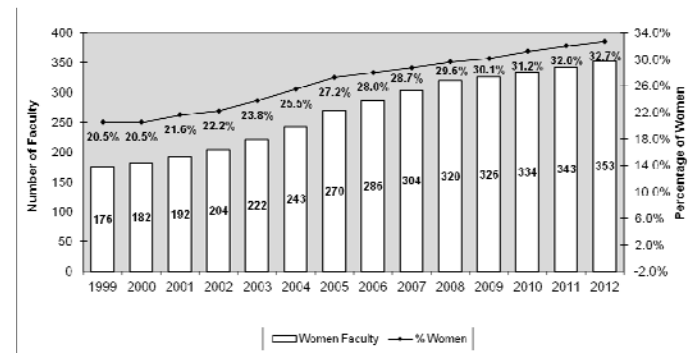
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems for 2011 – 2012 (October)
The 2007 data includes Roberts Scientists who became Probationary and Tenured on July 1, 2007.



Faculty Recruitment and Retention

January 2013

Probationary and Tenured Women Faculty at Western, 1999 to 2012



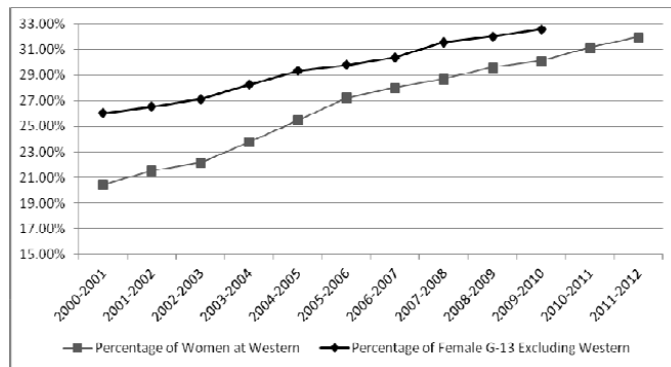
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 – 2012 (October)



Faculty Recruitment and Retention

January 2013

Women as a Percentage of Tenured/Probationary Faculty: G-13 vs. Western



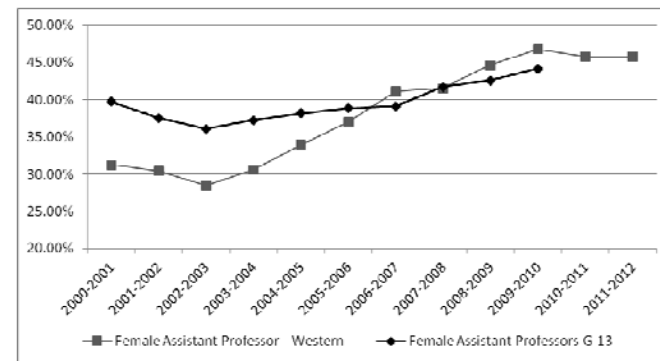
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012



Faculty Recruitment and Retention

January 2013

Women as a Percentage of Tenured/Probationary Faculty, Assistant Professor Rank: G-13 vs. Western



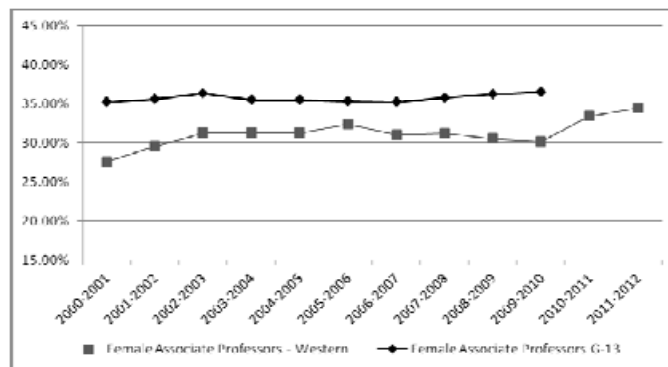
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012



Faculty Recruitment and Retention

January 2013

Women as a Percentage of Tenured/Probationary Faculty, Associate Professor Rank: G-13 vs. Western



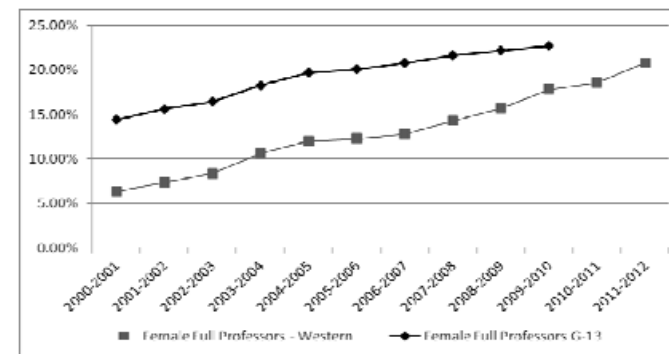
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012



Faculty Recruitment and Retention

January 2013

Women as a Percentage of Tenured/Probationary Faculty, Full Professor Rank: G-13 vs. Western



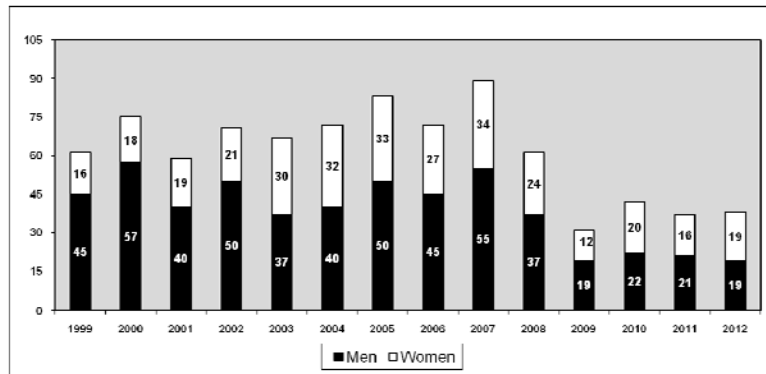
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012



Faculty Recruitment and Retention

January 2013

New Tenured & Probationary Faculty at Western by Gender (including those at Western previously in a Limited Term position): 1999 – 2012 Cohorts



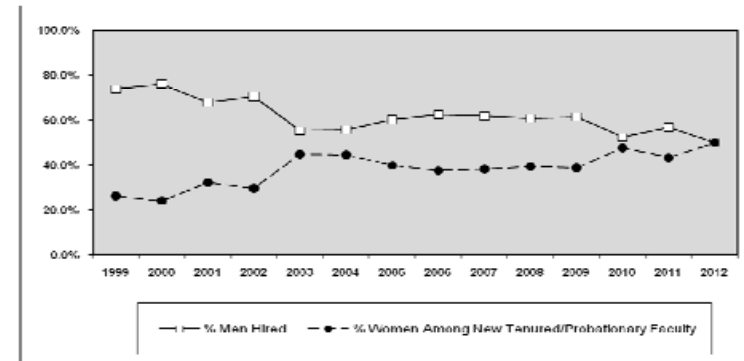
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 - 2012 (October)
Data excludes faculty joining from Roberts.



Faculty Recruitment and Retention

January 2013

Percentage of New Tenured and Probationary Faculty at Western by Gender (including those at Western previously in a Limited Term position): 1999 – 2012



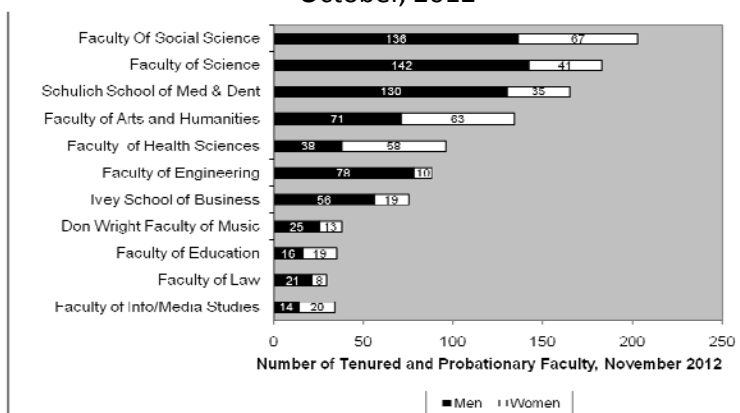
Source: UCASS Data for 1999 – 2010
Western Human Resources Information Systems 2011 - 2012 (October)
Data excludes faculty joining from Roberts



Faculty Recruitment and Retention

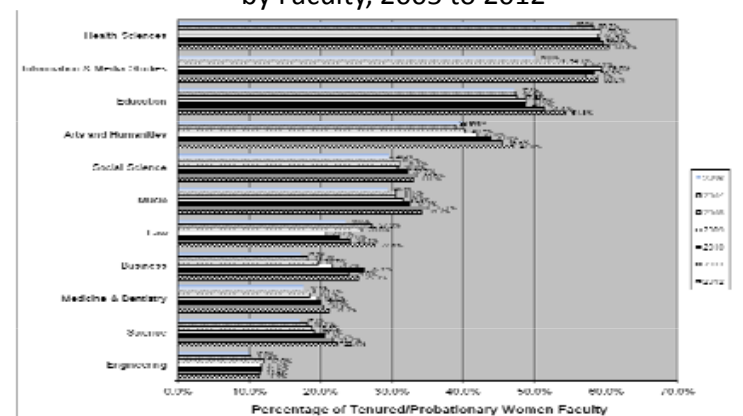
January 2013

Probationary and Tenured Faculty, by Faculty and Gender, October, 2012



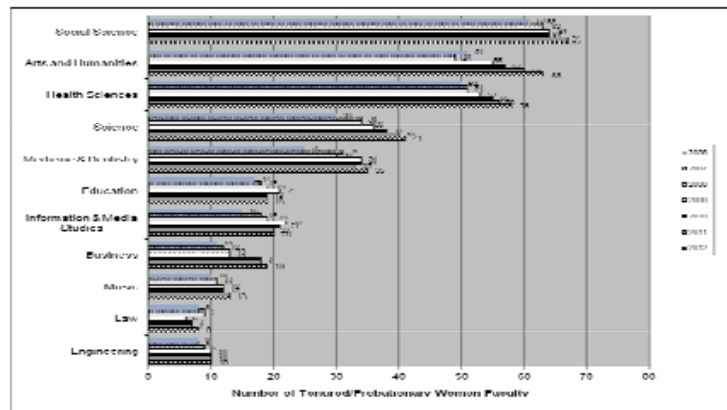
Source: Western Human Resources Information Systems for 2012 (October)

Percentage of Tenured/Probationary Women Faculty, by Faculty, 2005 to 2012



Source: UCASS data for 2005 – 2007;
Western Human Resources Information System 2008 - 2012 (October).

Number of Tenured/Probationary Women Faculty, by Faculty, 2005-2012



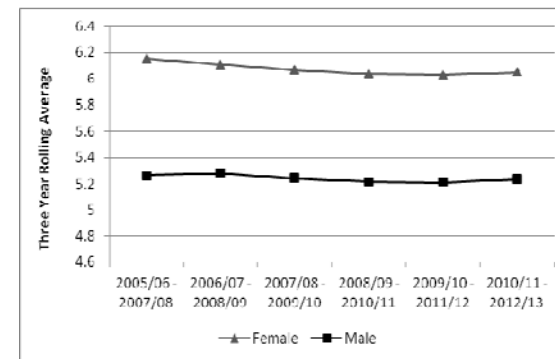
Source: UCASS data for 2005 - 2007;
Western Human Resources Information System 2008 - 2012 (October).



Faculty Recruitment and Retention

January 2013

Average Time to Tenure from Full Time Start at Western



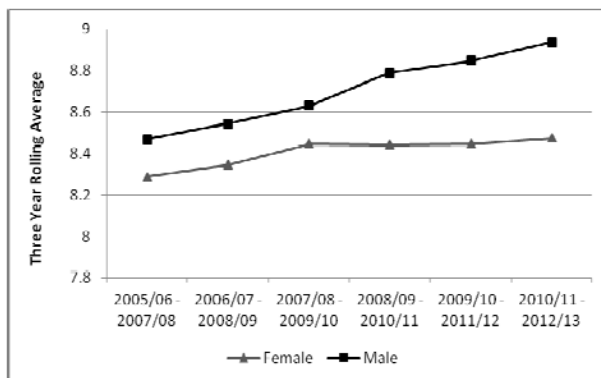
Source: Western Human Resources Information System 2005 - 2012
Excludes those hired into a tenured position



Faculty Recruitment and Retention

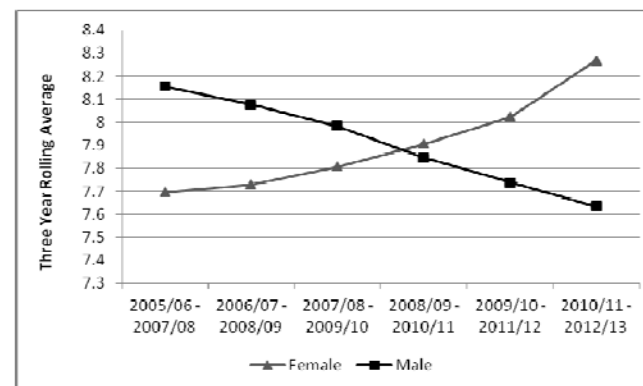
February 2012

Average Time to Tenure from Highest Degree



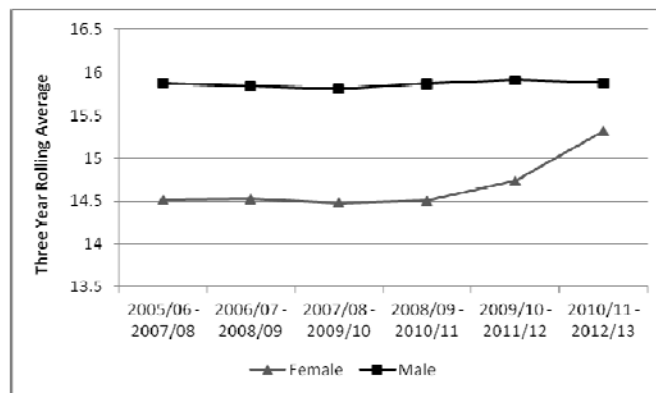
Source: Western Human Resources Information System 2005 – 2012
Excludes those hired into a tenured position

Average Time to Full Professor from Tenure



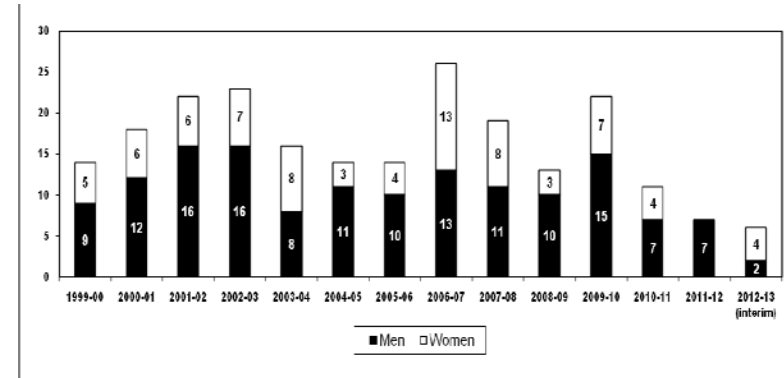
Source: Western Human Resources Information System 2005 – 2012
Excludes those already Full Professor at time of Tenure

Average of Time to Full Professor from Highest Degree



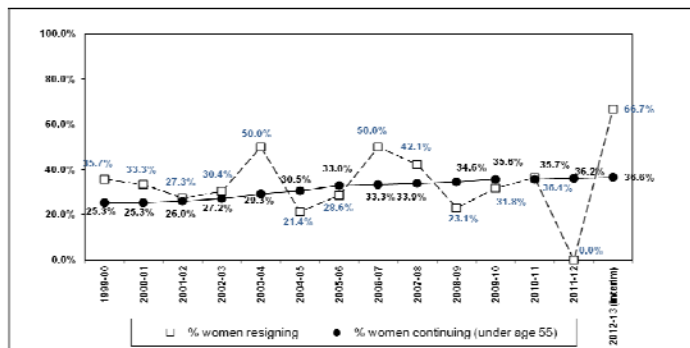
Source: Western Human Resources Information System 2005 – 2012
Excludes those already Full Professor at time of Tenure

Probationary & Tenured Faculty Resignations by Gender: 1999-2000 to 2012-13 (interim)



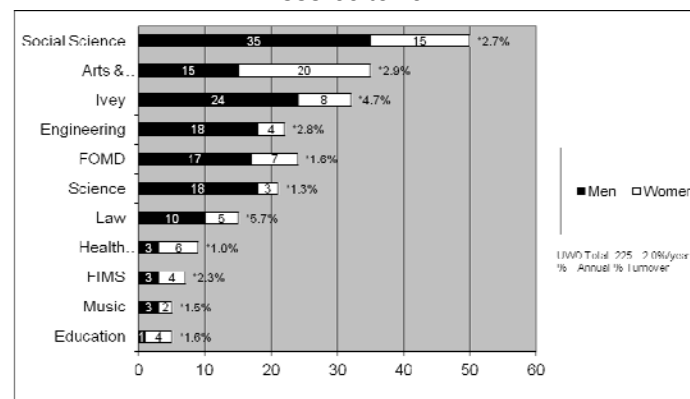
Source: Western Information Systems as of December 2012
Includes only faculty under age 55 at the time of resignation.

Women as a Percentage of Probationary & Tenured Faculty Resignations and Women as a Percentage of Continuing Population: 1999-2000 to 2012-2013 (interim)



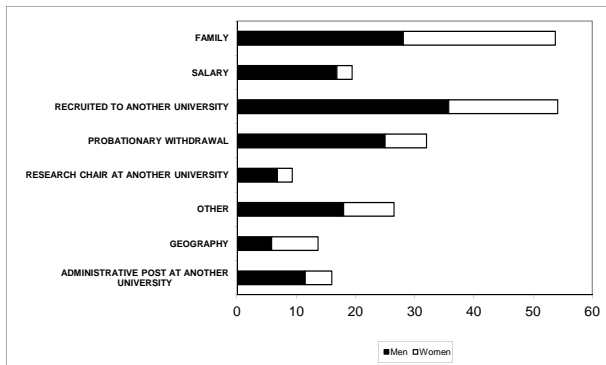
Source: Western Information Systems (December 2012) for resignation data and UCASS Data for 1999-2007, and Western's Human Resources Information Systems for 2007-12 for continuing population data.

Total Probationary & Tenured Resignations by Faculty: 1999-00 to 2011-12



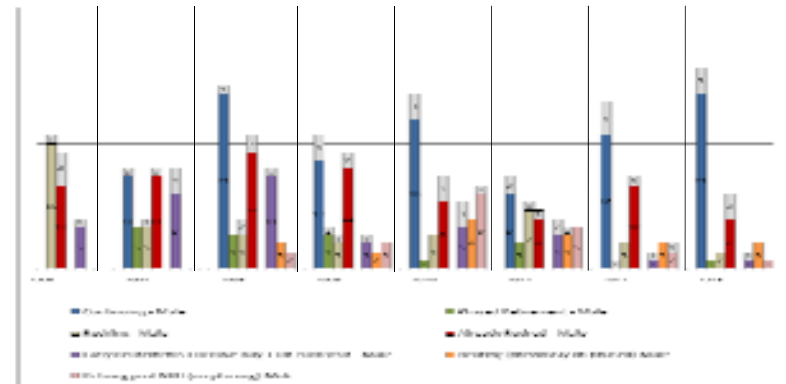
Source: Western's Human Resources Information Systems. Percentages based on Tenured/Probationary faculty as of December 2012.

Probationary and Tenured Faculty Reasons for Leaving: 1999-00 to 2011-12



Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member

Probationary and Tenured Faculty at Western: Cohort with Normal Retirement Dates of July 1, 2006 – 2013



Source: Western Human Resources Information Systems

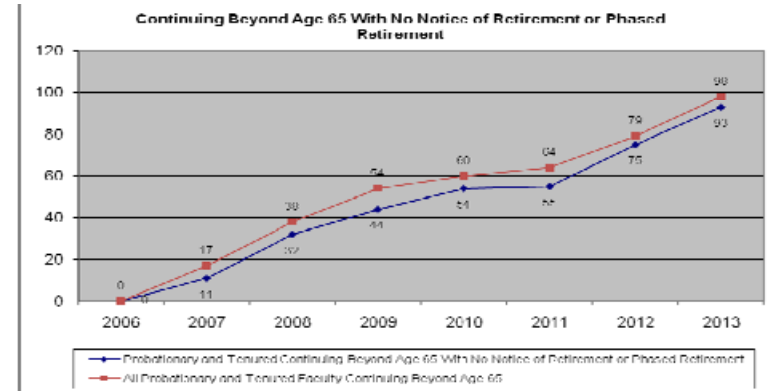
Probationary and Tenured Faculty at Western: Cohort Aged 60 or Greater

Age	2004	2005	2006	2007	2008	2009	2010	2011	2012 (interim)
60	30	35	22	39	22	26	26	39	30
61	34	28	33	21	34	22	25	27	39
62	34	31	28	34	20	34	21	24	20
63	21	32	30	23	31	18	33	20	22
64	22	20	31	30	22	30	18	33	28
65	6	8	10	28	25	22	23	14	24
66	0	0	0	7	24	20	19	18	13
67	0	0	0	0	4	21	16	14	18
68	0	0	0	0	0	3	11	13	13
69	0	0	0	0	0	0	3	9	13
70	0	0	0	0	0	0	0	3	6
78	0	0	0	0	0	0	0	0	0
Total	147	154	154	182	182	196	195	214	226

Source: UCASS 2004 – 2010
UWO Data 2011 – 2012 (interim)



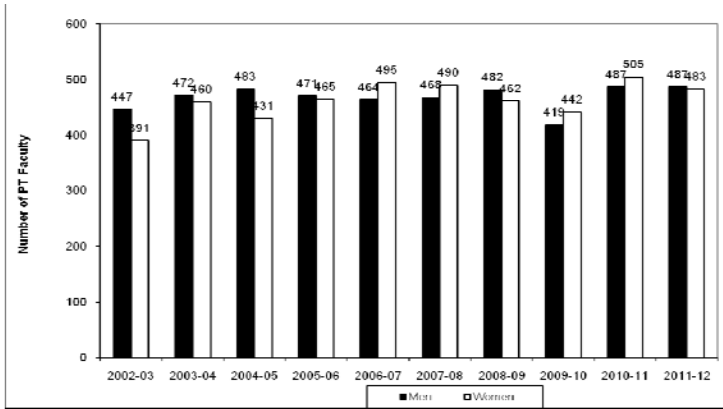
Probationary and Tenured Faculty at Western: Continuing Beyond Age 65



Source: Western Human Resources Information System

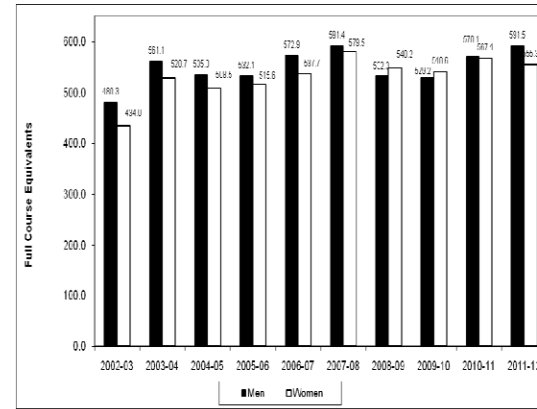


Number of Individuals with Part-Time Faculty Appointments:
2002-03 to 2011-12 (by Fiscal Year)



Source: Western Human Resources Information Systems

Degree Credit Course Teaching in FCEs by Part-Time Faculty:
2002-03 to 2011-12 (by Fiscal Year and Gender)

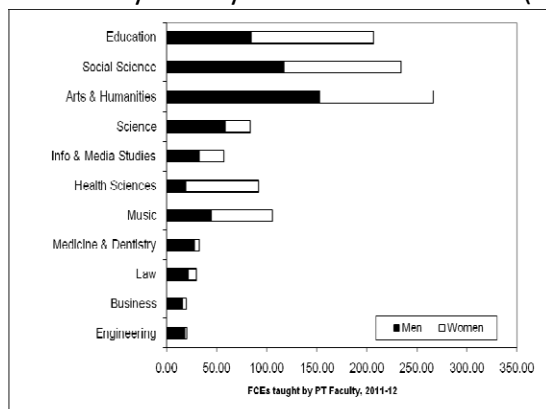


Source: Western Information Systems
(appointment status and course data).

Note: Instructor data is unavailable for
3.7% of courses in 2002-03; 1.1% in
2003-04; 1.2% in 2004-05;
0.8% in 2005-06, 0% in 2006-07,
through 2011-12.

Course data for undergraduate, graduate and
professional degree credit course teaching
are included, with the exception of
independent studies, directed research,
exams, theses, clinical courses, etc.

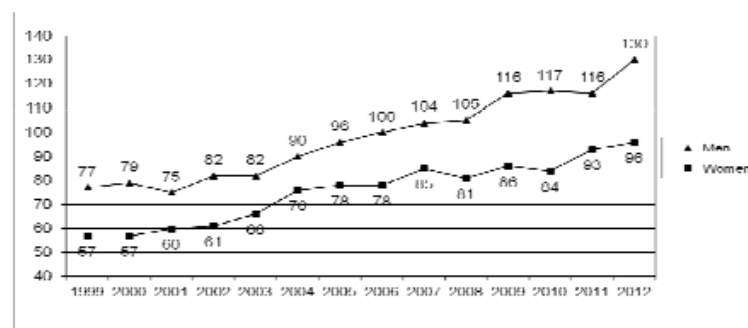
Degree Credit Courses taught by Part-Time Faculty in FCEs, by Faculty and Gender: 2011-12 (Fiscal Year)



Source: Western Information Systems (appointment status and course data).

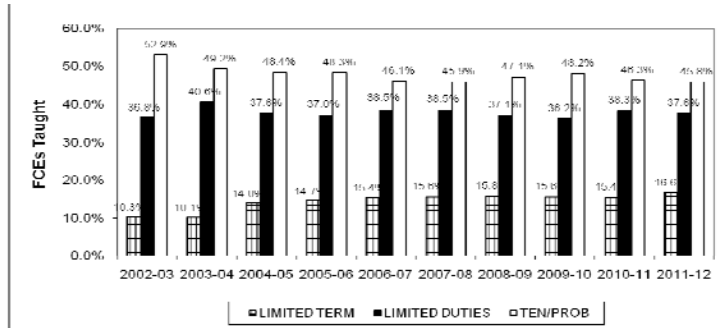
Course data for undergraduate, graduate and professional degree credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc. Course data for the Faculty of Education includes the Additional Qualification Courses.

Limited Term Appointments: 1999 to 2012



Source: UCASS Data 1999- 2007 (October).
Please note: a) Statistics Canada data includes faculty and appointment types that are outside of the UWOPA Collective Agreement; and b) the definition of limited term for Statistics Canada purposes has changed over time. Data may therefore not accurately reflect trends.
Source: Western's Human Resources Information Systems 2008 - 2012 (October)

Degree Credit Courses Taught in FCEs, by Instructor Contract Type (by Fiscal Year)



Course data for undergraduate, graduate and professional credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc.
The data does not include graduate student supervisions.

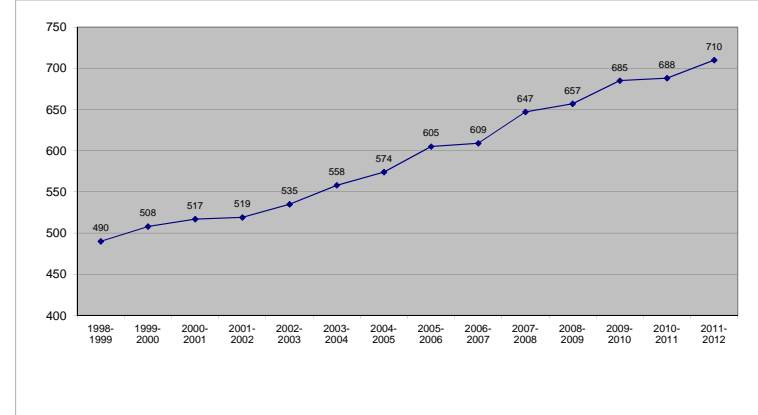
Note: Instructor data is unavailable for 3.7% of courses in 2002-03; 1.1% in 2003-04; 1.2% in 2004-05; 0.8% in 2005-06, 0% in 2006-07 through 2011-12.



Faculty Recruitment and Retention

January 2013

Clinical Full Time Faculty (Physicians in Schulich) at Western, 1999 – 2012



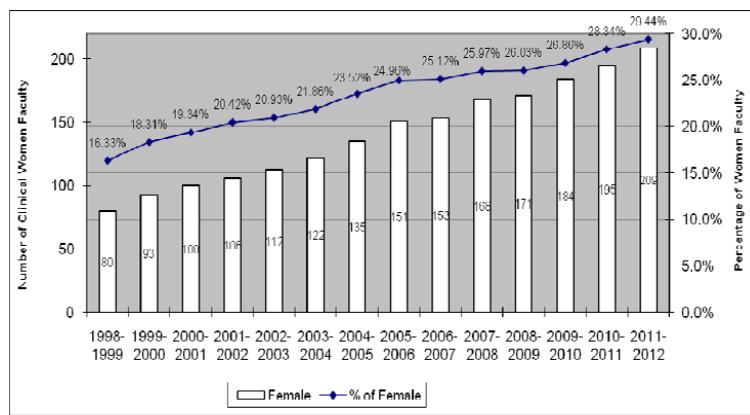
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

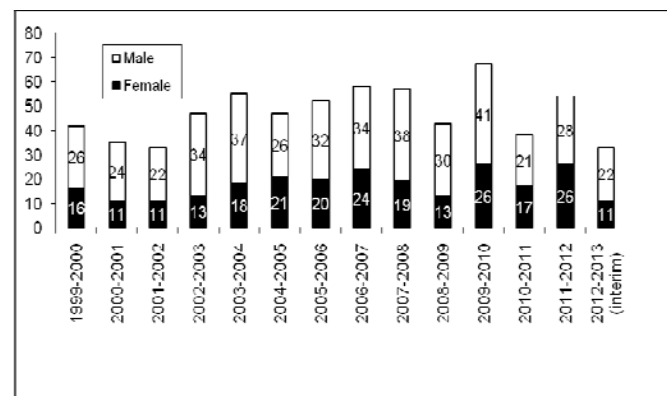
January 2013

Clinical Full Time Women Faculty (Physicians in Schulich) at Western, 1999 – 2012



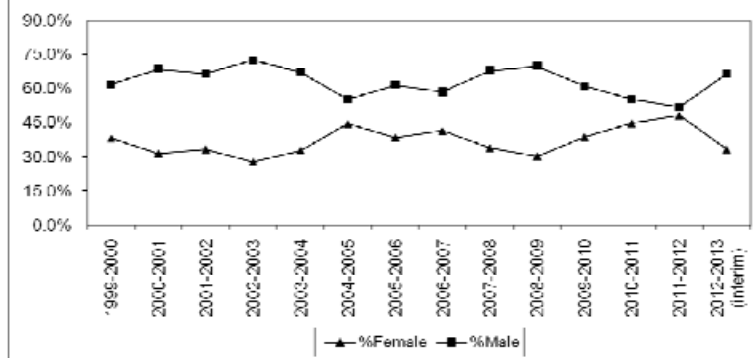
Source: Western Human Resources Information Systems

New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 2000 – 2012



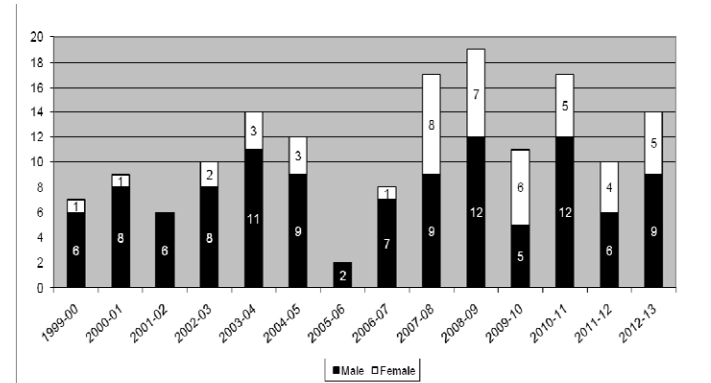
Source: Western Human Resources Information Systems

Percentage of New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 1999/00 – 2011/12



Source: Western Human Resources Information Systems

Clinical Full Time (Physicians in Schulich) Resignations by Gender, 1999/2000 – 2012/2013 (interim)



Source: Western Human Resources Information System

**Council of Ontario Universities
Report to Senate of the Academic Colleague
Kathleen Okruhlik, January 2013**

The COU Academic Colleagues met in Toronto December 6-7, 2012. There was no meeting of the full Council.

Hiatus: The central question for COU and its member universities is how to do anything constructive during the present provincial hiatus. John Milloy, who is once again Minister of Training, Colleges and Universities, has made it clear that he will simply manage ongoing projects and that new initiatives and discussions will be put on hold. This may be understandable, but it places universities (and COU) in an awkward position.

Tuition: A good outcome for universities and those involved in their planning processes would be a decision to simply allow the existing tuition framework to remain in place.

Efficiency Targets: It does not appear that there are any easy ways for universities to achieve greater efficiencies. If there are to be cuts, we need to know soon so that we can plan accordingly.

Undergraduate Growth: This growth may outstrip budgetary allocations; so universities are worried about discounted BIUs. They call for discussion and for greater clarity.

Grad Expansion: It is not clear that there is enough information available to allow universities to move on their targets for 2013-14. COU would like a transitional process to be put in place.

Pensions: This is a topic that is very high on COU's agenda, since most universities will hit the wall soon on pension solvency. Various ways of dealing with this problem are under active discussion. Because Western has a defined contribution (rather than defined benefit) pension plan, we are in a different situation.

Ontario Universities Online: Universities have decided to move ahead on this initiative (although some rethinking may be required once the province weighs in). OUO would start small with a Coordinator and core staff, whose job it would be to support as well as coordinate the efforts of universities to provide good online courses. If people were willing and interested, OUO might help develop "common course elements," but this model is meant as an alternative to the free-standing degree-granting "online university" preferred by the former Minister.

HEQCO Productivity Report: The Faculty Productivity Metric is one thing that COU thinks we should attend to closely and with some concern. A number of very important pieces seem to be missing (including service, grad supervision, part-time and sessional work).

Audit of Teaching Evaluations: This Audit was scheduled for release on December 12th and was expected to include a series of recommendations about such things as the use of teaching evaluations in promotion and tenure cases, the need to make such evaluations public, and the sort of action required in the event of poor evaluations.

The Demographic Cliff: We are said to be "on the cusp". Yet we continue to plan for increased enrolments and continued growth. This is a cause of serious concern in some quarters.

I will be pleased to answer questions about these and other issues on the floor of Senate.

Announcements & Communications

Appointments

FOR INFORMATION

Appointments

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Ken McIsaac	Electrical & Computer Engineering	Engineering	Chair	January 1-2013	December 31-2017
Ashraf RI Damatty	Civil and Environmental Engineering	Engineering	Chair	January 1-2013	December 31-2017
Paul Cooper	Clinical Neurological Sciences	Schulich	Chair	October 1-2012	September 30-2017
Jacque Burkell	FIMS	FIMS	Assistant Dean	January 1-2013	December 31-2014
Andrew Watson	Schulich	Schulich	Associate Dean (Graduate & Postdoctoral Studies)	January 1-2013	December 31-2017
Amanda Grzyb	FIMS	FIMS	Assistant Dean (Undergraduate Programs)	January 1-2013	June 30-2014
Susan Rodger	Education	Education	Associate Dean (Research)	January 1-2013	June 30-2016
Pamela Bishop	Education	Education	Associate Dean (Grad, Post Doc)	January 1-2013	June 30-2016