

SENATE AGENDA

1:30 p.m., Friday, June 7, 2013
Somerville House, Room 3345 [note location!!!!]

1. **Minutes of the Meeting of May 10, 2013**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
Operations/Agenda - **EXHIBIT I** (J. Weese)
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 (108 pages) please go to the following website:
http://www.uwo.ca/univsec/senate/minutes/2013/a1306sen_all.pdf

***Draft Strategic Plan documents were distributed under separate cover to members of Senate

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Senate Membership – Undergraduate Student Constituency

FOR INFORMATION

Candidates for Degrees and Diplomas – Spring Convocation - June 2013

NOMINATING COMMITTEE

FOR ACTION

Vice-Provost (Academic Programs & Students) [Registrar]

University Librarian

Senate Committee on Academic Policy and Awards

Senate Review Board Academic

Selection Committee – Vice-President (External)

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Arts and Humanities

- Introduction of an Honors Specialization, Specialization, Major and Minor in German Language and Culture, and Revisions to the Certificate in Practical German
- Introduction of “Persian” as a course subject and Category B Breadth Requirement

Faculty of Engineering: Introduction of “2+2” agreements in the Chemical Engineering – International Collaborative Degree programs

Schulich School of Medicine & Dentistry and Faculty of Science

- Introduction of a Major in Pathology (BMsc)
- Introduction of an Honors Specialization in Medical Biophysics (Biological Science Concentration)

Faculty of Science

- Introduction of a Diploma in Game Development
- Renaming of the Major and Minor in Earth and Planetary Science modules

Faculty of Social Science

- Introduction of an Honors Specialization and Specialization in Geography and Commercial Aviation Management
- Introduction of a Diploma in History

School of Graduate and Postdoctoral Studies

- Revisions to the Master of Music (MMus), Music Education (Summer program)
- Introduction of a Graduate Diploma (GDip) in Professional Communication and Management

Huron University College: Renaming of the Major and Minor in Historical and Systematic Theology Modules

Articulation Agreements

- Brescia University College and George Brown College
- Faculty of Social Science, First Nations Studies Program, and Fanshawe College, General Arts and Science – First Nations Studies Major
- Faculty of Arts and Humanities, Faculty of Social Science, and Fanshawe College, General Arts and Science – University Preparatory Studies Major
- Introduction of a Multilateral Articulation Agreement between Western’s Faculty of Science, Environmental Science Program, and Ontario Colleges

New Policy and Policy Revisions

- Fanshawe College, General Arts And Science Diploma – University Preparatory Studies Major
- Revisions to the General Certificate of Education (GCE) Requirements
- Revisions to English Language Proficiency Admission Requirements
- Revisions to Admission Requirements for Ontario High School Applicants
- Revisions to the Policy on Examination Conflicts

Scholarship Policy Revisions

- Revisions to Policies on Admission Scholarships
- Revisions to General Policy on Scholarships, Awards, Prizes

FOR INFORMATION

New Scholarships and Awards

Schulich School of Medicine & Dentistry: Minor revisions to the MD admission policy

School of Graduate and Postdoctoral Studies

- Introduction of an on-line “Academic Integrity” course for incoming graduate students
- Geology and Geophysics Graduate programs – Cyclical review follow-up

Report of the Subcommittee on Program Review - Undergraduate (SUPR-U) - Cyclical reviews

Report of the Subcommittee on Program Review - Graduate (SUPR-G) – Cyclical reviews

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

Professorship in Vascular Surgery

FOR INFORMATION

Beattie Professorship in Marketing, Richard Ivey School of Business – Name Change

Draft Strategic Plan

Annual Report of the University Librarian

REPORT OF THE ACADEMIC COLLEAGUE

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

ANNOUNCEMENTS & COMMUNICATIONS

FOR INFORMATION

Standard Report

Annual Report on Promotion and Tenure Cases considered under the Collective Agreement



MINUTES OF THE MEETING OF SENATE

May 10, 2013

The meeting was held at 1:30 p.m. in Room 3345 Somerville House

SENATORS: 63

J. Aitken Schermer	K. Foullong	B. Neff
I. Ajiferuke	R. Graham	C. Nolan
C. Beynon	C. Harvey	B. Prajapati
I. Birrell	J. Hatch	P. Ryan
M. Blaggrave	J. Holmes	I. Scott
C. Brown	J. Hopkins	S. Seck
S. Camiletti	A. Hrymak	D. Stanford
J. Capone	G. Hunter	C. Stephenson
A. Chakma	R. Klassen (Ivey)	M. Strong
K. Clark	J. Knowles	K. Sullivan
S. Connor	H. Lagerlund	T. Sutherland
A. Conway	J. Lamarche	D. Sylvester
K. Coughlin	C. Lee	B. Timney
L. Davies	B. Leipert	E. Tithecott
J. Deakin	S. Macfie	A. Vainio-Mattila
C. Dean	J. Malkin	D. Velasquez
J. Dickey	P. McKenzie	A. Watson
J. Doerksen	M. Milde	J. Weese
N. Dyer-Witthford	L. Miller	G. West
L. Elliott	J. Mitchell	S. Wetmore
J. Etherington	J. Morgan	B.A. Younker

Observers: B. Butler, L. Gribbon, K. Okruhlik, G. Tigert, A. Weedon

S13-75

MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of April 12, 2013 were approved as circulated.

S13-76

REPORT OF THE PRESIDENT

The President reported on the following matters: decanal announcements, Hellmuth Prize for Research Achievement, and Election to Royal Society. Overhead slides used to highlight his presentation are attached as [Appendix 1](#).

Dr. Chakma also reported on: Huron University College's Theological Convocation held on May 9, 2013, celebrating its 150th anniversary; provincial budget update, inaugural meeting of the International Advisory Board comprised of alumni involved with three foundations: Hong Kong, New York and United Kingdom; campaign update and the Governor General's State Visits to Ghana, Botswana and South Africa as Dr. Chakma will be a member of the "Accompanying Delegation".

Responding to a concern that the President of the Alumni Association had not been included as a member of the International Advisory Board, Dr. Chakma stated that this advisory board's focus is on international activities of the university, not alumni relations per se, but indicated that he would take the question under advisement.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [EXHIBIT I]

S13.77 **Chancellors Emeriti Serving as Chancellor at Convocation**

It was moved by J. Weese, seconded by D. Stanford,

That Senate determine that Chancellors Emeriti who have been appointed to Adjunct Professor status be designated as Faculty under *The University of Western Ontario Act* for the purpose of performing the Chancellor's duties as needed from time to time.

CARRIED

S.13-78 **Revised Order of Ceremony for Fall Convocation 2013**

Senate received for information the revised Order of Ceremony for Fall Convocation 2013, scheduled for October 31 and November 1, as detailed in Exhibit I, Appendix 1.

S.13-79 **Replacement Student Senators for the May and June 2013 Senate Meetings**

The policy on Senate Elections states:

"If a vacancy occurs for both the May and June meetings, prior to the commencement of new terms in July, the Senator-elect in the constituency will be invited by the Secretary of Senate to assume the vacant seat. In the case of undergraduate constituencies wherein there is more than one Senator-elect, the invitations will be extended to candidates in an order determined by their plurality in that election."

S.13-79a **Undergraduate Student At-Large Constituency**

Kelly Lovell, elected representative on Senate for the Undergraduate At-Large constituency, resigned from Senate effective May 1, 2013. Emerson Tithecott, Senator-elect in the At-Large constituency has been invited to attend the May and June meetings.

S.13-79b **Graduate Student Constituency**

Mary Eileen Wennekers, elected representative on Senate for the Graduate Student constituency, has resigned from Senate, effective May 1, 2013. Bhavin Prajapati, Senator-elect in that constituency has been invited to attend the May and June Senate meetings.

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

S.13-80 **Faculty of Law: Revisions to the Diplôme de Français Juridique Program; Revisions to the JD Program Upper-year Curriculum**

S.13-80a **Revisions to Admission and Program Requirements of the Diplôme de Français Juridique Program**

It was moved by B. Timney, seconded by M. Milde,

That Senate approve that the Diplôme de Français Juridique program in the Faculty of Law be revised as set out in Exhibit II, Appendix 1, effective September 1, 2013.

CARRIED

S.13-80b Revisions to the JD Program Upper-year Curriculum

It was moved by B. Timney, seconded by M. Milde,

That Senate approve that the JD program's upper-year curriculum in the Faculty of Law be revised as set out in Exhibit II, Appendix 1, effective September 1, 2013.

CARRIED

S.13-81 Schulich School of Medicine & Dentistry and Faculty of Science: Revisions to Admission and Module Requirements for the Honors Specialization in Medical Biophysics (Medical Science Concentration), Specialization in Medical Biophysics, and Major in Medical Biophysics

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

That Senate approve the following, effective September 1, 2013, as set out in Exhibit II, Appendix 2:

That the Honors Specialization in Medical Biophysics (Medical Science Concentration), the Specialization in Medical Biophysics, and the Major in Medical Biophysics, be revised;

That the 2000-level courses listed in the Admission Requirements for the Honors Specialization in Medical Biophysics (Medical Science Concentration), the Specialization in Medical Biophysics, and the Major in Medical Biophysics (for students pursuing a BMSc degree), be revised to reflect the revisions to the proposed modules, for students admitted to the Medical Sciences First Entry Program; and,

That the Weighted Averages Chart be revised for the Honors Specialization in Medical Biophysics.

CARRIED

S.13-82 Schulich School of Medicine & Dentistry and Faculty of Science: Honors Specialization in Epidemiology and Biostatistics; "Epidemiology" and "Biostatistics" as Undergraduate Subject Areas

S.13-82a Introduction of an Honors Specialization in Epidemiology and Biostatistics in the BMSc Program

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

That Senate approve that an Honors Specialization in Epidemiology and Biostatistics leading to a Bachelor of Medical Sciences (BMSc) degree be introduced in the Schulich School of Medicine & Dentistry and Faculty of Science, as set out in Exhibit II, Appendix 3, effective September 1, 2013.

It was noted that issues arising out of cross-faculty teaching, including course duplication and impinging on resources of other faculties, needed to be borne in mind in the context of the development of this and other similar programs. Dr. Timney agreed that cross-faculty teaching needed to be addressed as did the way in which funds flow to deal with "out of faculty" enrolments.

The question was called and CARRIED.

S.13-82b **Introduction of "Epidemiology" and "Biostatistics" as Undergraduate Subject Areas**

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

That Senate approve that "Epidemiology" and "Biostatistics" be introduced as undergraduate subject areas and be included in the "Medical Sciences" list in Category C of the Breadth Requirements for Bachelor Degrees, effective September 1, 2013.

CARRIED

S.13-83 **Huron University College: Introduction of Three New History Minors**

It was moved by B. Timney, seconded by M. Blagrove,

That, effective September 1, 2013, the following three new Minors be introduced at Huron University College: Minor in World History, Minor in the Atlantic World, and Minor in Studies in Imperialism, as set out in Exhibit II, Appendix 4.

CARRIED

S.13-84 **New Scholarships, Awards and Bursaries**

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 scholarships, awards and bursaries, as set out in Exhibit II, Appendix 5.

S.13-85 **2013 Report of the Western Athletic Financial Awards Committee**

Senate received for information the 2013 report of the Western Athletic Financial Awards Committee is set out in Exhibit II, Appendix 5.

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

S.13-86 **Ivey Alumni Association/Toronto Faculty Professorship in Business Leadership – Name Change**

It was moved by J. Hatch, seconded by C. Stephenson,

That Senate approve and recommend to the Board of Governors through the Vice-Chancellor, that the existing *Ivey Alumni Association Toronto Club Faculty Fellowship in Business Leadership* established on June 28, 1999 at the Richard Ivey School of Business be renamed the Ivey Alumni Association/Toronto Faculty Professorship in Business Leadership and adhere to the terms already established.

CARRIED

S.13-87 **Creation of the Department of Management and Organizational Studies**

It was moved by J. Hatch, seconded by J. Aitken-Schermer,

That the Department of Management and Organizational Studies be created effective July 1, 2013 and that the Aubrey Dan Program in Management and Organizational Studies be housed within the new department.

Dean Stephenson spoke against the motion, stating that establishing the new department will lead to a perception that Western has two competing business schools, causing confusion for prospective students and employers alike. This concern about the blurring of the lines between the two programs was not new. She had raised it when the program name was changed to

incorporate the term “management.” Over time the program has evolved and has added specializations in finance, accounting, etc. leading to further convergence with the Ivey program. Others in agreement with Dean Stephenson expressed concern at the degree of overlap and program duplication that had developed. A member suggested that this was, in part, a natural result of the enrolment-driven budget model that had been adopted and should be a matter of concern for all governing bodies of the university

In response, Dr. Timney stressed that the motion at hand would not change the operations of the Program or any of the modules that were currently offered by them; it was a simple housekeeping change that recognized the significant growth in Aubrey Dan Program over the past decade to the point that it functions in every respect like a department. He did not believe that the change would lead to brand dilution and confusion. The market for the two programs is very different and both remain in very high demand. Notwithstanding, he agreed that it was important that Social Science and Ivey continue to monitor and discuss issues regarding the relationship between the two programs

The question was called and CARRIED

S.13-88

ANNOUNCEMENTS [EXHIBIT IV]

Announcements detailed in Exhibit IV, were received for information.

ADJOURNMENT

The meeting adjourned at 2:20 p.m.

A. Chakma
Chair

I. Birrell
Secretary



President's Report to Senate

May 10, 2013

Western 

- **Decanal announcements**

- Robert (Bob) Kennedy (Ivey)
- Brian Timney (Social Science)

- **Hellmuth Prize for Research Achievement**

- Adrian Owen (Brain and Mind Institute)
- Paul Beamish (Ivey)

- **Election to Royal Society**

- Mel Goodale (Psychology, Brain and Mind Institute)

Western 



REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Chancellors Emeriti Serving as Chancellor at Convocation

Revised Order of Ceremony for Fall Convocation 2013

Replacement Student Senators for the May and June 2013 Senate Meetings

FOR APPROVAL

1. **Chancellors Emeriti Serving as Chancellor at Convocation**

Recommended: That Senate determine that Chancellors Emeriti who have been appointed to Adjunct Professor status be designated as Faculty under The University of Western Ontario Act for the purpose of performing the Chancellor's duties as needed from time to time.

Background:

At the present time, a Chancellor who has completed his or her term is designated "Chancellor Emeritus" but has little opportunity to have any formal continued involvement in the Western community even though a number of them over the years have expressed a desire to do so. In order to be able to continue to have the advantage of the skills, talents and commitment of Chancellors who wish to remain formally involved, where warranted by their backgrounds, supported by the Dean of the relevant Faculty, and in accordance with appointment policies, the President has proposed that they be given Adjunct Professor status, to allow them, through participation in lectures, seminars and other academic activities, to contribute to the academic life of Western. In addition, they would be available from time to time to exercise the duties of the Chancellor at convocation.

The University of Western Ontario Act provides that the Chancellor shall preside at all convocations and shall confer degrees as requested by Senate. The Vice-Chancellor (President) may preside in the absence of the Chancellor. The Act further provides that "in the absence of both Chancellor and Vice-Chancellor...., the Chancellor's duties shall be performed by a member of Faculty appointed by the Senate for that purpose."

In order to ensure that the person performing the Chancellor's duties at convocation is properly designated to do so under the Act, two distinct actions are required by Senate.

- (i) The requirement of the Act is that the Chancellor's duties be performed by a member of Faculty, and the Act further defines "Faculty" as full-time members of the academic staff, "and such part-time members of the academic staff of the University as the Senate may from time to time determine." Thus the first step would be to have Senate determine that Chancellors Emeriti who have been appointed as Adjunct Faculty be designated as Faculty under The University of Western Ontario Act for the purpose of performing the Chancellor's duties from time to time in the absence of the Chancellor and Vice-Chancellor.
- (ii) From time to time appointing a Chancellor Emeritus to perform the Chancellor's duties in accordance with the Act as is done for any other member of Faculty appointed as needed when neither the Chancellor nor President is able to preside.

FOR INFORMATION

2. **Revised Order of Ceremony for Fall Convocation 2013**

The revised Order of Ceremony for Fall Convocation 2013, scheduled for October 31 and November 1, is attached as [Appendix 1](#).

3. **Replacement Student Senators for the May and June 2013 Senate Meetings**

The policy on Senate Elections states:

"If a vacancy occurs for both the May and June meetings, prior to the commencement of new terms in July, the Senator-elect in the constituency will be invited by the Secretary of Senate to assume the vacant seat. In the case of undergraduate constituencies wherein there is more than one Senator-elect, the invitations will be extended to candidates in an order determined by their plurality in that election."

3a) Undergraduate Student At-Large Constituency

Kelly Lovell, elected representative on Senate for the Undergraduate At-Large constituency, resigned from Senate effective May 1, 2013. Emerson Tithecott, Senator-elect in the At-Large constituency has been invited to attend the May and June meetings.

3b) Graduate Student Constituency

Mary Eileen Wennekers, elected representative on Senate for the Graduate Student constituency, has resigned from Senate, effective May 1, 2013. Bhavin Prajapati, Senator-elect in that constituency has been invited to attend the May and June Senate meetings.

ORDER OF CEREMONY - AUTUMN CONVOCATION 2013
October 31 and November 1, 2013

THURSDAY, OCTOBER 31 - 10:00 A.M.

King's University College (all degrees including MSW)
Faculty of Social Science (undergraduate degrees)
Faculty of Information and Media Studies (undergraduate degrees)

THURSDAY, OCTOBER 31 - 3:00 P.M.

Brescia University College (all degrees including MA/MSc in Nutritional Sci)
Huron University College (all degrees)
Faculty of Arts and Humanities (undergraduate degrees)
Don Wright Faculty of Music (all degrees)
Faculty of Engineering (undergraduate degrees)
Faculty of Health Sciences (undergraduate degrees)
Faculty of Science (undergraduate degrees – includes BMSc)

FRIDAY, NOVEMBER 1 - 10:00 A.M.

School of Graduate and Postdoctoral Studies*
Richard Ivey School of Business (all degrees)
Faculty of Health Sciences

* = students in graduate programs hosted by the Richard Ivey School of Business and Faculty of Health Sciences

FRIDAY, NOVEMBER 1 - 3:00 P.M.

School of Graduate and Postdoctoral Studies*
Schulich School of Medicine & Dentistry
Faculty of Engineering
Faculty of Education (all degrees)
Faculty of Arts and Humanities
Faculty of Science
Faculty of Law (all degrees)
Faculty of Social Science
Faculty of Information and Media Studies

* = students in graduate programs hosted by the Faculties of Engineering, Education, Arts and Humanities, Science, Law, Social Science, Information and Media Studies and the Schulich School of Medicine & Dentistry

REPORT OF THE NOMINATING COMMITTEE

Selection Committee for the Vice-Provost (Academic Programs & Students)[Registrar]

Selection Committee for the University Librarian

Senate Committee on Academic Policy and Awards Committee

Senate Review Board Academic

Selection Committee for the Vice-President (External)

FOR ACTION

1. Selection Committee for the Vice-Provost (Academic Programs & Students) [Registrar]

Composition: A committee to select a Vice-Provost (Academic Programs & Students) [Registrar] shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) Vice-President (Resources & Operations)
- (c) 6 persons elected by Senate, one of whom shall be a student, and only one of whom may be a Dean. The Presidents of the University Students' Council and the Society of Graduate Students shall qualify as students for this purpose

Required: 6 persons elected by Senate, one of whom shall be a student, and only one of whom may be a Dean. The Presidents of the University Students' Council and the Society of Graduate Students shall qualify as students for this purpose.

Nominees: Zareen Syed [student]
Michael Bartlett (Engg)
Chris Brown (AH)
Doug Jones (M&D)
Sheila Macfie (Sci)
Brian Timney (Dean/SS)

2. Selection Committee for the University Librarian

Composition: A committee to select a University Librarian/conduct a five-year review of the Library shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) the Vice-Provost (Graduate & Postdoctoral Studies)
- (d) 3 members of the full-time library staff, one of whom must be a professional librarian, elected by the full-time library staff
- (e) 3 members of faculty and 1 student, elected by Senate

Required: 3 members of faculty and 1 student, elected by Senate.

Nominees: Brian Sutton-McQuaid [Grad student]
Pamela McKenzie (FIMS)
Brenda Murphy (Sci)
Bryce Traister (AH)

3. **Senate Committee on Academic Policy and Awards**

Composition: Includes ten members elected by Senate, including

- two students, one graduate student and one undergraduate student
- eight members:
 - at least five of whom are members of Senate
 - at least one of whom shall be a faculty member from each of the Faculties of Arts and Humanities, Science, 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

Current Elected Members:

Term Continuing to June 30, 2014:

T. Sutherland (Grad)(S), M. Brezina (U.grad)(S), C. Lee (HS)(S), G. Knopf (Eng), K. Campbell (SSMD),

Term Continuing to June 30, 2015:

C. Brown (A&H)(S), C. Nolan (Mus)(S), R. Klassen (Ivey)(S), M. Workentin (Sci)

Required: One member of Senate to replace L. Davies (SS) who has resigned.

Nominee: Brian Timney (Dean/SS)

4. **Senate Review Board Academic**

Composition: Includes a Chair and twenty-three voting members; thirteen members of faculty and ten students (six undergraduates and four graduates).

Required: one undergraduate student to replace A. Damji who has resigned.

Nominee: Vincent Capitano

5. **Selection Committee for the 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: 1 student elected by the Senate, to replace A. Damji who has resigned.

Nominees: Geoff Bardwell (Grad Student)

FOR INFORMATION

Future Business of the Senate Nominating Committee

Upcoming Nomination Agenda items are posted on the Senate website at:

<http://www.uwo.ca/univsec/senate/newnoms.pdf>

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

Faculty of Arts and Humanities: Introduction of an Honors Specialization, Specialization, Major and Minor in German Language and Culture

Faculty of Arts and Humanities: Revised Certificate in Practical German

Faculty of Arts and Humanities: Introduction of "Persian" as a course subject and Category B Breadth Requirement

Faculty of Engineering: New "2+2" Agreements for the International Collaborative Degree Program in Chemical Engineering

Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of a Major in Pathology (BMSc)

Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Medical Biophysics (Biological Science Concentration)

Faculty of Science: Introduction of a Diploma in Game Development in Partnership with Western Continuing Studies

Faculty of Science: Renaming of the Major and Minor in Earth and Planetary Science modules

Huron University College: Renaming of the Major and Minor in Historical and Systematic Theology Modules

School of Graduate and Postdoctoral Studies: Revisions to the Master of Music (MMus), Music Education (Summer Program)

School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Professional Communication and Management

Articulation Agreement: Brescia University College, Bachelor of Science (Food and Nutrition) Honors Program, and George Brown College, Culinary Management – Nutrition Diploma Program

Articulation Agreement: Faculty of Social Science, First Nations Studies Program, and Fanshawe College, General Arts and Science – First Nations Studies Major

Articulation Agreement: Faculty of Arts and Humanities and Faculty of Social Science, and Fanshawe College, General Arts and Science – University Preparatory Studies Major

Articulation Agreement: Multilateral Articulation Agreement between The University of Western Ontario, Faculty of Science, Environmental Science Program, and Ontario Colleges

New Policy on Admission from the Fanshawe College, General Arts and Science Diploma – University Preparatory Studies Major

Revisions to the General Certificate of Education (GCE) Admission Requirements

Revisions to Admission Policies for English Language Proficiency

Revisions to the Admission Requirements for Ontario High School Applicants

Revisions to the Policy on Examination Conflicts

Revisions to the Policies on Admission Scholarships

Revisions to General Policies on Scholarships, Awards, Prizes

Faculty of Social Science: Introduction of Modules in Geography and Commercial Aviation Management

Faculty of Social Science: Introduction of a Diploma in History

New Scholarships and Awards

Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program

School of Graduate and Post Doctoral Studies: Introduction of an On-line “Academic Integrity Module”

School of Graduate and Post Doctoral Studies: Geology and Geophysics Graduate Program - Cyclical Review Follow-Up

Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical reviews

Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical reviews

FOR APPROVAL

1. **Faculty of Arts and Humanities: Introduction of German Language and Culture Modules, Revisions to the Certificate in Practical German; Introduction of “Persian” as a course subject and Category B Breadth Requirement**

1a Introduction of an Honors Specialization, Specialization, Major and Minor in German Language and Culture, Revisions to the Certificate in Practical German

Recommended: That an Honors Specialization, a Specialization, a Major and a Minor in German Language and Culture be introduced in the Faculty of Arts and Humanities as set out in **Appendix 1**, effective September 1, 2013.

Recommended: That the Certificate in Practical German, in the Faculty of Arts and Humanities, be revised as set out in **Appendix 1**, effective 1 September 2013.

Background:

New modules in German Language and Culture are being introduced in order to correspond to more up-to-date pedagogy, current research interests of faculty and the faculty complement in the Department of Modern Languages and Literatures.

1b Introduction of “Persian” as a Course Subject and Category B Breadth Requirement

Recommended: That “Persian” be introduced as a new course designation in the Faculty of Arts and Humanities and listed as a “Category B – Languages” Breadth Requirement for graduation, effective September 1, 2013.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2013/pg882.html>

Add “Persian” to the list of undergraduate courses offered.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2013/pg81.html>

Breadth Requirements for Graduation

No change

CATEGORY B

Arts and Humanities

No change

Languages

Arabic, Chinese, English, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, **Persian**, Polish, Portuguese, Russian, Spanish

Background:

With the addition of new faculty members, it has become possible to develop a course in Persian to complement the course offerings of the Department of Modern Languages and Literatures. Approval is required to add Persian as a course designation.

A new course, Persian 1030 – Persian for Beginners, has been submitted to DAP for approval.

2. **Faculty of Engineering: New “2+2” Agreements for the International Collaborative Degree Program in Chemical Engineering**

Recommended: That Senate approve that an International Collaborative Degree Program in Chemical Engineering be introduced with East China University of Science and Technology (ECUST) and Zhejiang University of Science and Technology (ZJUST) in China, as set out in [Appendix 2](#), effective September 1, 2013.

Background:

In 2011, SCAPA and Senate approved the introduction of a 2+2 Collaborative BSc (Chemical Engineering) Degree program with Zhejiang University in China. It was anticipated that 10-15 students would be admitted into the program each year. It is now recognized that this goal is unlikely to be met with only Zhejiang University students while, at the same time, maintaining the exceptional quality of students coming into the program. One reason for this is that Zhejiang University has signed a number of international initiatives with other universities to allow their students access to these multiple opportunities. An alternative and equally attractive approach for Western is to expand the pool of applicants into this program by including East China University of Science and Technology and Zhejiang University of Science and Technology, both of which are ranked highly in China for their undergraduate chemical engineering education.

The first two years of studies were mapped at the respective institutions to Western's first and second-year courses and it was determined that adding these two new institutions will not require additional courses and the curriculum will be the same as in the case of Zhejiang University.

The latest ranking of chemical engineering programs in China indicated the following: 1) Tianjin University, 2) East China University of Science and Technology; 5) Zhejiang University and, 11) Zhejiang University of Science and Technology.

3. **Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of a Major in Pathology (BMSc); Introduction of an Honors Specialization in Medical Biophysics (Biological Science Concentration)**

3a **Introduction of a Major in Pathology (BMSc)**

Recommended: That a Major in Pathology, leading to a BMSc degree, be introduced in the Schulich School of Medicine & Dentistry and the Faculty of Science, as set out in [Appendix 3](#), effective September 1, 2013.

Background:

The Department of Pathology offers Honors Specialization and Specialization modules in Pathology and Toxicology that have limited enrolment due to constraints on resources for Year 4 research projects. The department's two broad survey courses, Pathology 3240A and Pathology 3245B, are quite popular and are required for registration in the 4000-level level courses. The department is increasing the number of course offerings in Pathology this year (Pathology 4200A/B has recently been introduced for September 2013) and would like to introduce a Major in Pathology to expand the access to the pathology courses to students outside of the Honors Specialization and Specialization modules.

Currently, the only viable alternative to students having completed the courses required in Year 3 of the Honors Specialization and Specialization modules in Pathology and Toxicology, and wishing to graduate with an honors degree, is the Honors Specialization in Medical Sciences (soon to be Interdisciplinary Medical Sciences). Introducing the Major in Pathology gives students the additional option of completing

double Majors in either an honors or non-honors BSc degree. The Major will be restricted to students completing double Majors within a BSc degree to moderate the enrolment in the Major.

Understanding pathology requires a good background in other medical sciences, especially physiology, anatomy and introductory biochemistry. These courses, at a minimum, are included within the proposed course module.

3b Introduction of an Honors Specialization in Medical Biophysics (Biological Science Concentration)

Recommended: That an Honors Specialization in Medical Biophysics (Biological Science Concentration), leading to a Bachelor of Science (BSc) degree granted by the Faculty of Science, be introduced in the Schulich School of Medicine & Dentistry, as set out in [Appendix 3](#), effective September 1, 2013.

Background:

The Honors Specialization in Medical Biophysics (Biological Science Concentration) module is being introduced mainly to train students with sufficient background to pursue graduate studies in the biology of diseases such as cancer, diabetes and cardiovascular diseases, using various imaging techniques. The Department of Medical Biophysics has several research groups with such as their main interest. These groups require students with significant background in biology and physiology, in addition to medical imaging and biophysics. This module is designed to satisfy this high demand in the department and research groups with the said interest beyond Western. The department's past experience with the other BSc module, Honors Specialization in Medical Biophysics (Physical Science Concentration), has been very positive. Most graduates from that module who have pursued graduate studies in Western's Department of Medical Biophysics have been very productive. As such, there is a consensus in the department to designate this module as a BSc module, granted by the Faculty of Science.

If the new module is approved, the prerequisite for Medical Biophysics 4970E will subsequently be revised to include the Honors Specialization in Medical Biophysics (Biological Science Concentration) in the prerequisites for the course.

4. **Faculty of Science: Introduction of a Diploma in Game Development in Partnership with Western Continuing Studies; Renaming of the Major and Minor in Earth and Planetary Science modules**

4a Introduction of a Diploma in Game Development in Partnership with Western Continuing Studies

Recommended: That a Diploma in Game Development be introduced in the Faculty of Science, in partnership with Western Continuing Studies, as set out in [Appendix 4](#), effective September 1, 2014.

Background:

The Diploma in Game Development is a post-degree program for Computer Science or Engineering students who have completed either a Computer Science or a Software Engineering degree and who wish to obtain basic Game Development skills that will be recognized academically and professionally.

The Department of Computer Science receives several requests a year from people interested in taking gaming courses or a Minor in Game Development. The proposed Diploma will provide qualified students the opportunity to acquire the specific skills and experience needed to start a career in the computer gaming industry.

4b Renaming of the Major and Minor in Earth and Planetary Science modules

Recommended: That the Major and Minor in Earth and Planetary Science be renamed the Major in Geology and the Minor in Geology, as set out in [Appendix 4](#), effective September 1, 2013, and

That students enrolled in the modules prior to September 1, 2013 be permitted to graduate with the current name of the modules, and

That enrollment in the Major and Minor in Earth and Planetary Science be discontinued, effective September 1, 2013, and

That the Major and Minor in Earth and Planetary Science be withdrawn, effective September 1, 2016.

Background:

It is proposed that the modules be renamed as there are currently no Planetary Science courses listed in the Major or the Minor.

5. Huron University College: Renaming of the Major and Minor in Historical and Systematic Theology Modules

Recommended: That the Major and Minor in Historical and Systematic Theology be renamed as the "Major in Theology and Ethics" and the "Minor in Theology and Ethics," and revised as set out in [Appendix 5](#), effective September 1, 2013, and

That students enrolled in the modules prior to September 1, 2013 be permitted to graduate with the current name of the modules, and

That enrollment in the Major and the Minor in Historical and Systematic Theology be discontinued, effective September 1, 2013, and

That the Major and the Minor in Historical and Systematic Theology be withdrawn, effective September 1, 2016.

Background:

These revisions to the modular requirements for the Bachelor of Theology degree reflect new appointments and redefined roles at the Faculty of Theology. They represent new trajectories within the field of theology and religious studies that focus additionally on comparative, social and ethical issues. The proposed courses encourage critical thinking and communication (oral and written), developing understanding of the discipline of theology through surveying various methodologies and approaches taken generally in the academic field. They will encourage an approach that can recognize and knowledgeably engage complex issues related to living in a multi-faith, pluralistic context. All the courses are currently offered and will be taught at Huron University College only.

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

6a **Revisions to the Master of Music (MMus), Music Education (Summer Program)**

Recommended: That effective May 1, 2013, the Master of Music (MMus), Music Education (Summer program) be revised as set out below:

PROPOSED MODIFICATION

Current program	Proposed program
Summer MMus in Music Education	Summer/Online MMus in Music Education
Music 9531 (0.5 course): Empirical and Qualitative Research in Music Education	Year 1:
6 0.5 elective 0.5 courses in music education (or music)	Summer term: 2 0.5 courses onsite Fall term: 1 0.5 course online Winter term: 1 0.5 course online
Viva Voce Examination 9589	Year 2:
N.B. These are the same requirements as the full-time MMus in Music Education, course-based program, but are generally taken over 3-4 consecutive years.	Summer term: 2 0.5 courses onsite Fall term: 1 0.5 course online Winter term: 1 0.5 course online
(Summer MMus in Music Education students may elect the thesis option, but this option is rarely chosen.)	N.B. The Fall and Winter online courses may be replaced with an onsite course.

Background:

The proposed modifications include the following:

- Replacement of the viva voce examination with an additional course
- Requirement of continuous full-time enrolment
- Courses to be delivered in a blended model including onsite courses during 2 summer terms and online courses over 2 fall and winter terms
- Completion of the program over 6 continuous terms of full-time enrolment (similar to the existing full-time MMus in Music Education)

These modifications will make completion of the program more efficient for the target students, who are teachers holding full-time positions in public schools. The current program was originally designed to be completed over four consecutive summers (two courses in each of the first three summers and one course plus viva voce examination in the fourth summer), but few students actually complete it as originally designed. They prefer to complete it in a shorter period of time, but in a manner that does not require time off from work. With the growing availability of online courses, these students can complete course requirements by taking online courses during Fall and Winter terms while holding their full-time teaching positions. (We would also allow the flexibility for students to take onsite rather than online courses in the Fall and Winter terms should they wish to do so.)

The program as currently offered consists of the same requirements as the regular full-time MMus in Music Education program. Since most students wish to complete the program in fewer than four years, it has become common for students to request permission to register as part-time students for a single term after three summers in which they were registered full-time (summer only) in order to complete the program. Now that online courses are available in the Fall and Winter terms, students are requesting permission to register part-time for a term between summers in which they will register full-time. The proposed modifications will ensure that their registration status will remain consistent throughout the program.

The Department of Music Education is experienced in offering online courses, in that the Music 9531 has been offered online for the past two years, and additional online course offerings are under development, with a plan for new online offerings in Winter 2013, Fall 2014, and Winter 2015.

The proposed new program takes advantage of online course availability and addresses the students' desire to complete the program efficiently.

6b Introduction of a Graduate Diploma (GDip) in Professional Communication and Management

Recommended: That a Graduate Diploma (GDip) in Professional Communication and Management be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2014, as set out in [Appendix 6](#).

Background:

The proposed Master's Level Graduate Diploma program is designed to prepare graduates to meet the needs of employers by providing graduates with workplace oriented skills and knowledge in communication, presentation, writing, team and project management, finance and business contexts and operations. In combination with the student's undergraduate preparation and/or prior work experience, the Graduate Diploma will enable the graduate to apply his or her disciplinary knowledge and experience in the evolving and emerging professions of the contemporary workplace.

The program is an eight-month, course-based diploma program designed to enhance the professional skills of a bachelor's graduate. The program objective is to address the reality that a bachelor's degree alone often does not provide complete training for individuals who are intent on professional careers in government, non-government organizations, private industry or self-employment (e.g., consultancy). The diploma will emphasize bridging the gap between specific disciplines and their application in the workplace, providing students with organizational and communication skills to enable them to build successful careers in these settings.

The program is a Type 3 diploma program that will lead to a Graduate Diploma - Master's level (GDip). It is a stand-alone diploma program and students will be admitted directly to the diploma program. The program will be completed over two terms on a full-time basis. Students will complete six graduate-level courses (0.5 FCE each).

The diploma is offered jointly by the Management and Organizational Studies Program in the Faculty of Social Science, the Department of English and Writing Studies in the Faculty of Arts & Humanities, and the Faculty of Information and Media Studies. The overall objectives of the program are to provide the professional skills and knowledge to prepare graduates for careers in government, non-government organizations, private industry or self-employment (e.g., consultancy).

The diploma program complements the professional master's programs currently in development and will share some common courses with these new professional master's programs. Students who successfully complete the Graduate Diploma program and opt to enroll subsequently in a professional master's program will be given credit for the courses completed in the diploma program. Consequently, it would be possible for a student who successfully completed the diploma program to subsequently complete a professional master's program within one to two terms of full-time enrolment.

7. **Articulation Agreements**

7a **Brescia University College, Bachelor of Science (Food and Nutrition) Honors Program, and George Brown College, Culinary Management – Nutrition Diploma Program**

Recommended: That SCAPA approve on behalf of the Senate, for recommendation to the Board of Governors through the Vice-Chancellor, that effective May 1, 2013, graduates of the Culinary Management – Nutrition Diploma Program at George Brown College be admitted into the Bachelor of Science (Food and Nutrition) Honors program at Brescia University College, according to the procedures set out in the Articulation Agreement attached as [Appendix 7](#).

Background:

The purpose of this Articulation Agreement between George Brown College and Brescia University College is to place graduates from Culinary Management – Nutrition Diploma Program (George Brown) into the Bachelor of Science Foods and Nutrition Honors program (Brescia) with transfer credit as outlined in [Appendix 7](#). Transfer credits will be awarded to those students from George Brown College who have successfully completed the Culinary Management – Nutrition Diploma and the Food and Nutrition Management (Postgraduate) Certificate with a minimum average of “B+” or 3.5 GPA calculated on all courses within the diploma program only, with no grade less than “C” or 2.0 GPA, and subject to the other conditions as outlined in the agreement. The agreement is to be reviewed after a period of three years.

7b **Faculty of Social Science, First Nations Studies Program, and Fanshawe College, General Arts and Science – First Nations Studies Major**

Recommended: That effective September 1, 2013, graduates of Fanshawe College, General Arts and Science – First Nations Studies Major, be admitted into Western’s Faculty of Social Science, First Nations Studies program, according to the procedures set out in the Articulation Agreement attached as [Appendix 8](#).

Background:

This articulation agreement, attached as [Appendix 8](#), was developed to define pathways for students in the General Arts and Science – First Nations Studies Major at Fanshawe College to the First Nations Studies Major or Honors Specialization at Western. The development of this agreement supports the initiatives of the province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfer (ONCAT).

7c **Faculty of Arts and Humanities and Faculty of Social Science, and Fanshawe College, General Arts and Science – University Preparatory Studies Major**

Recommended: That the revised Articulation Agreement between Western’s Faculty of Arts and Humanities and Faculty of Social Science, and Fanshawe College, General Arts and Science – University Preparatory Studies, be renewed as set out in [Appendix 9](#), effective September 1, 2013.

Background:

For the past several years Western has awarded transfer credit to graduates of the General Arts and Science – Liberal Studies Major (S.05-86) from Fanshawe College. The General Arts and Science - Liberal Studies Major was recently renamed the “General Arts and Science – University Preparatory Studies Major.” As the previous agreement has expired, the name of the Major has been revised, and a new university-level course, First Nations Studies, has been added to the list of pre-approved courses. The agreement has been revised and requires approval.

(Note that the admissions policy, “Fanshawe College, General Arts and Science Diploma – University Preparatory Studies Major,” is presented to SCAPA for approval in Exhibit XII.)

7d Multilateral Articulation Agreement between The University of Western Ontario, Faculty of Science, Environmental Science Program, and Ontario Colleges

Recommended: That a multilateral articulation agreement between The University of Western Ontario and the following Ontario Colleges be approved, effective September 1, 2013:

- Algonquin C.A.A.T. (Environmental Technician only)
- Canadore C.A.A.T. (Environmental Technician only)
- Centennial C.A.A.T.
- Confederation C.A.A.T.
- Durham C.A.A.T. (Environmental Technology only)
- Fanshawe C.A.A.T. (Environmental Technology only)
- Fleming C.A.A.T.
- Georgian C.A.A.T.
- Loyalist C.A.A.T.
- Mohawk C.A.A.T.
- Niagara C.A.A.T. (Environmental Technician only)
- Northern C.A.A.T. (Environmental Technician only)
- Sault C.A.A.T.
- Seneca C.A.A.T.
- Sheridan C.I.T.A.L. (Environmental Technician only)
- St. Lawrence C.A.A.T. (Environmental Technician only)

Background:

The multilateral articulation agreement refers to the transfer of applicants from the two-year Environmental Technician Diploma or three-year Environmental Technology Advanced Diploma to the Faculty of Science: three-year BSc Environmental Science Major, four-year Environmental Science Major, four-year BSc Environmental Science Specialization, or four-year BSc Environmental Science Honors Specialization, at Western.

In response to the Ontario Ministry of Colleges, Training and Universities' goal to increase student mobility across Ontario post-secondary institutions, representatives from Environmental Science and Environmental Studies programs at seven Ontario universities, and representatives from Environmental Technology and Environmental Technician programs at sixteen Ontario Colleges, set out to create transparent credit transfer pathways from each college to each university to support this initiative. The program was funded through the Ontario Council for Articulation and Transfer and the University of Guelph acted as the lead institution. Each university involved created unique pathways for their institution that clearly outline transfer credits available for incoming students from the involved colleges in an effort to reduce, and ideally to eliminate, the need for students to repeat prior learning, while increasing ease of transfer.

The result at Western is the development of a multilateral agreement between Ontario Colleges and Western that defines pathways for these students and supports the initiatives of the province to develop formal articulation agreements recognized by the Ontario Council for Articulation and Transfer.

The naming convention for the courses receiving transfer credit at Western from the individual colleges varies, but the terms of the agreement are the same regardless of the College attended. The parties covenant and agree as follows:

1. Western agrees to consider for admission to full-time study in the Faculty of Science (3-year BSc Environmental Science major, 4-year BSc Environmental Science major, 4-year BSc Environmental Science Specialization, 4-year BSc Environmental Science Honors Specialization), students from the Ontario College noted above who have complied with the following requirements:

- a. a minimum cumulative GPA of 3.0 with no grade less than "C" or 2.0 GPA on all courses taken toward the completion of the two-year Environmental Technician Diploma program or three-year Environmental Technology Diploma. Courses used towards the diploma program that are upgraded after the completion of the diploma program will be considered as part of the GPA. Any course taken after completion of the diploma program and not used toward the diploma program will not be calculated as part of the GPA; and
 - b. no longer than 3 years should have elapsed between conferral of the diploma and admission to Western. Exceptions will be considered on an individual basis.
2. Students will receive credit for the courses taken within the 2-year Environmental Technician or 3-year Technology Diploma towards the Faculty of Science (3-year BSc Environmental Science major, 4-year BSc Environmental Science major, 4-year BSc Environmental Science Specialization, 4-year BSc Environmental Science Honors Specialization) at Western as listed in Appendix I, provided that they have achieved a minimum grade of "C" or 60% in each of those courses. This credit is not transferable to other faculties or programs.
3. In addition to the termination provisions set out hereunder, Western may terminate this Agreement if it determines that transfer credit cannot be given for the courses set out in Appendix I due to course or curriculum changes that have been or will be instituted by either party subsequent to the signing of this Agreement. The effective date of such termination shall be the earlier of three months after written notice of termination is given to XX College, or the date upon which the changes are adopted by either party.
4. As of the date of this Agreement, the following progression requirements are required for graduation with a Western degree:
 - a. 3-year BSc Environmental Science Major: an overall average of 60% is required on all courses taken at Western, and a cumulative average of 60% is required in all courses taken toward each module at Western, with a mark of at least 60% in each modular course;
 - b. 4-year BSc Environmental Science Major: an overall average of 60% is required on all courses taken at Western, and a cumulative average of 60% is required in all courses taken toward each module at Western, with a mark of at least 60% in each modular course;
 - c. 4-year BSc Environmental Science Specialization: an overall average of 60% is required on all courses taken at Western, and a cumulative average of 60% is required in all courses taken toward each Specialization module at Western, with a mark of at least 60% in each modular course;
 - d. 4-year BSc Environmental Science Honors Specialization: an overall average of 65% is required on all courses taken at Western, and a cumulative average of 70% is required in all courses taken toward each Honors Specialization module, with a mark of at least 60% in each modular course.

Western will notify XX College of any changes to these progression requirements during the term of this Agreement.

5. Students who do not meet progression/graduation requirements for the Environmental Science Program in the Faculty of Science or who wish to withdraw from the module/degree combination(s) listed in this agreement, may be eligible for transfer to another program and/or campus at Western at the discretion of the Dean of their Faculty. Students who transfer to another program and/or campus at Western will have the credit that they received as part of the Articulation Agreement removed from their academic record. Credit from the Environmental Technician/Environmental Technology Diploma will be assessed for individual credit on a course-by-course basis by the Admissions Office, as applicable, at that point in time on consultation with the Dean of the appropriate Faculty.
6. In addition to meeting progression requirements, to graduate with a Bachelor of Science Degree, students must successfully complete the courses listed in Appendix I under "Degree Requirements." This list of required courses may be revised by Western during the term of this Agreement and Western will provide XX College with written notice of any changes to these course requirements.

7. Both the Western and XX College will designate a Program Representative at their respective campuses to facilitate co-ordination of this agreement. The Program Representative will confer, on a regular basis, on the success of the program and other matters of mutual concern.
8. Both Western and XX College agree to encourage qualified graduates of the two-year Environmental Technician and three-year Environmental Technology Diploma programs to participate by advising and informing them of the benefits of the Agreement.
9. This Articulation Agreement is effective from September 1, 2013 for a period of three years. Thereafter it may be extended with the agreement of both parties. Either party may terminate this Agreement during the initial term or any extension thereof upon at least 12 months' written notice to the other party. Termination of this agreement shall not affect students who have been admitted to the Environmental Science Program in the Faculty of Science prior to the termination date.

The overview of the envisioned credit transfer system between the Colleges and Universities is shown as [Appendix 10](#).

8. **New Policy and Policy Revisions**

8a **New Policy on Admission from the Fanshawe College, General Arts and Science Diploma – University Preparatory Studies Major**

Recommended: That SCAPA approve and recommend to Senate that a policy for admission of students from the “Fanshawe College, General Arts and Science Diploma – University Preparatory Studies Major,” as set out in [Appendix 11](#), be approved.

Background:

For the past several years Western has awarded transfer credit to graduates of the General Arts and Science – Liberal Studies Major (S.05-86) from Fanshawe College. The General Arts and Science - Liberal Studies Major was recently renamed the “General Arts and Science – University Preparatory Studies Major.” (The Articulation Agreement is presented to SCAPA for renewal in Exhibit XI.)

This policy will be placed in the “Admissions: Colleges of Applied Arts and Technology (CAAT) - Admission Requirements” section of the Academic Handbook, which is posted on the web at: <http://www.uwo.ca/univsec/handbook/adm/caats.pdf>

8b **Revisions to the General Certificate of Education (GCE) Admission Requirements**

Recommended: That effective September 1, 2013, the policy on “General Certificate of Education (GCE) Requirements” be revised as set out in [Appendix 11](#) with respect to admission requirements for applicants following the British System of education.

Background:

Compulsory education in the British system of education requires 11 years of schooling. This includes six years of primary and five years of junior secondary schooling. At the end of compulsory schooling, students sit for the General Certificate of Secondary Education (GCSE) exams.

Following completion of junior secondary schooling, students can attend senior secondary school. After two years of study at senior secondary school students sit for the General Certificate of Education Advanced Level exams. Admission to higher education in the UK is based on the results of the GCE A levels.

The GCE Advanced Level program is a two-year program. It is based on a modular style curriculum which requires the candidate to take modules as they proceed through the course rather than being examined in one session at the end of the course. The GCE A-Level is made up of Advanced Subsidiary (AS) and Advanced (A2) modular units. The complete Advanced Level course is divided into two parts: three units at AS level which together, equate to the first year of a traditional A Level course, and three A2 units which are awarded during the second year of study.

To enter a Bachelor Degree (Honours) program in the UK, a minimum of two or three A Levels is required. Programs in demand and prestigious institutions may require higher levels of achievement than the minimum requirement. Different institutions may specify additional requirements based on the nature of the undergraduate program. Bachelor's programs are 3-5 years long, depending on the field of study.

A review of the admission requirements for the top 24 universities in the UK as posted on the UCAS www.ucas.com website, the organization responsible for managing applications to higher education courses in the UK, indicates that three GCE Advanced Level examination results is the minimum required to be considered for admission to these institutions. As we endeavor to ensure consistency with competitor universities across Canada and internationally, the Undergraduate Admissions Office recommends Western's minimum requirements be changed to include a minimum of three distinct A-level subjects for admission consideration.

8c Revisions to Admission Policies for English Language Proficiency

Recommended: That Senate approve that the admission policies for English Language Proficiency be revised as set out in [Appendix 11](#).

Background:

The English Language Centre at Western University is part of the Faculty of Education and provides rigorous language, cultural and academic preparation for international students who are admissible to Western academically, but who may not have been able to provide sufficient proof of language preparation for purposes of admission. The English Language Centre is committed to student success for international students and is considered to be an integral part of Western's internationalization plan.

The proposed revisions recommend that the successful completion of the High-Advanced Level at the English Language Centre programs be accepted as demonstration of English language proficiency for admission to degree programs in lieu of Senate-approved English Language Proficiency tests such as TOEFL, MELAB etc. Formatting and editorial changes have been applied as well.

8d Revisions to the Admission Requirements for Ontario High School Applicants

Recommended: That Senate approve that the policy on "Admission Requirements for Ontario High School Applicants" be renamed "Admission Requirements for Ontario Secondary School Diploma Applicants" and revised as set out in [Appendix 11](#) for September 1, 2013 admission.

Background:

Editorial revisions have been made for clarity and organization of the policy and to the "Recommendations" and "Notes" sections as a result of several requests from the Faculties. As Western typically admits students to a common first year in many faculties, high school students choosing courses in Grade 12 will not necessarily be aware that various modules beginning beyond first year at Western require specific first-year courses for admission to the modules, and that these in turn require specific Grade 12 courses as pre-requisites. This information is beneficial and should be included in the calendar, on faculty websites, and in recruitment publications where possible to inform students of appropriate course selection in the Ontario Grade 12 curriculum.

8e Revisions to the Policy on Examination Conflicts

Recommended: That the policy on Examination Conflicts be revised as set out in **Appendix 11**, effective September 1, 2013.

Background:

SCAPA and Senate approved in April a revision to the policy on “Examination Conflicts” that allows students that face more than three examinations in a 47-hour period, or four in a 71-hour period, during the December and April examination periods, to request alternative arrangements. The proposed amendment clarifies how these arrangements should be handled campus-wide.

9. Scholarship Policy Revisions

9a Revisions to the Policies on Admission Scholarships

Recommended: That Senate approve that the following policies on Admission Scholarships be consolidated and revised as set out in **Appendix 12**, effective September 1, 2013:

- Admission Scholarships - Eligibility Of Students With Advanced Standing
- Applicants Presenting the International Baccalaureate Diploma as the Basis of Admission
- Admission Scholarships - Deferment for One Year
- Undergraduate Admission Scholarships Program
- Admission Scholarships - Offer And Adjudication Process For One-Year Admission Scholarships

The current policies are posted here: <http://www.uwo.ca/univsec/handbook/schol/admincrs.pdf> and <http://www.uwo.ca/univsec/handbook/schol/awardspolicy.pdf>

Background:

The Admission Scholarship program is designed to recognize academic achievement of students completing high school and entering University. Students who engage in post-secondary studies prior to attending Western are not eligible for Admission Scholarship consideration.

Updates to the Admission Scholarship Program are driven by the elimination of OAC-level courses, as well as providing clarity with respect to the impact of admission deferrals, internship placements and the retention of continuing scholarships in Medicine and Dentistry being based solely on progression in the program.

9b Revisions to General Policies on Scholarships, Awards, Prizes

Recommended: That Senate approve that the following policies on Scholarships, Awards, Prizes be revised as shown in **Appendix 12**, effective September 1, 2013:

- Withdrawal or Reduced Course Load After Receiving University-Administered Scholarships and Awards
- Policy on Continuing Scholarships - Industry Internship Programs
- Continuing Scholarships - Retention Requirements in Medicine

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

Background:

Editorial changes have been made to reflect changes in the National Scholarship Program.

10. **Faculty of Social Science: Introduction of Modules in Geography and Commercial Aviation Management; Introduction of Diploma in History**

10a **Introduction of a Specialization and an Honors Specialization in Geography and Commercial Aviation Management**

Recommended: That a Specialization and an Honors Specialization in Geography and Commercial Aviation Management be introduced in the Faculty of Social Science, as set out in [Appendix 13](#), effective September 1, 2013.

Background:

This new interdisciplinary program brings together courses in Geography with courses in Commercial Aviation Management. It will provide students the opportunity to study a variety of subjects within the Department of Geography while at the same time developing a broad perspective of the aviation industry.

As air transportation systems increase in sophistication and the role of those working in the aviation industry changes, airlines are looking for employees who possess an optimal mix of academic knowledge and aviation skills. This module will provide a new and unique integrative approach to understanding aviation alongside a highly complementary social science discipline: geography.

This program would build on the strong reputation of Commercial Aviation at Western as an industry leader. This module is consistent with the Department's, Faculty's and Western's Strategic Plan which identifies the development of new joint programs and curriculum.

10b **Faculty of Social Science and Western Centre for Continuing Studies: Introduction of the Diploma in History**

Recommended: That effective September 1, 2014, a Diploma in History be introduced in the Faculty of Social Science with the Western Centre for Continuing Studies, as set out in [Appendix 13](#).

Background:

The Diploma in History will provide the opportunity for students to deepen their knowledge base in specific areas of History, to strengthen their critical thinking and writing skills and ultimately, to enhance their competitiveness in applying for a graduate program in History. Students with an excellent academic record who wish to pursue a graduate degree at Western will be considered through the usual process for admission into the graduate program. It is our expectation that some students will come to this program from other institutions and some will take this program in preparation for graduate work at other institutions.

It is anticipated that approximately 15 students a year would enroll in the Diploma program, based on interest among current students and the enrolment patterns of similar programs elsewhere.

FOR INFORMATION

11. **New Scholarships 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 scholarships and awards set out in [Appendix 12](#).

12. **Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program**

The Schulich School of Medicine & Dentistry has strengthened the wording with respect to the documentation it requires from Indigenous applicants. The section “Health Care Improvement in Southwestern Ontario and Indigenous Communities” in the Admission Requirements policy located at <http://www.westerncalendar.uwo.ca/2012/pg534.html> now reads:

The Schulich School of Medicine & Dentistry is committed to increasing the number of First Nations, Métis, and Inuit physicians. It has established the Indigenous Student Affairs and Admissions Committee to increase the enrollment of Indigenous students in Medicine and to provide Indigenous applicants and students with support and counseling to facilitate their success in medical school. Schulich Medicine has designated three seats in each entering class for First Nations, Métis, and Inuit students. Applicants self-identified as Indigenous persons and one of Canada's First Peoples who wish to be considered for a designated seat must provide official documents of Indigenous status or proof of ancestral Indigenous origin to OMSAS. Such applicants ~~are encouraged to~~ **must** submit additional letters of support from Indigenous communities or organizations. Applicants will be assessed on a balanced portfolio which includes academic achievements, MCAT scores, and **evidence of long-term** involvement in the Indigenous community.

The remainder of the policy remains unchanged.

13. **School of Graduate and Post Doctoral Studies**

13a **Introduction of an On-line “Academic Integrity Module”**

The following will be included in the School of Graduate and Postdoctoral Studies' calendar and on-line information: http://grad.uwo.ca/current_students/regulations/4.html

4.11 ACADEMIC INTEGRITY MODULE

Effective January 2013, all incoming graduate students are required to complete the SGPS Academic Integrity module in order to progress beyond the first term of their degree.

This 30-minute module is designed to provide students with the necessary knowledge and resources to abide by academic principles during their graduate career and to help combat scholastic offenses.

When finished with the course, students are required to complete a 10-question test designed to evaluate their knowledge of academic integrity. Students have an unlimited number of opportunities to pass the module, and failure to do so will prevent students from progressing beyond the first term of their degree.

Background:

The School of Graduate and Postdoctoral Studies (SGPS) has developed an online, mandatory academic integrity course for incoming graduate students. This 30-minute module is designed to assist in combating scholastic offenses and to provide students with the necessary knowledge and resources to abide by academic principles during their graduate career.

It will cover the basics of academic integrity and academic dishonesty, detail specific scholastic offences, and explain the ways that Western University detects and deals with offences. It will also present case studies for students to consider. When finished with the course, they will be required to complete a 10-question test designed to evaluate their knowledge of academic integrity.

13b Geology and Geophysics Graduate Program - Cyclical Review Follow-Up

The Geology and Geophysics Graduate Program cyclical review was completed on April 17-18, 2012. The Final Assessment Report was presented to SUPR-G, SCAPA and Senate in September, 2012. It recommended that the “accelerated” one-year course-based MSc degree should be differentiated from the two-year thesis-based MSc degree.

In response to that recommendation, the Faculty of Science, the programs and the School of Graduate and Post Doctoral Studies opted to have the words “Course-Based” added on the transcript and parchment for those students who are admitted from Fall 2013 onward in the one-year course-based MSc program. Students who are currently enrolled in this program will receive an MSc.

The degree and transcript descriptions for the one-year course-based MSc degree will be as follows:

Degree Description	Transcript Description
MASTER OF SCIENCE Geology (Course-Based)	Master of Science Geology (Course-Based)
MASTER OF SCIENCE Geophysics (Course-Based)	Master of Science Geophysics (Course-Based)

There is no change in the naming of the two-year thesis-based MSc.

14. Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical reviews

Recommended: That SCAPA approve the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs detailed in [Appendix 14](#).

Background:

The following cyclical reviews of undergraduate programs were conducted and finalized in 2012 – 2013:

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Arts and Humanities	Modern Languages and Literatures	March 25, 2013	Good Quality
Engineering	Chemical and Biochemical Engineering	November 21, 2012	Good Quality
Engineering	Civil and Environmental Engineering	November 23, 2012	Good Quality
Engineering	Green Process Engineering	November 21, 2012	Good Quality
Engineering	Mechanical and Materials Engineering	November 21, 2012	Good Quality
Engineering	Integrated Engineering	November 22, 2012	Good Quality with Report in One Year
Engineering	Software Engineering	November 23, 2012	Good Quality with Report in Two Years
Engineering	Electrical Engineering	November 21, 2012	Good Quality with Report in Two Years
Engineering	Computer Engineering	November 22, 2012	Conditionally Approved with Reports in One and Two Years
Health Sciences	Kinesiology	March 12, 2013	Good Quality
Health Sciences	Health Studies	February 26, 2013	Good Quality
Brescia University College	Philosophy and Religious Studies	March 6-7, 2013	Good Quality

Brescia University College	French	February 11 – 12, 2013	Good Quality
Huron University College	English	January 21 – 23, 2013	Good Quality with Report in Two Years

The detailed Final Summary Reports of each of these reviews are attached as [Appendix 14](#).

15. **Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical reviews**

Recommended: That SCAPA approve the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs detailed in [Appendix 15](#).

Background:

The following cyclical reviews of graduate programs were conducted and finalized in 2012 – 2013:

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Arts and Humanities	Comparative Literature	February 5 – 6, 2013	Good Quality with report in one year
Arts and Humanities	Linguistics	March 13 – 14, 2013	Good Quality
Health Sciences	Health and Rehabilitations Sciences	January 14 – 15, 2013	Good Quality
Health Sciences	Communication Sciences and Disorders	February 11 -12, 2013	Good Quality
Health Sciences	Occupational Therapy	March 19 - 20, 2013	Good Quality
Schulich School of Medicine & Dentistry	Epidemiology and Biostatistics	February 7 – 8, 2013	Good Quality

The detailed Final Summary Reports of each of these reviews are attached as [Appendix 15](#).

Faculty of Arts and Humanities

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2013/pg241.html>

HONORS SPECIALIZATION IN GERMAN LANGUAGE AND CULTURE

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses (including 1.0 course from German 1030 or 1030W/X or successful completion of Grade 12U German). Comparative Literature and Culture 1020 is recommended.
2.0 additional principal courses must be taken with no mark below 60%.

Module

9.0 courses:

- 1.0 course from: German 2200, 2200W/X
- 0.5 course (normally taken in second year): German 2215F/G
- 0.5 course from: German 2220A/B, 3321A/B, 3322F/G, 4400 A/B
- 1.0 course: German 3300
- 1.5 courses from: German 2240F/G and above
- 2.5 courses from: German 3320A/B and above
- 2.0 courses from: German 4400 and above

Note: Students may take up to 1.0 approved course in Comparative Literature and Culture, History or Film with departmental permission. Consult the Department for approved courses.

SPECIALIZATION IN GERMAN LANGUAGE AND CULTURE

Admission Requirements

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

Module

9.0 courses:

- 1.0 course from: German 2200, 2200W/X
- 0.5 course (normally taken in second year): German 2215F/G
- 0.5 course from: German 2220A/B, 3320A/B, 3321A/B, 3322F/G, 4400 A/B
- 1.0 course: German 3300
- 2.5 courses from: German 2240F/G and above
- 2.5 courses from: German 3320A/B and above
- 1.0 course from: German 4400 and above

Note: Students may take up to 1.0 approved course in Comparative Literature and Culture, History or Film with departmental permission. Consult the Department for approved courses.

MAJOR IN GERMAN LANGUAGE AND CULTURE

Admission Requirements

Completion of first-year requirements, including 1.0 course from German 1030 or 1030W/X with a mark of at least 60%. Students with Grade 12 U German will begin the module with German 2200.

Module

6.0 courses:

- 1.0 course from: German 2200, 2200W/X
- 0.5 course: German 2215F/G
- 0.5 course from: German 2220A/B, 3320A/B, 3321A/B, 3322F/G, 4400A/B
- 1.0 course from: German 2240F/G and above
- 1.0 course: German 3300
- 1.5 courses from: German 3325A/B and above
- 0.5 course from: German 4400A/B and above

Note: A maximum of 1.0 course may be a German course taught in English only.

MINOR IN GERMAN LANGUAGE AND CULTURE

Admission Requirements

Completion of first-year requirements, including 1.0 course from German 1030 or 1030W/X with a mark of at least 60%. Students with Grade 12 U German will begin the module with German 2200.

Module

4.0 courses:

1.0 course from: German 2200, 2200W/X

1.0 course: German 3300

2.0 courses from: German 2140 F/G and above

Note: German 2215F/G is strongly recommended.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2013/pg1482.html#39541>

CERTIFICATE IN PRACTICAL GERMAN

Open to all students in the University, the Certificate aims to develop skills in practical German. Any undergraduate student may apply for admission, subject to prerequisites.

Admission Requirements

Completion of first-year requirements, including **1.0 course from** German 1030 **or 1030W/X** with a mark of at least 60%. ~~These Students with Grade 12 U German will receive special permission to go straight into~~ **begin the certificate with** German 2200. A student may not pursue both a Certificate in Practical German and a German module.

Program and Graduation Requirements

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

Certificate Program

1.0 course **from:** German 2200, **2200W/X**

1.0 course: German 3300

2.0 **1.0** courses from: German 2292A/B, 2293A/B, 2294, 3392F/G, 3393A/B, 3394A/B, 3395F/G **2220A/B, 3320A/B, 3321A/B, 3322F/G, 4400A/B**

Note: At least 2.0 of the 3.0 courses must be taken at Western.

Bridging Pathways Program Overview

College Program	Degree Program	Transfer credits	Minimum credits to be completed ^a	Minimum number of months to completion ^b
Environmental Technology Advanced Diploma – 3 year	B.Sc. Env. Sci. Major – 3 year degree	7.5	7.5	12
Environmental Technology Advanced Diploma – 3 year	B. Sc. Env. Sci. Major – 4 year	7.5	12.5	20
Environmental Technology Advanced Diploma – 3 year	B.Sc. Env. Sci. Spec. – 4 year	7.5	12.5	20
Environmental Technology Advanced Diploma – 3 year	B.Sc. Env. Sci. Hons. Spec. – 4 year	7.5	12.5	20
Environmental Technician Diploma – 2 year	B.Sc. Env. Sci. Major – 3 year degree	5.5	9.5	16
Environmental Technician Diploma – 2 year	B.Sc. Env. Sci. Major – 4 year	5.5	14.5	24
Environmental Technician Diploma – 2 year	B.Sc. Env. Sci. Spec. – 4 year	5.5	14.5	24
Environmental Technician Diploma – 2 year	B.Sc. Env. Sci. Hons. Spec. – 4 year	5.5	14.5	24

^aDue to variations in college programs some students may be required to take more credits than the minimum amount. Please see Bridging Pathways documents for details

^bDue to variations in course availability, time to completion may be longer than the minimum. Planning with an academic counsellor is recommended. Students that are not successful in any courses will likely take longer than the minimum time to completion.

New Policy and Policy Revisions

1. **New Policy on Admission from the Fanshawe College, General Arts and Science Diploma – University Preparatory Studies Major**

FANSHAWE COLLEGE, GENERAL ARTS AND SCIENCE DIPLOMA – University Preparatory Studies Major

1. Applicants will be considered for admission to Western each September provided that they:
 - a. complete the General Arts and Science Certificate – University Preparatory Studies Major with a minimum of 10 courses and achieve a final minimum overall 3.5 GPA ("B+") with no grade less than "C"; or
 - b. complete the General Arts and Science Diploma – University Preparatory Studies Major. Applicants eligible for second-year admission at Western must achieve a final minimum overall 3.0 GPA ("B") with no grade less than "C".
2. Applicants who complete either first year or second year of the General Arts and Science - University Preparatory Studies Major who meet the requirements set out in section 1(a) or (b) above will be admitted to:
 - a. first year if they receive up to 2.5 transfer credits at Western for courses completed in the General Arts and Science - University Preparatory Studies Major; or
 - b. second year if they receive 3.0 or more transfer credits at Western for courses completed in the General Arts and Science - University Preparatory Studies Major.
3. The following courses shall be excluded in the calculation of the overall GPA: courses entitled "General Education," WRIT exams, qualifying courses, introductory language courses, and personal skills courses. In addition, Western reserves the right to exclude additional courses in the GPA calculation upon notice to Fanshawe. Fanshawe will provide Western with a list of any new courses that may be added to the General Arts and Science - University Preparatory Studies Major course offerings each year during the term of the Articulation Agreement.
4. All applicants who have completed the two-year General Arts and Science Diploma - University Preparatory Studies Major will receive transfer credit provided that:
 - a. Applicants achieve a minimum grade of "C" in each course approved by Western for transfer credit as set out below; and
 - b. The courses considered for transfer credit have been pre-approved by Western. The courses eligible for consideration for transfer credit are 7000-level courses in English, First Nations Studies, Sociology, Philosophy, Psychology, Women's Studies, and History of Western Art.

2. **Revisions to the General Certificate of Education (GCE) Admission Requirements**

The current policy is posted here: <http://www.uwo.ca/univsec/handbook/adm/international.pdf>

GENERAL CERTIFICATE OF EDUCATION (GCE) REQUIREMENTS

(S.96-238, S.98-037)

Qualifications other than those listed may be considered on an individual basis by the Office of the Registrar provided they are equivalent to the standing required for admission to the first year level at this University.

~~1. Applicants seeking admission to Year I of The University of Western Ontario on the basis of General Certificate of Education Examinations must submit the following minimum admission requirements or their equivalent:~~

~~a) Five General Certificate of Education (GCE)\General Certificate of Secondary Education (GCSE) examinations of which two must be at the advanced level.~~

~~OR~~

~~b) Four General Certificate of Education (GCE)\General Certificate of Secondary Education (GCSE) examinations of which three must be at the advanced level.~~

~~2. General Certificate of Education Ordinary Level examinations (or equivalent) will be considered a pass if mark is an A, B, or C.~~

~~3. Students who receive a 'B' grade on predicted or final GCE "A" level exams will receive advanced standing credit for those courses approved by the appropriate faculty.~~

~~Note: Two Advanced Supplemental (AS) level exams will be considered equivalent to one GCE Advanced (A) level exam except for prerequisites. One GCSE exam will be considered equivalent to one GCE Ordinary (O) level exam.~~

1. ***Applicants seeking admission on the basis of the General Certificate of Education (GCE) must submit three distinct A-Level (or four distinct AS-Level) traditional academic subjects with grades of A and/or B for admission consideration. General Paper is not acceptable. Applied Advanced Level subjects are not an ideal preparation for our programs.***

2. **Students who receive a 'B' grade on final GCE Advanced level exams will receive advanced standing credit for those courses approved by the appropriate faculty.**
3. **Specific prerequisite courses are required for admission to some faculties/programs. Pre-requisites must be presented at the Advanced or Advanced Subsidiary Level; however, some programs may consider IGCSE/GCSE/Ordinary Level results with a grade of 'B' or above to satisfy prerequisites.**
4. **Submission of five IGCSE/GCSE/Ordinary Level academic subjects or equivalent is required as reference for past academic success.**

3. Revisions to Admission Policies for English Language Proficiency

The current policies are posted here: <http://www.uwo.ca/univsec/handbook/adm/englishadm.pdf>

ENGLISH LANGUAGE PROFICIENCY - ADMISSION REQUIREMENTS

(S.09-148)

In June 2009, Senate approved....

English Language Proficiency (Admission Requirement)

All students applying for undergraduate admission whose first language is not English will be required to write one of the following English proficiency tests **or successfully complete English language programs to the level indicated in lieu of tests as indicated below.**

The Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE); or the Internet-Based TOEFL (iBT). The minimum score required on the TOEFL is 580 on the paper-based with a 5 on the TWE, and 88 on the internet-based tests with a score of 22 in speaking, reading and writing and 20 in listening.

www.etscanada.ca

Western's Institution code number is 0984

The Michigan English Language Assessment Battery (MELAB). A minimum overall score of 85 is required with no score less than 80.

www.cambridgemichigan.org

The International English Language Testing Service (IELTS). A minimum overall band score of 7.0 is required with no part less than 6.5.

www.ielts.org

The CanTEST. A minimum overall score of 4.5 is required with no part less than 4.0.

www.olbi.uottawa.ca/CanTEST

Email: cantest@uOttawa.ca

The Canadian Academic English Language Assessment (CAEL). A minimum overall score of 70 is required with no part less than 60.

www.cael.ca

Email: cael@carleton.ca

The University may use discretion when considering applicants whose scores do not meet the above minimum scores and where there is further evidence of English proficiency.

It is the responsibility of the applicant to submit proof of English proficiency, as stated above, to the Admissions Office before an offer of admission can be made. Proficiency in English is required of all students [see also the policy on ENGLISH LANGUAGE PROFICIENCY (for assignment of grades)].

~~TOEFL/ TWE and the iBT are offered on several dates in a number of places in Canada, the United States and elsewhere. The TOEFL/TWE Bulletin of Information and registration material may be obtained from various areas on the Western campus, or by contacting:~~

~~TOEFL Services~~

~~Email: info@etscanada.ca~~

~~Web: www.etscanada.ca~~

~~Western's Institution code number is 0984.~~

~~MELAB is offered in Canada and the United States only. Arrangements can be made by contacting:~~

~~ENGLISH LANGUAGE INSTITUTE, Testing and Certification~~

~~MELAB TESTING OFFICE, UNIVERSITY OF MICHIGAN~~

~~Email: melabelium@umich.edu~~

~~Web: www.lsa.umich.edu/eli/testing/melab~~

~~IELTS is offered in British Council Offices outside Canada and the United States. Arrangements can be made by contacting:~~

~~CAMBRIDGE EXAMINATIONS AND IELTS INTERNATIONAL~~

~~Email: ielts@ieltsintl.org~~

~~Web: www.ielts.org~~

~~CanTEST is offered in Ontario, Manitoba, Nova Scotia and Saskatchewan. Arrangements can be made by contacting:~~

~~Web: www.cantest.uottawa.ca/index.html~~

~~Email: cantest@uOttawa.ca~~

~~Canadian Academic English Language Assessment (CAEL) is offered in British Columbia, Alberta, Manitoba, Ontario, New Brunswick and Nova Scotia, as well as in many countries internationally. Arrangements can be made by contacting:~~

~~The CAEL Assessment Office~~

~~Web: <http://www.cael.ca/index.html>~~

~~Email: cael@carleton.ca~~

~~Also see ENGLISH LANGUAGE PROFICIENCY (for assignment of grades)~~

ENGLISH AS A SECOND LANGUAGE PROGRAM AT FANSHAWE IN LIEU OF SENATE-APPROVED ENGLISH LANGUAGE PROFICIENCY TESTS

(S.08-141, S.09-41)

On June 20, 2008, Senate approved a recommendation that The University of Western Ontario accept the successful completion of graduation from Level Five of the Fanshawe College English as a Second Language (ESL) program with no final grade lower than an "A" as demonstration of English language proficiency for admission to undergraduate degree programs on main campus. This requirement is in lieu of Senate-approved English Language Proficiency tests such as TOEFL, MELAB and IELTS.

ENGLISH LANGUAGE PROGRAMS ACCEPTED IN LIEU OF ENGLISH PROFICIENCY TESTS

High-Advanced Level at The English Language Centre at Western University

Successful completion of the High-Advanced level at The English Language Centre through the Faculty of Education at Western University may be used as proof of English language proficiency. For more information visit www.englishlanguage.uwo.ca

Level Five – Fanshawe College ESL Program

Successful completion of Level Five of the Fanshawe College English as a Second Language (ESL) program with no final grade lower than an "A" may be used as proof of English language proficiency. For more information visit: <http://www.fanshawec.ca/programs-courses/international/english-second-language-esl>

High-Advanced Level Cultureworks ESL Program (S.11-119b)

Successful completion of the High-Advanced level of the English as a Second Language Program at CultureWorks may be used as proof of English language proficiency. For more information visit: www.cultureworks.com

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS FOR CANDIDATES FOR THE **BACHELOR OF EDUCATION (BEd) DEGREE**

See http://www.uwo.ca/univsec/handbook/adm/after3years_education.pdf.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS FOR ADMISSION TO UNDERGRADUATE NURSING PROGRAMS

No change

FANSHAWE COLLEGE/HURON COLLEGE BRIDGING PROGRAM FOR ADMISSION

No change

HIGH-ADVANCED LEVEL CULTUREWORKS ESL PROGRAM

(S.11-119b)

The English as a Second Language Program offered by CultureWorks may be used as proof of English language proficiency. Students who graduate from the High-Advanced level of the ESL program at CultureWorks are considered to demonstrate the level of English language proficiency required for admission and will not be required to provide further proof of English language proficiency.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS FOR CANDIDATES FOR THE BED DEGREE

See http://www.uwo.ca/univsec/handbook/adm/after3years_education.pdf.

4. Revisions to the Admission Requirements for Ontario High School Applicants

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: <http://www.westerncalendar.uwo.ca/2012/pg60.html>

ADMISSION REQUIREMENTS FOR ONTARIO SECONDARY SCHOOL DIPLOMA 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.

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

- Six Grade 12 U and/or M level courses (excluding co-op courses)
- Grade 12 U level English - ENG4U
- Faculty/Program prerequisites as specified by Western
- An admission average that includes all prerequisite courses as specified by Western

Applicants are able to provide information about circumstances that may have adversely affected their academic performance in secondary school which are beyond their control including disability, illness, or other personal and family circumstances. This information will be taken into consideration in the admissions process.

Specific subjects in the Ontario secondary school curriculum are required and/or are recommended for entry into each faculty and program as indicated below:

ARTS AND HUMANITIES

Required:

- English ENG4U

Note: supplementary application forms and a portfolio are required for admission to the Visual Arts– Studio program.

COMMERCIAL AVIATION MANAGEMENT

Required:

- English ENG4U

And two of:

- Advanced Functions MHF4U
- Calculus and Vectors MCV4U
- Math of Data Management MDM4U

A mandatory Supplementary Application form must be submitted by March 1.

A valid Transport Canada Category 1 Medical Certificate is required for flight.

Recommendations:

- Physics SPH4U.
- Two hours of small aircraft flying time is strongly recommended.

ENGINEERING

Required:

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

HEALTH SCIENCES

Required:

- English ENG4U
- Biology SBI4U

And one of:

- Advanced Functions MHF4U
- Calculus and Vectors MCV4U

- Math of Data Management MDM4U

Recommendation: Students considering the Honors Specialization in Health Sciences with Biology will need Chemistry SCH4U in order to fulfill the first year Chemistry requirements of the module.

**HUMAN ECOLOGY
FOOD SCIENCE & TECHNOLOGY
NUTRITION & DIETETICS**

Required:

- English ENG4U
- Biology SBI4U
- Chemistry SCH4U

And one of:

- Functions and Applications MCF3M
- Functions MCR3U

KINESIOLOGY

Required:

- English ENG4U
- Biology SBI4U

Recommendations:

- A Grade 12 U-level Math and Grade 11 or 12 U-level Physics are recommended to prepare for senior Kinesiology subjects in biomechanics, research methods and statistics.
- It is strongly recommended that students interested in the BSc program take an additional Science course from: Chemistry SCH4U, Calculus and Vectors MCV4U, Advanced Functions MHF4U, Physics SPH4U, or Computer and Information Science ICS4U.
- Chemistry SCH4U is a prerequisite for first year Chemistry courses.

SOCIAL SCIENCE

Required:

- English ENG4U

Recommendations:

- All Specializations and Majors in Psychology require a first year University Math course, therefore any Grade 12 U-level math is highly recommended for this program m.
- Math is helpful as preparation for Sociology and Geography programs.
- Advanced Functions MHF4U and Calculus and Vectors MCV4U are required for all Economics modules.
- Biology SBI4U, Chemistry SCH4U, and Physics SPH4U are highly recommended for the BSc in Psychology – see Western's Calendar.

MANAGEMENT AND ORGANIZATIONAL STUDIES

Required:

- English ENG4U

And two of:

- Advanced Functions MHF4U
- Calculus and Vectors MCV4U
- Math of Data Management MDM4U.

Recommendation: 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.

MEDIA, INFORMATION AND TECHNOCULTURE

Required:

- English ENG4U

MEDIA, THEORY and PRODUCTION (Western/Fanshawe joint Degree/Diploma program)

Required:

- English ENG4U

MEDICAL SCIENCES

Required:

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

Recommendation: Although Western offers first-year Physics courses that do not require secondary school Physics as a prerequisite, it is strongly recommended that students complete Physics SPH4U.

MUSIC

B Music

Required:

- English ENG4U
- 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)

Required:

- English ENG4U,

And one of:

- Advanced Functions MHF4U
- Calculus and Vectors MCV4U
- Math of Data Management MDM4U

And

- The Faculty's recommendation based on an 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)

Required:

- English ENG4U
- The recommendation of the Faculty on the basis of an interview.
- The BA - Major in Popular Music Studies requires an audition as well as an interview

Music Performance Diploma

Required:

- English ENG4U
- Demonstrable performance level of at least Conservatory Grade X standard and evidence of exceptional performance before a jury.

Note: 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

Required:

- A minimum of 65% in each of:
- English ENG4U
- Biology SBI4U
- Chemistry SCH4U

And one of:

- Functions and Applications MCF3M
- Functions MCR3U

Note: If an applicant does not meet the minimum Math requirement in one of 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.

SCIENCE AND BIOLOGICAL SCIENCES

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 Sciences SES4U
- Math of Data Management MDM4U
- Physics SPH4U

Recommendations:

- First-year Biology and Chemistry courses require Biology SBI4U and 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.

5. Revisions to the Policy on Examination Conflicts

(The current policy can be found at: <http://www.uwo.ca/univsec/handbook/exam/conflicts.pdf>)

EXAMINATION CONFLICTS

(S.10-78)

For final or mid-year examinations scheduled by the Office of the Registrar or instructors during the December or April exam period, a student who is scheduled to write more than two such examinations in any 23-hour period, more than three in any 47-hour period, or more than four in any 71-hour period may request alternative arrangements through the office of the dean of their faculty.* This policy does not apply to mid-term tests occurring outside the December or April exam periods.

When a student has more than two examinations in any 23-hour period, more than three examinations in any 47-hour period or more than four examinations in any 71-hour period, the following will be taken into consideration when determining which examination(s) will be moved:

- ***During the December examination period, midterms will be rescheduled before any final examination;***
- ***In both the December and April examination periods, final examinations in larger classes should be rescheduled first;***
- ***Distance Studies examinations must be rescheduled last;***
- ***In the case of more than three examinations in any 47-hour period or more than four examinations in any 71-hour period, the examination that resolves the conflict most effectively will be rescheduled.***

A student who is scheduled to write two examinations concurrently must notify the Registrar so that arrangements may be made for both examinations to be written in the Examination Conflict Room in a sequence established by the Registrar.

A student scheduled to write an examination that conflicts with a holy day of that student's religion which prohibits such activity should seek accommodation under the terms of the policy on religious holidays.

Examinations written in the Conflict Room will be the regular examinations.

The Registrar will notify the appropriate department chair of the required information regarding students writing in the Conflict Room (i.e., student name, course, section, date and time of the conflict).

It is the responsibility of the Department Chair to ensure that the Registrar receives the appropriate examination paper and supplies seven days before the examination date.

Examinations written in the Conflict Room are to be picked up by the Department Chair or designate during the first working day following the examination date.

Students writing examinations in the Conflict Room will have a supervised break between examinations. Students are required to follow the instructions of the Conflict Room proctors at all times.

*Note: For the purposes of interpretation of this policy:

The Graduate Record Examination, or other examinations for entrance to professional or graduate schools, shall be considered equivalent to a final examination offered by Western. Students should give notice of the conflict in writing to their Dean as early as possible but not later than November 15 for mid-year examinations and March 1 for final examinations, i.e., approximately two weeks after the posting of the mid-year and final examination schedule respectively. In the case of mid-term tests, such notification is to be given in writing to the instructor within 48 hours of the announcement of the date of the mid-term test.

REVISIONS TO SCHOLARSHIPS POLICY

1. Revisions to the Policies on Admission Scholarships

FROM THE HANDBOOK ON ACADEMIC AND SCHOLARSHIP POLICY, "ADMISSION AND IN-COURSE SCHOLARSHIPS" SECTION: <http://www.uwo.ca/univsec/handbook/schol/admincrs.pdf>

UNDERGRADUATE ADMISSION SCHOLARSHIPS

Undergraduate Admission Scholarships Program

(S.95-55, S.95-137, S.96-39, S.03-12, S.09-120, S.09-247)

President's Entrance Scholarships (part of the National Scholarship Program)

5 at \$65,000 (\$20,000 for year one, \$15,000 annually for years two to four), and

Up to 15 at \$50,000 (\$10,000 annually, plus \$10,000 towards first year residence) 11 awards at \$6,000 per year plus first-year residence room and meal plan.

Beryl Ivey Continuing Entrance Award (part of the National Scholarship Program)

One at \$64,000; payable \$16,000 per academic year for a period of four years.

International President's Entrance Scholarships (part of the National Scholarship Program)

3 at \$50,000 (\$10,000 annually, plus \$10,000 towards first year residence costs).

These scholarships are available to International students only (not Canadian citizens or Permanent Residents).

Faculty Entrance Scholarships (part of the National Scholarship Program)

Up to 15 **at \$30,000 (\$6,000 annually, plus \$6,000 towards first year residence)** awards at \$4,000 per year plus first-year residence room.

(Four of the awards will not be tied to a specific faculty, but will be awarded by the National Scholarship Selection Committee, where appropriate, to reward and recruit the top applicants.

National Scholarship Study Abroad Awards (part of the National Scholarship Program)

Up to 30 at \$2,500 for up to 4 months (one term), \$5,000 for over 4 months (more than one term).

These awards are not available to recipients of the International President's Entrance Scholarships.

National Merit Awards (part of the National Scholarship Program)

Up to 50 awards at \$2,000 (One-Year Scholarships)

(Given to top applicants as selected by the National Scholarship Selection Committee. Recipients will be applicants who have not qualified for either a President's or Faculty Entrance Scholarship and will also be able to compete for an Admission Scholarship.) **been interviewed for a National Scholarship but not offered a scholarship and are accepting an offer of admission to main campus. Recipients will also retain eligibility for a Western Admission Scholarship.**

TR Meighen Scholarship (part of the National Scholarship Program)

Up to 1 award of \$9,300 for a student from Atlantic Canada (\$3,500 in first year and \$2,000 for the three years thereafter).

Admission Scholarship Program

(A graduated program of award recognition as a means of crediting higher academic excellence with greater award monies. None of these awards will be faculty-driven, and all awards will be one year in duration. With the exception of the **President's Entrance Scholarships, Beryl Ivey Continuing Entrance Award, Faculty Entrance Scholarships and National Scholarship Study Abroad Awards offered through** the National Scholarship Program, admission scholarships are available to International Students.

1. Western Continuing Admission Scholarships

An unlimited number of Continuing **Admission** Scholarships will be available for students with entering averages of 95% or higher. The value of the award will be \$2,500 per year for four years. (In order to retain a Continuing Scholarship a student must, for each academic year (September - April), achieve an overall average of at least 80%, **complete a prescribed academic program requiring 5.0 or more courses as required by the respective program and take the full complement of the prescribed courses of the academic program (both principal and elective courses) within the academic year (September to April).**

2. Western Scholarship of Excellence

Applicants with 90.0% to 94.9% ~~or better~~ will receive an offer of \$2,000 (One-Year Scholarships).

3. Western Scholarship of Distinction

Applicants with ~~87.0%~~ **88.0%** to 89.9% will receive an offer of \$1,000 (One-Year Scholarships).

Admission Scholarships – Offer and Adjudication Process for One-Year Admissions Scholarships

(S.95-248, S.99-81, S.03-12)

For all students offered one-year admission scholarships, including OAC, Out-of-Province, US Grade 12 and International Baccalaureate (IB) and General Certificate of Education (GCE) applicants, the following offer and adjudication process will apply:

1. **Students must apply directly from secondary school to Western's main campus for full-time first-year studies.**
2. **Eligibility will be based on successful completion of the secondary school diploma and on the student's final admission average, including prerequisite courses, calculated for the program to which the student has confirmed acceptance.**
3. **Official admission scholarship notification will be emailed to eligible students in late August.**

1. Conditional offers of one-year admission scholarships will be made on mid-year admission averages.

2. Applicants who are informed they will receive a one-year admission scholarship will be required to maintain a final admission average within the relevant average band in order to have the offer of the scholarship confirmed. The three average bands are 85% to 89.9%, 90% to 94.9%, and 95.0% and above.

3. If an applicant's final admission average is below or above the range for the initial award offered, a revised offer will be issued for the appropriate scholarship's value.

NOTES: (S.97-13):

- **The Don Wright Faculty of Music will select the Continuing Admission Scholarship recipients for the Music Program.** University Admission Scholarships to the Faculty of Music are awarded to applicants on the basis of high academic achievement and on high musical potential demonstrated by an audition. Additional Faculty of Music awards and scholarships for which entering students may be eligible are listed in the Professional Awards - Music Section.
- Students whose admission into first-year programs has been deferred by the Registrar's Office for one year may **not** have their Admission Scholarship deferred. **Provided that the student has not attended a post-secondary institution they can be considered for Admission Scholarships based on the eligibility criteria applicable in the year that they register at the University.** for one year also upon application to the Office of the Registrar.

Admission Scholarships - Eligibility of High School Students with Advanced Standing Transfer Credit

(S.89-54)

Where the primary basis of admission is secondary school or CEGEP, applicants will automatically be eligible for admission scholarships if the following conditions are met:

- a) **The applicant applied directly from secondary school. (The applicant must not have attended a post-secondary institution, or attended a post-secondary institution and then returned to secondary school.)**
- b) **The applicant has completed the secondary school diploma successfully.**
- c) **The applicant meets the final admission average requirement.**

a) that any advanced standing awarded not exceed 3.0 full or equivalent courses;

a) that the applicant not have attended a university or community college on a full-time basis.

The basis of admission is their secondary school performance. Courses completed between graduation from a secondary school and registration at Western should have no bearing on the status of the admission or the admission scholarships of these students.

Applicants Presenting the International Baccalaureate Diploma as the Basis of Admission

(S.91-138)

Applicants presenting the International Baccalaureate diploma as the basis of admission may be granted advanced standing in higher level subjects as determined by the policies of the Admissions Office. They may receive advanced standing for more than three IB subjects and still remain eligible for admission scholarships. Such applicants will be allowed to retain their scholarships, where applicable, for four years, or the completion of an Honors undergraduate degree (or equivalent), whichever comes first.

Admission Scholarships - Deferment for One Year

(S.2510.3, S.97-118, S.99-81)

A student whose request to defer admission to the University has been granted for one year will not have his/her admission scholarship deferred for one year. **Provided that the student has not attended a post-secondary institution they can be considered for admission scholarships based on the eligibility criteria applicable in the year that they register at the University.**

No changes to:

IN-COURSE SCHOLARSHIPS FOR PART-TIME STUDENTS

RETENTION OF CONTINUING SCHOLARSHIPS (ADMISSION AND IN-COURSE)

RETENTION OF SCHOLARSHIPS BY STUDENTS TRANSFERRING BETWEEN FACULTIES

2. Revisions to General Policies on Scholarships, Awards, Prizes

FROM THE HANDBOOK ON ACADEMIC AND SCHOLARSHIP POLICY, "GENERAL POLICY ON SCHOLARSHIPS, AWARDS, PRIZES" SECTION:

<http://www.uwo.ca/univsec/handbook/schol/awardspolicy.pdf>

NOTE: "Undergraduate Admission Scholarships Program" and "Admission Scholarships – Offer and Adjudication Process for One-Year Admissions Scholarships" are moved to the Admission and In-Course Scholarships section of the Academic Handbook (see above).

No changes to:

SCHOLARSHIPS, AWARDS AND PRIZES - DEFINITIONS AND APPROVAL PROCESS
ELIGIBILITY AND TENABILITY OF SCHOLARSHIPS, AWARDS AND MEDALS
AWARDING SCHOLARSHIPS, AWARDS, MEDALS AND PRIZES IN THE CASE OF EXACT TIES

WITHDRAWAL OR REDUCED COURSE LOAD AFTER RECEIVING UNIVERSITY-ADMINISTERED SCHOLARSHIPS AND AWARDS

(S.91-22, S.04-136)

Scholarship/Award recipients who withdraw or reduce their course load to less than 3.5 courses after registration shall be entitled to the prorated value of the scholarship/award only for the number of weeks attended **full-time** in the academic term. The number of weeks will be calculated using the date of course change or withdrawal.

POLICY ON CONTINUING SCHOLARSHIPS - INDUSTRY INTERNSHIP PROGRAMS

(S.90-219, S.96-137)

Students are not permitted to receive scholarships in the academic year in which they participate in an Industry Internship Program. Students who qualify to ~~receive~~ retain a continuing scholarship in the academic year in which they participate in an Industry Internship Program are not permitted to receive the scholarship while participating in the Industry Internship Program, but are permitted to defer receipt of the continuing scholarship for one year.

SCHOLARSHIPS AND PRIZES – MEDICINE

No changes

CONTINUING SCHOLARSHIPS - RETENTION REQUIREMENTS IN MEDICINE

(S.92-107)

Students in the Doctor of Medicine (MD) program are required to achieve a passing grade (without benefit of supplemental examinations) in all courses of the academic year to be eligible for awards in that year.

~~Due to the change to the marking structure in the Faculty of Medicine, retention of continuing scholarships will be restricted to students who are named to the Dean's Honor List.~~

No changes to:

SCHOLAR'S ELECTIVES PROGRAM - ELIGIBILITY FOR SCHOLARSHIPS, AWARDS PRIZES
DENTISTRY - ELIGIBILITY FOR SCHOLARSHIPS AND PRIZES
ELIGIBILITY FOR SCHOLARSHIPS FOR STUDENTS IN COMBINED HONORS PROGRAMS
ELIGIBILITY REQUIREMENTS FOR OSOTF AWARDS
SCHOLARSHIP APPEALS

3. New Scholarships and Awards

Ivey Alumni Association Calgary Chapter HBA Scholarship (Richard Ivey School of Business)

Awarded annually to a student entering HBA 1 at the Richard Ivey School of Business, based on demonstrated leadership and community involvement. The successful candidate will exhibit evidence of character, energy and leadership potential. Preference will be given to candidates from Western Canada. Final selection of the recipient will be made by the HBA Scholarship Review Committee. This award is made possible through the proceeds of the Ivey Leadership Award Dinner and the Ivey Alumni Association, Calgary Chapter.

Value: 1 at \$3,500

Effective: 2013-2014 to 2014-2015 academic years

Western Engineering Diversity Ambassador Scholarship (Faculty of Engineering)

Awarded annually to a full-time undergraduate student in third or fourth year of any program in the Faculty of Engineering, with academic achievement (minimum 80% average), and a demonstrated commitment to improving the diversity and inclusiveness of the Western Engineering Undergraduate Program. Online

applications are available through the Faculty of Engineering's Web site and must be submitted by September 30 along with a one-page statement outlining these qualities. The recipient will be selected by the Undergraduate Awards Committee in the Faculty of Engineering. This scholarship was established with Foundation Western and made possible through the generous support of Western Engineering Alumni and members of the Faculty of Engineering.

From 1990 to 2008, the Montreal Memorial Award was presented annually as a book award in memory of the fourteen female engineering students who were murdered at Montreal's Ecole Polytechnique on December 6, 1989. The Western Engineering Diversity Ambassador Scholarship was created to replace the Montreal Memorial Award.

Value: 1 at \$1,100

Effective: 2013-2014 academic year

HBA '87 Darcy Doherty Memorial Scholarship (Richard Ivey School of Business)

Awarded annually to full-time HBA students at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. Preference will be given to students who have graduated from a publicly-funded high school. Applications for this scholarship must be submitted to the HBA Programs Office by January 31. The HBA Scholarship Review Committee will make the final selection of the recipient. This scholarship was established with Foundation Western in memory of Darcy Doherty (HBA '87) by generous donations from the HBA Class of '87.

Value: 2 at \$5,400

Effective: 2013-2014 to 2017-2018 academic years inclusive

HBA '87 Barb (Hodgins) Soave Memorial Scholarship (Richard Ivey School of Business)

Awarded annually to full-time HBA students at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. Preference will be given to students who have graduated from a publicly-funded high school. Applications for this scholarship must be submitted to the HBA Programs Office by January 31. The HBA Scholarship Review Committee will make the final selection of the recipient. This scholarship was established with Foundation Western in memory of Barb (Hodgins) Soave (HBA '87) by generous donations from the HBA Class of '87.

Value: 2 at \$5,400

Effective: 2013-2014 to 2017-2018 academic years inclusive

HBA '87 Jeffrey Hawkins Memorial Scholarship (Richard Ivey School of Business)

Awarded annually to full-time HBA students at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. Preference will be given to students who have graduated from a publicly-funded high school. Applications for this scholarship must be submitted to the HBA Programs Office by January 31. The HBA Scholarship Review Committee will make the final selection of the recipient. This scholarship was established with Foundation Western in memory of Jeffrey Hawkins (HBA '87) by generous donations from the HBA Class of '87.

Value: 2 at \$5,400

Effective: 2013-2014 to 2017-2018 academic years inclusive

Nidhi Kanika Suri Memorial Award (Faculty of Law)

Awarded annually to a full-time undergraduate student in any year in the Faculty of Law, who has demonstrated financial need, as well as a strong community engagement with the law school by helping fellow students. The student selected will possess Kanika's drive, endearing spirit, passion for life, and capacity to bring joy to those around her. Online financial assistance applications are available from the Office of the Registrar's Web site and must be submitted by September 30. A one-page statement outlining the student's community engagement must also be submitted to the Dean's Office in the Faculty of Law by November 30. The recipient will be selected by the scholarship and awards committee in the Faculty of Law after the Office of the Registrar assesses financial need. This award was established with Foundation Western, and was made possible by the Suri family in honour of Kanika Suri (JD Law '12).

Kanika decided to pursue a career in environmental law after completing her Law degree at The University of Western Ontario, a BA in environmental and political science at the University of Michigan, and working as an environmental consultant in the Alberta oil sands. Kanika was completing her articles at Fraser Milner

Casgrain LLP in Toronto when she suddenly passed away on April 27, 2012. Her passion for environmental issues and her ambition to succeed would have contributed greatly to the law.

Value: 1 at \$1,000

Effective: 2013-2014 academic year

Kay Miles (Easun) Swimming Award (Any Undergraduate or Affiliated University College Student – Athletic Award [Swimming])

Awarded annually to a full-time undergraduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Mustang Swimming team. Preference will be given to a female student. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established with Foundation Western by Mr. James F. Miles, in honour of his sister Kay Miles (Easun) (BA '54).

Kay excelled in basketball and volleyball during her time at Western from 1950 to 1954, but her true love was swimming. In 1953, Kay was the first and only woman to be awarded the Claude Brown Memorial Trophy for the student who made the greatest contribution to athletics within the University. Kay was inducted into Western's Sports Hall of Fame in 1981. Kay served as President of Masters Swimming Canada, and helped organize the first ever World Masters Games in Toronto in 1985 (with 1600 swimmers from 29 countries competing) and the Canadian Masters Games in 1987.

Value: 1 at \$4,000

Effective: 2012-2013 to 2014-2015 academic years (with value to be reviewed thereafter)

Robert Macmillan Graduate Award in Educational Leadership (School of Graduate and Postdoctoral Studies, Education)

Awarded annually to a full-time graduate student who is working on a thesis at the Master's or Doctoral level in the Faculty of Education. Students must submit a one-page statement outlining how they have overcome adversity, and contributed to the larger community through demonstrated compassion and service. The statement with a list of references to support the evidence of service must be submitted to the Faculty of Education Graduate Office by May 25. The recipient will be selected by a panel of faculty members working with Educational Leadership graduate students, with at least one representative holding membership in the School of Graduate and Postdoctoral Studies. This award was established by Dr. Kathryn Noel, as well as friends and family, in memory of Dr. Robert B. Macmillan.

Bob was a former teacher, principal, professor, Associate Dean of Graduate Studies and Research (Western), and Dean of Education (The University of Manitoba). Bob's work in leadership was the source of much joy for him. Throughout his career, he was moved to respond compassionately to the needs of others and to offer guidance in difficult times. He was especially dedicated to his graduate students in the field of Educational Leadership and helped them to overcome personal challenges as well as to do excellent academic work. It was Bob's hope that students would use their skills and knowledge in their own efforts to respond to the needs of others and ultimately to improve the lives of teachers and students in schools. Bob passed away in 2012 at the age of 59.

Value: 1 at \$1,000

Effective: May 2013 to April 2020 inclusive (with value to be reviewed thereafter)

Julie Polanski Memorial Award (Faculty of Health Sciences)

Awarded annually to an undergraduate student in fourth-year Kinesiology who has demonstrated financial need and academic achievement. Online financial assistance application forms are available through the Office of the Registrar's Web site and must be completed by September 30. The scholarship committee in the Faculty of Health Sciences will select the recipient after the Office of the Registrar has assessed financial need. This award was established by Ms. Marie Dudek and Mr. John Polanski in memory of their daughter Julie Polanski (BA'07 Kinesiology).

Julie dreamed of becoming a Kinesiologist and the path to that dream began at Western. Generous to all, Julie saw the best in everyone. Julie was a proud Mustang, who passed away in 2011 from cancer (melanoma) four years after graduation, at the age of 26.

Value: 1 at \$1,500

Effective: 2013-2014 to 2017-2018 academic years inclusive

Stanley and Eileen Miller Scholarship in Medicine (Schulich School of Medicine & Dentistry, Medicine)
Awarded annually to full-time undergraduate students entering first year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, with demonstrated financial need. Preference will be given to students from the Burlington area. Online financial assistance applications are available through the Office of the Registrar's Web site and must be completed by September 30. The Office of the Registrar will select the recipients. This scholarship was established with Foundation Western by a generous gift from the Estate of Stanley and Eileen (BA'43) Miller.

Eileen graduated from Western in 1943 and taught for many years at the Burlington Central High School, John A. Lockhart Public School and Pineland Public School. Eileen passed away in 2011 at age 93. She was predeceased by her husband Stanley in 1964.

Value: 2 at \$4,000

Effective: 2013-2014 academic year

Robert Mustard Football Scholarship (Any Undergraduate, Graduate or Affiliated University College Student - Athletic Award [Football])

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program, including the Affiliated University Colleges, based on academic achievement and demonstrated leadership qualities as a member of the Mustang football team. Candidates must be in compliance with current OUA and CIS regulations. As per current OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This scholarship was established by Mr. Robert K. Mustard (BA'83).

Value: 1 at \$1,500

Effective: 2013-2014 to 2015-2016 academic years inclusive

The following new award is funded through the operating budget:

Western University/FIRST Robotics Engineering Scholarship (Faculty of Engineering)

Awarded annually to a full-time undergraduate student entering the Faculty of Engineering who has participated in the FIRST Robotics Competition Team (FRC) in high school. A one-page statement must be submitted to the Faculty of Engineering by April 30 outlining the student's participation and role on a FIRST Robotics team, including how the experience was formative in inspiring him or her to pursue an engineering education. Representatives involved with the Robotics Engineering competition in the Faculty of Engineering will select the recipient. This award is supported through the Faculty of Engineering.

Value: 1 at \$3,000

Effective: 2013-2014 to 2017-2018 academic years inclusive

Faculty of Social Science

NEW CALENDAR COPY

Geography: <http://www.westerncalendar.uwo.ca/2013/pg816.html>

BMOS: <http://www.westerncalendar.uwo.ca/2013/pg776.html>

SPECIALIZATION IN GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT – BA

Admission Requirements

The Specialization in Geography and Commercial Aviation Management module allows students to select a Flight Training option which provides them the opportunity to obtain a Commercial Pilot's License. Students interested in pursuing the Flight Option must obtain a valid Transport Canada Category 1 Medical Certificate. In addition, they must have completed Grade 12U Physics, or equivalent, or 1.0 first-year university level physics course.

Students applying to this program must submit a supplementary application to the Department of Geography.

After first, second or third year, to enter the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT SPECIALIZATION, students must have achieved an overall average of 70% on the last 5.0 courses and a cumulative average of 65%.

Progression Requirements

To remain in the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT SPECIALIZATION, students must have maintained a minimum cumulative average of 65%.

Graduation Requirements

To graduate from the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT SPECIALIZATION, students must achieve a minimum cumulative average of 65% on the 20.0 courses counted towards the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT SPECIALIZATION Degree. Students with advanced standing must achieve an overall average of 65% on courses completed at Western.

All students require 2.0 designated essay courses (E, F or G; at least 1.0 of which must be a senior course numbered 2000-4999) and 1.0 course from each of Categories A, B and C.

Year 1

5.0 courses:

1.0 course* from: Geography 1100, 1300A/B, 1400F/G, 1500F/G, the former 020E

0.5 course from: Computer Science 1025A/B, 1026A/B, or 1032A/B

0.5 course from: Category B or C

3.0 courses numbered 1000-1999*

Notes:

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

**Students completing the Flight Training option must have completed Grade 12U Physics or 1.0 course from: Physics 1021, or 1301A/B and 1302A/B, or Physics 1501A/B and 1502A/B prior to their second year or study.

Module

9.5 courses:

0.5 course: Geography 2210A/B (must be taken in Year 2)

1.5 courses: Geography 2122A/B, 2220A/B, 2310A/B

3.0 courses: MOS 1022F/G, 3305A/B, 3306A/B, 4405F/G, 4406F/G, 4409F/G

0.5 course from: Geography 2230A/B, 2240A/B

0.5 course from: Geography 2330A/B, 2410A/B, 2411F/G, 2420A/B, 2430A/B, 2450F/G, 2460F/G, the former 2340A/B
0.5 course from: Geography 3210A/B, 3211A/B, 3221A/B, 3222A/B, 3223A/B, 3231A/B, 3241A/B, 3250A/B, 3260A/B, 3421A/B, 4220A/B
0.5 course from: Geography 2132A/B, 2133A/B, 3311A/B, 3312A/B, 3331A/B, 3333A/B, 3334A/B, 3341A/B, 33342A/B, 3350A/B, 3351A/B, 3352A/B
1.0 course from: Geography 2000-2999, History 2215F/G, MOS 2199Y
1.5 courses from: Geography 2100-4899, MOS 3199Y, 4199Y

Note: In cases where an antirequisite statistics course has been taken, then an additional 0.5 course numbered 2200 or above in Geography must be taken to make up the 9.5 courses required for the module.

HONORS SPECIALIZATION IN GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT – BA

Enrollment in the Honors Specialization in Geography and Commercial Aviation Management module is limited. Meeting of minimal requirements does not guarantee admission.

Admission Requirements

The Honors Specialization in Geography and Commercial Aviation Management module allows students to select a Flight Training option which provides them the opportunity to obtain a Commercial Pilot's License. Students interested in pursuing the Flight Option must obtain a valid Transport Canada Category 1 Medical Certificate. In addition, they must have completed Grade 12U Physics (or equivalent), or 1.0 first-year university level physics course.

All students applying to this program must submit a supplementary application form to the Department of Geography.

After first year, students may apply for admission to the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT HONORS SPECIALIZATION upon completion of first-year requirements with no failures. Students must have an average of at least 73% on, and no grade less than 60% in any of the 3.0 principal courses:

1.0 course* from: Geography 1100, 1300A/B, 1400F/G, 1500F/G, the former 020E
0.5 course from: Computer Science 1025A/B, 1026A/B, or 1032A/B
1.5 course numbered 1000-1999

Note:

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

After second year, students applying for the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT HONORS SPECIALIZATION must have:

- achieved an average of at least 73% on the last 5.0 courses;
- achieved an average of 73% on the 3.0 principal courses required for the module;
- maintained a cumulative modular average of 70%
- obtained a minimum grade of 60% in each course required for the module;
- obtained a passing grade in each elective course;
- a minimum cumulative average of 65%.

Progression Requirements

To remain in the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT HONORS SPECIALIZATION, students must have:

- maintained a cumulative modular average of 70%;
- obtained a minimum grade of 60% in each course required for the module;
- obtained a passing grade in each elective course;
- maintained a cumulative average of 65%.

Students who fail to meet these progression requirements may be eligible to apply to the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT SPECIALIZATION or to another

program.

Graduation Requirements

To graduate from the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT HONORS SPECIALIZATION, students must achieve a minimum cumulative modular average of 70% with a minimum mark of 60% in each course, obtain a passing grade in each elective course, and maintain a minimum overall average of 65% on the 20.0 courses counted towards the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT HONORS SPECIALIZATION Degree. Students with advanced standing must achieve an overall average of 65% on courses completed at Western.

All students require 2.0 designated essay courses (E, F or G; at least 1.0 of which must be a senior course numbered 2000-4999) and 1.0 course from each of Categories A, B and C.

Year 1

5.0 courses:

1.0 course* from: Geography 1100, 1300A/B, 1400F/G, 1500F/G, the former 020E

0.5 course from: Computer Science 1025A/B, 1026A/B, or 1032A/B

0.5 course from: Category B or C

3.0 courses numbered 1000-1999**

Completion of first-year requirements with no failures. Students must have an average of at least 73% in 3.0 principal courses, including 1.0 course from Geography 1100, 1300A/B, 1400F/G, 1500F/G, 2131A/B, 2153A/B (taken after September 2012), the former 020E, 0.5 course from Computer Science 1025A/B, 1026A/B, or 1032A/B, plus 1.5 additional courses, with no mark less than 60% in these principal courses.

Notes:

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

**Students completing the Flight Training option must have completed Grade 12U Physics or 1.0 course from: Physics 1021, or 1301A/B and 1302A/B, or 1501A/B and 1502A/B, prior to their second year or study.

Module

11.0 courses:

0.5 course: Geography 2210A/B (must be taken in Year 2)

1.5 courses: Geography 2122A/B, 2220A/B, 2310A/B

3.0 courses: MOS 1022F/G, 3305A/B, 3306A/B, 4405F/G, 4406F/G, 4409F/G

0.5 course from: Geography 2230A/B, 2240A/B

1.0 course from: Geography 2330A/B, 2410A/B, 2411F/G, 2420A/B, 2430A/B, 2450F/G, 2460F/G, the former 2340A/B

0.5 course from: Geography 3210A/B, 3211A/B, 3221A/B, 3222A/B, 3223A/B, 3231A/B, 3241A/B, 3250A/B, 3260A/B, 3421A/B, 4220A/B

1.0 course from: Geography 2132A/B, 2133A/B, 3311A/B, 3312A/B, 3331A/B, 3333A/B, 3334A/B, 3341A/B, 33342A/B, 3350A/B, 3351A/B, 3352A/B

1.0 course from: Geography 2000-2999, History 2215F/G, or MOS 2199Y

2.0 courses from: Geography 2200-4999, MOS 3199Y, 4199Y

Note:

In cases where an antirequisite statistics course has been taken, then an additional 0.5 course numbered 2200 or above in Geography must be taken to make up the 11.0 courses required for the module.

NEW CALENDAR COPY

Social Science: <http://www.westerncalendar.uwo.ca/2013/pg832.html>
Certificates and Diplomas: <http://www.westerncalendar.uwo.ca/2013/pg279.html>

DIPLOMA IN HISTORY

Students will be required to have completed an Honors Bachelor degree with a minimum 75% average in all courses taken after first year. Students will normally have completed 5.0 courses in History or in a cognate discipline such as Political Science, English, Philosophy or Anthropology with a 75% average. 2.0 of these courses must have been at the third-year level or above.

Admission to the program may be limited, competitive, and will be determined on a case-by-case basis. Students in the program must maintain a minimum average of 70% in all courses with no mark below 60%. The Diploma must be completed within three calendar years.

Non-Western students must first apply through the Welcome to Western website. In addition, prospective students must complete the application form for the Diploma in History provided by Western Continuing Studies. All students will be admitted to the Diploma in History according to the policies and guidelines for admission to the University. Two letters of recommendation and a plan of study describing the student's intended area of specialization and the ways in which this Diploma will enhance the student's professional and intellectual development in that area are also required at the time of application. Students who are currently enrolled at Western are required to complete only the Western Continuing Studies application form. Visit the website at www.uwo.ca/cstudies for full program information.

Application deadline: May 1 to be considered for admission for the Fall Term.

Program Requirements

2.0 courses in History at the 3000 level

2.0 courses in History at the 4000 level

1.0 course in History at the 3000 or 4000 level or a course in another area as approved by the Department of History

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Department of Modern Languages and Literatures
New or Cyclical Program Review (please indicate)	Cyclical Program Review
Degree(s) Offered:	BA modules: Honors Specializations, Specializations, Majors, Minors
Date of Site Visit:	25 March 2013
Evaluation:	Good quality

Summary:

The report by external consultants Dr. Petra Fachinger (Queens University) and Dr. Sonia Thon (Acadia University) assesses the Department of Modern Languages and Literatures as “a very strong department with excellent teaching scores and with an excellent research record.” It goes on to note that “students are engaged and praise the commitment of their professors and administrative staff and the programs that the Department offers.” The appraisers met with a large number of full-time and part-time faculty members as well as numerous undergraduate students, in addition to administrators and staff. The appraisers recognized the contributions of the work of the Department of Modern Languages and Literatures to the university’s priorities of internationalization and interdisciplinarity.

The recommendations made by the appraisers focus on ways in which what they consider an already strong department might become even stronger. The appraisers go so far as to suggest that Western consider a language requirement for all undergraduate students, or at least all undergraduate Arts and Humanities students. This recommendation could be seen as beyond the authority of the Department or Faculty. Chair, Dr. Joyce Bruhn de Garavito has responded clearly and frankly to each of the twelve recommendations. In several instances, additional staffing is recommended and in other cases the Department is already aware of and seeking to address issues raised by the consultants.

Recommendation	Responsibility
Increase collaboration with Huron University College	Department
More effective links between Comparative Literature and Culture and the Digital Humanities	Department
Reinstate Spanish for Heritage learners	Department

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Chemical and Biochemical Engineering
New or Cyclical Program Review (please indicate)	Cyclical program review
Degree(s) Offered:	Bachelor of Engineering
Date of Site Visit:	November 21, 2012
Evaluation	Good quality

Summary:

The review was conducted by Dr. Ajay Dalai (Professor and Canada Research Chair, and Associate Dean (Research) (on leave), Chemical and Biological Engineering, University of Saskatchewan), Dr. Shiping Zhu (Professor and Chair, Chemical Engineering, McMaster University), Dr. John Hatch (Associate Dean, Arts and Humanities, Western University), and Ms Nicole Cheese (UG Student, Arts and Humanities, Western University).

The day involved discussions with Drs Alan Weedon (VP-Academic Planning, Policy and Faculty), John Doerksen (VP-Academic Programs and Students), Ajay Ray (Department Chair), Kibret Mequanint (Associate Chair-Undergraduate), Andy Hrymak (Dean, Faculty of Engineering), Dr. Jesse Zhu (Associate Chair-Graduate), Hugo de Lasa (Professor), Mita Ray (Professor), Lars Rehmann (Professor), Amarjeet Bassi (Associate Dean, Undergraduate Services), and a group of six students. The meetings were very well organized and the participants knowledgeable and enthusiastic about the program under review.

The external reviewers were quite impressed with the program and noted that it had good potential for growth. Most of the issues raised were minor and were already being addressed by the Department.

Recommendation	Responsibility
Continued focus on recruitment of female students	Department and Faculty
Improved Teaching Assistant training	Department and Faculty
Greater visibility of the program in the first year and in the high schools.	Department and Faculty

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Civil and Environmental Engineering
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	BESc Civil and Structural Engineering BESc Environmental Engineering BESc Civil Engineering and HBA BESc Civil Engineering and JD BESc Civil Engineering and MD BESc Civil and International Development
Date of Site Visit:	2012.11.23
Evaluation	Good quality

Summary:

The Civil and Environmental Engineering program was reviewed by Dr. Mohamed Lachemi (Ryerson University) and Dr Paul Van Geel (Carleton University), assisted by Dr. Pam McKenzie (Western, Information and Media Studies). No student reviewer participated. During their visit, the reviewers visited lab facilities and met with the Acting Chair and Undergraduate Chair, faculty members from representing the Civil Environmental specializations, administrative and technical staff, undergraduate students from Years 2-4, the Dean and Associate Dean, the Vice Provost (Academic Programs and Students) [Registrar], and representatives of Western Libraries. The meetings were pleasant and productive, and participants exchanged ideas and information freely and with considerable enthusiasm.

Overall, the external consultants found the program to be of good quality. They observed that the program is clearly and carefully designed and consistent with Western's mission, values, strategic

priorities and academic plans, that the learning goals and objectives are generally clear and appropriate, and that the Department is committed to promoting interdisciplinary, experiential, and international learning opportunities for students. They particularly commended the Capstone Design Project, done in conjunction with the City of London. The program covers three key areas of civil engineering (structural, geotechnical and environmental) in a thorough fashion and most courses are taught at an appropriate level. The faculty complement is sufficient and modes of program delivery are appropriate and innovative, with high levels of interaction between faculty and students. High student satisfaction was evident both in course evaluations and in discussions with current students. Continued commitment to increasing the number of female faculty and students will only help to strengthen the program and its recruitment efforts.

The consultants observed that the CEE Self-Study report lacked a clear explanation of the differences among the multiple program options, especially between options C, D and E, and failed to present the details of the common first-year curriculum. They observed the imbalance in enrolments in the much more popular structural engineering-related options/courses compared to the environmental engineering related options/courses and advised that an effort be made to increase the enrolment in the environmental engineering options. The consultants further felt that the program and the student experience would benefit from the addition of a laboratory technician. Finally, they recommended that Ontario universities work together to align the IQAP and CEAB accreditation processes to avoid duplication of labour and unclear reporting.

Recommendation	Responsibility
Add one technician to the departmental complement to support undergraduate lab instruction.	Dean

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Green Process Engineering
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	BESc
Date of Site Visit:	11/21/12
Evaluation	Good quality

Summary:

The Green Process Engineering Program, part of the Department of Chemical and Biochemical Engineering in the Faculty of Engineering, is accredited by the Canadian Engineering Accreditation Board. The first of its kind in Canada, Green Process is based on an innovative, high quality curriculum which enables students to learn how to minimize the environmental footprint of design processes and to utilize non-fossil resources in both products and services. Advancing the sustainability mission of the Faculty, the Green Process program is delivered by a cadre of outstanding professors, recognized for their teaching and research excellence. These professors bring cutting-edge research to the classroom in hands-on experiences facilitated through the well-equipped Design Studio, Engineering Laboratories, and computer labs. These facilities are organized and operated by a very committed group of technicians and staff who provide sophisticated resources and electronic manuals. The new program has attracted above-average students who are passionate about sustainability. They have opportunities to combine degrees with Law and Business, learning how to translate green energy technologies into entrepreneurial activities. The program has created a new mindset among students, outside of the traditional paradigm of Chemical and Biochemical Engineering. Class sizes are small, with a high ratio of professors to students, creating an environment of collaboration and dynamic learning which has led to projects presented at London City Hall and mentorship opportunities provided by local industries.

This is a limited enrollment program, with some room for expansion. Expanding beyond 20 students will create challenges with respect to lab access, technical support, and access to the expert professors specializing in this research. Since the expertise is so specialized and dedicated, sabbatical replacements are an issue.

Other Engineering programs in Canada address sustainability within their Chemical Engineering Departments. There is some debate about whether the program needs to be separate. There is agreement, however, that creating this mindset of sustainability and social responsibility will be effective for at least the next decade, before all Chemical Engineering Departments have fully adopted such processes in their curricula.

Recommendation	Responsibility
Monitor student numbers in relation to Faculty members, staff members, lab capacities	Department Chair, Dean
Outcome assessment – is the Green program dissimilar to common approaches utilized by Departments of Chemical Engineering – is all Chemical Engineering Green Engineering?	Department Chair, Dean

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Mechanical and Materials Engineering
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	Bachelor of Engineering Science, Mechanical Engineering
Date of Site Visit:	November 21 2012
Evaluation	Good quality

Summary:

Dr. Saeid Habibi of McMaster University and Dr. Jean Zu of University of Toronto were generally impressed with the Mechanical and Material Engineering program. The MME program has recently introduced a number of significant changes (e.g., introduced a research methods course, modernized curriculum, increased focus on industry-sponsored projects, introduction of more experiential opportunities). It is fully compliant with the requirements of the Canadian Engineering Accreditation Board and is similar to other programs offered across the country.

The program's unique features include: a summer program at Fanshawe College where students can get a machinist certificate, concurrent degrees with Ivey, Law and Medicine, and excellent exchange opportunities. Exit surveys, teacher ratings and attrition rates all indicate that the program is of high quality. The student-faculty ratio is lower than that of comparable programs though the department is advised to monitor whether the newly created program, Mechatronics Systems Engineering, will impact on this ratio in the future. The reviewers found the library resources to be exceptionally good and the IT infrastructure and training to be good. (They did, however, note the importance of renewing aging computing resources.) The faculty members in general were found to be committed to both teaching and to research, the support staff excellent and the technical staff very committed and dedicated despite being overloaded. Technical staff, with their view from the "ground" expressed a desire to be more involved in decision-making regarding labs. Planning for courses and lab work was complicated by the fact that TA assignments were only made a week before classes ended. The reviewers recommended that the process of TA assignments be made earlier and that the technical staff be included in conversations about the labs.

Three minor shortcomings were identified. First, not all students received the same experience in their fourth-year capstone course. The department is currently examining ways to improve this. On a practical level, the ability to staff this course is compromised by the elimination of a technical staff position in 2009

and it may be time to revisit the staffing complement. Second, a few years ago, the equipment in the MME machine shop was removed and put in a general machine shop. Consequently access for MME students is no longer guaranteed. As the capstone course becomes more important, the reviewers felt the department should have its own machine shop and that the technician who retired in 2009 be replaced. Because the labs have been modernized and have complex equipment, it is essential that there be appropriate technical support. The current technical support staff has no expertise in material science which puts strain on faculty in this area, and as outlined in the previous point, compromises the ability to offer an outstanding experience for all students in the capstone course. Finally, the reviewers were concerned that students had access to machines without supervision. In response to this concern, the Chair solicited the advice of the Faculty Safety Officer and was told that the current practice is "consistent with safety requirements". Given the importance of student safety, this difference of opinion between the reviewers and the Safety officer should be discussed more fully. Clearly resolving these issues with respect to staffing, safety and an MME machine shop will require discussions with the Dean and Chair before any action plan can be implemented.

Recommendation	Responsibility
Ensure that all students in the fourth-year capstone course get the same level of high-quality experiential learning	Department
Insure supervision of students in machine shop at all times	Faculty/department
Provide support for machine shop activities required by the department	Faculty/department
Review technical staff compliment for suitability for current undergraduate program needs	Faculty/department
Allocate TAs for courses earlier.	Faculty
Replace aging computers	Faculty
Increase hours of availability of help desk	Faculty
Solicit advice from technical staff about the aspects of students' labs.	Department

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Integrated Engineering
New or Cyclical Program Review (please indicate)	Cyclical program review
Degree(s) Offered:	Bachelor of Engineering Science (BESc)
Date of Site Visit:	November 22, 2012
Evaluation	Good Quality with report in One Year

Summary:

The Integrated Engineering review was conducted by Robert Brennan (Assoc. Dean, Academic & Planning, Schulich School of Engineering, University of Calgary), Andrew Fisher (Assoc. Dean, Undergraduate Studies, Faculty of Engineering, Memorial University of Newfoundland), and Jeffrey Hutter (Assoc. Dean, Academic Affairs, Western University). There was no student reviewer on the panel.

The reviewers met with John Doerksen (Vice-Provost, Academic Programs and Students), Alan Weedon (Vice-Provost, Academic Planning, Policy & Faculty), Lesley Mounteer (Assoc. Director, External Services, Engineering), Ralph Buchal (Professor and former Integrated Engineering Program Director),

Amarjeet Bassi (Assoc. Dean, Academic, Engineering and interim Integrated Engineering Program Director), Profs. Jose Herrera, James Lacefield, Jeff Wood, and Maged Youssef (undergraduate chairs of the four Engineering departments), Andrew Hrymak (Dean of Engineering), Nina Lowes and Karen Murray (academic counsellors), and a group of five students from years 2 and 4 of the Integrated Engineering program. In addition, the committee toured the Taylor Library, as well as laboratory and student project space in Engineering.

Because the facilities and most of the courses involved in this program were already being reviewed as part of the cyclical review for each of the Engineering Departments, this review focused mainly on program-level aspects of Integrated Engineering.

The reviewers noted that since this program has a broad-based curriculum drawn from all four Engineering departments, students do not specialize in any one engineering discipline. This multidisciplinary curriculum is seen as strength by students already in the program, but it has yet to attract a large number of students. Challenges to growth of the program include a perceived lack of student identity (unlike students in the core Engineering departments, Integrated Engineering students have no “home”) and lack of understanding of the nature of the program amongst employers. Growth of the program will require buy-in by faculty members, and promotion in their first-year classes. It was also noted that with the majority of the courses in the program serving one or another of the Engineering departments, Integrated Engineering has limited control over its curriculum, making continuous improvement difficult.

The reviewers were excited by the planned redesign of the Integrated Engineering program to focus on business and innovation, which was viewed as a good match to its multidisciplinary nature, and felt that such a shift had the potential to greatly increase the relevance and significance of the program. They cautioned, however, that the current issues with identity would not simply disappear because of the proposed changes. A clear communications plan to promote the revised program to both internal and external stakeholders is required. It was also noted that as the proposed approach would require more resources, growing the class size would be particularly important. They also expressed a concern that the proposed Leadership and Innovation diploma available to other Engineering students might draw students away from Integrated Engineering. To be successful, this program will need a dedicated program director, significant counselling resources, and a dynamic and articulate champion.

Additional minor suggestions were to review the success of a similar program at UBC and to redefine the design course(s) that would remain as part of the program.

Specific major recommendations are as follows:

Recommendation	Responsibility
Implement the redesign to a business and innovation focus.	Program, Faculty
Assign a dedicated Program Director.	Program, Faculty
Identify a dynamic and articulate champion (e.g., through the proposed Chair in Leadership and Innovation).	Faculty
Develop a clear communications plan to promote the program both internally and externally.	Program
Redefine the remaining design course(s) in the program	Program
Provide a tangible “home” for students (e.g., case-based teaching lab or senior design space).	Program, Faculty
Identify tools and techniques to assess whether the program’s outcomes are being achieved.	Program, Faculty

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Software Engineering
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	
Date of Site Visit:	November 23, 2012
Evaluation	Good Quality with report in Two years

External Consultants:

Robert Biddle, Ph.D., Carleton University, Ottawa
Philippe Kruchten, Ph.D., P.Eng, University of British Columbia, Vancouver

The external consultants found the self-evaluation document less helpful than they had expected it to be because it had been derived from an accreditation document which had been written for a different purpose. Although they found it difficult, therefore, to respond to some of the criteria identified for the IQAP review, they were, overall, satisfied with the program.

Objectives: This was one of the areas the consultants noted was lacking in the self-evaluation report. They understood from the Vice-Provost, however, that experiential learning and internationalization are key objectives at Western, and they commented on these features of the SE program.

Program Structure and Curriculum: The consultants observed that “the SE curriculum is clear, well aligned to the current state of the discipline, and consistent with the expectations for an undergraduate engineering program.” They identified a number of positive features, including “the inspirational nature of the instructor of the programming course” in the first year; “important SE courses” offered at second year as well as “supporting courses . . . that appear of high potential worth”; a good project course in third year (SE 3350) involving “real industry customers”; and “a laudable amount of elective material in appropriate areas in fourth year.” They noted, however, that students felt “a ‘disconnect’ between the various courses,” and thought tools and techniques used in SE2203 and SE2350 were out of date. The consultants suggested that the curriculum committee “may benefit from direct input from industry representatives.”

Assessment of Teaching and Learning: The consultants noted that “methods of delivery and assessment seem adequate, although rather traditional and conservative;” they also commented that “courses are well built, and assessment is thorough.” They noted that they saw no evidence of problem-based or team-based learning, or of innovative delivery technologies such as video-recording, web-based delivery, in-lecture “clickers”, etc.

Resources Undergraduate Programs: The consultants commented that “resources available to the program are very stretched.” They noted “a very high level of non-research faculty (LD, LT)” and “few graduate students [who are] available and competent or interested in software engineering.” The consultants heard student concerns about the student cohort being too large to be accommodated in a single lab.

Quality and Other Indicators:

Faculty: there is a higher than usual reliance on LD/LT instructors; class size seems to have gone beyond what the department should actually accept to keep a reasonable level of quality.

Program: program meets CEAB standards for accreditation.

Students: many are attracted by a single LD instructor; retention is good; enrolment of women is low.

Quality Enhancement: “There was no material available to the reviewers to address this point.”

Conclusion and Recommendations: In this section, the consultants commented that “resources are constrained.” They also made three brief recommendations:

1. the curriculum should be examined closely to improve connections among courses;
2. more coordination with Computer Science may be beneficial;
3. the Department should find ways to better incorporate student feedback and input from the local software industry in evolution of the program.

Department's Response: The Department responded to a total of 24 questions, comments, and issues raised in the external consultant's report. The external consultants mentioned only four particular recommendations in the conclusion to their report:

Recommendation	Responsibility
Improve connection among courses to CEAB accreditation model during regular curriculum review	Departmental Curriculum Committee
Explore coordination with Computer Science	Faculty
Evaluate need for enrollment cap until HR & other resources are addressed	Faculty
Better incorporate student feedback re the program, as well as input from local software industry.	Department Chair & Program Directors

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Electrical Engineering
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	BESc
Date of Site Visit:	11/21/12
Evaluation	Good Quality with report in Two years

Summary:

The Electrical Engineering program, in the Department of Electrical and Computer Engineering, within the Faculty of Engineering is accredited by the Canadian Engineering Accreditation Board. Students within this program follow a high-quality curriculum based in areas including: Wireless Communication, Power Systems, Biomedical Signals and Systems, and Mechatronics. Students have many formalized options which they may pursue through the coordinated efforts with other departments in a primarily traditional-styled offering of courses. Students experience their programs in up-to-date, well-equipped labs that receive the careful attention of a committed and skilled technical staff. The Department has made important efforts, through such initiatives as E-books, to decrease costs for students. In class sizes ranking as average in numbers, comparatively, students receive instruction from highly qualified, award-winning professors, who sometimes use alternative delivery techniques to augment traditional styles of teaching, while meeting the stated learning objectives. The program continues to remain in demand and its students are successful, in part due to well-conceived initiatives of support for mentoring students.

Recommendation	Responsibility
Improve communications between students and academic representatives of the program	Department Chair
Improve TA instruction, particularly communications skills	Dean's Office and Department
Assess/re-evaluate joint undergraduate/graduate courses to ensure consistency in teaching	Department
Relieve workload demand on staff members	Dean's Office

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Computer Engineering
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	Bachelor of Engineering Science, Computer Engineering
Date of Site Visit:	November 22, 2012
Evaluation	Conditionally Approved with Reports in One and Two Years

Summary:

The review was conducted by Dr. Medhat Moussa, School of Engineering, University of Guelph and Dr. Voicu Groza, School of Electrical Engineering and Computer Science, Faculty of Engineering, University of Ottawa, Dr. Douglas L. Jones, Associate Dean, Basic Medical Sciences Academic Affairs, Schulich School of Medicine & Dentistry and Ms. Meghan Yang, Undergraduate student in the Faculty of Health Sciences. Each of the External reviewers provided a separate report. The Departmental response was prepared by Dr. Ken McIsaac, Chair, Department of Electrical and Computer Engineering on April 5, 2013.

The Computer Engineering program's structured is as follows. The 1st year is a common year shared by all Western's engineering students. The 2nd year is common for all students in both Electrical and Computer Engineering. Computer Engineering courses are mostly delivered in 3rd and 4th years.

In general, both reviewers shared a positive view of the program, and were complimentary of the faculty's and support staff's enthusiasm, competency and professionalism. However, both Drs. Moussa and Grouza were concerned that the program's enrollment is too low to be sustainable. They agreed that the program is too closely linked to the Electrical Engineering program. In order to make Computer Engineering viable, it needs to develop a distinct identity. If that is unsuccessful, their recommendation was that the program be withdrawn, or become an "option" within Electrical Engineering.

Several very specific recommendations were made regarding altering the structure of the program as well as courses to be replaced and/or introduced including adding collaborative Computer Science courses. This may require a cultural shift on the part of some of the faculty.

In their response, the programs stated they will incorporate into their curriculum: (1) core material on computer design moved earlier in the curriculum; (2) more focus on system level software, and (3) modify the program to have a clear identity that focuses on computer design applications.

Despite both external reviewers suggesting replacing MME2234 with a course(s) in Computer Science or Software Engineering, the departmental responded ". . . *that MME2234 is a necessary introduction to fundamental principles of physics that Computer Engineering students require to work on practical applications.*"

* It is important that the Faculty reconcile these opposing opinions.

Despite the excellent student/teaching assistant ratio that allows for better interaction during laboratory hours, there was a strong recommendation regarding improving the quality of the teaching assistants' performance, particularly as it has an impact on the student's performance and satisfaction. The Departmental response was that they are working with a special Faculty task force to review the recruitment policies, training and retention of high-quality TA's.

Recommendation	Responsibility
Consider the relationship and distribution between Electrical, Computer and Software Engineering programs	Department/ Faculty
Undergo a Major Pg review to address the following 5 recommendations;	

Introduce Computer Engineering courses earlier than 3 rd year to clearly identify the Computer Engineering program	Department
*Replace courses such as MME2234.	Department
Introduce a course on reconfigurable computing where students can perform hardware/software co-design.	Department
Integrate the curriculum with computer courses such as CS3305a/b (Operating systems) and CS3340a/b (Analysis of Algorithms I)	Department
Move courses from 4 th to 3 rd year to provide more flexibility for courses in the 4 th year.	Department
Improve the quality of the teaching assistants' performance, , particularly communications skills	Dean's Office and Department
If the enrolment is not significantly increased in the next few years, withdraw the separate program or offer it as an option for the electrical engineering students.	Department

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Kinesiology
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	3- and 4-year BA, honors specializations in Kinesiology (BSc, BA), Sports Management (BA), Fitness and Exercise Promotion (BA) and Physical Education for Teaching (BA).
Date of Site Visit:	12 March 2013
Evaluation	Good Quality

Summary:

The external reviewers, Carol Rodgers and Wayne Albert, and the internal reviewer, Pam McKenzie (FIMS), conducted a site visit on 12 March 2013. The reviewers met with faculty, staff, and students from the School of Kinesiology, the Dean of the Faculty of Health Sciences, and representatives of the Registrar's Office and Western Libraries. Our discussions were collegial and fruitful.

Overall, the reviewers spoke very positively about the programs. They identified the achievement of accreditation by the Canadian Council of University Physical Education and Kinesiology Administrators [CCUPEKA] as evidence of their strength in both theoretical and hands-on lab-based learning. The School is currently undergoing extensive curriculum review through which it is mapping learning outcomes across the entire curriculum. The self-study involved in this process required broad-ranging curriculum discussions across the individual specialization units, something that faculty identified as a positive new opportunity. This self-study process, along with surveys of current and graduating students, provide robust data that can be used to further enhance the program and to effect any needed changes. The reviewers encouraged the continuation of this review process to identify areas of overlap or limitation in the curriculum.

In their report, the external reviewers identified several strengths of the Kin programs. The quality of students continues to be very high. School faculty represents an unusually broad range of disciplinary perspectives and this breadth is reflected in the curriculum. There is opportunity to build on these multidisciplinary research strengths to develop unique-in-Canada curricular foci, e.g., in Sport

Management or Clinical Kinesiology. All Kinesiology students, regardless of specialization, are required to take courses from multiple disciplines, including writing-intensive courses. The structure of the specializations and the range of elective choices allows students to achieve both depth and breadth of knowledge. A variety of theoretical and hands-on courses enables students to acquire knowledge and to apply it through practical experience. The structural and administrative link between the undergraduate programs and Western's athletic programs provide opportunities for students to engage in a variety of experiential opportunities (e.g., coaching, sports science, athletic training) that would not be available otherwise. Lab sections are small and some lab facilities are newly renovated, allowing for an excellent level of student involvement in hands-on laboratory experiences.

The reviewers also noted some challenges. The upcoming Clinical Kinesiology certification process established by the Transitional Council of the College of Kinesiologists of Ontario will include an entry-to-practice exam with a scope of practice that is projected to be broad and to rely heavily on applied and clinical kinesiology. This new certification process is a challenge for all Ontario Kinesiology programs as they reconsider the configuration of their Clinical Kinesiology offerings in response to this change. Students reported that they were unaware of the range of experiential and international learning opportunities available to them. The role, range, and number of activity courses in the curriculum is a matter of some debate and philosophical difference among faculty members. The reviewers note that the number of required activity courses is high compared to other Canadian programs. Although students uniformly valued the combination of theory and practice offered by activity courses, they expressed concern that these courses are not considered by post-graduate and professional schools, and that the heavy activity requirement prevents them from taking electives more aligned with their career aspirations. Several science-focused Kinesiology courses are not recognized as B.Sc.-eligible, meaning that students in the B.Sc. program are required to take a number of courses outside of the School to complete their degrees. Many laboratory facilities are in dire need of refurbishment. Faculty are dispersed across a number of locations, making it difficult for the program to establish a strong sense of "home."

The Director's report has acknowledged and addressed many of these issues, and indicates actions being taken to mitigate them. Any recommendations the reviewers suggest are to strengthen or improve the program.

Recommendation	Responsibility
Renewal of lab facilities	Director/Dean
Continued re-evaluation of number and scope of activity courses	Director/faculty

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	School of Health Studies
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	Bachelor of Health Sciences
Date of Site Visit:	February 26, 2013
Evaluation	Good Quality

Summary:

The review was conducted by Dr. Lori Livingston (Dean, Faculty of Health & Behavioural Sciences, Lakehead University), Dr. Michael Hayes (Director of Health Education and Research, University of Victoria), Dr. John G. Hatch (Associate Dean, Arts and Humanities, Western University), and Ms. Grace Locke (UG Student, Arts and Humanities, Western University).

The day involved discussions with Drs. John Doerksen (VP-Academic Programs and Students, Western), Dan Beliveau (Acting Director and Undergraduate Chair, School of Health Studies), Marita Kloseck (Director, School of Health Studies), Jim Weese (Dean, Faculty of Health Studies), Kevin Wamsley (Associate Dean, Faculty of Health Studies), Mr. Neil Fulford (Academic Affairs, Faculty of Health Studies), and various faculty, staff and students. The meetings were well organized and the participants engaged openly and enthusiastically in discussing the School, its programmes, and administration.

The external reviewers were impressed with the program especially in light of it being a relatively new program having been granted "School" status in 2009. A number of issues and concerns were raised but most are related to the newness of the School and its growing popularity, such as pressures on space, staffing, and curriculum. All shortcomings the School was already aware of and are in the process of addressing with support from the Dean's Office.

Recommendation	Responsibility
Fine tuning of curricular structure and courses: eliminating overlap and redundancies, and addressing obvious gaps, while attempting to generate a better balance of socioculturally-oriented vs. bioscience-oriented offerings.	School
Expand experiential and community service learning opportunities.	School and Faculty
Encourage the continued development and implementation of online and hybrid courses.	School and Faculty
Prioritize SHS physical space needs as the Faculty acquires new space.	Faculty

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	Philosophy and Religious Studies (Brescia)
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	B.A.
Date of Site Visit:	March 6-7, 2013
Evaluation	Good Quality

Summary:

The external reviewers, Dr J. Mitscherling, Philosophy, University of Guelph, and Dr. M. Tataryn, Religious Studies, St. Jerome's University, met with Dr. John Doerksen, Vice-Provost Academic & Students, the internal reviewer Dr. Sauro Camiletti, Dean of King's University College, and with students, faculty members, the Department Chair, librarian, Registrar, and Dean in accordance with Western's IQAP policy. The external reviewers also visited two classes, Feminist Spirituality (Rel St 2222G) and Philosophy and the Arts (Phil 2230G).

The departmental self-assessment and the report of the external reviewers confirm the quality of the program. In the reviewers' words, "When taking into consideration a number of factors (enrolments, faculty size, student satisfaction, etc.) Brescia University College should be singularly commended for what is being achieved by the undergraduate program in the Department of Religious Studies and

Philosophy". There were no important problems or issues identified by the reviewers, and recommendations are all ones meant to strengthen the program and enhance its profile.

Note: The summary table of recommendations omits one of the reviewers' seven recommendations because the decision has been made to not pursue it. The reviewers included the recommendation "Introduce online course offerings". Among the strengths and defining characteristics of Brescia University College are small classes, the individual attention and support provided to students, and the mentoring of students by faculty. It is our view that offering online courses is a poor fit with Brescia and our approach to undergraduate education. Although we have had discussions about alternative course delivery, such as a blended model, we have no plans to develop online courses and are unlikely to pursue this in the foreseeable future.

Recommendation	Responsibility
A new hire in Philosophy	Dean, Principal,
Establish programs integrated among the affiliated colleges	Chair, faculty
Improve the promotion of the programs	Chair, Dean, Registrar
Designate more scholarships to encourage involvement	Dean, Registrar, Foundation
Develop a clear rotation of courses with more regular offerings at the 3000 and 4000 level.	Chair, faculty
Maintain records of alumni achievements	faculty, Registrar's Office, Alumnae Relations

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	French (Brescia)
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	B.A.
Date of Site Visit:	Feb 11-12, 2013
Evaluation	Good Quality

Summary:

The external reviewers, Dr. Clive Thomson and Dr. Thea van Til Rusthoven visited Brescia University College to conduct an external review of the French Undergraduate Program at Brescia. They met with Dr. John Doerksen, Vice-Provost Academic & Students, the internal reviewer Dr. Sauro Camiletti, Dean of King's University College, and with students, faculty members, the Department Chair, librarian, Registrar, Dean, and Principal in accordance with Western's IQAP policy. The external reviewers also visited two classes, French 3602G (Culture and Literature in Society: 20th-Century France) and French 3900 (Language: Advanced Level III).

The departmental self-assessment and the report of the external reviewers confirm the quality of the program. In the reviewers' words, "The program is offered by three professors of great dedication who work well together. Their personal strengths, areas of competence, and research activities complement each other. Both teachers at the advanced levels were praised by third-year students for their organization, their knowledge, and their interest in students" (p. 6).

The reviewers offered a number of suggestions to provide ideas for faculty member consideration intended to enhance pedagogy, and a series of recommendations. The recommendations are all meant to, in the words of the reviewers, help “the faculty members in the French Department pursue changes that will build on and consolidate the positive aspects of their already strong programs of study” (p. 1).

Recommendation	Responsibility
French Department faculty members work, as a team, on refining learning outcomes and on identifying ways to measure outcomes.	Dept., Chair,
Encourage students to sit the examinations for the DELF and DALF diplomas.	Dept., Student Services
Encourage students to participate in an authentic immersion experience (in Québec or in France)	Dept., Student Services
Faculty members consult regularly on pedagogical approaches, choice of course materials.	Dept., Chair
Course enrolment caps be kept low	Chair, Dean, Registrar
Review Chair’s duties and succession planning	Chair, Dean

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	English Modules at Huron
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	B.A.
Date of Site Visit:	21-23 January 2013
Evaluation	Good Quality with report in Two Years

Summary:

The external review team of Dr Lorraine Janzen Kooistra (Ryerson) and Dr Jason Camlot (Concordia) noted that the Huron English department’s “dedicated faculty have consistently delivered high quality undergraduate programs to engaged and appreciative students,” and that the “department has worked hard to incorporate innovative aspects in its curriculum, including experiential and community-based learning initiatives.” They had particular praise for the delivery of first-year courses: “Academic rigour/challenge, skills development, and faculty accessibility is a winning combination for first-year English at HUC.” Overall, their assessment was that “in its commitment to delivering courses that help develop communication and writing skills, provide breadth and depth of knowledge of the literary tradition and knowledge of critical methodologies, training in the applications of such knowledge to the analysis of literary and cultural texts, as well as the limits of knowledge, autonomy and professional capacities, the English department in its present size has been able to achieve the goals of the program with great success.”

With three retirements impending (one in June 2013 and two in June 2014), the review came at a time when the programming in English will inevitably be in a period of transition and renewal. The reviewers reported that the “programmatic objectives form an excellent guide to curricular renewal, as they allow the department to reassess how individual courses and modules might deliver these outcomes most effectively for all HUC English graduates.”

Specific recommendations were made under four categories: sustaining resources and priorities; development and implementation; facilitation of planning; and facilitation of communication and pedagogy. The recommendations with direct academic program implications appear in tabular form below.

Recommendation	Responsibility
Maintain level of academic staffing	Dean & Principal
Maintain enrollment caps to maintain small class size	Dean
Review breadth coverage requirements	Dept, EPC etc
Reconsider role and delivery of theory course(s)	Dept, EPC
Enhance experiential learning opportunities	Dept, EPC
Encourage faculty research as it supports undergraduate teaching and learning	Dean

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Comparative Literature
Degrees Offered:	MA and PhD in Comparative Literature
Approved Fields:	
Date of Site Visit:	February 5-6, 2013
Evaluation:	<i>Good Quality with report in one year</i>

Summary:

Recommendation:	Responsibility
Advertising campaign for recruitment and direct contact with feeder programs	Graduate Chair
Update program material on MLL website	Graduate Chair
Improve online visibility beyond MLL website	Graduate Chair
Institution of Comparative Literature Research Groups, with grant objectives to support grad students	Graduate Chair
Clarify process for TA assignments, and solicitation of student preferences about same, and publicize to grad students	Graduate Chair
Clarify Collective Agreement status of TA "full course" instruction	Graduate Chair
Require template for coursed syllabii	Graduate Chair
Formalize 2.5 max PhD course load	Graduate Chair, with Program Committee
Clarification and publication of goals, objective and content of PhD Foundations course	Graduate Chair, with Program Committee
At least one section of CL 9503 to be offered in English	Graduate Chair
Introduction of Comp. Lit. Graduate Student Handbook	Graduate Chair
Requirement that applicants identify two potential supervisors and statement of interest, and that potential supervisors indicate willingness to supervise	Graduate Chair
Exploration of possibility of joint PhD degrees	Graduate Chair

The strengths and innovative aspects of the program.

In their report the External Consultants reviewers praise the high quality of the faculty and students in the Comparative Literature Program. They applaud a proposed plan to re-focus the program around three thematic areas of Media, Mobilities and Theories. The Consultants remark on student progress as excellent, and note "good morale and a sense of community". Library resources are also described as excellent, as are program space and computer resources, and the exam structure is noted as generally strong.

Areas for improvement.

The Consultants express a concern about lack of linguistic preparation by Canadian students. They also note scope for improvement in adequacy and sources of student support, particularly for the summer semester and in cases where the program cannot be completed within the allotted funding period. They perceive a need for better, more transparent consultation with students about the allocation of TAships. In regard to curriculum requirements, the Consultants note some inconsistency in the content and goals of a Foundations course. While the Consultants emphasize that the program has "no need to apologize" for the generally recognized Eurocentricism of the curriculum, they also note the importance of avoiding "false expectations" from incoming students.

Opportunities for enhancement.

The Consultants emphatically propose that the program needs to focus on advertising its new profile, targeted recruitment and collaborative, grant-attracting research that will help fund students.

Steps the program can or should take for improvement.

Several steps for improvement were recommended by the Consultants; they are listed below.

- i) No changes in language requirements that would reduce the linguistic entrance requirements for PhD candidates
- ii) Targeted recruitment, including:
 - a) High school recruitment campaign.
 - b) Improved advertisement of the program, particularly to institutions that privilege linguistic competence.
 - c) Improvement of the MLL website.
 - d) Greater Web visibility for the Comp. Lit. program.
 - e) Clearer articulation in promotional materials of the program's nature and objectives.
- iii) Faculty be encouraged and assisted to seek external funding opportunities that will assist students in financial support and take advantage of the newly developed areas of concentration to develop research clusters and collaborative projects to attract grant success.
- iv) Uncertainty about the funding provisions for international students and confusion about the constraints on such funding should be clarified by discussion between the program, the Faculty of Arts and Humanities and SGPS.
- v) Improved solicitation of student TA preferences, and clear stipulation of procedures for assigning TAs.
- vi) Discussion of the core content of the Foundation course by members of the program and clear articulations of course objectives in syllabi.
- vii) While applauding the new proposed triadic areas of concentration structure, the reviewers recommend greater flexibility than the plan currently envisages, both in course choices within the program and in permission to take courses outside the department, as well as a possible reduction in course load.
- viii) That the Thesis Project and Professional Writing course be taught in English.
- ix) That the program produces a Student Handbook with clear information about vital aspects of the program
- x) Admission procedure be changed to require a) students to identify two potential supervisors, and to provide a rationale for this choice and b) that selected supervisors sign a form confirming in principle their willingness to take on supervision of the student.
- xi) That the program considers the possibility of offering a joint degree in Comparative Literature and a national language, providing this can be done in such a way as to not add excessive time to students' completion time.

Improvements that require support or assistance beyond the program

- i) With SGPS and HR, clarification over the conformity with Collective Agreements in regard to having TAs instruct entire courses.
- ii) With SGPS and Research Services, that faculty be encouraged and assisted to seek external funding opportunities as in iii) above.
- iii) With MLL, that improvements be made in web sites as per ii) c & d above.

Program response

The Graduate Chair, Comparative Literature, provides a comprehensive response to the External Consultant's report. By and large it is in agreement with their recommendations; most of the timelines for implementation of the recommendations proposed above are drawn from the graduate chair's response, in several cases slightly extending the deadlines he proposes. In a few cases where assent was indicated, but no timelines provided, the Internal Reviewer has made his own suggestions. In one or two instances, the chair provided grounds for rejecting the External Consultant's recommendations—for example, in his observation that a proposed high school recruiting campaign would be of most relevance to an undergraduate program, and in such cases the recommendation is not included on the SUPR-G list.

Internal reviewer's note and recommended evaluation

The External Consultants noted that they received conflicting information about the number of applications received over recent years. This point is not addressed in the Program response, and the Internal Reviewer therefore wishes to underline the importance of clarifying this important metric.

Overall this is a positive report on the program, but it does make a considerable number of suggestions for improvement, so the Internal Reviewer suggest an evaluation of "Good Quality with Report", the report to be submitted by May 2014.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	MA Program in Linguistics
Degrees Offered:	Master of Arts
Approved Fields:	None
Date of Site Visit:	March 13-14, 2013
Evaluation:	<i>Good Quality</i>

Summary:

The MA program in Linguistics is a 2 year, 6 term non-thesis program. The MA program was launched in 2006, as an interdisciplinary program. It is currently 'housed' in the Department of French in the Faculty of Arts and Humanities, but draws faculty expertise from a diverse group of departments, including Anthropology and Psychology in Faculty of Social Sciences and French and Spanish in the Faculty of Arts and Humanities, Communication Sciences and Disorders in the Faculty of Health Sciences and Computer Science in the Faculty of Science. The interdisciplinary nature of the program is such that no distinct fields are identified in order to deliver an integrated curriculum. The program has a very small enrolment, admitting on average 5 students per year, with a typical enrolment of 10 students at any one time. The program serves three 'constituencies' of students: those who proceed to doctoral work, those who proceed to a professional degree and a small number for whom this is a terminal degree.

The external reviewers commented that the interdisciplinary nature of the program was one of the aspects that made it attractive. The high quality and the breadth of discipline knowledge of the contributing faculty members enable a rich graduate experience for the students. The quality of the students was also seen as a strength of the program. The students are highly engaged with the program; they commented on the strong and positive interactions they have with their professors. Despite being a very small group, the students regularly host a provincial linguistics conference (WISSLR) for graduate students.

Overall, the external report is favourable, identifying a few areas for improvement that will strengthen the quality of the program and enhance its stability and sustainability. They identified a lack of articulation between the undergraduate linguistics program, which is housed in the Faculty of Social Science (in Anthropology) and the graduate program, housed in the Faculty of Arts and Science. They suggested the need to articulate a cohesive vision and identity that will raise the program's profile across the campus and beyond. Finally, they recommended action be taken to ensure the program's sustainability when change in administration at the Faculty level occurs. One specific situation related to GTA assignments was identified by all stakeholders that can be addressed quickly.

Recommendation:	Responsibility
Initiate actions to ensure that Linguistics graduate students in AH can secure GTA assignments in undergraduate Linguistics courses in SS.	AH and SS Deans, AH and SS Associate Deans--graduate
Provide information about planned course offerings in a timely fashion	Program Director
Define the identity of the Linguistics Program	Program Director, Program faculty members
Create document that defines sustainability and stability parameters and gain agreement for these parameters among contributing academic units	Dean, Associate Dean, Program Director, Chairs/Directors of contributing academic units
Develop mechanisms to enhance the articulation between the undergraduate and graduate programs in Linguistics	AH, SS Associate Deans-graduate, Directors of the undergraduate and graduate Linguistics program

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Health and Rehabilitation Sciences (HRS)
Degrees Offered:	MSc and PhD
Approved Fields:	Health and Aging; Health Professional Education; Health Promotion; Hearing Science; Measurement and Methods; Occupational Science; Physical Therapy; Rehabilitation Science; Speech and Language Science.
Date of Site Visit:	January 14 and 15 th , 2013.
Evaluation:	<i>Good quality</i>

Summary:

The Graduate Program in Health and Rehabilitation Sciences (HRS), within the Faculty of Health Sciences, is a relatively new program that offers an MSc (since 2006) and a PhD (since 2001) - degree. Nine fields are available for students to specialize in: Health and Aging; Health Professional Education; Health Promotion; Hearing Science; Measurement and Methods; Occupational Science; Physical Therapy; Rehabilitation Science; and Speech and Language Science. In addition, combined graduate programs with the Rehabilitation Schools allow graduate students to concurrently enroll in the PhD program and either the MSC (OT), MCISc (SLP), and the MCISc (AUD) program. Approximately 180 students are currently enrolled in the HRS program.

The External Consultants describe the program as “successful...with tremendous student demand”. Strengths and innovative aspects of this program identified by the External Consultants include its impressive support staff; competent and productive faculty members; successful provision of interdisciplinary education; existence of fields that focus on identified research areas; adequate financial student support; and satisfactory completion rates.

Areas for improvement and opportunities for enhancement include standardization, clarification and revision of the fields, better tracking of students (where they are from – inside/outside Western; disciplinary background, international versus domestic, and what careers they end up in), “review of the communications mechanism between supervisors, students, and administrative staff and academic leaders”, and attention to perceived inequities in requirements across areas.

Recommendation:	Responsibility
Better tracking of student outcomes	Supervisors and Chair, HRS
Better tracking of student sources	Chair, HRS
Continue program standardization efforts, including a review of the fields and greater consistency in requirements across fields	Graduate committee, Chair, HRS, Associate Dean
Improving access to students via part-time enrolment and online delivery	Graduate Committee, Alternative delivery specialist, Chair, HRS
Review of communication mechanisms among all program members	Chair, HRS, Faculty members, Graduate Committee
Expand recruitment strategies	Graduate Chair, Admissions and Recruitment committee

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Communication Sciences and Disorders
Degrees Offered:	Master of Clinical Science
Approved Fields:	Audiology and Speech Language Pathology
Date of Site Visit:	February 11-12, 2013
Evaluation	<i>Good Quality</i>

Summary:

The external reviewers praise the program for its teaching expertise and innovation and national and international leadership in the areas of research in speech-language pathology and audiology. They applaud the breadth and depth of the faculty members' skill and knowledge, knowledge that is crucial for delivering a solid academic and clinical training program, and highlight the high admission standards, the maintenance of appropriate student faculty ratios, and high completion times. They also identify the faculty expertise in the two areas of speech-language pathology and audiology as appropriately consistent with the difference in class sizes in these two areas. Students were found to be extremely satisfied with the curriculum, faculty expertise, graduate instruction, financial support, and opportunities for professional development through conferences, research symposia and in-house and community level clinical placements. Additional commendation includes accommodation for disabilities, a very supportive library infrastructure, adequate availability of physical resources including classrooms, seminar rooms, teaching labs, Speech and Hearing clinics and labs, individual lockers for students, a student lounge, furniture, study rooms, and computing and printing facilities.

The external reviewers made recommendations for further solidifying the program and enhancing and improving its overall goals. These include i) inclusion of a clinical manager for administrative purposes, someone who could offset the excessive administrative load of the CSD director ii) development of student surveys to evaluate the effectiveness of the new two year program iii) locating additional quiet study spaces iv) encouraging one shared course class between audiology and SLP students for promoting cohesiveness and professional relationships v) updating classrooms with presentation technology vi) expanding the audiology program to prepare students for clinical practice in the USA. In summary, the external reviewers applaud the program for its high quality.

Recommendation:	Responsibility
Appoint a clinical manager for the in-house clinic to release the CSD director from excessive administrative duties	Director, CSD Dean, FHS
Develop student surveys to evaluate the transition from the 3 year to the 2 year program	Grad Program Committee
Identify additional quiet study spaces	Grad Program Committee/ Grad Program Assistant Director, CSD Dean, FHS
Introduce at least one shared course between audiology and SLP students	Grad Program Committee Graduate Program Chair
Renovate classrooms to enhance technology	Director, CSD Dean, FHS
Assess merits of expanding the audiology program in view of the adoption of the AudD degree as the entry level credential for practice in the USA	Associate Dean, FHS Graduate Program Chair Director, CSD

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Occupational Therapy
Degrees Offered:	MSc (OT), MSc (OT)/PhD
Approved Fields:	
Date of Site Visit:	19-20 March 2013
Evaluation:	<i>Good Quality</i>

Summary:

The review team met with representatives of the School of Graduate and Postdoctoral Studies, the Faculty of Health Science, and Western Libraries as well as numerous members of the OT program: research and clinical faculty, support staff, and first- and second-year students. The visits were collegial and invigorating.

The reviewers found that, overall, MSc(OT) program demonstrates success in meeting its mandate to prepare students to be competent entry-level occupational therapists upon graduation. The consultants have no concerns about the quality of the program, its faculty, staff, or students. Their suggestions focused on continuous quality improvement for consideration by the School, Faculty, and University, none of which detract from the satisfactory delivery of the MSc(OT) program.

The reviewers noted several strengths, including the strength of full-time clinical and research faculty. They commended the growth in the production and calibre of research with the recent appointment of several doctoral-prepared faculty and with the expansion of the Health and Rehabilitation Sciences PhD program. The Dean is committed to supporting the research success and anticipates replacing one of the upcoming clinical teaching faculty retirements with a research-focused (40/40/20) position. The quality of incoming students is consistently high and the small class size is a draw for many students. Retention rates and completion times are very good. Library and instructional technology resources are strong, and students have access to practitioner mentors throughout their degree as well as to faculty, staff, and numerous learning support resources. The curriculum is well-laid out, with expectations of students balanced throughout the two years of full time study. The program contains several innovative features, including the opportunity to make international connections, the mentorship program, second-year intensives, and opportunities for blended and distance learning. Evaluation methods are varied and appropriate. Ongoing curriculum review is well-managed by the faculty and the Curriculum Committee. In 2010, the program received a full seven-year accreditation from the Canadian Association of Occupational Therapists. Graduates of the program do well on the CAOT certification examination and are well prepared for entry to practice.

In his response to the external reviewers' report, the Dean announced the appointment, effective August 1 2013, of a new director. The committee identified some challenges that will face the incoming Director, including the succession planning, as several senior clinical faculty are expected to retire in the next few years, and striking the right balance between full-time faculty with clinically active part-time faculty. Members also commented on the mixed blessing of the secondment of several senior full-time faculty to administrative positions. The number and size of existing classrooms, and the finite number of field placements limit the program's ability to expand. The committee expressed concerns about ongoing student progress review, and Graduate Chair's response provided clarification on the process. The reviewers noted that program data are being collected on an ongoing basis but there is little staff support for ongoing program review. They advocated a more systematic approach to managing and responding to the data as part of ongoing program evaluation. The Graduate Chair's response noted that a part-time staff person has been hired to assist with curriculum planning and review. Finally, the reviewers noted that the program has undergone an inordinate number of reviews from academic and professional bodies, and the Graduate Chair echoed their concern about the substantial resources devoted to program review and expressed a wish common to professional programs for some possibility of integration of IQAP and other required review processes.

The committee did make several recommendations, but many have already been responded to by the Graduate Chair and Dean, and all are related to the enhancement of a strong program, and are not necessary for the program to achieve or maintain good quality.

Recommendation:	Responsibility
Develop succession plan regarding anticipated retirement of senior clinical faculty members	Director, OT Dean, FHS
Develop process for ongoing program review	Director, OT Graduate Program Chair

Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Epidemiology and Biostatistics
Degrees Offered:	MSc, PhD
Approved Fields:	Biostatistics, Epidemiology
Date of Site Visit:	February 7 & 8, 2013
Evaluation:	<i>Good Quality</i>

Summary:

- *strengths and innovative aspects of the program*
 - faculty are acknowledged leaders in their field
 - curriculum is well-designed, and supported by curriculum mapping exercises
 - admissions/recruitment will be supported by the creation of an undergraduate honors specialization in epidemiology and biostatistics
- *areas for improvement*
 - physical resources need improvement, as the current office / program location is less than optimal
 - an additional epidemiologist would help to fill existing gaps in the program
- *opportunities for enhancement*
 - the undergraduate specialization is an opportunity to introduce more students to epidemiology, and recruit students to the graduate program that may not otherwise consider this career option
- *improvements that require support or assistance beyond the program*
 - renovation of the Kresge building

Recommendation:	Responsibility
Renovation of the Kresge building (primarily the heating/cooling and the electrical systems)	Dean of the Faculty, Department Chair
Recruit a population health scientist with a PhD in Epidemiology	Department Chair, Dean of the Faculty

Faculty of Engineering

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2013/pg1617.html>

CHEMICAL ENGINEERING INTERNATIONAL COLLABORATIVE DEGREE PROGRAM

Partnering institutions:

Zhejiang University (ZJU), China

East China University of Science and Technology (ECUST), China

Zhejiang University of Science and Technology (ZJUST), China

First Year: ZJU/**ECUST/ZJUST** courses designed specifically for this program and offered in China

Second Year: ZJU/**ECUST/ZJUST** courses designed specifically for this program and offered in China

Third Year: CBE 3310A/B, CBE 3315A/B, CBE 3318A/B, CBE 3319A/B, CBE 3326A/B, CBE 3323A/B, CBE 3324A/B, CBE 3325A/B, CBE 2224A/B, two 0.5 technical electives ¹.

Fourth Year (2013): CBE 4497, Business Administration 2299, CBE 4415 ², ES 2211F/G, ES 4498F/G, two 0.5 technical electives ¹.

Notes: ¹ Student may choose a minimum of two 0.5 courses from each Group

² A student may substitute two 0.5 technical electives from the list below for CBE 4415.

Additional Note: ES1021a/b and ES1022y equivalents are not offered at ZJU during the first two years. Students enrolled into the 2+2 program are expected to take these courses (or equivalent courses approved by the Department) at Western to complete their degree.

Technical Electives:

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

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

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

Schulich School of Medicine & Dentistry and Faculty of Science

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2013/pg717.html>

MAJOR IN PATHOLOGY

This Major can be completed only in combination with another Major (double Majors) in a Bachelor of Medical Sciences (BMSc) degree. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information.

Admission Requirements for September 1, 2013:

Completion of first-year requirements, including a mark of at least 60% in each of the 3.0 principal courses below:

1.0 course: Biology 1001A* and 1002B*

1.0 course: Chemistry 1100A/B and 1200B

1.0 course from: Applied Mathematics 1201A/B, 1413, Calculus 1000A/B or 1500A/B or the former Calculus 1100A/B, Calculus 1301A/B or 1501A/B, Mathematics 1600A/B, 1228A/B, 1229A/B, Statistical Sciences 1024A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

1.0 course in Physics must be completed by the end of Year 2 and a minimum mark of 60% must be achieved in each of two courses, as follows:

0.5 course from: Physics 1028A/B, 1301A/B, 1501A/B

0.5 course from: Physics 1029A/B, 1302A/B, 1502A/B

For students admitted to Western in September 2013 and onward, admission to the Major in Pathology will not occur until Year 3 since admission to BMSc degrees will not occur until Year 3.

Admission Requirements for students admitted to Year 1 in September 2013 and onward:

Admission to this Major module occurs in Year 3 and requires admission to double Majors in a Bachelor of Medical Sciences (BMSc) degree. Students will usually complete the MEDICAL SCIENCES FIRST ENTRY PROGRAM (Medical Sciences 1 and 2) prior to admission to the BMSc Program.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and 1002B*

1.0 course: Chemistry 1301A/B and 1302A/B

0.5 course from: Calculus 1000A/B, 1500A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, 1501A/B, Mathematics 1600A/B

0.5 course from: Physics 1028A/B, 1301A/B, 1501A/B

0.5 course from: Physics 1029A/B, 1302A/B, 1502A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must each be completed with a minimum mark of 60% prior to admission to the Major module in Year 3. These courses will also be used towards the module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM for additional requirements (averages, course load, etc.):

0.5 course: Biochemistry 2280A

0.5 course: Biology 2382B

0.5 course from: Biology 2244A/B, Chemistry 2213A/B, Statistical Sciences 2244A/B

Module

6.0 courses:

1.0 course: Biochemistry 2280A, Biology 2382B

0.5 course from: Biology 2244A/B, Chemistry 2213A/B, Statistical Sciences 2244A/B

1.0 course from: Anatomy and Cell Biology 3309, 3319

1.0 course: Physiology 3120

1.5 courses: Pathology 3240A, 3245B, 4400A/B

1.0 course from: Medical Health Informatics 4100F, 4110G, Medical Sciences 4100F/G, Microbiology and Immunology 2500A/B, Pathology 4200A/B, 4500B, Physiology 3140A, the former Pathology 4100F, 4110G

Note: Some modular courses include a mark/average requirement in their prerequisite(s). See UNDERGRADUATE COURSE INFORMATION.

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<http://www.westerncalendar.uwo.ca/2013/pg698.html>

HONORS SPECIALIZATION IN MEDICAL BIOPHYSICS (BIOLOGICAL SCIENCE CONCENTRATION)

This module can be completed only within a Bachelor of Science (BSc) Honors degree.

Admission Requirements

Completion of first-year requirements (5.0 courses) with no failures. Students must have an average of at least 70% in the following 4.0 principal courses, with no mark below 60% in any of these courses:

1.0 course: Biology 1001A* and 1002B*, or the former Biology 1222 or 1223

1.0 course from: Chemistry 1301A/B and 1302A/B or the former 1100A/B and 1200B, or the former Chemistry 1050

0.5 course from: Calculus 1000A/B, 1500A/B, the former 1100A/B

0.5 course from: Calculus 1301A/B, 1501A/B

0.5 course from: Physics 1028A/B, 1301A/B, 1501A/B

0.5 course from: Physics 1029A/B, 1302A/B, 1502A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

Module

9.5 courses:

0.5 course: Biochemistry 2280A

1.0 course from: Biology 2290F/G, 2382B, 2581B

0.5 course from: Biology 2244A/B, Statistical Sciences 2244A/B, the former Statistical Sciences 2122A/B

0.5 course: Chemistry 2213A/B

0.5 course: Computer Science 2035A/B

3.0 courses: Medical Biophysics 3330F/G, 3501F, 3503G, 3505F, 3507G, 3970Z

1.0 course: Physiology 2130

1.0 course from: Medical Biophysics 4455A/B, 4467A/B, 4475A/B, 4535A/B

1.5 courses: Medical Biophysics 4970E (Research Project = 1.5 courses)

Faculty of Science

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Faculty of Science: <http://www.westerncalendar.uwo.ca/2013/pg653.html>
Certificates and Diplomas: <http://www.westerncalendar.uwo.ca/2013/pg279.html>

DIPLOMA IN GAME DEVELOPMENT

The Diploma in Game Development is designed to provide students with Computer Science or Software Engineering backgrounds the opportunity to acquire the specific skills and experience necessary to begin a career in the computer gaming industry.

Students will be required to have completed a Bachelor's Degree (or equivalent) in Computer Science or in Software Engineering from an accredited university.

Admission will be limited, competitive, and determined on a case-by-case basis. Students in the program will be required to maintain a minimum average of 70% in all courses in the Diploma in Game Development program, with no single mark below 60%. All students will be admitted to the Diploma in Game Development according to the policies and guidelines for admission to the University. Non-Western students must first apply through the Welcome to Western website: <http://welcome.uwo.ca/preview/admissions/parttime.html>. In addition, prospective students must complete the application form for the Diploma in Game Development provided by Western Continuing Studies. Students who are currently enrolled at Western are required to complete only the Western Continuing Studies application form. Visit our website at www.uwo.ca/cstudies for full program information.

Application deadline: March 1 to be considered for admission for the Fall Term.

Admission Requirements

A Bachelor's Degree in Computer Science or Software Engineering from a recognized, accredited university is required.

Transfer of credit for non-Western courses will be determined by the Department of Computer Science and will not be granted for more than 50% (or 2.5) courses. Similarly, a maximum of 2.5 courses already taken as part of an undergraduate degree (Computer Science or Engineering) at Western may count towards the fulfillment of the Diploma program requirements.

Students must have all prerequisites for the courses and may be required to take additional courses at the discretion of the Department of Computer Science.

Note: Not all courses may be offered in every calendar year.

Program Requirements

5.0 courses:

3.0 courses: CS3346A/B, 3388A/B, 4474A/B, 4480Y, 4482A/B and 4483A/B

1.5 courses from: CS3101A/B, 3357A/B, 3374A/B, 3377A/B, 4402A/B, 4442A/B, 4457A/B, 4487A/B, 4488A/B

0.5 course from: 2100 level or higher in Applied Mathematics, Calculus, Differential Equations, Mathematics, Music, Physics, Statistical Sciences; or 2200 level or higher in Visual Arts or in Writing.

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<http://www.westerncalendar.uwo.ca/2013/pg671.html>

MAJOR IN EARTH AND PLANETARY SCIENCES *GEOLOGY*

Admission Requirements

Completion of 5.0 first-year courses.

Module

6.0 courses:

3.0 courses: Earth Sciences 2200A/B, 2201A/B, 2206A/B, 2250Y, 2260A/B, 2265A/B

0.5 course from: Earth Sciences 3313A/B, 3314A/B, 3315A/B

1.0 course from: Earth Sciences 2123A/B, 2130Y, 2220A/B, 2230A/B, 2240F/G or 2241A/B

1.5 additional courses: Earth sciences at the 2000 level or above

Note: If Earth Sciences 1023A/B has been taken, Earth Sciences 2123A/B cannot be taken.

Students registered in an Honors Double Major degree must complete a minimum of 1.0 course at the 3000 level for each module.

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<http://www.westerncalendar.uwo.ca/2013/pg678.html>

MINOR IN EARTH AND PLANETARY SCIENCES *GEOLOGY*

Admission Requirements

Completion of 5.0 first-year courses.

Module

4.0 courses:

0.5 course: Earth Sciences 2200A/B

2.0 courses from: Earth Sciences 2123A/B, 2130Y, 2201A/B, 2206A/B, 2220A/B, 2230A/B, 2231A/B, 2240F/G, 2241A/B, 2260A/B, 2261A/B, 2265A/B

0.5 course from: Earth Sciences 3313A/B, 3314A/B, 3315A/B

1.0 additional course: Earth Sciences at the 2000 level or above

Note: If Earth Sciences 1023A/B has been taken, Earth Sciences 2123A/B cannot be taken.

Huron University College

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<http://www.westerncalendar.uwo.ca/2013/pg1383.html>

MAJOR IN HISTORICAL AND SYSTEMATIC THEOLOGY *AND ETHICS*

Admission Requirements

Completion of first-year requirements including Theological Studies 1020E **Religious Studies 1010 F/G** with a mark of at least 60%.

Module

7.0 courses:

1.0 course **from:** Religious Studies **2130**, 2131E, **2700F/G, 2705F/G, 2715F/G, 2725F/G, 2730F/G**

2.0 courses: Theological Studies 2207F/G, 2208F/G, 2210F/G, 3300F/G.

0.5 course: among Theological Studies 2201F/G, 2202F/G, 2205F/G.

0.5 course: Theological Studies 2200F/G.

1.0 course: among Religious Studies 2225F/G, 2228F/G, 2229F/G, Theological Studies 2230F/G.

0.5 course: Theological Studies 3313F/G.

0.5 course: an introductory language from the following: Greek, Hebrew, French, German, Spanish, Latin.

0.5 course: any other Theological Studies course at the 2200 level or higher.

0.5 course: any other Theological Studies course at the 3000 level or higher.

1.0 course from: Religious Studies 2610F/G, 2620F/G, and 2286F/G.

2.0 courses from: Theological Studies 2207F/G, 2208F/G, 2210F/G, 3250F/G, 3260F/G, and Religious Studies 2126F/G, RS 2127F/G, RS 2228F/G, RS 2229F/G, RS 2310F/G, 2330F/G, 3110F/G, 3020F/G.

2.0 courses from: Theological Studies 3312F/G, Religious Studies 3030F/G, 3100F/G, 3121F/G, 3130F/G, 3400F/G, 3410F/G, 3450F/G, 3455F/G, 3457F/G, 3460A/B, 3463F/G, 3465F/G.

1.0 course from Religious Studies 3500F/G and any other Religious Studies or Theological Studies courses at the 2000 level or higher.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2013/pg1384.html>

MINOR IN HISTORICAL AND SYSTEMATIC THEOLOGY *AND ETHICS*

Admission Requirements

Completion of first-year requirements including Theological Studies 1020E **Religious Studies 1010 F/G** with a mark of at least 60%.

Module

4.0 **4.5** courses:

1.0 course **from:** Religious Studies **2130**, 2131E, **2700F/G, 2705F/G, 2715F/G, 2725F/G, 2730F/G**

0.5 courses from: Religious Studies 2229F/G, Theological Studies 2205F/G.

1.5 courses: Theological Studies 2201F/G, 2207F/G, 2210F/G.

1.0 additional course in Theological Studies.

1.0 course from: Religious Studies 2610F/G, 2620F/G, 2286F/G.

1.0 course from: Theological Studies 2207F/G, 2208F/G, 2210F/G, 3250F/G, 3260F/G, and Religious Studies 2126F/G, 2127F/G, 2228F/G, 2229F/G, 2310F/G, 2330F/G, 3110F/G, 3020F/G.

1.0 course from: Theological Studies 3312F/G, Religious Studies 3030F/G, 3100F/G, 3121F/G, 3130F/G, 3400F/G, 3410F/G, 3450F/G, 3455F/G, 3457F/G, 3460A/B, 3463F/G, 3465F/G.

0.5 course from Religious Studies 3500F/G or any other Religious Studies or Theological Studies courses at the 2000 level or higher.

Graduate Diploma (GDip) in Professional Communication and Management

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

Professionally-oriented master's programs have been a feature of Canadian higher education for many years, preparing graduates to work in long standing and well understood areas of professional practice. Examples already found at Western include programs such as the Master of Business Administration, Master of Public Administration, Master of Engineering, Master of Library and Information Science, Master of Arts in Public History, Master of Arts in Journalism, Master of Physical Therapy, and the Master of Science in Occupational Therapy. For the most part, the majority of students in these programs are interested in entering the workforce upon graduation and while some of them may continue into doctoral studies in their chosen fields, attracting doctoral applicants is not the primary thrust of professional master's programs.

Alongside these more traditional professional master's degrees, a "new" type of professional master's education has sprung up in the last decade or so, with the most growth in the United States, but also in Canada and the United Kingdom. These new professional master's programs are aimed at emerging areas of employment, which are not necessarily recognized as distinct professions, yet require highly educated and skilled personnel. In the Social Sciences, Arts and Humanities, these new degrees are generally called Professional Master's (or PMAs), while in the Sciences, Technology, Engineering and Mathematics, they are widely referred to as Professional Science Master's (or PSMs). Such programs prepare graduates to work in rapidly evolving technological fields, such as nanotechnology, biotechnology, and environmental conservation, or in areas not well served by existing graduate education, such as arts management, conflict resolution, and community health promotion.

Despite the varied areas in which PMA/PSM programs are found, they share some commonalities. First, such programs are typically short, no more than two years in length, with many being one to one and a half years. Second, to better prepare well-rounded students who can meet employers' needs, programs are course-based, typically requiring that students take about half of their courses from the disciplinary area and half from a roster of more workplace-oriented courses such as communication, presentation and writing skills, team and project management, and understanding business contexts and operations. Third, many PMA and PSM programs require an internship of several months duration to give students a better grasp of the workplace context/expectations and/or a capstone project which demonstrates their understanding of the fields into which they will be entering.

This proposal presents an outline of a professional graduate diploma for students wanting to enhance their academic strengths with a professional perspective.

INTRODUCTION

This document proposes the introduction of a new Graduate Diploma program in Management and Communication. This proposal has been developed in parallel with a proposal for a new professional master's program. The courses included in the Graduate Diploma program will also be included in the professional master's program. As such, consultation for the two programs has overlapped and resources to support the two programs are overlapping. Where overlap exists, it has been noted in this proposal.

Overview of the New Program

The proposed Master's Level Graduate Diploma program is designed to prepare graduates to meet the needs of employers by providing graduates with workplace oriented skills and knowledge in communication, presentation, writing, team and project management, finance and business contexts and operations. In combination with the student's undergraduate preparation and/or prior work experience, the Graduate Diploma will enable the graduate to apply his or her disciplinary knowledge and experience in the evolving and emerging professions of the contemporary workplace.

The program is an eight-month, course-based diploma program designed to enhance the professional skills of a bachelor's graduate. The program objective is to address the reality that a bachelor's degree alone often does not provide complete training for individuals intent on professional careers in government, non-government organizations, private industry or self-employment (e.g., consultancy). The

diploma will emphasize bridging the gap between specific disciplines and their application in the workplace, providing students with organizational and communication skills to enable them to build successful careers in these settings.

Description of the Diploma and the Nomenclature

The program is a Type 3 diploma program that will lead to a Graduate Diploma - Master's level (GDip). It is a stand-alone diploma program and students will be admitted directly to the diploma program. The program will be completed over two terms on a full-time basis. Students will complete 6 graduate level courses (0.5 FCE each).

The diploma is offered jointly by the Management and Organizational Studies Program in the Faculty of Social Science, the Department of English and Writing Studies in the Faculty of Arts & Humanities, and by the Faculty of Information and Media Studies. The overall objectives of the program are to provide the professional skills and knowledge to prepare graduate for careers in government, non-government organizations, private industry or self-employment (e.g. consultancy).

The diploma program complements the professional master's programs currently in development and will share some common courses with these new professional master's programs. Students who successfully complete the Graduate Diploma program and opt to enroll subsequently in a professional master's program will be given credit for the courses completed in the diploma program. Consequently, it would be possible for a student who successfully completed the diploma program to subsequently complete a professional master's program within one to two terms of full-time enrolment.

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

The objective of the program is to provide a pathway for students who choose not to pursue a master's degree to acquire further education and training, with an emphasis on developing workplace oriented professional skills. Through training in the basics of management and communications, students will gain a competitive advantage in the job market. Results from a survey of potential employers of bachelor's graduates in Southwestern Ontario indicated that these skills would be highly desirable in their companies.

- a) Depth and Breadth of Knowledge
It is anticipated that students have acquired a working knowledge of the fundamentals of their discipline at the undergraduate level. Graduate-level expectations include:
 - Ability to understand the functioning of business, management, and organizational structure to a level sufficient to commence on a path to leadership positions.
 - Ability to understand the basics of accounting and finance, with the intent of being able to communicate and work effectively with financial managers and accountants, as opposed to performing accounting
 - Ability to communicate, verbally and in writing, in a professional manner
- b) Research and Scholarship
 - Apply project management skills rather than the design of theoretical research
- c) Level of Application of Knowledge
 - Ability to undertake early-career leadership roles including supervision of staff and projects
 - Ability to read, write, and speak at a professional level
- d) Professional Capacity / Autonomy
 - Demonstrate ethics in leadership
 - Demonstrate basic management skills
 - Demonstrate effective interpersonal relationships in the workplace
 - Communicate in a style appropriate to the audience
- e) Level of Communication Skills
 - Demonstrate writing skills at a professional level, with appropriate style for technical and non-technical audiences
 - Demonstrate verbal presentation skills at an appropriate level for a professional audience and for communication with non-technical personnel

- f) Awareness of Limits of Knowledge
- Awareness of situations in which there is a need to seek additional expertise in pursuing management issues that go beyond the student's particular field of disciplinary knowledge
 - Ability to communicate effectively with more senior management/finance personnel while recognizing their disciplinary knowledge and limitations

Degree Level Expectations	Learning Outcomes	Courses that Support the Outcomes	How the Outcome Will be Evaluated *
a. Depth & Breadth of Knowledge	<ul style="list-style-type: none"> a. Understand functioning of organizations b. Understand basics of accounting & finance c. Professional-level communication d. Understand of the characteristics of digital information and communication media 	<ul style="list-style-type: none"> a. Organizational Behavior; Fundamentals of Marketing Management; Project Management b. Fundamentals of Managerial Finance c. Professional Writing, Oral Communication, Editing and Document Design; Project Management d. Foundational digital communication for professionals, Next Generation Web/Digital Imaging and Website Design 	<p>Assignments will integrate learning from specific courses with overall program where possible. Assignments will involve individual and group projects that</p> <ul style="list-style-type: none"> a. examine principles of organizational behavior, project management, finance, etc; b. examine writing styles in order to investigate professional communication in various media – e.g., digital, print, broadcast (PM) <p>Weekly assignments, major project</p>
b. Research & Scholarship	<ul style="list-style-type: none"> a. Apply project management skills to research b. Understand and evaluate research literature related to communication development and skills 	<ul style="list-style-type: none"> a. Project Management, Fundamentals of Marketing Management, Fundamentals of Managerial Finance, Organizational Behavior b. Knowledge Mobilization: Informing Policy, Professional Practice, and Public Engagement 	<ul style="list-style-type: none"> a. assignments involving team-based projects that investigate, analyse and report on existing research, b. investigate professional literature on professional forms of communication and skills of public engagement, and provide reports
c. Level of Application of Knowledge	<ul style="list-style-type: none"> a. Undertake early career leadership roles b. Communicate at a professional level c. Select appropriate communication media and use them effectively 	<ul style="list-style-type: none"> a. Leadership in Organizations; Project Management b. Professional Writing, Oral Communication, History of Professional Rhetoric c. Project Management, Foundational digital communication for professionals, Next Generation Web/Digital Imaging and Website Design 	<ul style="list-style-type: none"> a. Establish teams in various courses, with students assuming and practicing various leadership roles b. Create and present audio-visual/ oral talks; guided discussions; develop and lead seminar series throughout entire program
d. Professional Capacity / Autonomy	<ul style="list-style-type: none"> a. Demonstrate ethical leadership b. Communicate in appropriate style to various professional and lay audiences 	<ul style="list-style-type: none"> a. Leadership in Organizations, Organizational Behavior b. Professional Writing, Oral Communication, Project Management, Foundational digital communication for professionals 	<ul style="list-style-type: none"> a. Consciousness of ethical treatment of all aspects of the program will be a required component and assessed throughout all assignments b. Students will develop a case study involving ethical business and communication issues and present visually and orally

e. Level of Communication Skills	<ul style="list-style-type: none"> a. Writing at a professional level for technical or non-technical audience b. Display verbal communication skills c. Demonstrate appropriate communication for multiple media 	<ul style="list-style-type: none"> a. Professional Writing, Foundational digital communication for professionals, Knowledge Mobilization: Informing Policy, Professional Practice, and Public Engagement b. Oral Communication c. Project Management; Foundational digital communication for professionals, Next Generation Web/Digital Imaging and Website Design 	Students will develop and present (digitally and orally) a management project, integrating learning from various courses, using principles of professional communication
f. Awareness of Limits of Knowledge	<ul style="list-style-type: none"> a. Display situational awareness regarding need to seek additional expertise b. Ability to communicate with management and finance personnel c. Critically evaluate research evidence 	<ul style="list-style-type: none"> a. Fundamentals of Marketing Management, Fundamentals of Managerial Finance, Leadership in Organizations, Project Management b. Knowledge Mobilization: Informing Policy, Professional Practice, and Public Engagement 	<p>Integrate professional knowledge across courses, relating courses from hub and spoke into promotional and implementation documents</p> <p>Demonstrate peer evaluation by critically analyzing and evaluating others' projects</p>

* these are examples of only some of the kinds of authentic assessments to be used in this master's diploma program

Evidence to support the introduction of the program

The professional science master's degree has shown rapid growth in the USA, across a variety of institutions and subject areas. These programs combine graduate level study in disciplinary areas with professional skill development in management and communication. A total of 5,487 students were enrolled in PSM programs in the fall term of 2011. This indicates the demand for graduate level education that purposefully develops the skills needed for professional career success and early management leadership roles.

Growth in Western's undergraduate enrolment has resulted in an increasing number of students who are interested in further training beyond the bachelor's degree, but who are not seeking research training and are not necessarily interested in pursuing a master's degree. A Graduate Diploma is well suited to these students seeking a bridge between their undergraduate education, and its professional application in industry, government, and non-government organizations.

As part of our program development, we conducted an electronic survey (via Survey Monkey) of potential employers of science graduates. The survey was administered through the Stiller Centre at Western and the Faculty of Science Internship office, through their connections to industry and employers. The purpose of the survey was to obtain employer relevant information to guide the development of a professional master's program; because a significant portion of the survey focused on professional skills, the survey results are highly relevant to the development of this Graduate Diploma, as well as to the development of a professional master's program. The survey was divided into three parts, with the first part focusing on the value of a professional master's degree credential, the second part focusing on the professional skills needed in industry, and the third part focusing on potential courses that would be relevant to a professional master's program in Biological Sciences and Computer Science areas. The results relevant to professional skills are described here.

In total, 40 completed surveys were received from potential employers. The survey used a 7-point scale where 1 = not at all important, 4 = important, and 7 = absolutely important. The average ratings of importance for "professional writing", "oral communication", "managerial finance", "marketing", "management accounting", "organizational management", and "leadership development" exceeded 4 (important). The highest average ratings were for "oral communication" (5.63), "professional communication" (5.48) and "leadership development" (5.30). In response to the opportunity to identify additional relevant skills for inclusion in the program respondents noted the importance of knowledge of intellectual property and effective use of social media. These survey results were used to guide the development of the courses for inclusion in the Graduate Diploma.

Special Matters and Innovative Features

The proposed program is unique in for its focus on the professional skills and knowledge that are relevant to career success across a range of disciplines. The combination of subject matter from several disciplines to create a transdisciplinary program that prepares graduates for professional careers across a range of disciplines is unique. The diploma program is based on a partnership between Faculty of Social Science, the Faculty of Arts and Humanities, and the Faculty of Information and Media Studies. The Graduate Diploma program provides an attractive alternative to disciplinary focused graduate studies. The knowledge and skills that students will develop in the program have been validated through employer consultation.

Delivery method of the Professional Program

Initially it is intended that the program will be primarily on campus. The future development of online courses is likely, particularly as this would create access for part-time study by students who are already employed and wishing to obtain additional qualifications.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student

Students are invited to participate in seminars hosted by the partnering Departments/Faculties, including, for example, faculty and student research presentations and discussions, invited speakers, workshops on research ethics, safety regulations, and grant and award application workshops.

Via participation in the courses, students will interact with students and from other disciplinary backgrounds, giving them the opportunity to learn to bridge disciplinary boundaries. Interdisciplinary exposure within each course (due to the diversity of student backgrounds) and across courses (due to the disciplinary diversity among courses and course instructors) will support the development of communications skills and professionalism.

Admission Requirements

Applicants must possess a four-year degree from an accredited university. The School of Graduate and Postdoctoral Studies requires at least a 70% average across courses taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession. Due to the unique nature of the program, it is expected that students will be drawn from a broad range of disciplines. Applicants from all disciplines will be considered.

English Language Proficiency

Applicants whose first language is not English must provide 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.
- CultureWorks. The requirement is successful completion of the High-Advanced level. Click here for information regarding a conditional offer of admission, pending CultureWorks completion

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

Exemptions

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

Degree Requirements

Successful completion of the Graduate Diploma program will require completion of 6 courses (.5 FCE each). All students will be required to complete a set of 3 core courses as well as choosing 3 electives from among the remaining courses offered in the program.

Core Required Courses:

- Professional Writing (.5)
- Organizational Behaviour (.5)
- Foundational Digital Communication for Professionals (.5)

Optional Electives:

- Editing and Document Design (.5)
- History of Professional Rhetoric (.5)
- Oral Communication (.5)
- Leadership in Organizations (.5)
- Fundamentals of Managerial Finance (.5)
- Fundamentals of Marketing Management (.5)
- Project Management (.5)
- Next Generation Web/Digital Imaging and Website Design (.5)
- Knowledge Mobilization: Informing Policy, Professional Practice, and Public Engagement (.5)

Progression requirements

Progress through the GDip requires the maintenance of a minimum cumulative average of 80%, with no course mark below 70%.

All Graduate Courses to be Offered in the Program

A significant strength of these courses is their interdisciplinary nature. All courses are designed to enhance professional development by providing education and training in areas relevant to professional careers by transcending disciplinary boundaries. In addition, enrolment in the courses will include students from a range of disciplinary backgrounds, creating an interdisciplinary environment and cohort that will enrich the experiences of students by exposing them to the perspectives of colleagues from a range of disciplinary perspectives. This interdisciplinary exposure will support students in acquiring the knowledge and skills to be successful in existing and emerging professional careers.

Core Required courses

Professional Writing

The objectives of this course are to develop skills applicable to writing in a professional context, including audience analysis, techniques of persuasion, knowledge of rhetorical conventions, working within short timelines, report writing, grant and proposal writing, document design, and editing.

On successful completion of this course, students shall be able to

- Develop and support sustained and original arguments
- Cultivate critical analysis skills through the practice of writing

Organizational Behaviour

The objectives of this course are (1) to provide an understanding of the roles and responsibilities of management to ensure organizational effectiveness and success, and (2) to prepare students to begin to assume these roles and responsibilities. Topics include how and why organizations are structured to be effective, what determines individual behaviour in an organization, understanding motivation in the workplace, effective teamwork, understanding power and politics in organizations, managing people effectively.

Upon successful completion of this course, students shall be able to

- understand the differences between the various management models/theories
- explain the differences between managers and leaders
- appreciate the individual differences which exist in people
- know when to apply which motivational model

- describe the similarities and differences between power and politics
- work effectively in an organizational context

Foundational digital communication for professionals

This course will enable students to understand how organizations can use digital communication tools to engage with their audiences, build community and further their larger communications strategies in online environments. Students will learn how to generate content for digital media and to create and implement robust digital communication strategies.

Upon successful completion of this course, students shall be able to

- understand the development of digital media in the context of social networks; be aware of the range and extent of digital media forms and platforms
- understand how organizations can use digital communication for their goals
- understand how users engage with digital media; understand and apply basic design principles
- understand legal and policy issues related to digital communication such as user privacy and intellectual property
- develop digital communication strategies by: identifying appropriate digital media platforms; evaluating how digital communication fits into an overarching communication strategy; identifying and working with key influencers/sub-groups; building and implementing effective digital media campaigns.
- generate content for digital media using the principles of professional writing and the conventions of digital genres
- use analytics to evaluate the effectiveness of digital communication strategies

Optional Electives

Editing and Document Design (on-line)

Students will cultivate basic document design skills by applying theories integrating verbal and visual elements in a variety of electronic and print media, including industry-standard software. Students will acquire copy-editing and proofreading skills through editing principles and practices in a variety of professional and technical fields, resulting in the ability to produce professionally-edited materials in a variety of media.

Upon successful completion of this course, students shall be able to

- Apply document design principles in the creation of effective, impactful communications and presentations
- Prepare and/or edit clear, impactful communications

History of Professional Rhetoric (on-line)

The goal of this course is to acquire practical knowledge of professional communication from ancient to contemporary rhetorics, including ethical responsibilities, applying this knowledge to contemporary communication.

Upon successful completion of this course, students shall be able to

- Understand the relationship of historical professional communication contexts to contemporary communication practices
- Acknowledge and practice an ethic of professional communication

Oral Communication

The objective of this course is to develop advocacy skills through the art of delivery, informative and persuasive speaking techniques, self-representation, various presentation modes including new media, and effective group work.

Upon successful completion of this course, students shall be able to

- Communicate ideas, issues, and conclusions in a clear and audience-specific manner
- Prepare and deliver effective presentations
- Participate productively in group or committee work

Leadership in Organizations

The objectives of this course are (1) to provide an understanding of what constitutes leadership in an organizational context, and (2) to prepare students to undertake leadership roles in their careers. Topics include what are the roles and responsibilities of leadership in an organization (leadership of self, leadership roles in teams and with peers, leadership positions in an organization, ethics), leadership skills and how to develop them, developing followership (participative leadership, delegation and empowerment), using power versus influence, and leading change in an organization.

Upon successful completion of this course, students shall be able to

- understand the roles and responsibilities of leadership in an organization
- demonstrate self-awareness and manage themselves effectively in leadership roles
- engage in a development plan to enhance their leadership skills
- manage interpersonal and team relationships effectively
- adapt to and lead change in an organization

Fundamentals of Managerial Finance

This course introduces students to an in-depth analysis of financial planning and management with emphasis on capital budgeting, capital structure, risk and investment policies, cost of capital, dividend payout policies, and other special topics. The course serves as a framework for understanding a broad range of corporate financial decisions. Real time data and directed readings will be used to enhance learning.

Upon successful completion of this course, students shall be able to

- understand time value of money and broad areas of financial management
- prepare basic financial plans for an organization
- discuss how and why organizations raise capital and issue securities
- comprehend the relation between risk and return and its impact on managers' investment choices
- use and interpret financial data relating to financial plans and financial securities

Fundamentals of Marketing Management

The objectives of this course are to provide an understanding of (1) marketing concepts and their application to organizations, society, and individuals; (2) the need for a customer orientation in the competitive global environment; (3) how marketing integrates with other functional areas; and (4) how to successfully develop, execute, and manage marketing strategies. Topics include the buyer behavior of businesses and consumers; segmentation, targeting, and positioning; marketing research; product/service development and brand management, advertising and promotion, pricing, distribution and logistics; as well as theories drawing from the relevant social sciences of psychology, sociology, and economics. Working in groups, students will gain hands-on experience by critically analyzing case studies, by engaging in problem-solving, and by developing a marketing plan.

Upon successful completion of this course, students shall be able to

- Understand marketing concepts and their application to profit and non-profit organizations
- Appreciate how marketing integrates with other functional areas of business
- Recognize how the global, natural, sociocultural, demographic, legal, economic, and competitive environments shape companies and customers alike
- Understand how marketing mix elements are developed, carefully blended and managed over time to achieve branding and other marketing objectives and to build long-term relationships with consumer and/or business customers
- Apply techniques gleaned from marketing research, case analyses, and developing marketing plans to real-world situations, in terms of identifying marketing opportunities and solving marketing problems by crafting creative marketing strategies
- Appreciate the ethical dimensions of the marketing function

Project Management

The objective of this course is to prepare students for a project management regime of organizing work and people either as the initiators of such a regime (i.e. project managers or team leads) or as workers within that regime. The course will be designed to follow the project life cycle where topics will be arranged to cover the stages of initiation, planning and execution. Topics include: scheduling, budgeting,

project control and workflow, resource allocation, the roles and responsibilities of the project manager, negotiation and conflict management. In addition to teaching these project management skills, the course will provide context through an historical and contemporary overview of project management in a range of employment relationships (i.e., employee, independent contractor, entrepreneur, small and medium sized enterprises).

Upon successful completion of this course, students shall be able to

- Understand the evolution of the project-based organizational structure vis a vis other managerial models
- Understand the framework of a project-based workplace and its implications for other components of management (i.e., recruitment and selection, compensation, motivation, leadership, employee development and career management, etc.)
- Understand the lexicon and professional standards of project management as per the globally recognized Project Management Body of Knowledge (PMBOK)
- Apply the guidelines and procedures learned to a large term project
- Apply knowledge of PM principles to understand real world industries
- Work successfully in diverse project teams

Next Generation Web/Digital Imaging and Website Design

This course investigates the theoretical and practical implications of the evolution of the World Wide Web from a collection of static pages to a source of dynamic and aggregated content (e.g., social software, multimedia and mashups). It will introduce practical skills in the design, production, and evaluation of web resources.

Upon successful completion of this course, students shall be able to

- Understand and apply more advanced principles to the design of web resources that integrate text, sound, and still and moving images.
- Understand issues of interface design such as graphical user interfaces, usability, and universal accessibility.
- understand how users engage with data on the Web
- understand and apply principles of information visualization.
- Understand theoretical and practical implications of the Web's growing use of sophisticated data mining and apply data mining strategies to meet organizational goals.

Knowledge mobilization: informing policy, professional practice, and public engagement

This course will introduce the theory and practice of knowledge mobilization. It will critically consider evidence-based decision-making, policy, and practice. Students will learn skills in literature searching and knowledge synthesis and apply the principles of professional writing to the communication of research evidence to policy-makers, practitioners, and the broader public.

Upon successful completion of this course, students shall be able to

- Understand the role of the knowledge broker and the roles of governmental and non-governmental organizations in knowledge mobilization
- Understand best practices and conditions for success for knowledge mobilization.
- identify and work with knowledge-users and stakeholders to facilitate the co-creation of knowledge
- use search skills to identify and retrieve appropriate forms of evidence, including scholarly research findings and best professional practice.
- evaluate and synthesize evidence.
- apply the principles of professional communication to create tailored evidence-based messages to inform the decision making of policy-makers and planners, professional practitioners, and the broader public.
- Create and evaluate knowledge mobilization initiatives.

This agreement made on the ____ day of, _____, ____

BETWEEN:

George Brown College
(Hereinafter called "George Brown")

of the First Part,

- and -

Brescia University College
(Hereinafter called "Brescia")

-and-

The University of Western Ontario
(Hereinafter called "Western")

of the Second Part,

WHEREAS George Brown, Brescia and Western wish to facilitate the transfer of graduates from the Culinary Management – Nutrition Diploma Program and the Food and Nutrition Management (Post-Graduate) Certificate Program at George Brown to the Bachelor of Science (Foods and Nutrition), Honors Specialization in Nutrition and Dietetics Program at Brescia;

AND WHEREAS the Parties wish to develop clearly defined pathways for the movement of students between George Brown and Brescia;

AND WHEREAS the purpose of this agreement is to enter into a formal articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT);

NOW THEREFORE in consideration of the mutual covenants and agreement hereinafter contained, the Parties covenant and agree each with the other as follows:

1. The Registrar's Office at George Brown and Brescia in consultation with the appropriate authorities in the respective programs will be responsible for the implementation of this Articulation Agreement.
2. This Agreement is effective May 1, 2013 and will be in place for a period of three years and will be reviewed annually by both parties. Thereafter it may be extended by the parties for such additional period(s) of time as they may stipulate subject to the approval of Western's Senate.
3. Any party may terminate this Agreement during the initial term or an extension thereof upon at least twelve months written notice to the other parties. Notwithstanding this right to early termination, any party may, by written notice to the other parties, request that the Agreement be reviewed and re-negotiated in full or in part by the end of the date specified in the notice.
4. In addition to the early termination provision set out in section 3, Brescia, in its sole discretion, may terminate this Agreement if it decides that transfer credit cannot be given for the college courses due to course or curriculum changes that have been or will be instituted by either George Brown or Brescia subsequent to the signing of this Agreement. The effective date of such termination shall be the earlier of three months after written notice of termination is given to George Brown, or the date upon which the changes are adopted by either George Brown or Brescia.
5. In order to be considered for admission to Brescia, George Brown students must have:
 - (a) successfully completed the Culinary Management Nutrition Diploma Program with a competitive overall admission average for the year in which they apply as calculated by Brescia;
 - (b) obtained a minimum average of "B+" or 3.5 GPA calculated on all courses within the diploma program only, as calculated by Brescia, and with a minimum grade of "C" or 2.0 GPA in each college course as outlined in Appendix 1;
 - (c) completed Ontario Secondary School Biology (SBI4U); or equivalent; and
 - (d) completed Ontario Secondary School Chemistry (SCH4U); or equivalent.

Substitutions for the courses outlined in Appendix 1 are not permitted. Admission is also contingent upon space availability in the program the Bachelor of Science (Foods and Nutrition) program.

6. Successful applicants will receive transfer credit for the George Brown courses in accordance with Appendix 1. In addition, successful applicants who have completed the Food and Nutrition (Postgraduate) Certificate Program at George Brown with an overall average of "B+" or 3.5 GPA calculated on all courses within the Certificate Program only, as calculated by Brescia, and with a minimum grade of "C" or 2.0 GPA in each college course outlined in the second table in Appendix 1, will receive additional transfer credit as outlined in Appendix 1. The listed courses may be amended from time to time with the agreement in writing of George Brown and Brescia. George Brown and Brescia must give each other reasonable notice of any anticipated changes to course numbers, titles, or course content for the listed courses.

7. The transfer credit set out in this Agreement is granted solely for students accepted into the Bachelor of Science (Foods and Nutrition), Honors Specialization in Nutrition and Dietetics program at Brescia and is not applicable if a student transfers to another program and/or campus at Western. Students who wish to transfer to another program and/or campus at Western will have the credit that they received under this Agreement removed from their academic record. In such case credit for George Brown courses will be assessed for individual credit on a course-by-course basis by the Admissions Office, as applicable, at that point in time.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

George Brown College

Per: _____
Anne Sado,
President

Brescia University College

Per: _____
Dr. Colleen Hanycz
Principal

The University of Western Ontario

Per: _____
Dr. John Doerksen
Vice-Provost (Academic Programs and Students)

**Appendix 1: George Brown – Brescia and Western Articulation Agreement
Bachelor of Science (Foods and Nutrition) Honors Degree – Honors Specialization
in Nutrition and Dietetics**

Completion of the Culinary Management – Nutrition Diploma Program

Western/ Brescia Course	Western/ Brescia weight	George Brown Course	George Brown Course Title	Credit Weight
Foods and Nutrition 1030E	1.0	HOSF 1226 HOSF 1156	Introduction to the Science of Food Nutrition for Life (Theory)	3.0 3.0
Foods and Nutrition 1020TRN	0.5	HOSF 1145 HOSF 2037 HOSF 2040	Sanitation Introduction to Quality Assurance Advanced Sanitation	1.0 3.0 3.0
Foods and Nutrition 2100TRN	0.5	HOSF 1029 HOSF 1225 HOSF 1228	Theory of Food I Culinary Nutrition - Skills I (Interactive Lab) Culinary Nutrition - Skills II (Interactive Lab)	2.0 3.0 4.0
Foods and Nutrition 2100TRN	0.5	HOST 1005 HOSF 2044	Food, Beverage and Labour Cost Control Purchasing	4.0 3.0
Communication s 1020TRN	1.0	COMM 1047 COMM 1007	Business Communications College English	3.0 3.0
Foods and Nutrition 3300TRN	1.0	GSSC1102 HOSF 1229 HOSF 2042 HOSF 2043	Nutrition and Lifestyle Nutrition Analysis and Food Labelling Quantity Cooking for Nutrition Issues (Interactive Lab) Nutrition Issues	3.0 3.0 2.0 2.0
Foods and Nutrition 3400A/B	0.5	GHUM 1039 HOSF 2039	Nutrition and Culture Culinary Nutrition for Life (Interactive Lab)	3.0 4.0
Foods and Nutrition 2100TRN	1.0	HOSF 1191 HOSF 2036 HOSF 1159 HOSF 2057	Culinary Nutrition - Desserts Menu Applications Chef's Kitchen (Interactive Lab) Culinary Industry Research and Development (Interactive Lab)	3.0 3.0 3.0 2.0

Total: 6.0 credits

Completion of Food and Nutrition Management (Postgraduate) Certificate Program

Food and Nutrition 3348A	0.5	HOST 4003	Menu Analysis	2.0
		HOST 4002	Health Care Standards	2.0
		HOSF 4010	Management Sanitation and Safety	4.0
Food and Nutrition 3300TRN	0.5	NUTR 4002	Nutrition Analysis	4.0
		MGMT 4005	Food service Management	2.0
		HOSF 4005	Food Modification lab	3.0
Business 2100TRN	0.5	HOST 4001	Facilities Design	2.0
		HRM 4001	Labour Relations	2.0
Psychology 2100TRN	0.5	PSY 4001	Gerontology	2.0
Human Ecology 2266F/G	0.5	COMM 4006	Leadership Communication I and II	4.0
		HOSF 1126 ¹	Industry Externship Preparation	2.0

Total additional credit: 2.5 credits

Note: The TRN notation in Appendix 1 denotes that a George Brown course is not directly equivalent to a Brescia course, however, it may be used as a generic credit towards a Western degree.

¹ HOSF 1126 Must be completed as part of the Culinary Management – Nutrition diploma program to receive this credit

An Articulation Agreement

Between:

The University of Western Ontario
(Hereinafter called "Western")

And

Fanshawe College of Applied Arts and Technology
(Hereinafter called "Fanshawe")

WHEREAS Fanshawe and Western wish to facilitate the transfer of graduates from the two-year General Arts and Science Diploma – First Nations Studies Major at Fanshawe to the Faculty of Social Science, First Nations Studies Major or First Nations Studies Honors Specialization at Western;

AND WHEREAS the Parties wish to develop clearly defined pathways for the movement of students between Fanshawe and Western;

AND WHEREAS the purpose of this agreement is to enter into a formal articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT);

NOW THEREFORE in consideration of the mutual covenants and agreement hereinafter contained, the Parties covenant and agree each with the other as follows:

1. The Faculty of Social Science at Western agrees to accept a maximum of 30 students each September provided that:
 - a) Applicants have completed the two-year General Arts and Science Diploma – First Nations Studies Major at Fanshawe with a minimum overall GPA of 3.0.
 - b) No more than 5 years have elapsed between conferral of diploma at Fanshawe and admission to Western. Exceptions to this requirement will be considered by Western on an individual basis.
2. The following courses shall be excluded in the calculation of the overall GPA: courses entitled "General Education", WRIT exams, qualifying courses, introductory language courses and personal skills courses. In addition, Western reserves the right to exclude additional courses in the GPA calculation upon notice to Fanshawe. Fanshawe will provide Western with a list of any new courses that may be added to the First Nations Studies offerings each year during the term of this Agreement.
3. Courses used towards the diploma program that are upgraded after the completion of the diploma program will be considered as part of the GPA. Any course taken after completion of the diploma program and not used toward the diploma program will not be calculated as part of the GPA.
4. All applicants who have completed the two-year General Arts and Science Diploma – First Nations Studies Major at Fanshawe will receive transfer credit provided that:
 - a. Applicants achieve a minimum grade of "C" or 60% in each course approved by Western for transfer credit as set out below; and
 - b. Fanshawe transcripts clearly indicate "General Arts and Science Diploma – First Nations Studies" so that Western may identify potential applicants.
5. Students are eligible to receive a maximum of 5.0 full first-year credits from the General Arts and Science Diploma – First Nations Studies Major toward their degree at Western.
6. The Fanshawe courses eligible for consideration for transfer credit are:
 - a. 7000 level courses in English, First Nations Studies, Sociology, Philosophy, Psychology, Women's Studies, and History of Western Art; and
 - b. ABST 3002/3003. This course may be granted transfer credit as a generic second year level Western First Nations Studies 2100 course worth 1.0 credit.

7. In addition to the courses listed in section 6, Western may also consider for transfer credit other courses constituting the First Nations Studies Major at Fanshawe. Western may request from Fanshawe a copy of the syllabi used in any or all of the courses constituting the First Nations Studies Major to ensure the courses cover sufficient content to be eligible for transfer credit at Western. No credit will be given for courses deemed by Western to be equivalent to courses below the first year or "1000" level at Western.
8. Students who wish to withdraw from the module/degree combination(s) listed in this agreement and who meet the progression requirements of another program at Western may be eligible to use the transfer credit granted toward a different degree at the discretion of the Dean of the appropriate Faculty.
9. Both Western and Fanshawe will designate a Program Representative at their respective campuses to facilitate coordination of this agreement. The Program Representatives will confer, on a regular basis, on the success of the program and other matters of mutual concern.
10. The Registrar's Office at each institution in consultation with the appropriate authorities in the respective programs will be responsible for the implementation of this Articulation Agreement.
11. This agreement is effective September 1, 2013 and will be in place for an initial period of three years. Thereafter, it may be extended with the agreement of both parties. Either party may terminate this agreement during the initial term, or an extension thereof, upon at least 12 months' written notice to the other party.

IN WITNESS WHEREOF the parties have executed this agreement by the hands of their duly authorized signing officers this _____ day of _____, 2013.

FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Dr. Howard Rundle
President
Fanshawe College of Applied Arts
and Technology

Dean,

Date

Date

THE UNIVERSITY OF WESTERN ONTARIO

Dr. John Doerksen
Vice-Provost (Academic Programs and
Students) [Registrar]

Dr. Brian Timney
Dean, Social Science

Date

Date

An Articulation Agreement

Between:

The University of Western Ontario
(Hereinafter called "Western")

And

Fanshawe College of Applied Arts and Technology
(Hereinafter called "Fanshawe")

WHEREAS Fanshawe and Western wish to facilitate the transfer of graduates from the two-year General Arts and Science Diploma – **University Preparatory Studies Major** at Fanshawe to the Faculty of Arts and Humanities and the Faculty of Social Science at Western;

AND WHEREAS the Parties wish to develop clearly defined pathways for the movement of students between Fanshawe and Western;

AND WHEREAS the purpose of this agreement is to enter into a formal articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT);

NOW THEREFORE in consideration of the mutual covenants and agreement hereinafter contained, the Parties covenant and agree each with the other as follows:

1. The Faculties of Arts and Humanities and Social Science at Western each agree to accept a maximum of 30 students each September provided that:
 - a. Applicants complete the General Arts and Science Certificate – University Preparatory Studies Major with a minimum of 10 courses and achieve a final minimum overall 3.5 GPA ("B+") with no grade less than "C"; or
 - b. Applicants complete the General Arts and Science Diploma – University Preparatory Studies Major. Applicants eligible for second-year admission at Western must achieve a final minimum overall 3.0 GPA ("B") with no grade less than "C".
2. Applicants completing either first year or second year of the General Arts and Science - University Preparatory Studies Major who meet the requirements set out in section 1(a) or (b) above will be admitted to:
 - a. first-year if they receive up to 2.5 transfer credits at Western for courses completed in the General Arts and Science - University Preparatory Studies Major;
 - b. second-year if they receive 3.0 or more transfer credits at Western for courses completed in the General Arts and Science - University Preparatory Studies Major.
3. The following courses shall be excluded in the calculation of the overall GPA: courses entitled "General Education", WRIT exams, qualifying courses, introductory language courses and personal skills courses. In addition, Western reserves the right to exclude additional courses in the GPA calculation upon notice to Fanshawe. Fanshawe will provide Western with a list of any new courses that may be added to the General Arts and Science - University Preparatory Studies Major course offerings each year during the term of this Agreement.
4. Courses used towards the University Preparatory Studies program that are upgraded after the completion of the diploma program will be considered as part of the GPA. Any course taken after completion of the University Preparatory Studies program and not used toward the program will not be calculated as part of the GPA.
5. All applicants who have completed the two year General Arts and Science Diploma - University Preparatory Studies Major will receive transfer credit provided that:
 - a) Applicants achieve a minimum grade of "C" in each course approved by Western for transfer credit as set out below; and

- b) The courses considered for transfer credit have been pre-approved by Western. The courses eligible for consideration for transfer credit are 7000 level courses in English, First Nations Studies, Sociology, Philosophy, Psychology, Women's Studies, and History of Western Art; and
6. No credit will be given for courses deemed by Western to be equivalent to courses below "1000" level or equivalent at Western.
 7. Fanshawe agrees to clearly indicate "General Arts and Science Diploma - University Preparatory Studies" on the transcript so that Western may identify potential applicants
 8. Both Western and Fanshawe will designate a Program Representative at their respective campuses to facilitate coordination of this agreement. The Program Representatives will confer, on a regular basis, on the success of the program and other matters of mutual concern.
 9. The Registrar's Office at each institution in consultation with the appropriate authorities in the respective programs will be responsible for the implementation of this Articulation Agreement.
 10. This Agreement is effective September 1, 2013 and will be in place for an initial period of three years. Thereafter, it may be extended with the agreement of both parties. Either party may terminate this agreement during the initial term, or an extension thereof, upon at least 12 months' written notice to the other party

IN WITNESS WHEREOF the parties have executed this agreement by the hands of their duly authorized signing officers this _____ day of _____, 2013.

FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Date

Date

THE UNIVERSITY OF WESTERN ONTARIO

Date

Date

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING
(SCUP)

Professorship in Vascular Surgery
Scott Beattie Professorship in Marketing – Name Change
Annual Report of the University Librarian
Draft Strategic Plan

FOR APPROVAL

1. **Professorship in Vascular Surgery**

Recommended: That the Professorship in Vascular Surgery be established with academic appointment in the Schulich School of Medicine & Dentistry.

See [Appendix 1](#).

FOR INFORMATION

2. **Scott Beattie Professorship in Marketing – Name Change**

The Beattie Professorship was approved in March 2013. The donor has requested that the name be changed to the Scott & Melissa Beattie Professorship in Marketing.

3. **Annual Report of the University Librarian**

See [Appendix 2](#).

4. **Draft Strategic Plan**

The Draft Strategic Plan ([Appendix 3](#)) is comprised of three documents:

- Draft Strategic Plan
- Updated Institutional Principles
- Consultation Summary

These documents were circulated in electronic format prior to the Senate meeting.

Professorship in Vascular Surgery

FOR APPROVAL

- Recommended:** That the Professorship in Vascular Surgery be established with academic appointment in the Schulich School of Medicine & Dentistry.
- Donor and Funding:** A total of almost \$570,000 (expendable) has been donated to support this Professorship. Mr. William H. Blair has pledged \$250,000 over 10 years beginning in 2011, Medtronic of Canada Ltd. has pledged \$250,000 over five years beginning in 2013, Dr. Rumi Faizer pledged \$15,000 over five years beginning in 2012 and approximately \$4,535 has been donated through memorial gifts in honour of Dr. William Jamieson. A chart demonstrating how funds will be received is included.
- Funds provided will support the salary and benefits of the holder of the Professorship in Vascular Surgery for an initial appointment of three years with the option to renew for an additional three years at the conclusion of the appointment or appoint a new Professor in Vascular Surgery for a period of three years. Funds will be allocated to the holder of the Professorship on a flexible basis ranging from \$60,000 to \$85,000 per year. The Professorship will conclude when all available funds have been utilized.
- Effective Date:** July 1, 2013
- Purpose:** The creation of the Professorship in Vascular Surgery will enable Western to recruit and/or retain a leading vascular surgeon to oversee research and educational activities. Western is committed to shaping the future of health care, wellness and medical discovery by developing and mentoring Canada's next generation of surgeons, providing them with a solid knowledge base in surgical care, technical excellence and critical appraisal skills while fostering a culture of lifelong learning and compassionate care.
- The administration of the spending of resources will be the responsibility of the Chair of the Division of Vascular Surgery and the Dean of the Schulich School of Medicine & Dentistry.
- Criteria:** Appointments to the Professorship will be conducted in accordance with the relevant policies and procedures of the University and will be for an initial three-year term, after which the Professorship in Vascular Surgery with the option of renewal or a new appointment.
- Reporting:** The Professorship in Vascular Surgery, through the University, will report annually to the donors regarding his/her activities and the impact of their donation.

Chart showing receipt of gifts to the Professorship in Vascular Surgery over time:

Funds Donated	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Blair	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Medtronic			\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$0	\$0	\$0
Faizer		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$0	\$0		\$0
Memorial Gifts		\$4,535	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total funds available	\$25,000	\$57,535	\$135,535	\$213,535	\$291,535	\$369,535	\$444,535	\$469,535	\$494,535	\$519,535

WESTERN LIBRARIES ANNUAL REPORT to SENATE 2012-2013

**Presented by
Joyce C. Garnett - University Librarian**

June 2013

CONTEXT

Western Libraries provides a unique, pan-university perspective, working with students, faculty and staff across all disciplines and programs to provide resources, access and services for their research, teaching and learning needs, as well as to support the administrative needs of the University.

Western Libraries continues on the journey to create a 21st century research library with its heightened focus on the virtual and a reduction of emphasis on the physical, complemented by new models for resources, access and services. Western Libraries is well on the way to that preferred future: leveraging digital collections, rethinking the scholarly publishing model, repurposing library space and redeploying library staff.

Western Libraries' renewed Strategic Plan reinforces the University's Strategic Plan and its 2010 update, and serves as the guiding document for the Libraries' priorities and directions. The key direction for Western Libraries, as envisioned in its Strategic Plan, is to 'implement strategies to achieve integration as a key partner in the academic enterprise', aligned with Western's four strategic pillars: providing the best student experience, expanding and enhancing graduate programs, building the research intensive university, and raising Western's international profile.

This annual report presents a highly selective list of achievements for Western Libraries during 2012-13 and priorities for 2013-14, organized to reflect the four pillars of Western's strategic plan.

LOOKING BACK - HIGHLIGHTS OF 2012-13

Providing the Best Student Experience

Physical Library Spaces and Services: Library space is highly valued by undergraduate and graduate students, with increasing enrollment creating student study space pressures. Repurposing library space to create more individual and group study spaces, as well as collaborative learning areas, has been a recent priority for Western Libraries. We have moved more low-use print material to storage, where it can be retrieved on demand.

Western Libraries consulted undergraduate and graduate students concerning library space needs, with results that will inform our plans to develop collaborative learning spaces, and provide more group and individual study spaces in the future. During our consultations, students recognized the challenges that increasing enrollment are placing on our library spaces, and approached our discussions from a community needs-based, practical and budget-conscious perspective. Along with more individual study spaces, our undergraduate and graduate students are requesting open, flexible library workspace clusters that support collaboration, discussion and group work to meet their changing learning needs.

Plans for refurbishing space in the Taylor Library, from which 200,000 print serial volumes on the lower floors have now been removed, were developed through extensive consultations with undergraduate and graduate students. Approximately 3,800 ft² of space on two floors that was formerly occupied by shelving can now be converted to more than 100 individual study spaces and extensive collaborative learning spaces.

In the C.B. "Bud" Johnston (Business) Library, preparations for the move to the new location in the second phase of the Ivey Building are now completed. The new library space is designed primarily for study and learning, and will house limited print collections, with over 60% of the original collection (some 50,000 volumes) having been transferred to storage.

The first phase of the renovations in the Law Building resulted in the reconfiguration of staff office area and the reduction of the amount of space occupied by print collections. In anticipation of further renovations to provide more space for the Faculty of Law's growing needs, more print collections were transferred to storage and digital collections enhanced.

Preparations to relocate the Map and Data Centre from its current location in the Social Science Centre to the Weldon Library have continued. Creating the Map and Data Centre in the Weldon Library during summer 2013 will make more effective use of staff and enhance service delivery across campus. The new Centre will provide space for consultation and service delivery, with special emphasis on enhanced geographical information systems service across the University. A redesigned multi-purpose instruction room and upgraded group study spaces are also planned for the area, increasing user spaces by approximately 5,000 ft².

Western Libraries participated in the redesign of the Music Library as part of the space renewal process in the Faculty of Music; we are now waiting for the phased-in construction and partial renovations to start. As current plans indicate that the library will be reconstructed beginning in June 2015, we look forward to the new library being completed and able to respond adequately to the needs of the Faculty by providing appropriate services and modern spaces for research and learning, including multipurpose study and consultation areas, particularly those required for effective use of music-specific print and audio resources.

Public computing and printing facilities in the Libraries continued to be in high demand by students. In collaboration with ITS, 30 computers with specialty software were installed in the Taylor Library this past summer. Western Libraries also collaborated with ITS in developing best printing solutions for the eight physical library service locations and the GenLabs managed by ITS. Preliminary talks have begun with Information Technology Services about the Libraries' collaboration in implementing a Virtual Desktop (VDT) model in the future.

Radio Frequency Identification (RFID) technology increases self-service functionality and reduces staff intervention. As a pilot, we implemented RFID technology for the remaining print holdings of the Johnston (Business) Library in anticipation of the move to the new Ivey building. The service model in the new library assumes that users will rely increasingly on self-service options, while staff will focus on providing highly specialized research and consultation services in person and via chat. We continue exploring other options to implement RFID technology strategically, in discrete high use collections across Western Libraries, which will enable us to redeploy staff to provide more value-added services.

Virtual Library Spaces and Services: The digital library - access, resources and services - continued to grow. Western Libraries' website is a key service point providing access to information resources and associated services, with more than 3 million visits annually. Mobile computing is ubiquitous as more and more students use handheld devices to work and access information. Western Libraries enhanced and redesigned its mobile website in August 2012. Users were surveyed to identify which features should be made available through the redesigned mobile interface. Currently, the mobile site facilitates access to the mobile versions of the most important search tools and most popular features of the website (library hours, study room bookings, help and chat features). As a result of implementing the changes, in October 2012 visits to the mobile site had increased four-fold compared to October 2011. Summon, the web-scale

discovery tool implemented last year, offers Google-like access to 1 billion external digital scholarly resources, complementing the 13 million local holdings available from the library catalogue. Summon is credited with improved satisfaction levels among faculty, graduate students and undergraduates as evidenced in the March 2013 LibQUAL survey.

Reference service through online chat has been provided at Western Libraries to a limited extent for some years now. To respond to growing needs for extended hours of coverage and better availability, Western Libraries joined the Ontario Council of University Libraries (OCUL)'s "Ask a Librarian" cooperative online chat service in September 2012. Some forty Western Libraries' staff members from five different libraries and departments take part in service delivery, which is collaboratively provided with eight other OCUL libraries. Participation in the joint venture has enabled us, with our current staffing, to enhance the availability of chat service from 30 to 67 hours per week, including weekends and evenings coverage, and to support an increase of 400% in the number of chat reference sessions between 2011 and 2012. More than 2000 questions were received from the Western community between September 2012 and April 2013. Feedback for the service indicates high satisfaction with 92% of respondents rating the service excellent or good.

In order to better support Western's e-learning initiatives, Western Libraries established an e-learning working group to assess the needs of the university community vis-à-vis the evolving e-learning environment, and provide a framework for the Libraries' growing support to these initiatives. The recommendations of this group will enable Western Libraries to redefine and focus our services as needs evolve. We anticipate that further development of online point-of-need library instructional and help services and resources will be required.

Expanding and Enhancing Graduate Programs

Electronic Theses and Dissertations: Western Libraries collaborated with the School of Graduate and Postdoctoral Studies to publish and preserve electronic theses and dissertations (ETDs) hosted on the Libraries' repository *Scholarship@Western*. The number of "born digital" theses has grown considerably. Beginning with Ph.D dissertations in 2010 and adding master's theses in Fall 2012, there were over 1000 ETDs in the repository as of mid-November 2012. Overall, these ETDs have been downloaded over 100,000 times, and were viewed from 154 countries. Online access enhances awareness and use as evidenced by the following statistics. Between October 2010 and October 2011, 116 physical Ph.D dissertations circulated a total of 35 times, for an average of 0.3 circulations per dissertation. In contrast, between October 2011 and October 2012, 258 electronic dissertations were circulated (downloaded) 50,230 times, for an average of 194.7 circulations per item. In the future, Western Libraries plans to load 10,000 older, digitized theses into the repository, further exposing Western's research to the world. Western Libraries was recognized, along with Western's School of Graduate and Postdoctoral Studies, by the Ontario University Registrars' Association for the collaborative Electronic Thesis and Dissertations Project.

Additional library developments of significance to graduate students are described in the section 'providing the best student experience' (relevant to their student role) and in the section 'building the research intensive university' (relevant to their researcher role)

Building the Research Intensive University

Print and Digital Collections: Western Libraries has a growing collection of 'born digital' objects - books, journals, conference proceedings, government publications - many of which are acquired through collaborative initiatives. In 2002 Western Libraries adopted a policy of preferential acquisition of electronic information resources - where available - over print. Since then, a transformation has taken place; today, 80% of journal subscription costs are for electronic titles. Electronic books are also increasingly purchased; currently the library catalogue contained links to 1.2 million e-books, including both retrospective and current imprints, representing one-third of all monographs in Western Libraries' collections. A recent acquisition was the full catalogue of current and retrospective works from all Canadian university presses. Patron-driven acquisition (PDA) has also proven a successful strategy for

building e-book collections, especially in interdisciplinary and popular subject areas. PDA is a just-in-time approach to building collections, whereby e-books are added to Western's library collections as a result of use by faculty, student or staff from a pool of university-level publications. Reliance on user-driven purchasing will increase, although it will not replace all traditional acquisition practices in the near future. Collaboration with Western's Bookstore to test and further develop print-on-demand services for selected resources continued. Digital audio and video streaming products are now available for users in several disciplines.

Western Libraries continued to benefit from two important collaborative initiatives, the Canadian Research Knowledge Network (CRKN) and OCUL, both of which provide large scale licensing negotiations and significantly reduced pricing through consortial purchases. Although our commitment to CRKN represents only part of our consortial acquisitions, as an indication of the benefits in the form of cost avoidance, the most recent data provided by CRKN indicates that Western realized savings (cost avoidance) of \$10.6 million for the 41 licensed collections (each with multiple titles) subscribed to through CRKN, compared to what would have been the cost had Western Libraries not been a member of CRKN. Given the magnitude of the potential additional cost, in reality Western would not have been able to secure access to all these collections, thus depriving our researchers of many valuable resources. In addition, as most consortial purchases include a clause permitting local loading on Scholars Portal, access to the content is guaranteed into the future.

Western Libraries continued to acquire unique print and primary resources to support teaching and research. While some items are purchased, most are acquired as gifts-in-kind. Examples of some of the significant and diverse acquisitions received in 2012-13 include: the sixth accrual to the Dr. James and Dr. Margaret Whitby Music Collection, mainly string chamber ensembles from the late-18th to mid-19th centuries; an autographed first edition of Tennyson's *Gareth and Lynette*, 1872; four accruals to the Dr. Eddy Smet Collection of Comic Books; the Dr. Henry Barnett fonds, personal and research papers of this internationally renowned stroke researcher; an accrual to the Joan Barfoot fonds; the Dr. Mary J. Wright fonds, records documenting her tenure as chair of Psychology as well as her teaching career and over 60 years of research and writing; and, two medieval manuscript fragments (1300, 1441) and a complete Book of Hours (ca 1500) purchased to support the new minor in medieval studies in the Faculty of Arts and Humanities. The new program was launched in the reading room of Western Archives with a reception and extended display of manuscript materials, with a new acquisition, an illuminated manuscript, *Canon Grandel's Prayer Book*, being the star of the event.

Western Libraries has digitized some of its valuable and unique collections during recent years, creating 'born again digital' objects. We continue to receive requests to enhance the profile of special collections by making them more accessible, and digitization is one way to do so. Western Archives, working with the Internet Archive, and with the support of the University Students' Council, recently completed the digitization of *Occidentalism*, Western's yearbook, from the early 1920s to the 1980s. This collection offers a fascinating glimpse into the evolution of university life at Western, from academics to athletics. Funding is on hand to digitize major collections of significant historical interest, e.g., London Free Press photographic negatives, Canadian Tire and Labatt.

Support to Researchers: Research support remains a high priority, with acquiring scholarly resources, facilitating scholarly communication through *Scholarship@Western*, and providing specialized liaison and support as key approaches. Other forms of research support include one-on-one research consultation involving librarians or archivists and researchers, group presentations, participation in the delivery of graduate research methods and related courses, and instructional sessions to enhance information seeking and management skills for graduate students. An emerging area to be noted, one where the unique skills of librarians and archivists are in demand, is providing support for researchers engaged in digital scholarship, including digital humanities.

Western Libraries supported and participated in the University's scholarly activities by disseminating research and scholarly outputs through *Scholarship@Western*, an open access platform to preserve and showcase digital works of Western's scholars in what is known in the research library community as an

institutional repository; it makes Western researchers' intellectual output visible to the world and satisfies the open access mandate of several funding agencies. The publishing platform now hosts 18 open access online journals published by Western researchers, including a number of student journals, as well as a variety of conference proceedings, fourth year projects and e-books, and facilitates Western's electronic process for the submission, review and publication of electronic theses and dissertations. *Scholarship@Western* is an active environment with 9400 works in 768 disciplines, 622,216 full-text downloads to date, and 375,802 downloads in the past year. *Scholarship@Western* also facilitated Western's electronic process for the submission, review and publication of electronic theses and dissertations (ETDs) described above.

Raising Western's International Profile

Global Learning Spaces: In support of Western's internationalization program, Western Libraries launched a Global Learning Space fundraising program to support the rejuvenation of library spaces to meet the expressed needs of our students, as identified through a comprehensive consultation process. Funds raised will be used to upgrade existing infrastructure and provide a mix of quiet and interactive, individual and group spaces for study and learning, equipped with appropriate educational technologies. The intent is engage members of the diverse communities represented on campus and in the London area to support the work of Western Libraries. The financial contributions of these communities will be recognized by creating internationally themed common spaces within our various physical libraries that will showcase the rich cultural heritage of the corresponding region through art, artifacts and multimedia displays, with the initial focus on Asian-themed space in the Taylor Library. By providing a canvas for our diverse student population to celebrate their heritage in common areas of the library, all students will have a unique opportunity for conversations and learning about the world beyond our borders, on their journey to becoming future global leaders.

Enabling Strategies

Community Outreach: Partnerships with the School of Graduate and Postdoctoral Studies, Student Career Centre, Communications and Public Affairs, Student Development Centre, Learning Skills Services, the International and Exchange Student Centre and the Teaching Support Centre continue to be central to the provision of existing services and/or development of new ones for groups such as graduate students and international students and researchers. In the healthcare environment, partnership in the Western Ontario Health Knowledge Network (WOHKN) is instrumental in providing library services to clinical training sites. During 2012-13, Western Libraries also partnered with the Faculty of Arts and Humanities to support the new School for Advanced Studies in the Arts and Humanities (SASAH). SASAH, to be housed in the Weldon Library, held its official launch on 29 November. Librarians from Weldon Library will work collaboratively with faculty to develop and deliver innovative curriculum, provide one-on-one support to student researchers, and serve on SASAH's steering committee.

Western Libraries established a University Librarian's Advisory Council, composed of community leaders who provide advice, impart business/industry knowledge, and share opportunities to reach decision makers and potential funders to support Western Libraries. Advisory Council members currently include representatives from the financial, legal, technology and consulting fields.

A quarterly series, *Breakfast with Joyce (BWJ)*, hosted by the University Librarian, provides a venue for informal consultation. Twelve invitees, including current and retired Western staff and faculty, as well as general community members, come together over brunch for a roundtable and free-ranging exploration of the future of academic libraries. The latest BWJ in May 2013 featured the future of the Music Library.

Be Extraordinary Campaign: Western Libraries' campaign priorities were re-visited and re-scoped in keeping with Western's expanded Campaign goal of \$750 million, of which the Libraries' portion is \$25 million. The four pillars of the campaign priorities remain the same: Scholars Space, Digital Zone, Collections Culture, and Creating the Future Fund. However, specific projects and recognition

opportunities have been detailed, including chairs for scholarly research in librarianship or archival practice; named positions; and joint ventures with one or more Faculties. Endowed and expendable gifts will support development of the digital library, repurposing library spaces, redeployment of staff, and creation of a culture of scholarship within the Libraries and the Archives. In terms of specific initiatives, the Digital Bookplate program continued to enjoy growth and success, with a new "Corporate Recognition" component about to be launched.

Staff Development: Western Libraries has been addressing workplace climate issues that were identified by the Report from the Joint Committee on Workplace Climate (JCWC) released in late May 2012. Work undertaken over two years until June 2014 will focus on improving the underlying culture within Western Libraries. The associated process will be collaborative, inclusive and consultative, and the anticipated results are expected to benefit all staff. In addition to the intensive efforts devoted to workplace climate during 2012-13, pre-existing staff communication and consultation modes continued. Western Libraries' staff development efforts focused on developing the essential skills required in today's academic library environment. These ranged from technical and customer skills training for all front line staff to project management instruction for key individuals. We currently support staff attendance at conferences and workshops by providing release time and full or partial funding. A series of all-staff sessions are held throughout the year, providing a forum for various topics of interest. For example, the August 2012 session focused on new directions and services planned by Western Libraries in support of the Strategic Plan. Presentations on e-learning, data management and GIS were well-attended and appreciated by staff.

Assessment: Western Libraries has devoted efforts to developing a culture of assessment, with evaluation of outcomes and impact factored into our planning and operations. Staff have built an extremely strong culture of service in Western Libraries and this has been frequently recognized through internal (survey of graduating students) and external (LibQUAL, Globe & Mail, Maclean's) surveys. Western Libraries once again was highly rated in the 2012 Graduating Students survey and scored A- in the fall 2012 Globe & Mail University Report (tied with Alberta and Toronto), but no longer in 1st place, that achievement going to McGill. This is a decline from the early years of the survey when Western 'owned' 1st place. The LibQUAL survey was conducted during March 2013 in concert with other CARL libraries. Preliminary analysis of results indicate that the follow-up actions in response to the previous LibQUAL survey in 2010 have apparently been successful, in that all categories of library users – faculty, graduate students and undergraduates – indicated increased satisfaction with library resources, access and services.

LOOKING FORWARD – PRIORITIES FOR 2013-14

Leadership Changes

Joyce Garnett will end her tenure as University Librarian at the end of June 2013 after 15 years in the role.

Robin Keirstead will serve as Acting University Librarian effective 1 July 2013. Robin assumed his current position as Western University's first University Archivist in 2001. In addition to his administrative responsibilities with Western Libraries, he served a five year term as University Commissioner for Access to Information and Privacy Protection and chaired the Council of Ontario Universities' Task Force on Privacy Issues for three years.

Opportunities

Western Libraries' submission to the strategic plan review identified opportunities for enhanced contributions by the Libraries to Western's overarching academic mission – the creation and dissemination of knowledge. Selective examples are:

Western Libraries is the de facto 'Third Place' on campus, defined as the place other than home or work where people gather and feel a sense of community which leads to collaborative learning and research. This should be nurtured and developed further in both the physical and virtual environments. (The Third Place is a term created by sociologist, Ray Oldenburg, in his 1989 book *A Great Good Place*.)

Western Libraries could provide lifelong learning opportunities for Western's 280,000 alumni through access to selected digital information resources. Providing this access for our alumni would increase alumni engagement and foster warmer feelings about the University, leading to stronger volunteer and donor participation. The access would also be of great value to graduates of our professional programs to support their requirements for lifelong learning in their respective fields.

Librarians and archivists at Western are academic staff with the responsibility to engage in scholarly work and to disseminate peer-reviewed results. Librarians and archivists can contribute to the creation and dissemination of knowledge in librarianship and archival practice as individual researchers and as integrated members of selected research teams.

Librarians can engage with researchers about research data management to ensure effective preservation, management and dissemination of research data for future exploration.

Librarians can support initiatives related to research productivity and research metrics at all levels within the University, including pan-University, Faculty, Department and individual assessments.

In concert with campus partners, librarians can develop educational programming to ensure an understanding of rights related to scholarly communication and intellectual property, and to ensure student understanding of academic integrity expectations and behaviour.

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

The COU Academic Colleagues met in Toronto May 23- 24, 2013. There was no meeting of the full Council.

Provincial Budget: There seem to have been no real surprises in the budget released on May 2nd. The “new jobs strategy” had been signalled in advance, and it seems clear that universities will play a role of some sort in that strategy—although there is not much information available and it is not yet clear exactly how our sector will be affected.

Strategic Mandate Agreements: These documents, originally submitted under a tight deadline with no clear rules of the game, will likely be treated as bilateral agreements (between each university and the provincial government) and continue to be tied to the government’s differentiation policy. So they are not going away. Minister Duguid’s style is, however, markedly different from that of his predecessor. Here as elsewhere we are less likely to hear the language of “transformation” and more likely to see a few targeted changes. Duguid is also expected to rely more heavily on the expertise of Ministry staff.

2013-14 Graduate Enrolment Allocation: On May 23, the provincial government released a document that describes how new graduate spaces will be allocated. There will be no new spaces for universities that are far below their targets. Those that are near their targets will share 200 new spaces (150 Master’s level, 50 PhD level). Universities that have exceeded their targets will get one more year’s funding for those extra students. Western falls into the second category; we came within 5% of hitting our overall target. So it looks as if we’ll pick up something on the order of 28 new MA spaces and 12 new PhD spaces.

Tuition: It seems likely that the government will at least consider deferral of full tuition payment until after OSAP is in.

Ontario Universities Online: This project is moving ahead. The plan is that BIUs would be proportionally divided by universities. So if a student were taking four courses at the home university and one elsewhere, the home university would get .8 BIU and the other would get .2 BIU. (This project must not be confused with the idea of a stand-alone online university. This is a collaborative project among existing universities.)

Teaching Activities and Community Involvement: If your unit has good news stories about community involvement or innovative teaching, don’t forget to send them to Helen Connell (AVP Communication): hconnell@uwo.ca. If your stories make it on to Western’s website, they may get picked up by COU.

COU Update: A new COU Update is available from Nancy Martinelli upon request. This one is dated May 15, 2013. Please bear in mind that the COU Update is not a public document and is made available for the sole purpose of assisting you in your work as Senators.

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

ANNOUNCEMENTS AND COMMUNICATIONS

Announcements

FOR INFORMATION

Announcements

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
JB Orange	CSD	Health Sciences	School Director	July 1-2013	June 30-16

COMMUNICATIONS

Reports on Promotion and/or Tenure – 2012-13

See [Appendix 1](#).



TO: Faculty Relations

FROM: Equity & Human Rights Services

DATE: May 13, 2013

SUBJECT: *Reports on Promotion and/or Tenure – 2012-2013*

Please find attached charts summarizing the information requested on the designated group status of those individuals considered for Promotion and/or Tenure under the Collective Agreements for 2012/2013.

As in previous years, the data is provided with the following notes:

- The information related to the designated groups – with the exception of gender – was provided by Equity & Human Rights Services (EHRS).
- The information provided by EHRS is in aggregate form only and was drawn from the Employment Equity database.
- All information in the database is obtained through self-identification surveys sent to employees; therefore, information is only available for those individuals who have completed surveys.
- Where the information is unknown, it is considered to be a “no” response (i.e. not a member of designated group).
- For reasons of confidentiality, information is suppressed in cases where there are fewer than 5 individuals in the group considered for Promotion and/or Tenure and/or where deemed necessary by EHRS.

(as required under Clause 21 in the Article *Promotion and Tenure*)

Male	42							
Female	27							
Aboriginal	0							
Visible Minority	9							
Person with Disability	2							

	Process initiated by Dean in the last year - Clause 15.1	Process initiated by Dean in any year before the last year - Clause 15.3	Process initiated by Member by March 1 of 3rd year for consideration in the 4th year - Clause 15.4	Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3	
Male	20	2	1	23	0	22	1	
Female	16	4	2	22	0	22	0	
Aboriginal	0	0	s	0	0	0	0	
Visible Minority	5	0	s	5	0	5	0	
Person with Disability	1	0	s	1	0	1	0	

	Process initiated by the Dean in the last year of the appointment - Clause 15.2	Process initiated by Dean in any year before the last year - Clause 15.3		Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3	
Male	1			s	s	s	s	
Female	0			s	s	s	s	
Aboriginal	s			s	s	s	s	
Visible Minority	s			s	s	s	s	
Person with Disability	s			s	s	s	s	

	Process initiated by Dean - Clause 15.5	Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 15.6		Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3	
Male	13	5		15	3	15	3	
Female	3	2		4	1	4	1	
Aboriginal	0	0		0	0	0	0	
Visible Minority	3	1		2	2	2	2	
Person with Disability	1	0		1	0	1	0	

	Process initiated by Dean - Clause 15.5.1	Process initiated by Member - Clause 15.4.2	Process initiated by Member - Clause 15.6.1	Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3	
Male								
Female								
Aboriginal								
Visible Minority								
Person with Disability								

69

The information related to the designated groups - with the exception of gender - was provided by Equity & Human Rights Services. This information was provided, in aggregate form only, from the Employment Equity Database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed and returned the surveys. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality data is suppressed (s) in cases where there were less than 5 individuals considered in a group.

2008-2013 REPORT ON PROMOTION AND CONTINUING APPOINTMENT CASES CONSIDERED UNDER THE LIBRARIANS AND ARCHIVISTS COLLECTIVE AGREEMENT

(as required under Clause 21 in the Article *Promotion and Continuing Appointment*)

Total cases considered Promotion or Continuing Appointment

Male	3							
Female	9							
Aboriginal	0							
Visible Minority	0							
Person with Disability	1							

Probationary Appointees considered for Promotion

	Process initiated by University Librarian or Dean in final six months of probationary period - Clause 8.1	Process initiated by the University Librarian or Dean - Clause 8.2	Process initiated by Member - Clause 8.3	Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 19	Positive Provost recommendation - Clause 23.3	Negative Provost recommendation - Clause 23.3	
Male	0			s	s	s	s	
Female	2			s	s	s	s	
Aboriginal	s			s	s	s	s	
Visible Minority	s			s	s	s	s	
Person with Disability	s			s	s	s	s	

Probationary Appointees considered for Continuing Appointment

	Process initiated by University Librarian or Dean in final six months of probationary period - <u>Clause 7.1 combined with Clause 7.3</u>	Process initiated by University Librarian or Dean at any time prior to final six months of probationary period - Clause 7.2		Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 19	Positive Provost recommendation - Clause 23.3	Negative Provost recommendation - Clause 23.3	
Male	3			3	0	3	0	
Female	7			7	0	7	0	
Aboriginal	0			0	0	0	0	
Visible Minority	0			0	0	0	0	
Person with Disability	1			1	0	1	0	

Total cases considered for Promotion and Continuing Appointment

12

The information related to the designated groups - with the exception of gender - was provided by Equity & Human Rights Services. This information was provided, in aggregate form only, from the Employment Equity Database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed and returned the surveys. Those who have not completed a survey and who were considered for tenure and/or continuing appointment are counted as not being members of a designated group. For reasons of confidentiality data is suppressed (s) in cases where there were less than 5 individuals considered in a group and/or where deemed necessary by EHRS.