

SENATE AGENDA

1:30 p.m., Friday, November 13, 2015
University Community Centre, Room 56

1. **Minutes of the Meeting of October 16, 2015**
2. Business Arising from the Minutes
3. Report of the Acting President (J. Deakin)
4. Reports of Committees:
 - Operations/Agenda - **EXHIBIT I** (P. Bishop)
 - Nominating – **EXHIBIT II** (S. Rodger)
 - Academic Policy and Awards - **EXHIBIT III** (S. Macfie)
 - University Planning - **EXHIBIT IV** (B. Younker)
5. Report of the Academic Colleague – **EXHIBIT V** (E. Chamberlain)
6. Enquiries and New Business
7. 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.

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR INFORMATION

Senate Membership: Undergraduate Student, Social Science and FIMS Constituency
Thirty-Minute Discussion and Enquiry Period - Update

NOMINATING COMMITTEE

FOR ACTION

Senate ad hoc Committee on Renewal

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Education: Revisions to the Admission Requirements, Progression Requirements and Description of the Teacher Education Programs in the Bachelor of Education (B.Ed) Program
Faculty of Science: Introduction of the Science Internship Program (SIP)
King's University College, School of Social Work: Revision of Admission Requirements for the Honors Specialization in Social Work
Policy Revision: Revision to the "Dean's Honor List and Graduation "With Distinction"" Policy
Undergraduate Sessional Dates

FOR INFORMATION

SUPR-G Report - Cyclical Reviews: Collaborative Graduate Program in Environment and Sustainability and Foods and Nutrition (Brescia University College)
New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR INFORMATION

Budget Planning Guidelines

REPORT OF THE ACADEMIC COLLEAGUE

FOR INFORMATION

MINUTES OF THE MEETING OF SENATE

October 16, 2015

The meeting was held at 1:30 p.m. in Room 56, University Community Centre.

SENATORS: 76

E. Addison	A. Hrymak	G. Parraga
R. Anderson	T. Hunt	A. Rice-Hoyt
N. Bhatia	J. Knowles	S. Rodger
I. Birrell	G. Kopp	S. Roland
J. Capone	A. Kothari	L. Rosen
T. Carmichael	G. Kulczycki	M. Salvadori
A. Chakma	R. Kurji	V. Schwean
B. Cheadle	D. Laird	I. Scott
M. Cheesman	B. Leipert	K. Siddiqui
K. Clark	G. Lucas	Z. Sinel
K. Cole	S. Macfie	C. Sprengler
R. Collins	C. Manjunath	V. Staroverov
M. Crossan	S. McClatchie	C. Steeves
J. Cuciurean	M. McDayter	L. Sunseri
K. Danylchuk	M. McGlynn	M. Strong
J. Deakin	L. McKivor	A. Sussman
C. Dean	T. McMurrough	S. Taylor
G. Dekaban	K. Mequanint	M. Thomson
I. Diaz	R. Mercer	G. Tigert
G. Dresser	M. Milde	J. Toswell
N. Dyer-Witthford	J. Millaire	Z. Turner
J. Eberhard	J. Mitchell	M. Wilson
J. Faflak	K. Moser	N. Wolfe
C. Farber	V. Nielsen	B. Younker
A. Grzyb	V. Nolte	
B. Hovius	K. Olson	

Observers: K. Campbell, E. Chamberlain, J. Doerksen, L. Gribbon, S. Helpard, T. Hinan, K. Hoffmann, J. Luker, A. Weedon

S.15-173 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of September 18, 2015 were approved as circulated.

S.15-174 **REPORT OF THE PRESIDENT**

The President reported on the tragic death of a student on campus as the result of a traffic accident. G. Kulczycki noted that once the police investigation was complete, a review of road safety matters would be conducted. The President also reported on his Priorities for 2015-16 and provided an update on the funding formula review. Overhead slides used to highlight the update on the funding formula review are attached as [Appendix 1](#).

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit I]

S.15-175

Notice of Motion: Thirty-Minute Discussion Period

The following notice of motion was presented at the September meeting by Senator Dyer-Witheford:

Under the Adopted Policies and Procedures of Senate, that Western's Senate institute a 30-minute open question/discussion period after the committee reports but before the report of the academic colleague and other business. This will serve as opportunity to bring to the attention of Senate issues that are of concern to our constituencies.

Senator Dyer-Witheford spoke in support of his motion, stating that the goal is to improve the flow of information and vitality of Senate. He noted that the current Enquiry Period does not meet the intent of his motion as it specifically prohibits debate and is focussed on questions for information only. The rationale for placing this session at the end of the meeting allows Senate to complete committee business. He acknowledged that there may be a period of experimentation before settling down to an established protocol. In answer to a question, he confirmed that he was seeking opportunities to discuss matters that would fall within Senate's mandate.

The Chair of the Operations/Agenda Committee suggested that the rules governing the current enquiry period could be revised to meet the intent of the proposal.

It was moved by N. Dyer-Witheford, seconded by K. Olson,

That the motion be amended as follows:

That Senate approve in principle that:

Under the Adopted Policies and Procedures of Senate, that Western's Senate institute a 30-minute open question/discussion period after the committee reports but before the report of the academic colleague and other business. This will serve as opportunity to bring to the attention of Senate issues that are of concern to our constituencies; and

That the matter be referred back to the Operations/Agenda Committee to consider the revisions needed to the rules governing the Enquiry Period.

The vote was taken on the amendment and carried. The motion as amended was CARRIED.

S.15-176

Notice of Motion: Creation of Pro-Chancellor Positions

The following notice of motion was presented at the September meeting by Senator Toswell:

That Western, following due procedures as established by Senate, approve in principle the appointment of four pro-chancellors with staggered terms to serve as Chancellor when the Chancellor is unavailable for convocation.

Recognizing that the proposal would be complicated to put into practice, Senator Toswell accepted the suggestion that Senate approve the motion in principle and refer it back to the Operations/Agenda Committee for further consultation with legal counsel, the Convocation Board and the Convocation Planning Committee.

It was moved by J. Toswell, seconded by M. McDayter,

That Senate approve the motion in principle and refer it back to the Operations/Agenda Committee for further consultation with legal counsel, the Convocation Board and the Convocation Planning Committee.

CARRIED

S.15-177 **2014-2015 Annual Report of the Senate Review Board Academic**

Senate received for information the 2014-15 Annual Report of the Senate Review Board Academic detailed in Exhibit I, Appendix 3.

S.15-178 **Candidates for Degrees and Diplomas – Autumn Convocation 2015**

On behalf of the Senate, the Provost approved the list of Candidates for Degrees and Diplomas upon the recommendation of the Registrar [S.96-124]. The list of Candidates approved by the Provost is appended to the official minutes of the October 16, 2015 Senate meeting.

REPORT OF THE NOMINATING COMMITTEE [Exhibit II]

S.15-179 **Senate Committee on Academic Policy and Awards (SCAPA)**

R. Moll (AH) was elected to the Senate Committee on Academic Policy and Awards (SCAPA) for a term to December 31, 2015 to replace J. Emberley who is on leave.

S.15-180 **Ballot Vote Results - Senate ad hoc Committee on Renewal**

M. McDayter was elected by Senate to the Senate ad hoc Committee on Renewal to replace G. Kopp.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS [Exhibit III]

S.15-181 **Ivey School of Business: Revisions to the “Eligibility for Honors Designations at the Ivey Graduate Programs” Policy**

It was moved by S. Macfie, seconded by V. Nolte,

That effective October 1, 2015 the “Eligibility for Honors Designations at the Ivey Graduate Programs” Policy be revised as shown in Exhibit III, Appendix 1.

CARRIED

S.15-182 **Faculty of Engineering: Withdrawal of the Technological Entrepreneurship Certificate (TEC)**

It was moved by S. Macfie, seconded by K. Mequanint,

That effective September 1, 2015 the Technological Entrepreneurship Certificate be discontinued, and that students enrolled in the program effective August 31, 2015 be permitted to complete the Certificate by August 31, 2018.

CARRIED

S.15-183 **School of Graduate and Post-Doctoral Studies: Discontinuation of the Graduate Diploma (GDip) in Community Music Leadership**

It was moved by S. Macfie, seconded by M. Milde,

That effective September 1, 2015 the Graduate Diploma (GDip) in Community Music Leadership be discontinued.

CARRIED

S.15-184 **Brescia University College, Management and Organizational Studies: Introduction of the Specialization in Consumer Behaviour (BMOS)**

It was moved by S. Macfie, seconded by J. Mitchell,

That the Specialization in Consumer Behaviour (BMOS) be introduced at Brescia University College effective September 1, 2016 as shown in Exhibit III, Appendix 2.

CARRIED

S.15-185 **Revision to the “Undergraduate Admission Scholarships” Policy**

It was moved by S. Macfie, seconded by M. Milde,

That effective October 1, 2015 the “Undergraduate Admission Scholarships” Policy be revised as shown in Exhibit III, Appendix 3.

CARRIED

S.15-186 **Revisions to the Athletic Financial Awards Policy**

It was moved by S. Macfie, seconded by V. Nolte,

That the Athletic Financial Awards policy be revised for the 2016-2017 academic year as shown in Exhibit III, item 6.

CARRIED

S.15-187 **SUPR-G Report: Cyclical Reviews of Visual Arts, Nursing, Public Administration, Sociology, and Social Work (King’s University College) Programs**

Senate was informed that the following cyclical reviews were approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Arts and Humanities	Visual Arts	March 31 – April 1, 2015	Good Quality
Health Sciences	Nursing	June 25 – 26, 2015	Good Quality
Social Science	Public Administration	March 9 – 10, 2015	Good Quality
Social Science	Sociology	March 30 – 31, 2015	Good Quality
King’s University College	Social Work	April 28 – 29, 2015	Good Quality

The detailed Final Assessment Reports for each of these reviews is found in Exhibit III, Appendix 4.

S.15-188 **SUPR-U Report: Cyclical Review of the King's University College Childhood and Social Institutions Program**

Senate was informed that the following cyclical review was approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
King's University College	Childhood and Social Institutions	March 18, 2015	Good Quality

The detailed Final Assessment Report of the review is found in Exhibit III, Appendix 5.

S.15-189 **New Scholarships and Awards**

SCAPA approved, on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in Exhibit III, Appendix 6 for recommendation to the Board of Governors through the Vice-Chancellor.

REPORT OF THE UNIVERSITY RESEARCH BOARD [Exhibit IV]

S.15-190 **Introduction of MAPP 7.15 – Post Approval Monitoring (PAM) Program Policy**

It was moved by J. Capone, seconded by M. Strong,

That Senate recommend to the Board of Governors approval of the new MAPP 7.15 – Post-Approval Monitoring (PAM) Policy as shown in Exhibit IV, Appendix 1.

CARRIED

S.15-191 **Revisions to MAPP 7.12 – Policy and Procedures for the Use of Animals in Research, Testing and Teaching**

It was moved by J. Capone, seconded by C. Dean,

That Senate approve and recommend to the Board of Governors, the revised Policy and Procedures on Use of Animals in Research, Testing and Teaching (MAPP 7.12) as set out in Exhibit IV, Appendix 2.

CARRIED

S.15-192 **Revisions to MAPP 7.10 – Policy and Procedures – Standardized Training in Animal Care and Use**

It was moved by J. Capone, seconded by D. Laird,

That Senate approve and recommend to the Board of Governors, changes to the policy and procedures on Standardized Training for Animal Care and Use (MAPP 7.10) as set out in Exhibit IV, Appendix 3.

CARRIED

S.15-193

Vice-President (Research) 2015 Annual Report

Dr. Capone presented his 2015 Annual Report using the slides contained in Exhibit IV, Appendix 4.

In answer to questions, Drs. Capone and Deakin noted the following:

- Citation scores should be looked at from an individual basis rather than an area basis; P&T committees need to focus on quality, not just numbers.
- There is nothing to show that the rebranding affected the citation scores. Soon after the rebranding was approved, the Department of Communications & Public Affairs made sure that all variations of Western's name were being captured by the rankings.
- The proposed second AVP position would, in principle, be held by an SSHRC-related researcher, but that would be up to the selection committee which would make the recommendation with respect to the best candidate. With respect to whether this was a good use of funds, it was clear that support and resources were needed across a range of areas.
- In terms of performance indicators, it is clearly easier to identify metrics in the STEM fields than in the social science/arts/humanities disciplines. One of the goals of the URB research task force is to determine appropriate metrics, and also to determine how these metrics are viewed by those who do the rankings.
- The slide that showed that each of the Cluster submissions had received a WRC was incorrect. Rather, the Faculties that led three of the unsuccessful Cluster proposals were asked to submit proposals for WRC's through the planning process, which they did, and three WRC's were awarded to areas outlined in three of the submissions. As further clarification, Dean Carmichael noted that a WRC was awarded to FIMS, a lead faculty in an unsuccessful proposal, but the WRC was in a different research area than that of the Cluster proposal.

The Vice-Chair of Senate took the chair during the remainder of the meeting.

ENQUIRIES AND NEW BUSINESS

S.15-194

Goudge Report

Senator M. Wilson, one of the Board of Governors' two representatives on Senate and Chair of the Board's Governance Review Task Force, responded to the questions that were provided in advance of the meeting with respect to the Goudge Report. The questions were presented to and responses were discussed with the Senior Operations Committee of the Board. Senator Wilson referred Senators to the statement, approved by the full Board, that was distributed with the Goudge Report which makes clear that the Board accepts the report and is committed to implementing the report. Before turning to the specific questions that had been asked, Senator Wilson made a statement in which he outlined the following:

- In 2009, the Board agreed to match the terms of the contract Dr. Chakma had at the University of Waterloo as Provost, which included the clause that permitted monetization of administrative leave. The terms of the 2009 contract were carried over when he was appointed to a second term. Chirag Shah was not on the Board in 2009 and was not chair in 2013 when the contract was renewed.
- As has always been the practice when dealing with presidential contract matters, in 2014 the Chair sought advice of an outside legal firm when asked to implement the administrative leave clause. That advice was that the clause was a standing provision in the contract and had been approved by the Board, so further approvals were not needed. Mr. Goudge disagreed and said in his report that the decision to monetize should have gone to the Senior Operations Committee. He also clearly stated that all those involved in the decision acted "entirely in good faith."

- There have been questions asked regarding the timing of the release of the report. This report is very significant and will guide future Boards in negotiating presidential contracts for years to come. It was important, therefore, that the Board take the time to fully understand the implications of the report before formulating a statement about its intentions to the university community.
- In April of this year, Dr. Chakma made a personal decision to repay the funds he received. He is doing so by not taking a salary this year.
- At the end of the report, Mr. Goudge said his work left him with the impression that the campus community was ready to move forward and "to make Western even stronger than it has been." It's the desire of Western's Board of Governors to work in partnership with Senate to help accomplish that goal.

Senator Wilson responded to the following questions:

Senator K. Clark: What kinds of mechanisms will be put in place for consultation, and what members of "the university community" would be consulted? Will this consultation extend beyond senior administrative faculty and staff?

Response:

While the report specifies that it should be the role of the university secretary to identify people who should be consulted, the secretary would be looking to the Board of Governors -- which has representatives elected by faculty, staff and students -- on how best this can be accomplished. Dr. Chakma is only in the second year of his five-year term, which means there is time for the Board to give this matter careful consideration.

Senator K. Olson: 1) Who will be determining "the purpose of administrative leaves," and 2) why does the provision for Presidential administrative leave differ from established provision for these elsewhere on campus?

Response:

- 1) Mr. Goudge's report notes that while 15 of the 16 Ontario universities he reviewed had a form of a presidential administrative leave, very few universities delineate the purpose of a presidential leave. It will be the responsibility of a future Board of Governors to determine whether to continue the tradition of providing an administrative leave as part of the negotiations with Western's future Presidents -- and to set out the purpose of any leave.
- 2) While Mr. Goudge found that the presidential leave after a five-year term was in keeping with other Ontario universities, that does not mean the Western cannot look at alternatives. It is important to remember, however, that the leaves are part of negotiations Western undertakes to attract top leadership. In President's Chakma's case, the negotiation included matching the existing contract he had with Waterloo.

Ms. K. Hoffmann: 1) How does the Board of Governors intend to take responsibility for this violation of proper procedure, which has so dramatically affected the entire university and its reputation? 2) Have there been any other contract amendments or special deals that the Senior Operations Committee doesn't know about?

Response:

- 1) Before the Board Chair approved the request to monetize Dr. Chakma's leave, he sought advice from a highly respected legal firm with expertise in executive compensation in general, and compensation at Western in particular. The advice he received was that that Dr. Chakma's contract contained a provision to monetize his leave, therefore, there was no perceived need to take Dr. Chakma's request to the Senior Operations Committee for further approval. Mr. Goudge, a respected former jurist, disagreed with that advice, saying the matter should have gone to the Senior Operations Committee. The Board has accepted that finding, and has said categorically that it will implement the recommendations in Mr. Goudge's report to improve its procedures going forward. The

Board has also initiated a review of its procedures and processes and its relationship with the larger campus community.

Mr. Goudge also says clearly in his report that all the parties involved acted entirely in good faith.

- 2) To reiterate, there was no "special deal" – there was a decision taken to activate a provision in an existing contract. The Board appreciates the way in which Mr. Goudge sets forth the facts with respect to the original contract in 2009 and the renewal of that contract. There is no other information that has not been made available.

Senator V. Nolte: 1) Can the Senate expect an explanation from the Board of Governors regarding the revelations that the Chair of the Board negotiated amendments to the President's contract by himself in contradiction to Board Policy and 2) What were the reasons to accept contract clauses that are not common to comparable contracts?

Response:

- 1) The Hon. Stephen Goudge's report clearly sets out the facts. Before the Board Chair approved the request to monetize Dr. Chakma's leave, he quite properly sought advice from a highly respected legal firm with expertise in executive compensation – the same firm that has provided legal support for this and other presidential contracts at Western.

The advice he received was that that Dr. Chakma's original contract contained a provision to monetize his leave, therefore there was no need to take Dr. Chakma's request to the Senior Operations Committee for approval. Mr. Goudge disagreed, saying the matter should have gone to Senior Operations.

Mr. Goudge also says clearly in his report that all the parties involved acted entirely in good faith. The Board and the current chair also agree with Mr. Goudge's advice that, in future, Western's internal legal counsel also be consulted because of their expertise in Western's governance. This would be on top of any external legal counsel requested by the Chair, the Senior Operations Committee or the Board.

- 2) In recruiting Dr. Chakma in 2009, as part of the contract negotiations Western agreed to match what he had as Waterloo's Provost, including a leave and the option to monetize the leave. The Board at that time approved the terms of the agreement reached with Dr. Chakma.

Senator N. Dyer-Witheford. Why was "external counsel" hired to advise on the presentation of the President's amended contract to Senior Ops; who was the "external counsel"; who hired and paid for this counsel; in whose interests was this counsel acting; why was University counsel not consulted instead; and, above all, why did the Chair of the Board and the President not take the obvious, elementary, 'better safe than sorry' route of simply presenting the amendment to Senior Ops, the committee with oversight in regard to the President's contract?

Response:

It has always been the practice at Western to use external counsel with respect to executive compensation matters and presidential contracts. It avoids potential conflict of interest with internal legal counsel. Hicks Morley is the firm the university turns to most commonly for this type of legal matter as they have significant experience and expertise in this area of compensation law. They were hired by Human Resources and paid for through the university's regular legal budget. As noted in response to other questions, the advice given to the chair was that the implementation of the leave monetization clause did not require further approval. Senator Wilson noted, with respect to the last question, that he was not in a position to speak to what precisely was in the minds of the President or Chair at that time.

Senator M. McDayter. Justice Goudge has, in his report, set forth very clear and common-sense guidelines for the monetization of administrative leave, noting that this is not the usual practice at peer institutions, and that it is not defensible in most circumstances. Why has the Board of Governors chosen to 'review' its policies on circumstances under which administrative leave might be taken as salary rather than simply adopt Justice Goudge's excellent recommendations concerning the monetization of leave? Will this 'review' involve public consultations, and how will the results be made public?

Response:

We agree that Mr. Goudge's recommendations provide clarity and the Board has committed to them. His report provides guidance with respect to administrative leave. He does note at least one instance in which monetization of leave might be a consideration. He also notes that he has only addressed three scenarios with respect to administrative leave at the end of a term and admits that there could be different circumstances that would need to be dealt with that he has not anticipated, thus, the need to review our practices. The use of the word "review" does **not** imply that the Board is not committed to making changes with respect to administrative leave.

Senator C. Sprengler. What was the cost to the university of Justice Goudge's review and report?

Response:

While the University has not yet received a final invoice, it is anticipated the total cost will be about \$79,000. The final cost will be communicated to members.

S.15-195

Budget Process

Senator A. Grzyb said that at the orientation meeting for new Senators, the President suggested that Senators should be engaged with the budgeting process at the faculty level. She asked for more details about what role Senators can play in faculty budgeting and what mechanisms are in place to facilitate their involvement. Dr. Deakin suggested that Senators could meet with their deans on how the budget planning process works locally and how to become involved. Each faculty carries out its budget planning processes in different ways.

Senator Grzyb noted that at the same orientation meeting, a discussion occurred surrounding a revised process in which Senators might have longer than one week to reflect on the university budget. She asked whether it would be possible for the Provost to present a draft budget and/or key budget indicators at the Senate meeting at least one month prior to Senate's formal review of the budget.

Dr. Deakin replied that a working document could be sent to Senators earlier. However, she cautioned that budget planning meetings with the divisions continue until the end of January.

ADJOURNMENT

The meeting adjourned at 4:00 p.m.



A. Chakma
Chair

I. Birrell
Secretary

Council of Ontario Universities

Universities funding re-design proposal to the Ministry of Training Colleges and Universities (MTCU)

October, 2015

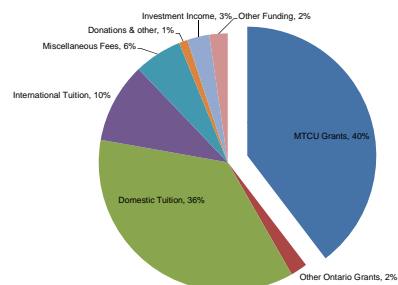
The funding review

- March 2015, Ontario government announced a review of the university funding model
- The review led by Sue Herbert, retired Deputy Minister
- Scope of review the allocation of the Ministry's operating grants, totaled \$3.5 billion in 2014-15
- Out-of-scope items include:
 - tuition
 - collective bargaining
 - pension reform
 - adequacy of funding

MTCU objectives for the funding review

- Ministry's objectives for the review are:
 1. Enhance quality and improve student experience
 1. Support the existing differentiation process
 2. Financial sustainability
 3. Increased transparency and accountability.

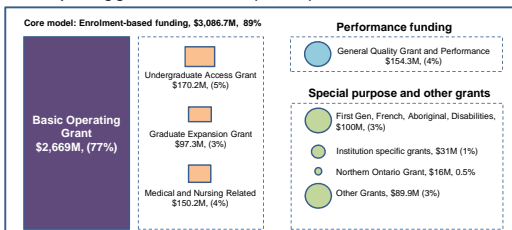
Context: Operating Revenue of Ontario Universities



Overview of the MTCU funding formula

- Ontario's current formula model is primarily enrolment, based, with elements of performance and special purpose funding.

MTCU operating grants to universities (\$3,478M)



Two phases of the review

1. Consultation phase with stakeholders (faculty, students, universities, employers and other groups) and with experts in the university sector
 - The consultation process is complete and Sue Herbert is in the process of preparing a document reflecting what was heard and addressing design issues
 - Outcome: report from her to government Fall 2015 ; expected to be public
2. Modelling and design of the new funding model
 - The detailed design phase anticipated to start early in 2016
 - COU is recommending that design and modelling be done in collaboration with COU's Task Force on the Funding Formula and its Technical Advisory Group

Council of Ontario Universities

7

The COU proposal

Current funding to be realigned into three major funds:

1. Performance-based Differentiation Fund (5.2% of funds)
2. Priorities Fund (3.3% of funds)
3. University Mission-based Fund (91.4% of funds)

REPORT OF THE OPERATIONS AGENDA COMMITTEE

**Senate Membership: Undergraduate Student, Social Science and FIMS
Constituency**

Thirty-Minute Discussion and Enquiry Period - Update

FOR INFORMATION

1. **Senate Membership: Undergraduate Student, Social Science and FIMS Constituency**

In accordance with the Senate Election Procedures, Harry Orbach-Miller from the Faculty of Social Science was selected to serve on Senate as an undergraduate student senator in the Social Science and FIMS Constituency. He replaces Arjun Singh who resigned effective October 15, 2015.

2. **Thirty-Minute Discussion and Enquiry Period – Update**

Work is continuing on developing guidelines/rules for the Thirty-Minute Discussion and Enquiry Period with the objective that the Senate will receive a report at the December 4 meeting.

REPORT OF THE NOMINATING COMMITTEE

Senate ad hoc Committee on Renewal

FOR ACTION

1. **Senate ad hoc Committee on Renewal**

Membership:

Nine members chosen by Senate, four of whom will be faculty members (not including deans or associate/assistant deans), and two of whom will be student Senators (one graduate, one undergraduate).

Current Membership:

Betsy Skarakis-Doyle, HS – Chair (Faculty)
Sheila Macfie, Science – Vice-Chair (Faculty)
Heather Bishop, Staff (Staff)
Alison Hearn, FIMS (Faculty)
Lorelei Lingard, Schulich Faculty
Steven Lupker, Soc. Sci. (Faculty)
Mark McDayter (Any Constituency)
Tom McMurrough (Graduate Student)
(Vacancy) (Undergraduate Student)

Required: One undergraduate student Senator to replace A. Singh who has resigned from Senate.

Nominee: Emily Addison (Undergraduate Student Senator)

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/pdf/senate/newnoms.pdf>

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

Faculty of Education: Revisions to the Admission Requirements, Progression Requirements and Description of the Teacher Education Programs in the Bachelor of Education (B.Ed) Program

Faculty of Science and Schulich School of Medicine & Dentistry: Introduction of the Science Internship Program (SIP)

King's University College, School of Social Work: Revision of Admission Requirements for the Honors Specialization in Social Work

Revision to the "Dean's Honor List and Graduation "With Distinction"" Policy

Undergraduate Sessional Dates

SUPR-G Report - Cyclical Reviews: Collaborative Graduate Program in Environment and Sustainability and Foods and Nutrition (Brescia University College)

New Scholarships and Awards

1. Faculty of Education: Revisions to the Admission Requirements, Progression Requirements, and Description of the Teacher Education Programs in the Bachelor of Education (B.Ed.) Program

1a. Revisions to the Admission Requirements

Recommended: That, effective September 1, 2016, the Admission Requirements in the Bachelor of Education (B.Ed.) program be revised as shown in [Appendix 1](#).

1b. Revisions to the Progression Requirements

Recommended: That, effective September 1, 2016, the Progression Requirements in the Bachelor of Education (B.Ed.) program be revised as shown in [Appendix 2](#).

1c. Revisions to the Description of the Teacher Education Programs

Recommended: That, effective September 1, 2016, the Description of the Teacher Education Programs be revised as shown in [Appendix 3](#).

Background

Following approval of the new two-year B.Ed. program in 2014, work continued to be done in the Faculty of Education to plan the specifics of the program. Minor changes to the program in terms of courses and/or their weights were required and are reflected here. As well, editorial changes were made to ensure consistent language in the calendar pages.

The introduction of the two-year B.Ed. also necessitated the development of year 1 to year 2 progression requirements.

None of the changes presented here will impact students who have started the new program this year.

2. Faculty of Science and Schulich School of Medicine & Dentistry: Introduction of the Science

Internship Program (SIP)

Recommended: That effective September 1, 2015, the Science Internship Program, be introduced in the Faculty of Science and the Schulich School of Medicine & Dentistry as shown in [Appendix 4](#), and

That students completing this program receive academic credit for the internship, and

That upon graduation, a transcript notation is added to the students' transcript indicating successful completion of the Science Internship Program.

Background

The Faculty of Science currently offers an internship program that can be taken by students to supplement their degree. The current arrangement provides students with the opportunity to work full-time for a term of no less than 8 and no more than 16 months following their third year of study. Students then return to Western to complete the final credits/requirements for their degree and graduate. A four-year degree plus the internship takes a minimum of five academic years to complete.

Although a valued program and a great opportunity for students enrolled in the Faculty of Science, there are two shortcomings of the current model. First, students currently in the program are unable to receive interest free status on their student loans and are ineligible to receive the 30% Off Ontario Tuition Grant. As a result, students are required to begin paying back their student loans, with interest, while on internship even though they are involved in an education related initiative. Secondly, with the current model, international students are not able to take part in the opportunity, as they are not eligible for the required work permit. For the Faculty, these shortcomings block the opportunity to fully engage all students in their chosen discipline.

To combat these two shortcomings an internship must be built into a degree structure (in the sense that it must become a requirement of a degree or degree component), with which proof of enrolment can be officially documented for the Ontario Student Assistance Program (OSAP), various financial loan organizations, Citizenship and Immigration Canada (CIC) and any relevant foreign governments.

The resolution is to have the Science Internship Program display on students' records as a themed program. Doing so allows the internship component to appear on academic records and transcripts and provides the opportunity for a student to apply for a study permit. Further, students will receive formal academic recognition of having completed the program, which they can then use for various professional certification applications and requirements.

Students will continue to receive 1.0 credit for Science 3391: Internship: Planning, Practicum and Prospects for which the preparatory component will be taken in the academic year preceding the student's work term, typically the third year, and each internship course will count for 3.0 credits (note that as per their course descriptions, the 3.0 courses cannot be counted toward a degree). This proposal is geared toward the Faculty of Science and Schulich School of Medicine & Dentistry which already have an established internship program and work with The Student Success Centre to aid with student placements.

3. King's University College, School of Social Work: Revision of Admission Requirements for the Honors Specialization in Social Work

Recommended: That the admission requirements for the Honors Specialization in Social Work leading to a BSW degree be revised at King's University College effective September 1, 2016, as shown in [Appendix 5](#).

Background

The proposed changes to the admissions requirements maintain the requirement for breadth of academic background while simplifying the requirements for students who wish to combine other modules with the Honors Specialization in Social Work as part of the professional BSW (Honors) degree, as well as increasing accessibility to the program for students applying from other universities. The change will also make it easier for students from other universities to meet the requirements for admission, thus easing the transfer experience for them.

4. Revisions to the Dean's Honors List and Graduation "With Distinction" Policy

Recommended: That effective December 1, 2015 the Dean's Honors List and Graduation "With Distinction" Policy be revised as shown in [Appendix 6](#).

Background

The policy was revised to:

- Remove references to the DipEd program in the Faculty of Education, which was discontinued in 2015.
- Add an amendment to the "Graduation "with Distinction" – Undergraduate Students" for Engineering.
- Remove references to the "Joint Three Year BSc in Physics Degree combined with Fanshawe College Diploma in Control Engineering or Electronics Engineering Technology" as this program was discontinued in 2008.
- Remove references to historical amendments to the policy.

Numerous editorial changes were also made to the policy.

5. Undergraduate Sessional Dates

Recommended: That Senate approve the following sessional dates:

- Revised Undergraduate Sessional Dates for 2016
- Undergraduate Sessional Dates for 2017
- Sessional Dates for the Richard Ivey School of Business HBA program (2016-17)
- Sessional Dates for the Faculty of Education, B.Ed. program (2016-17)
- Sessional Dates for the Faculty of Law (2016-17)
- Sessional Dates for the Schulich School of Medicine & Dentistry's MD and DDS programs (2016-17)

The Undergraduate Sessional Dates for 2016 and 2017 are attached as [Appendix 7](#) for approval.

Background

SCAPA and Senate approved the 2016 sessional dates in October 2014

<http://www.uwo.ca/univsec/pdf/senate/minutes/2014/October%2017%20Senate%20Agenda%20-%20all.pdf> . The dates are now revised to reflect policy changes that were approved during 2015-16 to amend add/drop dates of summer courses and sessional date changes for Trois Pistoles.

FOR INFORMATION

6. SUPR-G Report: Cyclical Reviews of Collaborative Graduate Program in Environment and Sustainability and Foods and Nutrition (Brescia University College) Programs

The following cyclical reviews were approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
N/A	Collaborative Graduate Program in Environment and Sustainability	April 24, 2015	Good Quality
Brescia University College	Foods and Nutrition	May 27 – 28, 2015	Good Quality

The detailed Final Assessment Reports for each of these reviews are attached as [Appendix 8](#).

7. New Scholarships and Awards

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in [Appendix 9](#) for recommendation to the Board of Governors through the Vice-Chancellor.

REVISED CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2015/pg322.html>

ADMISSION REQUIREMENTS

Admission to all Faculty of Education programs is competitive; fulfillment of minimum requirements does not guarantee admission.

~~For the greatest flexibility in program and future career choices, a 4-year degree, or equivalent, is strongly recommended.~~

~~Graduate courses are taken into consideration, during the admissions process but do not guarantee admission.~~

Admission is based primarily **on relevant course work (undergraduate and graduate) and** on academic standing **(undergraduate only)**. Experiential qualifications are considered in the final phase of the selection process.

Applicants with 4-year degrees (or the equivalent in course work) receive preference in the admissions process. A 4-year degree provides for increased flexibility in program and future career choices.

~~Graduates from the B.Ed. program are recommended for certification by the Ontario College of Teachers (OCT).~~

Upon successful completion of the B.Ed. program, graduates are recommended to the Ontario College of Teachers (OCT) for certification.

Aboriginal Access Program

Aboriginal candidates who meet the minimum admission requirements will be given special consideration in the application process. In accordance with the Constitution Act, 1982, an Aboriginal candidate is an Indian, Inuit or Métis person of Canada. Applicants who wish to be considered through the Aboriginal Access program must provide proof of native status (such as a copy of status card or letter from the band). Aboriginal Access applicants are invited to contact the Teacher Education Office at the Faculty of Education for further information.

English Language Proficiency

For admission to the Faculty of Education, all applicants must:

a) speak English as a first language;

OR

b) ~~Have completed~~ **provide documentation confirming** at least three years of full-time study (or the equivalent in part-time study) in an accredited university or college where the language of instruction and of examination was English and which was located in a country where the first language is English;

OR

c) provide an official statement of results on one of the tests of English language proficiency listed below; the statement is required before ~~February 28th in the year of registration,~~ **an offer of admission can be made**, and must indicate at least the following levels of proficiency:

- i) Test of Oral Proficiency (TOP) with a minimum score of 46 and Test of Written Proficiency (TWE) with a minimum score of 46; OR
- ii) TOEFL with a score of 250 computer-based including a minimum score of 55 on the Test of Spoken English (TSE); 103 internet-based including a speaking score of 28 and a writing score of 28; OR
- iii) MELAB (Michigan English Language Assessment Battery) with a minimum score of 90 and at least 4 on the oral interview; OR
- iv) IELTS (International English Language Testing System) with a minimum score of 7 including at least 6.5 in reading and speaking and at least 7 in writing and speaking.

Candidates who, after admission, show an inadequate command of spoken or written English **must will be required to** improve their proficiency to the Faculty's satisfaction. Candidates may be asked to withdraw from the program if their inadequate command of English interferes with their ability to communicate effectively in the classroom **or during the practicum**.

Police Record Check

Neither Western University nor the Faculty of Education requires a Police Record Check as a condition of admission. However, a Police Record Check which includes Vulnerable Position Screening and **is acceptable to the school boards with which we place Teacher Candidates is required before you can be placed in a school for a practicum. If information appears on your police record check that is unacceptable to school boards, you will not be able to be placed for a practicum and will be required to withdraw from the program.**

If you were born after January 1986 OR if you have previously received an OESC ID card, your police check should be done via the OESC at www.oesc-cseo.org/English/bec_students.html. If you do not qualify for the online check, it is your responsibility to check the procedures and timelines at your local police service. We recommended that you begin the process in mid-May, but note that completed checks must be dated no earlier than June 1, 2014. A copy of your completed police check must be submitted to the Teacher Education Office by the first day classes, September 2, 2014. Failure to submit your police check on time, or submission of a police check that is not acceptable to a school board, may result in your withdrawal from the program.

Minimum Requirements for Application to the B.Ed. Program

All the following conditions must be met when an application is submitted to the Faculty of Education:

- **All candidates You** must be on track to complete **their your** programs of study from an acceptable undergraduate degree program at an accredited university by August 31st in the year in which **they you** wish to register in the Faculty of Education. The degree must be conferred no later than the Fall of that year.
- **All candidates You** must have successfully completed the equivalent of 10 full university credits at the time of application. Transfer credits from community colleges or CEGEP courses **will not cannot** be considered. Preference **will be is** given to **graduates** applicants who have attained four-year degrees with the equivalent of 20 full credits.
- **All candidates You** must have a minimum average of 70% in **their your** best 10 full undergraduate credits, or the equivalent. As well, **if you are applying to a** Junior/Intermediate **and or** Intermediate/Senior **applicants** program, **you** must have a minimum average of 70% in those credits which support **their your** teaching subjects. Courses taken after August in the year of registration **will can** be counted in support of program requirements, but cannot be included in

the calculation of the overall and teaching subject averages. List these and other credits which will be completed to meet final degree requirements in the TEAS application form.

By mid-September each year a common application form is available for all faculties of education in Ontario from The Teacher Education Application Service, Ontario Universities' Application Centre. (See Application Procedures).

Candidates with acceptable standing at accredited degree-granting institutions may be considered for admission provided that the content of studies completed is equivalent in content to the courses offered by Western, and to the requirements of the program to which the student has applied. The university will review other candidates on an individual basis. Admission in all cases is competitive.

Minimum qualifications for admission to the following **Preservice B.Ed.** programs are summarized below.

Primary/Junior Program (JK-Grade 6) and Junior/Intermediate Program (Grades 4-10)

Preferred status is given to candidates Applicants who have completed at least one-half undergraduate or graduate credit in four, ~~five or six~~ **or more** of the following areas **receive preference in the admissions process:** English*, Fine Arts**, Health and Physical Education, Mathematics, Science, and Social Science/Humanities (Canadian History/Geography preferred). Applicants must have an acceptable baccalaureate degree with an overall "B" average (70%).

*English: Courses in English culture; linguistics, writing for business and scientists, and academic and university essay writing courses are **not** acceptable as background courses.

**Fine Arts includes dance, drama, music, and visual arts.

~~Applicants must have an acceptable baccalaureate degree with an overall "B" average (70%).~~

Teaching Subjects for the Junior/Intermediate Program (Grades 4-10)

Applicants to the Junior/Intermediate program must select one teaching subject area: Music (Vocal or Instrumental), or Religious Studies for Catholic Schools, or French.

French: ~~The program in French is described in the next section~~ **See next section**

Music (Vocal): Credits should include at least one choral or vocal techniques course, one choral conducting course, and one music theory course

Music (Instrumental): Credits used to support this teaching subject should include at least one instrumental conducting course, several minor instrument courses in woodwinds, brass and percussion, and one music theory course.

Religious Education: Five full credits, or the equivalent, are required. These should address several of the following areas: Old and New Testament studies, Catholic Church teachings in morality and social justice, sacraments, sexuality and marriage in the Catholic tradition, and Vatican II theology. Religious Education is offered as a teaching subject only for Roman Catholic schools; practicum in this subject area will occur only in Roman Catholic elementary schools.

Primary/Junior and Junior/Intermediate French as a Second Language Program

Applicants must be fluent in French and meet the minimum requirements for the P/J or J/I program. Admission requires the equivalent of 5.0 full French courses with a 70% average, at

least 2.0 of which should be language courses rather than literature. For those hoping to teach in French-immersion settings, at least 1.0 courses in French Literature is recommended. Applicants must have an acceptable baccalaureate degree with an overall "B" average (70%).

Intermediate/Senior Program (Grades 7 to 12)

Applicants to the Intermediate/Senior program must select two teaching subjects from the following: Biology, Chemistry, **Economics, English, Environmental Science, Family Studies, French, Geography, Health & Physical Education, History, Law, Mathematics, Music (Instrumental), Music (Vocal), Philosophy, Physics, Politics, Religious Education for Catholic Schools, Science (General), Social Studies (General)** ~~Physics, General Science, Mathematics, French, English, History, Social Studies, Instrumental or Vocal Music, or Religious Education for Catholic Schools.~~ **Not all teaching subject combinations are available every year. Consult the Faculty of Education website for further information.**

~~Preference will be given to candidates~~ **Applicants** who have completed the minimum requirements toward both teaching options at **the** time of application **receive preference during the admissions process.** Minimum admission requirements are:

- a) an acceptable baccalaureate degree with an overall "B" average (70%);
- b) five full undergraduate or graduate level courses **with a minimum average of "B" (70%), or** the equivalent, to support the first teaching option ~~with a minimum average of "B" (70%).~~
- c) ~~credit in a minimum of~~ three full undergraduate or graduate level courses **with a minimum average of "B" (70%), or** the equivalent, to support the second teaching option ~~with a minimum average of "B" (70%).~~

Requirements and Exceptions:

English: Courses in English culture; linguistics, and writing for business and scientists; academic and university essay writing are not acceptable in support of English as a teaching subject.

Family Studies: **As a first teaching subject, at least three of the five following areas must be represented: Child and Family Development, Housing and Interior Design, Clothing and Textiles, Foods and Nutrition, or Family Resource Management (Consumer Economics). As a second teaching subject, at least two of the areas must be represented.**

French: As a first or second teaching subject, five full credits are required. At least two credits should be in language rather than literature alone. Students should possess oral and written fluency in French and a thorough knowledge of grammar. The Faculty of Education reserves the right to test candidates to ensure that they meet the above standards.

Geography: **At least a half credit (and preferably a full credit) in Canadian Geography must be included.**

Health & Physical Education: **Activity courses must be included. Three activity courses are preferred.**

History: At least a half credit (and preferably a full credit) in Canadian History must be included.

Music: Candidates may select either Instrumental Music or Vocal Music as a teaching option, but not both.

Music (Instrumental): Credits used to support this teaching subject should include at least one instrumental conducting course, several minor instrument courses in woodwinds, brass and percussion, and one music theory course.

Music (Vocal): Credits used to support this teaching subject should include at least one choral or vocal techniques course, one choral conducting course, and one music theory course.

Religious Education: For either a first or second teaching subject, credits should include several of the following areas: Old and New Testament Studies, Catholic Church Teachings in Morality and Social Justice, Catholic Sacramental Theology, Catholic Doctrine, Ecclesiology and Vatican II Theology, and Sexuality and Marriage in the Catholic Tradition. Religious Education is offered as a teaching subject only for Roman Catholic Schools; student teaching in this subject area will occur only in Roman Catholic Secondary Schools.

Science-General: Credits in at least three of the following areas are required: Biology, Chemistry, Earth & Space Science, Environmental Science, Physics.

Social Studies-General: A full credit in each of the following areas is preferred: Anthropology, Psychology, Sociology. This is an optional subject in the secondary school curriculum, and entry to this teaching subject is limited. Applicants are advised to select this as a second teaching subject only.

The rest of the policy is unchanged

REVISED CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2015/pg327.html>

Replace the current Progression Requirements section with the text below:

Bachelor of Education (B.Ed.)

General Requirements

1. The B.Ed. program is a four-term, full-time program. It may not be completed on a part-time basis.
2. The progress of each Teacher Candidate is subject to various forms of evaluation on a regular basis throughout each academic year. Eligibility to remain registered is contingent on maintaining a satisfactory level of performance in all courses including the practicum.
3. A Teacher Candidate who fails to maintain a satisfactory level of performance may at any time, at the discretion of the Dean or Dean's designate, be Required To Withdraw or be placed on Conditional Status.
4. At the discretion of the Dean or Dean's designate, a student may be denied a school placement for either a practicum or another purpose related to the B.Ed. program.
5. Reasons for Withdrawal, Conditional Status, or denial of school placements will be provided to the student in writing:
 - a. Teacher Candidates who are placed on Conditional Status or denied school placements will be provided with a set of conditions to be met for successful completion of their program.
 - b. Teacher Candidates who are required to withdraw will not be considered for readmission until after a hiatus of one full academic year.
 - c. Teacher Candidates who withdraw from the program or who are required to withdraw will not retain credit for courses or practica that may have been completed at the time of withdrawal.

Progression from Year One to Year Two and Graduation

1. All Year One courses and practica must be completed satisfactorily before a Teacher Candidate may progress to Year Two of the program. An overall weighted average of 65% or better is required in course work, with a grade of 65% or better in each of the JI or IS teachable subject areas.
2. Teacher Candidates who do not complete all Year One requirements satisfactorily will be withdrawn from the program.
3. Under exceptional circumstances, a Teacher Candidate may be permitted to defer enrollment in Year Two for one year in order to complete Year One requirements. Such exceptional circumstances will be adjudicated on a case by case basis by the Associate Dean, Teacher Education.
4. All Year Two courses, practica, and alternative field experiences must be completed satisfactorily before a Teacher Candidate can qualify for the B.Ed. and be recommended for certification by the Ontario College of Teachers. An overall average of 65% or better must be maintained in course work, with a grade of 65% or better in each of the JI or IS teachable subject areas.

Practicum Progression

- Twenty weeks of successful practicum with experience at each of the two levels in which a Teacher Candidate seeks certification (primary & junior, junior & intermediate, or intermediate & senior) is required.
- A Teacher Candidate who receives an unsatisfactory practicum evaluation will complete a 'Transition to Success' program and a make-up practicum.
- A second unsatisfactory practicum evaluation at any point in the program will result in the Teacher Candidate being withdrawn from the program.

Practicum 1:

- A Teacher Candidate who receives an unsatisfactory evaluation for Practicum 1 must complete a 'Transition to Success' program after which a make-up placement will be assigned for March-April.
- Upon satisfactory completion of the make-up placement, a Teacher Candidate may begin Practicum 2.

Practicum 2:

- Teacher Candidates must complete Practicum 2 satisfactorily before progressing to Year Two of the program.
- A Teacher Candidate who receives an unsatisfactory evaluation for Practicum 2 must complete a 'Transition to Success' program after which a make-up placement will be assigned for April-May.
- Upon satisfactory completion of Practicum 2, a Teacher Candidate may progress to Year 2 of the program and to Practicum 3.

Practicum 3:*

- A Teacher Candidate who receives an unsatisfactory evaluation for Practicum 3 must complete a 'Transition to Success' program after which a make-up placement will be assigned for February-March.
- Upon satisfactory completion of the make-up placement, a Teacher Candidate may begin Practicum 4.

Practicum 4:*

- A Teacher Candidate who receives an unsatisfactory evaluation for Practicum 4 must complete a 'Transition to Success' program after which a make-up placement will be assigned for March-April.
- Upon satisfactory completion of the make-up placement, a Teacher Candidate has completed practicum requirements.

* In order that practicum requirements can be completed before the end of the school year, an unsatisfactory evaluation for either Practicum 3 or Practicum 4 may result in deferral of the second Alternative Field Experience in Year 2 until after all practicum requirements have been met.

REVISED CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2015/pg321.html>

TEACHER EDUCATION PROGRAMS

The Faculty of Education offers the Bachelor of Education program (B.Ed.). The program comprises four semesters, each involving 14 weeks of course work, field work, and practicum. Orientation takes place just prior to the Labour Day weekend. Classes begin immediately after Labour Day and conclude at the end of April.

The basic program requirement for Teacher Candidates is 9 credits, ~~6.50~~ **6.75** of which are course work and ~~2.5~~ **2.25** of which are Field Experiences including Practicum. One credit of course work is normally equivalent to 72 hours of class time plus additional out-of-class-work.

Core Courses, 2.50 credits:

All students are required to complete the following Foundations courses:

~~1.25 credits: Equity, Leadership, Policy, Profession 5002~~

~~1.25 credits: Educational Psychology and Special Education 5005~~

0.75 credits: Social Foundations of Education 5002

0.25 credits: Learning, Teaching, and Development 5015Q

0.25 credits: Special Education and Inclusion 5016Q

0.25 credits: Classroom Management 5017S

0.25 credits: Assessment 5020S

0.25 credits: Mental Health Literacy – Supporting Social-Emotional Development 5018Q

0.25 credits: Safe Schools 5019S

0.25 credits: Use of Education Research and Data Analyses 5014Q

Field Experiences, ~~2.50~~ **2.25** credits:

All students are required to complete the following Field Experiences:

~~1.50 credits: Field Study & Practicum (3 x .50 FCE)~~

~~0.50 credits: Alternative Field Experience (2 x .25 FCE)~~

~~0.50 credits: Professional Days: Ministry, College, and Federation Presentations; Workshops & Symposia; Career & Job Preparation; Leadership & Research Activities~~

1.50 credits: Practicum (2 x 0.25 plus 2 x 0.5 FCE)

0.50 credits: Alternative Field Experience (2 x 0.25 FCE)

0.25 credits: Transition to Professional Practice 5006Q

Curriculum Courses for the Primary/Junior Program, ~~3.00~~ **3.25** credits:

In addition to the Core Courses and Field Experience, students will complete:

0.50 credits: Curriculum and Pedagogy in Elementary Language Arts 5173

0.25 credits: Teaching Struggling Readers and Writers **5437Q/S**

0.25 credits: Supporting English Language Learners **5439Q/S**

~~0.75~~ **0.50** credits: ~~Curriculum and Pedagogy in Elementary Mathematics 5174~~ **Teaching and Learning Mathematics 5136**

0.25 credits: Curriculum and Pedagogy in Elementary Art 5171Q/S

0.25 credits: Curriculum and Pedagogy in Elementary Health & Physical Education 5172Q/S

0.25 credits: Curriculum and Pedagogy in Elementary Music 5175 Q/S

~~0.20~~ **0.50** credits: Curriculum and Pedagogy in Elementary Science & Technology ~~5176Q/S~~ **5178**

0.25 credits: Curriculum and Pedagogy in Elementary Social Studies 5177Q/S

0.25 credits: Computational Thinking in Mathematics Education 5468Q/S

Curriculum Courses for the Junior/Intermediate Program, 3.50 credits (3.25 for Music students):

In addition to the Core Courses and Practicum, students will complete:

0.50 credits: Curriculum and Pedagogy in Elementary Language Arts 5173

0.25 credits: Teaching Struggling Readers and Writers 5437Q/S

0.25 credits: Supporting English Language Learners 5439Q/S

~~0.75~~ **0.50** credits: Curriculum and Pedagogy in Elementary Mathematics 5174 **Teaching and Learning Mathematics 5136**

0.25 credits: Curriculum and Pedagogy in Elementary Art 5171Q/S

0.25 credits: Curriculum and Pedagogy in Elementary Health & Physical Education 5172Q/S

0.25 credits: Curriculum and Pedagogy in Elementary Music 5175Q/S

~~0.25~~ **0.50** credits: Curriculum and Pedagogy in Elementary Science & Technology ~~5176Q/S~~ **5178**

0.25 credits: Curriculum and Pedagogy in Elementary Social Studies 5177Q/S

~~0.25~~ **0.50** credits: teaching option: ~~XXXX~~ **5137** Music (in place of Music 5175 above) OR: ~~XXXX~~

5138 Religious Education (in place of Art 5171, Music 5175, or Health & Physical Education 5172) OR: **5107 French as a Second Language in Elementary Schools**

Curriculum Courses for the Intermediate/Senior Programs, 2.50 2.75 credits:

In addition to the Core Courses and Field Experience, students will complete:

~~0.75~~ **1.0** credits: Curriculum and Pedagogy in Secondary Schools (teaching subject 1)

~~0.75~~ **1.0** credits: Curriculum and Pedagogy in Secondary Schools (teaching subject 2)

~~0.50 credits: required co-curricular courses~~

0.25 credits: Supporting English Language Learners 5469Q/S

~~0.50 credits: Media & Information Literacy and Intercultural Dialogue~~

0.50 credits: A Pedagogy of Multiliteracies

Cohort Specialty Courses, 1.00 credit for P/J & J/I Programs, 1.50 credits for I/S Programs:

In addition to Core Courses, Curriculum Courses, and Field Experiences, students will complete courses within ONE of the following ~~cohort~~ specialties:

Mixed P/J, J/I, and I/S Advanced Studies in the Psychology of Achievement, Inclusion, and Mental Health (1.50):

0.5 credits: Introduction to Teaching Students with Exceptionalities 5480

0.5 credits: Social and Emotional Learning 5481

0.5 credits: Academic Learning for Students with Exceptionalities 5482

Mixed P/J, J/I, and I/S International Cohort (1.50 1.00):

~~EDUC XXXX International Education: New Times, Expanded Opportunities .50 credits~~

~~EDUC XXXX Supporting Diverse Learners In Transcultural Contexts .50 credits~~

~~EDUC XXXX Teacher Learning in International Contexts: Intercultural Sensitivities, Experiential Learning, Ethical Relations; Reflections on the International Experience .50 credits~~

0.25 credits: Framing International Education in a Globalizing World 5470Q

0.25 credits: Internationalizing Curricula: Teaching for a Global Perspective 5471S

0.25 credits: Teaching Abroad: Opportunities and Challenges 5472Q

0.25 credits: Research in Intercultural Contexts 5473S

Mixed P/J, J/I, and I/S Urban Education (1.00):

0.25 credits: Urban Schools 1 5474Q

0.25 credits: Urban Schools 2 5475S

0.50 credits: Investigating Urban Schools: A Case Study Approach 5476

P/J High Poverty Elementary Schools Cohort (1.00 FCE):

EDUC XXXX Teaching in High Needs Elementary Schools: Instructional strategies, Social/cultural diversity, Leadership, Teaching ELLs, Intro to Teaching ESL, Role of the Arts

I/S High Poverty Secondary Schools Cohort (1.50 FCE):

EDUC XXXX Teaching in High Needs Secondary Schools: Instructional strategies, Social/cultural diversity; Leadership, Teaching ELLs, Intro to Teaching ESL, Role of the Arts

I/S STEM Cohort (1.50 FCE):

EDUC XXXX Teaching STEM at the Secondary School Level: Planning, Assessment, Evaluation, Student Retention, Classroom Management, Language Issues .75 credits

EDUC XXXX Teaching About STEM at the Secondary School Level: Selected Theories and Philosophies of Learning; Diversity, Critical Financial Literacy; History of Math, Science, and Technology; Critical analysis of Current Practices; Alternative movements. .75 credits

0.5 credits: Introduction to STEM Education 5465

0.5 credits: Computational Thinking in Mathematics and Science Education 5467

0.5 credits: Curriculum and Pedagogy in STEM Education 5466

P/J & ECE Cohort (1.00 FCE):

EDUC 5118 Curriculum in the Early Years Classroom .75 credits

EDUC 5499 Supporting Early Literacy Development in the Kindergarten Classroom .25 credits

0.50 credits: Curriculum, Pedagogy, and Learning in Early childhood Part 1 5460

0.50 credits: Curriculum, Pedagogy, and Learning in Early childhood Part 2 5461

P/J & J/I French Cohort (1.50 1.0 FCE):

0.50 credits: EDUC 5107 Teaching French as a Second Language in Elementary Schools .50 credits

EDUC XXXX The Common European Framework of Reference (CEFR) .50 credits

0.25 credits: EDUC 5414Q/S Initiation to Teaching in a French Immersion Program .50 credits

0.25 credits: The Common European Framework of Reference (CEFR) for Primary/Junior

I/S French Cohort (1.50 1.0 FCE):

EDUC XXXX Second Language Acquisition .75 credits

EDUC XXXX The Common European Framework of Reference (CFER) .50 credits

EDUC XXXX DELF/DALF Accreditation .25 credits

0.50 credits: Second Language Acquisition: Curriculum & Pedagogy 5462

0.50 credits: Second Language Acquisition: The Common European Framework of Reference 5463

Elective Courses:

For those wishing to teach in Roman Catholic Schools: Teaching in Catholic Schools, 0.50 credits

Additional Elective for P/J/I French (permission required): DELF/DALF Accreditation, 0.25 credits

NEW CALENDAR COPY

SCIENCE INTERNSHIP PROGRAM (SIP)

Admission Requirements

The themed program, Science Internship Program (SIP), aims to provide an 8–16 month practical science-related experience in an employment setting. All students enrolled in the third year of a four-year undergraduate Science or Bachelor of Medical Sciences degree program including an Honors Specialization, Major or Specialization from the Faculty of Science or the Basic Medical Sciences are eligible to enrol in the Science Internship Program.

Students must also satisfy the eligibility requirements which are: be enrolled in full-time undergraduate studies at Western University; have at least a 70% average and/or the recommendation of their Department; have successfully completed the second-year principal courses required for their degree; have completed at least 5.0 credits at Western University; be in good standing with their Department; be returning to full-time studies at Western University to complete the final year of their studies.

Students interested in the program *should apply through the Career Services Office in the Faculty of Science (at westerncareercentral.ca) in the fall of their third academic year.* Additional opportunities may include an Internship work term between years four and five of an eligible academic program, or between years one and year two of a second degree.

Students will be required to attend all preparatory workshops and meet other preparatory requirements included in **Science 3391: Internship: Planning, Practicum and Prospects**, during the year prior to their work term. Students who are successful in securing a placement will pay an administrative fee and will receive 1.0 credit for the course once the themed program is complete. Students who are unsuccessful in securing a placement will be withdrawn from Science 3391 without penalty, and will not be liable for the administrative fee.

During their work term, students will be registered in one of three courses depending on the length of time of the practical experience component: Science 3393: Internship Work Term (8 month option), Science 3394: Internship Work Term (9–12 month option), or Science 3395: Internship Work Term (13–16 month option). Students who complete a second Internship Work Term with a second company will also be registered in Science 3396: Internship Work Term (second 8 month option). Following the work term, students will complete a report and oral presentation. A grade of pass/fail will be assigned to each of the course components completed as part of the themed program.

Students who qualify to receive a continuing scholarship in the academic year in which they participate in the Science Internship Program are permitted to defer receipt of the scholarship for one year.

For additional information, please visit www.uwo.ca/sci/undergrad/science_student_internship_program.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1866.html>

BACHELOR OF SOCIAL WORK (HONORS) - HONORS SPECIALIZATION IN SOCIAL WORK

Admission Requirements

Only students who have been formally accepted into the Social Work program may enrol in Social Work courses at the 3000-level and beyond. Prior to admission to the Honors Specialization in Social Work students should register for their alternate degree choice(s).

Students accepted into the professional program (Year 3) must register at King's University College.

Admission to the Social Work program (Year 3) is by formal application by February 1 of the calendar year in which admission is sought. Enrolment in the Social Work program is limited.

The admission of each candidate is determined by the Director on the recommendation of the School's Admissions Committee. In the admissions process, candidates are chosen according to academic and non-academic requirements.

Academic requirements for admission must be completed by July 1 of the year in which admission to the professional program is sought. To be eligible for admission, applicants must complete not less than 10.0 courses or equivalent of university study with an overall average of 70%. These courses must include:

3.0 courses with a minimum grade of 70% in each:

2.5 courses: Social Work 1021A/B, 1022A/B, 2206A/B, 2214A/B, 2215A/B.

0.5 course from: Writing 1020F/G, 1022F/G, 2101F/G.

7.0 additional courses with a minimum grade of 60% in each:

0.5 course: Social Work 2207A/B.

~~1.0 course from Business, Economics, First Nations Studies, History or Political Science.~~

~~1.5 courses from English, French, any other language, Philosophy, or Religious Studies.~~

~~4.0 additional courses.~~

1.0 course from Category A. (Social Science and Interdisciplinary)

1.0 course from Category B. (Arts and Humanities)

1.0 course from Category C. (Science)

3.5 additional courses.

NOTE: For 2016 applicants may apply under the requirements listed in the 2015 Western Calendar.

The rest of the policy is unchanged

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/deanshonors.pdf

Dean's Honor List and Graduation "With Distinction"

DEAN'S HONOR LIST - UNDERGRADUATE STUDENTS

~~[Effective September 1, 2010, the "Dean's Honor List—Undergraduate Students" policy was revised so that it no longer excludes professional programs in the Faculty of Health Sciences, and the School of Nursing suspended its program-specific Dean's Honor List policy.]~~

The following statements apply to undergraduate students in the Faculties of Arts and Humanities, Health Sciences, Information and Media Studies, Music, Science and Social Science, and at Brescia University College, Huron University College and King's University College.

Undergraduate students with outstanding academic records are named to the Dean's Honor List in May and August of each year.

1. In May of each year the Dean of each Faculty establishes an Honor List containing the names of all full time students registered in that Faculty who completed a minimum of 4.0 courses during the previous Fall/Winter Session (September-April) and earned an average ~~for the session~~ of 80% or more with no failed courses.
2. Part time students may qualify for the list in May or August each time they accumulate a new set of at least 5.0 consecutive courses and earn an 80% average with no failed courses within that set.
3. Full or part time graduating students who attained Dean's Honor List standing at their last checkpoint and maintained a cumulative average of 80% on any courses taken from then until graduation will be named to the Dean's Honor List upon graduation.

Note: 4. Grades received on a Letter of Permission will be included in the average.

The following statements apply to other undergraduate faculties/schools/programs:

1. For the **Richard Ivey School of Business**, students in the Honors Business Administration program who achieve an overall average of at least 80% on a full year's work in HBA1 or HBA2, as defined by the program, will be designated as Pass with Distinction on **UWO Western** transcripts.

A student must complete a full year's course work as defined by the program and attain grades in the top 25% of the class to be designated as Dean's Honor List on Western's transcripts. Students may attain Dean's Honor List standing at the end of HBA1 and at the end of HBA2. The average excludes exchange and non-Ivey courses.

A student who achieves a standing in the top 10% in both HBA1 and HBA2 will be designated as an Ivey Scholar on Western's transcripts. Students may attain Ivey Scholar standing only at the end of HBA2. The HBA1 and HBA2 averages exclude exchange and non-Ivey courses.

Eligibility for the Ivey designations is contingent on adherence to the Ivey Student Code of Professional Conduct throughout the HBA program.

2. For the **School of Dentistry**, students must complete a full year's work as defined by the program and achieve an average of 80% or have a special recommendation of the Director.
3. For the **Faculty of Education**, graduating students in the BEd/**DipEd** Program must achieve an overall minimum weighted average of 85% in order to qualify for inclusion on the Dean's Honor List.

4. For the **Faculty of Engineering**, to be named to the Dean's Honor List students in Engineering must complete a minimum of five courses (5.0 credits) in the academic year (i.e., September - April) and achieve an average of 80% on all courses with no failed courses.
5. For the **Faculty of Law**, students must complete a full year's work as defined by the program and be in the top 10% of the class to be named to the Dean's Honor List for that year. Only the grades earned in courses taken at the Faculty of Law in a particular year (provided those courses total at least 14 credit hours) are used to calculate a student's standing for an overall achievement award in that year. Students who attend the Faculty of Law on a letter of permission from another law school are not considered for the Dean's Honor List or an overall achievement award in that year.

~~Note: In September 2004, Dean's Honor List was discontinued for students in the MD program.~~

The following statements apply to **Combined Degree Programs**:

Students who are registered in the Fall/Winter session in an approved program of full-time studies leading to two undergraduate degrees will be adjudicated for the Dean's Honor List of each Faculty provided that at least 3.5 courses of the year's work have been approved for credit toward the particular degree.

1. **Engineering:**

Students registered in a combined degree program will be adjudicated for the Dean's Honor List for Engineering based on all courses taken in the academic year (i.e., September - April) provided the student is registered in a minimum of five courses (5.0 credits). In addition, an average of 80% must be achieved on all courses taken towards the BESC degree with no failed courses.

Engineering and Business:

For Engineering students in the BESC/BA(HBA) program, refer to **Paragraph point 1** above. For Business students in this program, refer to **Paragraph point 2** below.

Engineering and Law:

For Engineering students in the BESC/**LLB JD** program, refer to **paragraph point 1** above. At the Law School, students are considered for the Dean's Honor List during their first year of Law (Year Four). Students enrolled in Years Five and Six of the combined program are considered for the Dean's Honor List provided they take Law courses totaling at least 12 credit hours. Only the Law courses will be used in the calculation for the Dean's Honor List for Law.

2. **Business:**

At the Richard Ivey School of Business, students are considered for the Dean's Honor List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honor List in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honor List standing. The Dean's Honor List for HBA2 typically includes the top 25% of all of HBA2 and is determined by vote of the teaching faculty. Courses taken outside the Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

Exception: Business and Law

For students in an HBA/JD program:

At the Richard Ivey School of Business, students are considered for the Dean's Honor List during their first year of HBA. Students enrolled in Years 5 and 6 of the combined degree program are considered for the Dean's Honor List in Year 6 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honor List standing. The Dean's Honor List for HBA2 typically includes the top 25% of all of HBA2 and is determined by vote of the teaching faculty. Courses taken outside the Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

A student who takes Law courses totaling at least 12 credit hours in each of Years 5 and 6 of the combined program is considered for the Dean's Honor List at the Faculty of Law in that year on the basis of those courses.

3. **Business and Health Sciences:**

For Business, see **paragraph point 2** above. In the Faculty of Health Sciences, students will be adjudicated for the Dean's Honor List based on all courses taken in the academic year (i.e., September – April) provided the student is registered in a minimum of five courses. In addition, an average of 80% must be achieved on all courses taken toward the BHSc degree with no failed courses.

4. **Business and Media, Information and Technoculture:**

For Business, see **paragraph point 2** above. In the Faculty of Information and Media Studies, students may be eligible for the Dean's Honor list in Years 4 and 5. Adjudication will be based on having an overall 80% average on all courses (including both MIT and HBA courses) taken in each academic year.

~~See also ELIGIBILITY FOR HONORS DESIGNATIONS – MBA PROGRAM and ELIGIBILITY FOR HONORS DESIGNATIONS IN THE COMBINED LLB/MBA PROGRAM (below).~~

GRADUATION "WITH DISTINCTION" - UNDERGRADUATE STUDENTS

Students in degree programs who have achieved an overall average of 80% and no grade lower than 70% on the entire program with no failed courses will graduate "with distinction."

Exceptions:

- 1) **Education:** Students in BEd/**DipEd** programs must achieve an overall minimum weighted average of 85% to graduate with distinction.
- 2) **Engineering:** Students must fulfill Dean's Honor List criteria for every year of study after first year to graduate with distinction. **Students who were not registered in a full course load because of transfer credit(s), dual degrees, or varsity sports will be assessed on an individual basis by a committee.**
- 3) **Law:** Students must be on the Dean's Honor List in at least two of their three years in the Law program to graduate with distinction.
- 4) ~~**Medicine:** Graduation with distinction has been discontinued for students in the MD program, effective September 2002.~~

Graduands of diploma or certificate programs offered by Western who have achieved an overall average of 80% and no grade lower than 70% on the entire program with no failed courses will receive the designation "With Distinction."

Notes:

- Students who qualify for Graduation "With Distinction" will receive the designation on diplomas, transcripts and reports.
- Letters of Permission: In accordance with current Senate policy, letter of permission grades will be recorded as numeric values and included in the overall average for the calculation of Graduation "With Distinction."
- No Appeals: Since the designation "With Distinction" is conferred only when a student has achieved a certain average, a failure to achieve graduation with distinction may not be appealed (although the grades on which the designation is based may be appealed in the normal way. See Section on Academic Rights and Responsibilities.

Joint Three-Year BSc Physics Degree Combined with Fanshawe College Diploma in Control Engineering or Electronics Engineering Technology

Students will graduate with distinction if they meet the following criteria:

- 1) an average of 80% in the 10 courses taken at Western;
- 2) a full course load of five courses per academic year taken at Western between September and April;
- 3) a cumulative GPA of 3.2 in the courses taken at Fanshawe College; and
- 4) no failures in any courses at either Western or Fanshawe, even if the course subsequently is repeated successfully.

ELIGIBILITY FOR HONORS DESIGNATIONS AT THE IVEY GRADUATE PROGRAMS

Eligibility for the Ivey honors designations is contingent on adherence to the Ivey Student Code of Conduct throughout the Ivey programs.

MBA PROGRAM

Dean's Honor List

To be included on the Dean's Honor List, a student must complete a full year's course work as defined by the program and attain an average grade in the top 25% of the class, or have special recommendation from the Dean. "Dean's Honor List" will be designated on UWO Western transcripts. The Dean's Honor List calculation excludes non-Ivey and exchange courses. Non-Ivey exchange students are not eligible.

Graduation "With Distinction"

A student who attains an average grade in the top 10% of the class in both MBA1 and MBA2 (excluding MBA Directs) will be designated "With Distinction" on UWO Western transcripts and the graduation diploma. Students must complete a full course load as defined by the program. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

Robert Johnson Gold Medal

The Robert Johnson Gold Medal will be awarded to the student with the highest combined average of MBA1 and MBA2. The student must have completed a full course load in both MBA1 and MBA2 as defined by the program. The combined average is calculated by adding the student's MBA1 and MBA2 averages and dividing by two. The Gold Medal calculation excludes non-Ivey and exchange courses.

Ivey MBA Direct Scholar

An MBA Direct student that achieves an average grade equal to the top 10% of the MBA2 class (as defined by the Ivey Scholar qualification) will be designated as Ivey MBA Direct Scholar. Ivey MBA Direct Scholars will be designated "With Distinction" on all UWO Western transcripts and the graduation diploma. The Ivey MBA Direct Scholar calculation excludes non-Ivey and exchange courses.

The rest of the policy is unchanged.

The following Guidelines apply only to those faculties, schools and colleges which operate on a 26 week teaching term.

See Sessional Dates for the Faculty of Education, Faculty of Law, and Schulich School of Medicine & Dentistry printed in those sections of this Calendar. Richard Ivey School of Business dates may also differ. Please consult the Dean's Office, Business School.

* Note: Any of the following deadlines that occur on a Sat or Sun or Statutory Holiday will be extended to the next working day.

January	4	Classes resume.
January	8	Last day to add a second-term first quarter ('S') course (Kinesiology).
January	12	Last day to add a second-term half course, or a second-term full course.
January	15	Last day to receive admission applications from non-Western and International students for the Diploma in Marketing and the Diploma in Public Relations offered through Western Continuing Studies.
January	15	Last day to drop a second-term first quarter ('S') course without academic penalty (Kinesiology).
January	22	Last day to receive applications for graduation: In Absentia February Convocation.
January	29	Last day to receive admission applications: Business Administration.
* January	31	Deadline to apply for relief against a final grade in a first-term course.
January	31	Last day to receive admission applications from current students or Western Alumni for the Diploma in Marketing and the Diploma in Public Relations offered through Western Continuing Studies.
* February	1	Last day to receive admission applications: Social Work (King's University College).
February	15	Last day to receive admission applications: Collaborative Nursing Program.
		Family Day.
February	15 - 19	Reading Week.
February	22	First day of second-term second quarter ('T') course (Kinesiology).
February	26	In Absentia February Convocation.
		Last day to add a second-term second quarter ('T') course (Kinesiology).
March	1	Last day to receive admission applications for Spring/Summer Distance Studies, Summer Evening and Intersession courses from students applying for the first time. All supporting documentation must be submitted within seven days of this date.
		Last day to receive admission applications from non-Western and International students for Diplomas in: Arts Management, Clinical Trials, Computer Science, Game Development, History, Not-for-Profit, Pedorthics and Occupational Health and Safety offered through Western Continuing Studies.
		Early Consideration admission application deadline for full-time first year studies for the Fall/Winter 2016-17 term.
		Last day to receive admission applications: Compressed Time Frame BScN Program.
		Last day to receive admission applications from CEGEP applicants.

**The University of Western Ontario
Academic Calendar Sessional Dates 2016**

March	1	First day for web registration for Summer Evening and Spring/Summer Distance Studies.
March	3	First day for web registration for Intersession.
March	4	Last day to drop a second-term second quarter ('T') course without academic penalty (Kinesiology).
* March	7	Last day to drop a second-term half course, or a second-term full course without academic penalty.
March	8	First day for web registration for Summer Day.
March	25	Good Friday
March	27	Easter Sunday
March	31	Last day to receive admission applications from current Western students and Western Alumni for Diplomas in: Arts Management, Clinical Trials, Computer Science, Game Development, History, Not-for-Profit, Pedorthics and Occupational Health and Safety offered through Western Continuing Studies.
April	6	Fall/Winter Term classes end.
April	7 - 8	Study Days.
April	9-30	Final examination period.
April	30	Second term ends for all Faculties except Dentistry, Education, Law, and Medicine. Last day to receive applications for graduation: Spring Convocation.
* May	1	Last day to withdraw an application for graduation: Spring Convocation.
May	1	Last day to receive admission applications for Summer Day courses from students applying for the first time. All supporting documentation must be submitted within seven days of this date.
May	9	Summer Evening and Spring/Summer Distances Studies courses begin.
May	13	Last day to add a full course, a first-term half course, a first-term first-quarter ('Q') course , and a full year half-course in Summer Evening. Last day to add a Spring/Summer Distance Studies Course Doctor of Medicine Convocation.
* May	15	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Spring Convocation.
May	15	Last day to receive admission applications for full-time general studies for 2016-17 Fall/Winter Term from candidates outside Canada.

**The University of Western Ontario
Academic Calendar Sessional Dates 2016**

May	16	Intersession courses begin. Trois-Pistoles courses begin.
May	17	Last day to add a full course, or a 6-week half course, a first-term first quarter ('Q') course, or a full-year half course in Intersession.
May	18	Last day to add or drop a course at Trois-Pistoles Intersession.
May	19	Last day to drop a 3-week first-term half course in Intersession without academic penalty.
May	23	Victoria Day.
May	26	Last day to drop a full course, or a 6-week half course, a first-term first quarter ('Q') course, or a full-year half course in Intersession without academic penalty.
May	30	Last day to drop a 3-week first-term half course in Intersession without academic penalty.
May	TBA	Hong Kong Convocation. Huron University College Theology Convocation.
June	1	Last day to receive admission applications from new students for Fall/Winter Term 2016-17 for full-time studies, provided that the program requested is open. All supporting documentation must be submitted within seven days of this date.
June	3	Last day to drop a full course or full-year half course in Summer Evening and Spring/Summer Distance Studies course without academic penalty.
June	6	Second-term half courses in Intersession begin. Last day to drop a full course, or a 6-week half course, or a full-year half course in Intersession without academic penalty. Last day to drop a first-term half course in Summer Evening and Spring/Summer Distance Studies without academic penalty.
June	7	Last day to add a second-term half course in Intersession.
June	9	Last day to drop a second-term half course in Intersession without academic penalty.
June	10	Master of Business Administration Convocation.
June	13	Last day to drop a full course or full-year half course in Summer Evening and Spring/Summer Distance Studies course without academic penalty.
June	14 - 17 20 - 22	Spring Convocation.
June	17	Trois-Pistoles Intersession Ends. Last day to drop a second-term half course in Intersession without academic penalty.

**The University of Western Ontario
Academic Calendar Sessional Dates 2016**

June	20	Second term half courses in Summer Evening and Spring/Summer Distance Studies begin.
June	24	Intersession courses end. Last day to add a second-term half course in Summer Evening and Spring/Summer Distance Studies.
June	27 - 28	Examinations: Intersession.
* June	30	Deadline to apply for relief against a final grade in a second-term or a full-year course. Deadline to apply for relief against a program eligibility decision. Deadline requesting a waiver of the progression requirements.
July	1	Canada Day. Last day to receive admission applications from new students for Fall/Winter Term 2016-17 for courses taught by Distance Studies and for part-time studies in courses taught on campus during the day and evening provided that the program requested is open. All supporting documentation must be submitted within seven days of this date. New students wishing to pursue part-time studies after July 1, should contact the Admissions Office to arrange for an appointment.
July	4	Summer Day Term begins. Last day to drop a second term half course, or a second term, first-quarter ('S') course, in Summer Evening and Spring/Summer – Distance Studies without academic penalty. Trois-Pistoles Summer Day Term begins.
July	5	Last day to add a full course, a first-term half course (3-week or 6-week), or a full-year half course in Summer Day.
July	6	Last day to add or drop a course at Trois-Pistoles Summer Day.
July	7	Last day to drop a 3-week first-term half course in Summer Day without academic penalty.
July	11	Trois-Pistoles Summer Day Term begins.
July	13	Last day to drop a full course, or a 6-week half course, or a full-year half course in Summer Day without academic penalty. Last day to add or drop a course at Trois-Pistoles Summer Day.
July	15	Last day to drop a 3-week first-term half course in Summer Day without academic penalty.
July	18	Last day to drop a second-term half course in Summer Evening and Spring/Summer Distance Studies without academic penalty.
July	22	Last day to drop a full course, or a 6-week half course, or a full-year half course in Summer Day without academic penalty.
July	25	Second-term half courses in Summer Day begin.
July	26	Last day to add a second-term half course in Summer Day.
July	28	Last day to drop a second-term half course in Summer Day without academic penalty.

**The University of Western Ontario
Academic Calendar Sessional Dates 2016**

July	29	Summer Evening and Spring/Summer Distance Studies Terms end.
* July	31	Deadline to apply for relief against a final grade in an Interession course.
August	1	Civic Holiday
August	2-3	Examinations: Summer Evening Term.
August	2-5	Examinations: Spring/Summer Distance Studies courses.
August	5	Trois-Pistoles Summer Day courses end.
August	8	Last day to drop a second-term half course in Summer Day without academic penalty.
August	12	Summer Day courses end.
		Trois-Pistoles Summer Day courses end.
August	15 - 16	Examinations: Summer Day courses.
* August	31	Deadline to apply for relief against a final grade in a Summer Evening course.
September	5	Labour Day.
September	8	Last day to receive applications for graduation: Autumn Convocation.
September	8	Fall/Winter Term classes begin.
September	12	First day of first-term, first-quarter ('Q') courses. (Kinesiology)
* September	15	Deadline to apply for relief against a final grade in a Summer Day course.
September	16	Last day for late registration.
		Last day to add a first-term first quarter ('Q') course (Kin).
		Last day to add a full course, a first-term half course, a first-term full course, or a full-year half course on campus and Distance Studies.
September	23	Last day to drop a first-term first quarter ('Q') course without academic penalty (Kinesiology).
* October	1	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation.

**The University of Western Ontario
Academic Calendar Sessional Dates 2016**

October	1	<p>Last day to withdraw application for graduation: Autumn Convocation.</p> <p><i>(Note: If this date falls on a Saturday or Sunday, the deadline will be the Friday before)</i></p> <p>Last day to receive admission applications: Medicine for 2017.</p>
October	10	Thanksgiving Holiday.
* October	15	Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course.
October	24	First day of first-term second quarter ('R') courses (Kin).
October	27 - 28	Autumn Convocation
October	27 - 28	Fall Study Break
October	28	Last day to add a first-term second quarter ('R') course (Kin).
* November	1	<p>Last day that students registered in 'W' accelerated language courses may transfer to the equivalent full-year course with the permission of their Faculty.</p> <p>Last day to receive official transcripts for courses taken on Letters of Permission during the academic year 2015-16 and the Spring/Summer Terms of 2016.</p>
November	1	Last day to receive admission applications: Law for 2017.
November	4	Last day to drop a first-term second quarter ('R') course without academic penalty (Kin).
* November	5	Last day to drop a first-term half course or a first-term full course (2016-17 Fall/Winter Term) without academic penalty.
* November	30	Last day to drop a full course and full-year half course [on campus day and evening and Distance Studies] without academic penalty.
December	1	<p>Last day to receive admission applications, transcripts, and supporting documentation: Education for 2017. (If December 1st falls on a weekend or holiday, then the deadline date will be decided by the Association of Education Registrar's of Ontario)</p> <p>Last day to receive admission applications: Dentistry for 2017.</p>
December	7	Fall/Winter Term classes end.
December	8 - 9	Study Days.
December	10 - 21	Mid-year examination period.
December	22	First term ends for all Faculties except Dentistry, Education, Law and Medicine.

The University of Western Ontario
Sessional Dates 2017

The following Guidelines apply only to those faculties, schools and colleges which operate on a 26 week teaching term.

See Sessional Dates for the Faculty of Education, Faculty of Law, and Schulich School of Medicine & Dentistry printed in those sections of this Calendar. Richard Ivey School of Business dates may also differ. Please consult the Dean's Office, Business School.

* Note: Any of the following deadlines that occur on a Sat or Sun or Statutory Holiday will be extended to the next working day.

January	5	Classes resume.
January	13	Last day to add a second-term first quarter ('S') course (Kinesiology).
January	13	Last day to add a second-term half course, or a second-term full course.
January	15	Last day to receive admission applications from non-Western and International students for the Diploma in Marketing and the Diploma in Public Relations offered through Western Continuing Studies.
January	20	Last day to drop a second-term first quarter ('S') course without academic penalty (Kinesiology).
January	22	Last day to receive applications for graduation: In Absentia February Convocation.
January	27	Last day to receive admission applications: Business Administration.
* January	31	Deadline to apply for relief against a final grade in a first-term course.
January	31	Last day to receive admission applications from current students or Western Alumni for the Diploma in Marketing and the Diploma in Public Relations offered through Western Continuing Studies.
* February	1	Last day to receive admission applications: Social Work (King's University College).
February	15	Last day to receive admission applications: Collaborative Nursing Program.
February	20	Family Day.
February	20 - 24	Reading Week.
February	24	In Absentia February Convocation.
February	27	First day of second-term second quarter ('T') course (Kinesiology).

The University of Western Ontario
Sessional Dates 2017

March	1	<p>Last day to receive admission applications for Spring/Summer Distance Studies, Summer Evening and Intersession courses from students applying for the first time. All supporting documentation must be submitted within seven days of this date.</p> <p>Last day to receive admission applications from non-Western and International students for Diplomas in: Arts Management, Clinical Trials, Computer Science, Game Development, Human Resources (<i>pending approval</i>), Not-for-Profit, Pedorthics and Occupational Health and Safety offered through Western Continuing Studies.</p> <p>Early Consideration admission application deadline for full-time first year studies for the Fall/Winter 2017-18 term.</p> <p>Last day to receive admission applications: Compressed Time Frame BScN Program.</p> <p>Last day to receive admission applications from CEGEP applicants.</p>
March	2	First day for web registration for Summer Evening and Spring/Summer Distance Studies.
March	3	Last day to add a second-term second quarter ('T') course (Kinesiology).
March	7	First day for web registration for Intersession.
March	7	Last day to drop a second-term half course, or a second-term full course without academic penalty.
March	9	First day for web registration for Summer Day.
March	10	Last day to drop a second-term second quarter ('T') course without academic penalty (Kinesiology).
March	31	Last day to receive admission applications from current Western students and Western Alumni for Diplomas in: Arts Management, Clinical Trials, Computer Science, Game Development, Human Resources (<i>pending approval</i>), Not-for-Profit, Pedorthics and Occupational Health and Safety offered through Western Continuing Studies.
April	7	Fall/Winter Term classes end.
April	8	Study Days.
April	9 - 30	Final examination period.
April	14	Good Friday.
April	16	Easter Sunday.
April	30	<p>Second term ends for all Faculties except Dentistry, Education, Law, and Medicine.</p> <p>Last day to receive applications for graduation: Spring Convocation.</p>

The University of Western Ontario
Sessional Dates 2017

* May	1	Last day to withdraw an application for graduation: Spring Convocation.
May	1	Last day to receive admission applications for Summer Day courses from students applying for the first time. All supporting documentation must be submitted within seven days of this date.
May	8	Summer Evening and Spring/Summer Distances Studies courses begin.
May	12	Last day to add a full course, a first-term half course, and a full year half-course in Summer Evening. Last day to add a Spring/Summer Distance Studies Course Doctor of Medicine Convocation.
* May	15	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Spring Convocation.
May	15	Intersession courses begin. Trois-Pistoles courses begin. Last day to receive admission applications for full-time general studies for 2017-18 Fall/Winter Term from candidates outside Canada.
May	16	Last day to add a full course, or a 6-week half course, or a full-year half course in Intersession.
May	17	Last day to add or drop a course at Trois-Pistoles Intersession.
May	22	Victoria Day.
May	29	Last day to drop a 3-week first-term half course in Intersession without academic penalty.
May	TBA	Hong Kong Convocation. Huron University College Theology Convocation.
June	1	Last day to receive admission applications from new students for Fall/Winter Term 2017-18 for full-time studies, provided that the program requested is open. All supporting documentation must be submitted within seven days of this date.
June	5	Last day to drop a full course, or a 6-week half course, or a full-year half course in Intersession without academic penalty. Last day to drop a first-term half course in Summer Evening and Spring/Summer Distance Studies without academic penalty. Second-term half courses in Intersession begin.
June	6	Last day to add a second-term half course in Intersession.
June	9	Master of Business Administration Convocation.
June	12	Last day to drop a full course or full-year half course in Summer Evening and Spring/Summer Distance Studies course without academic penalty.
June	13 - 16 19 - 21	Spring Convocation.

The University of Western Ontario
Sessional Dates 2017

June	16	Last day to drop a second-term half course in Intercession without academic penalty.
June	16	Trois-Pistoles Intercession Ends.
June	19	Second term half courses in Summer Evening and Spring/Summer Distance Studies begin.
June	23	Intercession courses end.
		Last day to add a second-term half course in Summer Evening and Spring/Summer Distance Studies.
June	26 - 27	Examinations: Intercession.
* June	30	Deadline to apply for relief against a final grade in a second-term or a full-year course.
		Deadline to apply for relief against a program eligibility decision.
		Deadline requesting a waiver of the progression requirements.
July	1	Canada Day.
		Last day to receive admission applications from new students for Fall/Winter Term 2017-18 for courses taught by Distance Studies and for part-time studies in courses taught on campus during the day and evening provided that the program requested is open. All supporting documentation must be submitted within seven days of this date. New students wishing to pursue part-time studies after July 1, should contact the Admissions Office to arrange for an appointment.
July	10	Summer Day Term begins.
		Trois-Pistoles Summer Day Term begins.
July	11	Last day to add a full course, a first-term half course (3-week or 6-week), or a full-year half course in Summer Day.
July	12	Last day to add or drop a course at Trois-Pistoles Summer Day.
July	17	Last day to drop a second term half course in Summer Evening and Spring/Summer Distance Studies without academic penalty.
July	21	Last day to drop a 3-week first-term half course in Summer Day without academic penalty.
July	28	Last day to drop a full course, or a 6-week half course, or a full-year half course in Summer Day without academic penalty.
July	28	Summer Evening and Spring/Summer Distance Studies Terms end.

The University of Western Ontario
Sessional Dates 2017

* July	31	Deadline to apply for relief against a final grade in an Intersession course.
July	31	Second-term half courses in Summer Day begin.
July	31 - Aug 1	Examinations: Summer Evening Term.
July	31 - Aug 3	Examinations: Spring/Summer Distance Studies courses.
August	1	Last day to add a second-term half course in Summer Day.
August	7	Civic Holiday
August	11	Trois-Pistoles Summer Day courses end.
August	14	Last day to drop a second-term half course in Summer Day without academic penalty.
August	18	Summer Day courses end.
August	21-22	Examinations: Summer Day courses.
* August	31	Deadline to apply for relief against a final grade in a Summer Evening course.
September	4	Labour Day.
September	7	Fall/Winter Term classes begin.
September	8	Last day to receive applications for graduation: Autumn Convocation.
September	11	First day of first-term, first-quarter ('Q') courses. (Kinesiology)
* September	15	Deadline to apply for relief against a final grade in a Summer Day course.
September	15	Last day for late registration. Last day to add a first-term first quarter ('Q') course (Kin). Last day to add a full course, a first-term half course, a first-term full course, or a full-year half course on campus and Distance Studies.
September	22	Last day to drop a first-term first quarter ('Q') course without academic penalty (Kinesiology).
* October	1	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation.
October	1	Last day to receive admission applications: Medicine for 2018. Last day to withdraw application for graduation: Autumn Convocation. <i>(Note: If this date falls on a Saturday or Sunday, the deadline will be the Friday before)</i>
October	9	Thanksgiving Holiday.
* October	15	Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course.

**The University of Western Ontario
Sessional Dates 2017**

October	23	First day of first-term second quarter ('R') courses (Kin).
October	26 - 27	Autumn Convocation
October	26 - 27	Fall Study Break
October	27	Last day to add a first-term second quarter ('R') course (Kin).
* November	1	Last day that students registered in 'W' accelerated language courses may transfer to the equivalent full-year course with the permission of their Faculty. Last day to receive official transcripts for courses taken on Letters of Permission during the academic year 2016-17 and the Spring/Summer Terms of 2017.
November	1	Last day to receive admission applications: Law for 2018.
November	3	Last day to drop a first-term second quarter ('R') course without academic penalty (Kin).
* November	5	Last day to drop a first-term half course or a first-term full course (2017-18 Fall/Winter Term) without academic penalty.
* November	30	Last day to drop a full course and full-year half course [on campus day and evening and Distance Studies] without academic penalty.
December	1	Last day to receive admission applications, transcripts, and supporting documentation: Education for 2017. (If December 1st falls on a weekend or holiday, then the deadline date will be decided by the Association of Education Registrar's of Ontario) Last day to receive admission applications: Dentistry for 2018.
December	6	Fall/Winter Term classes end.
December	7 - 8	Study Days.
December	9 - 20	Mid-year examination period.
December	21	First term ends for all Faculties Dentistry, Education, Law and Medicine.

2016-17 HBA Sessional Dates

*Please note that dates are tentative and subject to change.

2016	
August 30 and 31st	HBA Pre-Ivey Program
September 1 st	HBA Transfer Orientation Program
September 2	HBA1 Begins (Mandatory)
September 6-16	Add/Drop (A/B, Q,R,S,T (Ivey Term 5, 6, 7 and 8) courses)
September 6-9	HBA2 IFP Classes (MANDATORY)
September 12	HBA2 Elective Classes Begin
September 16	Last Day to drop Q (Ivey Term 5) course without academic penalty
October 10	Thanksgiving
October 20	Q (Ivey Term 5) Courses End
October 21-25	HBA2 Exam Week
October 27-28	Fall Convocation
October 31	R (Ivey) Courses Begin
October 31 – November 3	Add/Drop (B, R,S,T (Ivey Term 6, 7 and 8) courses)
October 27-28	Fall Study Break
November 3rd	Last Day to drop R (Ivey Term 6) course without academic penalty
December 6	HBA2 Classes End
December 7-14	HBA2 Exams
December 16th	HBA1 End of Term

2017	
January 5 th	HBA 1 Classes Resume
January 9	HBA 2 Classes Resume
January 9-13	Add/Drop (B, S,T (Ivey Term 7 and 8) courses)
January 13	Last Day to drop S (Ivey Term 7) course without academic penalty
February 9	S (Ivey Term 7) courses End
February 11-17	HBA2 Exam Week
February 20-24	Reading Week
February 27	T (Ivey Term 8) Courses Begin
February 27-March 3	Add/Drop (T (Ivey Term 8) courses)
March 3	Last Day to drop T (Ivey Term 8) course without academic penalty
March 30	HBA2 Classes End
March 31 – April 7	HBA 2 Exams
April 13	Last day of HBA 1
April 14	Good Friday

Sessional Dates 2016-17 – Faculty of Education

2016	
September 1	Year 1 Registration and Orientation
September 5	Labour Day
September 6	Year 1 Classes Begin
September 6 – 12	1 st term Add/Drop
September 6 – October 14	Year 2 Practicum Three
October 10	Thanksgiving
October 17 – 21	Year 1 Fall Reading Week
October 17	Year 2 Classes Begin
October 24 – November 18	Year 1 Practicum One
November 21	Year 1 Classes Resume
November 21-25	Year 2 Fall Reading Week
November 28 – December 16	Year 2 Alternative Field Experience
December 12 – 30	Year 1 Vacation
December 19 – 30	Year 2 Vacation
2017	
January 2	Classes Resume (Year 1 and 2)
January 2-10	2 nd term Add/Drop
January 30 – February 10	Year 2 Practicum Four
February 13-17	Year 1 Winter Reading Week
March 13-17	Spring Break (Year 1 and 2)
March 20 – April 13	Year 2 Alternative Field Experience
March 20 – April 13	Year 1 Practicum Two
April 14/17	Good Friday/Easter Monday
April 28	Last Day of Term

Sessional Dates – 2016-17 Faculty of Law

2016

September 5	Labour Day Holiday
September 6	Orientation Day
September 7	Fall Term Classes Begin
September 7-13	Fall Term Add/Drop Period
October 10	Thanksgiving Day (Western Holiday)
October 27-28	Fall Convocation
December 6	Fall Term Classes End
December 8-19	Fall Term Examination Period
December 19	Fall Term Ends

2017

January 9	Winter Term Begins
January 9-27	January Intensive (First Year)
January 10-27	January Intensives (Upper Years)
January 10	January Intensive Add/Drop Period
January 30	Winter Term Regular Classes Begin
January 30-February 3	Winter Term Add/Drop Period
February 20-24	Study Week
April 13	Winter Term Classes End
April 14	Good Friday (Western Holiday)
April 17-April 28	Winter Term Examination Period
April 28	Winter Term Ends
June TBD	Spring Convocation

Sessional Dates MD Program 2016-17

2016		MD Program, Schulich School of Medicine & Dentistry		
Start Date	End Date	MD Program	Notes	Program Year
August 22	August 26	Clerkship Orientation		3
August 29	August 29	Clinical Clerkship Begins		3
August 29	August 29	Clinical Science Electives Begin		4
August 29	September 2	Medical Foundations Week		1
August 30	August 30	White Coat Ceremony		1
September 5	September 5	Statutory Holiday	Labour Day	1, 2, 3, 4
September 6	September 6	Academic Year Begins	Term 1 Begins	1, 2
October 10	October 10	Statutory Holiday	Thanksgiving	1, 2, 3, 4
October 11	October 11	Interprofessional Health Day		2
December 12	December 15	Assessment Week		1
December 16	December 16	Clinical Science Electives End		4
December 19	January 2	Vacation	No Classes	1, 2, 4
2017		MD Program, Schulich School of Medicine & Dentistry		
Start Date	End Date	MD Program	Notes	Program Year
January 3	January 3	Academic Year Resumes	Term 2 Begins	1, 2, 4
January 3	January 6	Service Learning Week		1
January 16	January 20	Assessment Week		2
February 20	February 20	Statutory Holiday	Family Day	1, 2, 3, 4
March 1	March 1	CaRMS Match Day	No Classes	4
March 13	March 17	Vacation	No Classes	1, 2
April 3	April 3	Interprofessional Health Day		1
April 14	April 14	Statutory Holiday	Good Friday	1, 2, 3, 4
April 21	April 21	Academic Year Ends		4
May 12	May 12	Convocation		4
May 15	May 19	Assessment Week		1
May 22	May 22	Statutory Holiday	Victoria Day	2, 3, 4
May 22	June 2	Discovery Week		1
June 2	June 2	Academic Year Ends		1
June 5	June 9	Assessment Week		2
June 9	June 9	Academic Year Ends		2
August 11	August 11	Academic Year Ends	Clerkship Concludes	3
August 12	August 27	Vacation		3

SCHULICH DENTISTRY SESSIONAL DATES 2016-17

2016			
START DATE	END DATE	Classes/Exams/Activity/Stat Holidays	Program Year
August 29, 2016	September 1, 2016	Clinic Orientation	3, ITD1
August 30, 2016	August 30, 2016	White Coat Ceremony	1
September 1, 2016	September 1, 2016	Year 1 Kit Orientation	1
September 5, 2016	September 5, 2016	Labour Day - No Classes	1, 2, 3, ITD1, 4, ITD2
September 6, 2016	September 6, 2016	Regular Class and Clinics commence	1, 2, 3, ITD1, 4, ITD2
September 30, 2016	October 2, 2016	Homecoming	3, ITD1, 4, ITD2
October 10, 2016	October 10, 2016	Thanksgiving - No Classes	1, 2, 3, ITD1, 4, ITD2
December 1, 2016	December 1, 2016	Last Day for receiving admission applications for Year 1 Dentistry	
December 2, 2016	December 2, 2016	Classes End – Fall Term	1, 2, 3, ITD1, 4, ITD2
December 5, 2016	December 21, 2016	Exam Period – All Years	1, 2, 3, ITD1, 4, ITD2
December 22, 2016	January 2, 2017	Vacation	1, 2, 3, ITD1, 4, ITD2
2017			
START DATE	END DATE	Classes/Exams/Activity/Stat Holidays	Program Year
January 3, 2017	January 3, 2017	Winter Term Commences - All Years	1, 2, 3, ITD1, 4, ITD2
February 20, 2017	February 20, 2017	Family Day	1, 2, 3, ITD1, 4, ITD2
February 13, 2017	February 24, 2017	Supplemental Examinations Year Four, ITD2	4, ITD2
TBD	TBD	NDEB Examinations (Written & OSCE)	4, ITD2
March 13, 2017	March 17, 2017	Study Week	1, 2, 3, ITD1, 4, ITD2
April 14, 2017	April 14, 2017	Good Friday - No Classes	1, 2, 3, ITD1, 4, ITD2
April 28, 2017	April 28, 2017	Winter Term Ends	2, 3, ITD1, 4, ITD2
May 1, 2017	May 19, 2017	Final Examination Period (Excluding Year One)	2, 3, ITD1, 4, ITD2
May 1, 2017	May 1, 2017	ITD 1 Program commences	ITD1
May 17, 2017	May 17, 2017	Winter Term Ends Year One	1
May 19, 2017	May 31, 2017	Final Examination Period Year One	1
May 22, 2017	May 22, 2017	Victoria Day	1, 2, 3, ITD1, 4, ITD2
May 23, 2017	June 22, 2017	Summer Clinic	3, ITD1
June 16, 2017	June 16, 2017	Graduation Luncheon & Ceremony - date to be finalized	4, ITD2
June 16, 2017	June 16, 2017	Spring Convocation - date to be finalized	4, ITD2
July 4, 2017	July 14, 2017	Supplemental Examination Period (Excluding Year One)	2, 3, ITD1
July 4, 2017	July 14, 2017	Practical Supplemental - #1	2, 3, ITD1
July 31, 2017	August 4, 2017	Practical Supplemental – #2	2, 3, ITD1
July 6, 2017	July 14, 2017	Didactic Supplemental Examination Period Year One	1
July 5, 2017	July 14, 2017	Practical Supplemental – #1	1
July 31, 2017	August 4, 2017	Practical Supplemental – #2	1
NOTE: DATES ARE SUBJECT TO CHANGE			

Final Assessment Report

Program:	Collaborative Program in Environment and Sustainability	
Degrees Offered:	MA, MSc, MEd, PhD	
Approved Fields:		
External Consultants:	None (desk audit)	
Internal Reviewers:	Dr Erika Chamberlain, Associate Dean (Academic), Faculty of Law	
Date of Site Visit:	24 April 2015	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on October 19, 2015</i>	

Executive Summary

This is a well-structured program that provides an enriching experience for students from a variety of disciplines. Students are continuously enrolled in an Interdisciplinary Research Seminar, in which they gain multiple perspectives on Environment and Sustainability. They also organize the annual Earth Day Colloquium, which allows them to interact with both academics and members of the community. The students speak highly of the program and its support staff, and the current Director is committed and enthusiastic about the program. With more dedicated resources and more robust recruitment, the Collaborative Program could become a destination program for well-qualified graduate students hoping to work in environment and sustainability.

Significant Strengths of Program:

- Students value the variety of perspectives they gain from the Interdisciplinary Research Seminar, themed panel discussions, and interdisciplinary advisors.
- Students gain professional autonomy through organization of the Earth Day Colloquium.
- Support staff provide an excellent level of service, in terms of both academic matters and career guidance.
- The Program Director is committed to continuous improvement of the program and the student experience.

Suggestions for improvement & Enhancement:

- A more robust recruitment strategy, including earlier notice of the program, could help to attract students from a broader variety of disciplines.
- The role of the Environment and Sustainability advisors should be clarified so that students gain maximum benefit from their interdisciplinary expertise.
- Greater support from the participating programs and Faculties would allow for more enriching experiences, such as field trips.

Recommendations required for Program sustainability:	Responsibility	Resources	Timeline
Develop a more robust recruitment strategy	Program Director	Minimal	2015-16
Review process of approving elective courses and enrolling students	Program	None	Reforms in progress
Clarify the role and expectations of E&S Advisors	Program Director	None	2015-16
Consider ways to support field study by program participants	CES and participating Faculties	Financial	Next 2 years

Final Assessment Report

Program:	Master of Science in Foods and Nutrition Brescia University College	
Degrees Offered:	MScFN	
Approved Fields:		
External Consultants:	Paula Brauer, Professor University of Guelph	Susan Whiting, Professor University of Saskatchewan
Internal Reviewers:	Ruth Martin, Associate Dean Faculty of Health Sciences	Elizabeth Mitchell, PhD Candidate Faculty of Music
Date of Site Visit:	May 27-28, 2015	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on October 19, 2015</i>	

Executive Summary

The reviewers met with a wide variety of faculty, staff, preceptors, current students and graduates of the program. We were comfortable with the depth and breadth of opinion offered.

The External Consultants regarded the program positively, noting that it addresses a strong societal need for professionals to ensure the nutrition of Canadians. They felt that the learning outcomes are (i) fulfilling the requirements of high quality graduate degrees in Foods and Nutrition, and (ii) being achieved through a variety of appropriate theoretical and applied learning activities. The Consultants noted an innovative applied learning component involving a program assessment and business case proposal for a healthy eating program (FRESH) operated at Brescia. The External Consultants felt that the learning outcomes for the Internship Stream and Thesis Stream, while generally clear, could be differentiated more explicitly.

The External Consultants were very impressed with the levels of achievement by faculty members in research, external funding, dissemination, and graduate supervision and instruction, particularly in light of their heavy teaching loads (i.e., up to 3 full courses annually). They felt that the faculty complement should be expanded to ensure sustainability and enhancement of the program, particularly given that the program recently received approval from Western to increase its enrolment by 3 students annually.

The quality of incoming students was viewed as high, particularly within the highly competitive Internship Stream. The External Consultants found that enrolment in the Internship Stream well exceeds that of the Thesis Stream. They felt that the Thesis Stream enrolment should be increased over time, and the Internship Stream enrolment reduced. They supported the proposal by the program and faculty members that the Thesis Stream enrolment be increased by (i) removing the Registered Dietitian admission requirement for the Thesis Stream, and (ii) providing a part-time Thesis Stream degree option for practicing Registered Dietitians. The External Consultants noted that the program has been innovative in encouraging international students by creating an undergraduate diploma to prepare students for the MScFN Thesis Stream.

The External Consultants found that the Thesis Stream should be expanded from 5 to 6 terms to accommodate the level of research mentorship and quality and scale of the students' research projects. They felt that the course requirements for the Thesis Stream could be decreased, particularly given that current students are Registered Dietitians.

The External Consultants found that the funding available to students in the Thesis Stream is inadequate and a potential challenge to recruitment. They recommended that funding, both direct and indirect (scholarship), for Thesis Stream students be immediately reviewed.

Overall, the program is viewed as being of high quality. The Thesis Stream should be re-visited to ensure its long-term sustainability.

Significant Strengths of Program:

- The program addresses an important health, and health-care, need in Canada.
- The curriculum is varied and innovative, blending theoretical and applied components.
- The students are of high quality.
- The faculty members are high achieving and fully committed to the program.

Suggestions for improvement & Enhancement:

- The learning outcomes for the Internship Stream and Thesis Stream should be more clearly differentiated.
- The faculty complement in Foods and Nutrition should be increased.
- The Thesis Stream should be strengthened, with an increase in Thesis Stream enrolment and a decrease in Internship Stream enrolment
- The Registered Dietitian admission requirement for Thesis Stream students should be removed.
- A part-time Thesis Stream degree option should be developed for practicing Registered Dietitians.
- The time-in-program should be increased from 5 to 6 terms for the Thesis Stream.
- Funding for Thesis Stream students should be immediately reviewed.
- Course requirements for Thesis Stream students should be reviewed for prior learning.

Recommendations required for Program sustainability:	Responsibility	Resources	Timeline
Increase faculty complement in Foods and Nutrition program	Director, Dean	budgetary	as feasible based on budget availability
Increase enrolment in Thesis Stream, decrease enrolment in Internship Stream	Director		In progress
Remove the Registered Dietitian admission requirement for Thesis Stream students	Director	SGPS support	Fall 2016
Develop a part-time Thesis Stream degree option for practicing Registered Dietitians	Director	SGPS support	Fall 2016
Increase time-in-program from 5 to 6 terms for Thesis Stream	Director	SGPS support	Fall 2016
Enhance financial support for Thesis Stream students	Director, Dean, Principal	budgetary	Fall 2017
Allow flexibility in course requirements for Thesis Stream to reflect admission credentials	Director, faculty		In progress

New Scholarships and Awards

DAN Management Graduate Diploma in Accounting Scholarship (School of Graduate and Postdoctoral Studies, Management and Organizational Studies)

Awarded annually to a full-time graduate student entering the Graduate Diploma in Accounting program, with academic achievement (minimum 80% average). The recipient will be selected by the scholarship committee in the DAN Management and Organizational Studies Program. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This scholarship is being supported by a generous donation made by Mr. Aubrey Dan (BA '85).

Value: 1 at \$3,000

Effective Date: May 2015 to April 2020 inclusive

DAN Management Global Opportunities Award (Social Science, Management and Organizational Studies)

Awarded annually to full-time undergraduate students enrolled in the Management and Organizational Studies Strategic Management Course 4410 in Hong Kong. Students participating in this course must be registered at the constituent University and must be currently registered in a full-time course load (minimum 3.5 full courses). Students may apply for this award in advance of being enrolled in this course with receipt of the award contingent upon acceptance into the course. Students may only receive a Global Opportunities award once during their academic career at Western. Online applications are available on the Global Opportunities website, Western International. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on November 15th (for decisions in early January) and March 15th (for decisions in early May). Western International will consult with the Chair of the DAN Management and Organizational Studies Program when selecting the students. Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn through their program of study and how they will be an effective Ambassador for Western. These awards are being supported through a generous donation made by Mr. Aubrey Dan (BA '85).

Value: 3 at \$2,000*

Effective Date: 2015-2016 to 2019-2020 academic years inclusive

*\$3,000 from the endowment will be matched by \$3,000 through the University's Global Opportunities Award Matching Program.

Jean and Victor Redekopp Scholarship in Music (Music)

Awarded annually to full-time undergraduate students entering Year 1 of a Bachelor of Musical Arts program in the Don Wright Faculty of Music, with academic achievement and strong musical ability. The recipients will be selected by the Scholarships Committee in the Don Wright Faculty of Music. This scholarship was established through a generous estate gift from Jean Ann Redekopp, in memory of her husband Victor E. Redekopp.

Value: 2 at \$1,000

Effective Date: 2015-2016 to 2019-2020 academic years inclusive

William and Cecilia Davies Bursary in Science (Science)

Awarded annually to a full-time undergraduate student in the Faculty of Science who has demonstrated financial need. Online financial need assistance applications are available from Student Center and must be submitted by October 31. The Office of the Registrar will select the recipient. This bursary was established by a gift from Mr. William Davies (BA'56 Honors Business) and Mrs. Cecilia Davies. This bursary is offered through the Ontario Trust for Student Support (OTSS) program, and recipients must meet Ontario residency requirements.

Value: 1 at \$1,500

Effective Date: 2015-2016 to 2019-2020 academic years inclusive

William and Cecilia Davies Bursary in Engineering (Engineering)

Awarded annually to a full-time undergraduate student in the Faculty of Engineering who has demonstrated financial need. Online financial need assistance applications are available from Student Center and must be submitted by October 31. The Office of the Registrar will select the recipient. This bursary was established by a gift from Mr. William Davies (BA'56 Honors Business) and Mrs. Cecilia Davies. This bursary is offered through the Ontario Trust for Student Support (OTSS) program, and recipients must meet Ontario residency requirements.

Value: 1 at \$1,300

Effective Date: 2015-2016 to 2019-2020 academic years inclusive

William and Cecilia Davies Bursary in Music (Music)

Awarded annually to a full-time undergraduate student in the Don Wright Faculty of Music who has demonstrated financial need. Online financial need assistance applications are available from Student Center and must be submitted by October 31. The Office of the Registrar will select the recipient. This bursary was established by a gift from Mr. William Davies (BA'56 Honors Business) and Mrs. Cecilia Davies. This bursary is offered through the Ontario Trust for Student Support (OTSS) program, and recipients must meet Ontario residency requirements.

Value: 1 at \$700

Effective Date: 2015-2016 to 2019-2020 academic years inclusive

Engineering Ontario Graduate Scholarship (Engineering)

Awarded annually to a full-time graduate student in the Chemical & Biochemical Engineering Program at the Masters or Doctoral level who is a current holder of an Ontario Graduate Scholarship (OGS) or a Queen Elizabeth II Graduate Scholarship in Science and Technology (QEIGSST), based on academic achievement and research merit. The School of Graduate and Postdoctoral Studies will select the recipient, in cooperation with the Graduate Chair in the Department of Chemical & Biochemical Engineering. If, during any year, there is no OGS or QEIGSST holder in Chemical & Biochemical Engineering, then the scholarship will be awarded to a non-OGS/QEIGSST student in Chemical & Biochemical Engineering. This scholarship was made possible by a generous gift by an anonymous donor.

Value: 1 at \$5,000*

Effective Date: May-15

*OGS or QEIGSST funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarship to \$15,000 each.

Syrian Refugee Student Award (Any Undergraduate or Graduate Program)

Available to a student who is entering or recently entered Canada as a refugee from Syria. Recipient must meet Western admission and English language requirements and be admitted for full-time studies at Western's main campus in an undergraduate degree program or a graduate MA, MSc or PhD program. The Office of the Registrar will liaise with the School of Graduate and Postdoctoral Studies, Western International and World University Service of Canada (WUSC) or another similar agency to select the recipient. The award will integrate with Federal and Provincial student loan programs to cover tuition and living costs.

Number and value will vary

Effective Date: 2015-2016 academic year

Chair's Essay Prize in Philosophy (Arts and Humanities, Philosophy)

Awarded annually to a full-time undergraduate student in Year 2, 3 or 4 who is judged to have written the best essay in Philosophy. Essay regulations will be advertised through the Philosophy Department Office, with essays to be submitted by April 15th. In addition to this, Philosophy Professors may also nominate exceptional essays submitted through the year. The Chair of Philosophy will select the recipient.

Value: 1 at \$500

Effective Date: 2014-2015 to 2018-2019 academic years inclusive

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING
(SCUP)

Budget Planning Guidelines

FOR INFORMATION

Budget Planning Guidelines

See [Appendix 1](#).

Western University

**Planning for 2016-17 to 2018-19: Year 2 of Four-Year Planning Process
Guidelines for the Faculties**

September 29, 2015

A. Introduction

These guidelines move us forward to the second year of our 4-year planning period – and are intended to support the development of very brief update reports from the Faculties on the evolution and implementation of the Faculty Academic Plans and four-year budget plans developed last year.

The budgetary context for these guidelines is one of continued uncertainty and a period of constrained growth in revenues:

- Government grant funding reductions continue
- The tuition framework (beyond 2016-17) has not yet been announced
- The Province is in the middle of a review of the University Funding Formula
- Undergraduate enrolments at Western are reaching steady-state

Given this uncertain and constrained revenue context, the incremental resources available to us will be much more modest in this 4-year planning period – than in the last three 4-year cycles.

These guidelines continue to focus on the following high-priority areas identified in Western's Strategic Plan – *Achieving Excellence on the World Stage*:

- Enhancing our Research Profile – including promoting interdisciplinarity.
- Enhancing the Student Experience – including innovations in pedagogy, increases in on-line offerings, and increased experiential learning opportunities.
- Internationalization – including continued expansion of our undergraduate international enrolments.
- Continuing with Graduate Expansion – with the recruitment of highly-qualified students (in areas of demand and capacity) as a priority.
- Seeking alternative incremental sources of revenue.

B. University Operating Revenues and Expenditures

1. Revenues

The major sources of University operating revenues are: provincial government base operating grants which include funding for existing levels of enrolments, the Province's funding for domestic undergraduate enrolment growth, grant funding associated with the current round of domestic graduate enrolment expansion, tuition fees – both domestic and international, and the federal funding for indirect costs of research. The majority of government funding – both operating and capital – are

directly linked to enrolments. The grant reductions and the tuition framework described earlier are incorporated into our planning.

2. Expenditures

- The revenue-sharing mechanism for the Faculties continues in the remaining three years of the 4-year planning period. The revenue-sharing allocations have been modelled on the basis of our current enrolment plans/projections.
- Funding for our student aid programs – undergraduate scholarships & bursaries and graduate student support – continues to be a high priority. In order to attract the best students, we must ensure that our centrally-funded student aid programs are competitive.
- We will set aside additional funds for a number of other University-wide expenditures, including the following:
 - New Major Academic Initiatives – in support of our Strategic Plan
 - Research/Scholarship-related Initiatives administered by the Vice-President (Research)
 - Pedagogical Innovation
 - Student Recruitment and Student Services
 - Information Technology Infrastructure
 - Library Acquisitions
 - Deferred Maintenance and Facilities Enhancements
 - Our Long-Range Space Plan
 - Utilities
 - Operating Costs of New Facilities

C. Resources Available to Each Faculty and the Budget Planning Exercise for 2016-19

A set of revenue projections for the Faculty for the remaining three years of the 4-year planning period has been provided in Appendix A – and includes the following components:

- **Base Budgets** – the net result of the starting base budgets adjusted to provide for University-level cost increases, the funds available through faculty retirements after the application of the University's Faculty Turnover Recovery Policy, program expansion funding, and self-funded program revenues.
- The recommended **CRC allocations** for the Faculty. The appointment of allocated CRCs (included in Appendix A) is subject to approval by the University and the CRC program.
- Estimated allocations from **the Enrolment-related Revenue Sharing Mechanism** – based on each Faculty's projected graduate enrolments and undergraduate teaching responsibilities.
- **Previously-approved base and one-time allocations** from the Academic Priorities Fund (APF).

The revenue projections for the Faculty shown in Appendix A do not include possible additional resources which may be allocated as an outcome of this planning cycle – or through each annual planning cycle during the remaining three years of the 4-year planning period.

Appendix A shows historical operating revenue information for the Faculty and the 2016-19 revenues to be used for modelling purposes. Note that the historical revenue figures include centrally funded salary and benefit increases, but some/all of these central allocations are not yet included in the revenues for 2015-16 and beyond.

As has been the case in recent planning cycles, this budget planning process is a modelling exercise only. The actual final revenues – to be recommended in the spring of 2016 – will be a function of: (1) the base budget recommendation after consideration of the actual values of a number of university-level revenue and expenditure variables (e.g. actual enrolments and related funding, and salary settlements), (2) differential budget decisions, (3) updates to enrolment/teaching projections that will result in updated estimates of enrolment-related revenue sharing allocations, and (4) refinement to other revenue lines. In addition, funding associated with negotiated salary and benefit increases will be added to Faculty budgets at the appropriate times during each of the remaining three years of the 4-year planning period.

D. Elements of the Planning Submission

1. General Update to the Faculty Academic Plan

As discussed at the August 2015 Deans' Retreat, Faculties are asked to provide a brief update (if necessary) on significant changes to components of the Faculty Academic Plans that were presented last year. Faculties should also describe any actions being taken in response to outcomes of undergraduate and program reviews that have concluded recently (i.e. the 2014-15 and 2015-16 academic years).

2. Undergraduate and Graduate Enrolments and Sharing of Incremental Revenues

a. Enrolment Planning

We will continue with the Enrolment Strategy approved by Senate and the Board of Governors in the fall of 2010. The Enrolment Strategy document can be found at:

http://www.ipb.uwo.ca/documents/recommendation_on_enrolment_strategy_oct2010.pdf

Deans are asked to provide a brief update on the status of new programs/innovations, including timelines for implementation, enrolment levels, and tuition fee recommendations. As part of the enrolment planning process, Deans are asked to confirm/update the graduate enrolments (received from the Faculties in July 2015) in Appendix C.

b. Enrolment-related Revenue Sharing

The revenue sharing mechanism continues in the remaining the three years of the 4-year planning period. The document providing the technical details of this proposed revenue sharing mechanism can be found at:

<https://www.ipb.uwo.ca/sept2015/>

The Faculty's revenue forecasts in Appendix A include the funds arising from the revenue-sharing mechanism, and are based on the enrolment forecasts described earlier and the graduate enrolment plans submitted by the Faculties in July 2015.

Deans should consult with IPB if and when the enrolment planning activities within the Faculties leads to new programs and/or expansion of existing programs – which in turn would require revisions to the revenue forecasts. Deans are also asked to confirm tuition rates for new graduate programs that were submitted in their July 2015 graduate enrolment plans.

Deans should note that, with this revenue-sharing mechanism, it is expected that responsibility for most of the Faculty's financial needs must be addressed by the Faculty budget. As described below in section D3, modest central funding (base and one-time) will be available through annual planning processes – but only for major academic initiatives that are directly linked to University priorities. Similarly, the Provost will consider in-year resource allocations only for major academic initiatives that are aligned with the University's strategic priorities.

3. *Resources to Support New University-wide Academic Initiatives: The Academic Priorities Fund (APF)*

The University will continue its approach of retaining central funds (base and one-time) in order to support emerging academic initiatives that are in direct support of the University's Mission and Strategic Priorities. Given the external uncertainty and the more constrained revenue context, the APF will be very modest and may focus on one-time funding needs rather than base-budget allocations.

Deans may bring forward proposals for the Academic Priorities Fund (APF) – which will be available in each of the remaining three years of the 4-year planning period. Proposals should include only major academic initiatives and should be directly linked to the University's strategic priorities. Proposals that involve multi-Faculty initiatives and are reinforced by Faculty resources will be viewed favourably. Deans should also include measurable indicators of progress towards the goals associated with each proposal. Deans are asked to complete the template in Appendix D for each proposal.

4. *Canada Research Chairs (CRCs)*

In the spring of 2015, Deans were provided with a list of CRCs that are coming available in the next two years. Deans are invited to include in their planning submission proposals for the use of these Chairs. Special consideration will be given to proposals that support developing Western Clusters of Research Excellence, or that build on areas of priority in the Academic Plan that already have a critical mass of researchers. As in recent years, special consideration will also be given to proposals that support interdisciplinary linkages between Faculties and Departments.

5. Space, Facilities, and Capital Planning

a. Space

In the context of our Long-Range Space Plan (as outlined in the 2015-16 University Budget) and the arrangement to share the operating costs of incremental space introduced in 2011-12, Deans may identify additional space requirements. Requests for additional space should be submitted by completing the template included in Appendix E.

b. Capital Projects

Deans may also submit capital funding requests – for renovations – for each of the remaining three years of the 4-year planning period. All requests for funding of minor capital projects must be included in the planning document (see Appendix F, Capital Project Request Form).

- Prior to consideration of capital projects during the planning process, units must consult with Facilities Management to obtain a cost estimate and to ensure that all building, safety, and structure-bearing codes receive proper attention.
- Requests must include a timeline for implementation and the amount of funding requested. Proposals which are matched by Faculty resources will be given higher priority.

Finally, all requests for exemptions to the University's policy on rental charges for general University facilities must be submitted in the planning documents. Only requests that directly relate to the academic activities of the Faculty will be considered for exemption.

6. Comprehensive Revenue/Expenditure Model

Appendix A provides the budget planning template for the remaining three years of the 4-year planning period for the Faculty. Enrolment-related revenue sharing estimates have been completed by IPB using the most recent enrolment projections and historical patterns in teaching activity. Deans are asked to review these figures in consultation with IPB and make adjustments to the revenue lines (excluding the base budget line) as necessary. Particular attention should be paid to the revenue-sharing estimates, which should be updated to reflect the Faculty's new undergraduate and graduate enrolment plans.

The expenditure plan should include the line-by-line details shown in Appendix A, and should address budgetary requirements in the areas of: tenured/probationary faculty complement, part-time teaching, limited-term faculty positions, clinical faculty positions (Schulich School only), support staff, GTAs, graduate student support, information technology and academic equipment renewal, faculty travel, new faculty start-up funds, facilities maintenance, and any other allocations deemed necessary for the long-term academic health of the Faculty.

Faculties are reminded that they are responsible for including teaching equipment and information technology renewal funds in their budget plans. Annual allocations should be based on a systematic replacement plan and can be funded from operating revenue or through a planned use of carry-forward funds. Faculty carry-forward funds (shown in the revenue section of Appendix A, page 1, line 11) should be treated as any other revenue source in the multi-year budget plan.

Consistent with our approach last year, the Faculty budget plan (in this modelling exercise) must meet two specific criteria – **the total budget must be balanced at the end of the 4-year planning period (i.e. cumulative surplus/deficit must be greater than or equal to zero) and the in-year deficit (Appendix A, line 39) in 2018-19 must not exceed 2% of the Faculty’s base budget plus revenue-sharing allocation for that year.**

The line-by-line budget model should be provided by completing Page 1 of Appendix A.

7. Faculty/Staff Complement Plan

Deans are asked to provide a faculty and staff complement plan by completing the tables in Appendix B.

- The faculty/staff complement plan should reflect selective support of the priorities stated in the Faculty’s Academic Plan.
- Deans are asked to provide a summary of progress in hiring into positions approved (i) through the March 2015 Final Budget Plan, and (ii) in-year as a consequence of funds released from unanticipated retirements or resignations.
- Deans should include, in their complement and budgetary plans, provision for on-going funding of any positions now based on term funding that expires during the planning period.
- Sources of funding should be described for new/incremental appointments that are being proposed.
- Where Limited-Term appointments that require two years’ notice of non-renewal are shown as ending without re-appointment in the faculty complement plan, the timing of when notice will be given should be described.

Deans should note that when positions are vacated as a consequence of retirements, resignations, or non-renewal of limited-term faculty, the positions themselves are closed, and a case must be made for the creation of any new positions using funds released to the Faculty budget. This approach acknowledges that areas of teaching and research of departing faculty were determined by Faculty priorities at the time they were hired, whereas new positions should fit with the current priorities of the Faculty, as stated in its Academic Plan. In so far as the budget and the Turnover Recovery Policy allow, Deans are also encouraged to consider using funds identified for new positions for the recruitment of mid-career or senior faculty. Deans may also seek supplementary funding assistance (from the APF) to support the recruitment of mid-career or senior faculty.

Advertisements to hire into planned full-time faculty positions must be approved by the Vice-Provost (Academic Planning, Policy, & Faculty) through the Office of Faculty Relations. Requests to advertise should be accompanied by a statement describing how the position fits into the complement plan approved during the planning process.

8. Supplementary Fees

The Provincial Government's policies on tuition and fees allows Universities to charge supplementary fees that recover the costs associated with non-tuition related services, equipment, and material provided to students. Examples include costs of course material/manuals, field trips, co-op placement services, and specialized equipment such as dental kits. At present, at Western, a wide array of such fees exist – and new fees are introduced annually which must be approved by our Board of Governors. In the past, proposals for such fees have been brought forward on an irregular basis and quite often did not fit into the time lines of Board meetings. Therefore, Deans are asked to include proposals (by using the template in Appendix G) for new supplementary fees and increases to existing fees in their planning submissions. Proposals not included in the planning submissions will not be implemented in 2016-17. Please consult with IPB if you have any questions regarding the applicability of the Government's policy to possible new fees.

E. University-Wide Planning Policies and Issues

Deans should take into account the following University-wide planning policies/issues.

1. First-year Intake and Undergraduate Enrolment Planning

Our current plan for the remaining three years of the 4-year period is an annual total first-year intake of about 5,100 students – and our approach to admissions will ensure that we maintain or enhance entrance standards.

2. First-year Course Guarantee

The policy of guaranteeing courses to first-year students has made a tremendous contribution to Western's recruitment efforts and to the early academic experience of our students. The commitment of the Faculties to this policy has been outstanding. It is our intention to continue this guarantee as a central feature of Western's first year programs.

3. Turnover Recovery Policy

The current Faculty Turnover Recovery Policy will continue. The policy allows for tenured/probationary faculty renewal/replacement by returning the greater of 60% of the retiring or departing faculty member's salary plus benefits or \$86,000 (for departures in 2015-16) plus benefits to the Faculty budget.

The current faculty collective agreement allows for retirement prior to the normal retirement date (which is defined as the July 1st following the faculty member's 65th birthday) and phased retirement of members. Regardless of the type of retirement, the policy will apply as in previous years – as follows:

- No turnover recovery on any faculty departures before age 55.

- Turnover recovery will be applied on May 1 of the year following a faculty member's departure – i.e., if the departure occurs between May 1 of year n and April 30th of year n+1, turnover recovery will be applied on May 1 of year n+1.
- Salaries of faculty early retirements (i.e. prior to the normal retirement date) remain within the Faculty budgets until the year of normal retirement. The turnover recovery will be applied in the year of normal retirement.
- Turnover recovery will be applied to all other non-retirement departures (i.e. excluding those before age 55) on May 1 following the actual departure.

4. Canada Foundation for Innovation (CFI) and the Ontario Research Fund (ORF)

Deans are asked to ensure that participation in the CFI and the ORF is given high priority within the Faculties and departments. The Vice-President (Research) should be consulted at the very early stages of preparing CFI/ORF proposals – in particular, regarding potential requirements for matching funds and space/facilities. The Associate Vice-President (Planning, Budgeting, and IT) should also be alerted to the potential space requirements.

5. Information Technology

The University's Information Technology infrastructure (e.g. networks, email, web support, wireless technology, instructional technology applications, general university computer labs, central storage, desktop support, and administrative database systems) is supported by Information Technology Services (ITS) and the Western Information Systems Group (WISG). In order to better plan for and support the IT infrastructure of the University community, Deans are asked to identify specific IT-related needs that will enhance the teaching and research environments within Faculties and Departments. In particular, if there are IT-related initiatives/activities that require additional services from ITS and WISG, Deans must identify these requirements as part of their planning submissions.

6. Increasing Diversity in the Professoriate

Faculties will continue to receive a one-time payment of 50% of the first year's salary and benefits of candidates recruited into full-time probationary or tenured faculty positions where the successful candidate is a woman or a member of the First Nations community.

7. Spousal Hiring

Faculties will continue to receive base funding equal to one third of the annual salary plus benefits in cases where the spouse of a probationary or tenured faculty recruit is being hired into a full-time faculty position created as part of the recruitment process, provided that the Faculty hiring the spouse and the Faculty hiring the tenured or probationary recruit also each contribute one-third of the salary plus benefits.

F. Conclusion

The multi-year planning approach – both at the University-level and the Faculty-level – allows for systematic investment in areas of strength and priority. Our planning approach is the vehicle by which the University Strategic Plan, Faculty Academic Plans, and Support Unit Operational Plans are implemented – within the resources available in a competitive environment. Through this process, we also fulfill our ongoing obligation to plan for our University's future in a selective, transparent, and accountable fashion.

Thank you and all your colleagues for your support and commitment to Western – and your contributions to our planning process.

Please submit 12 Printed Copies of your Planning Document and an Electronic Version (single PDF file) to Ruban Chelladurai – 10 days prior to your Planning Meeting Date

**Report to Senate of the Academic Colleague, Council of Ontario Universities
Erika Chamberlain, November 2015**

Both the Academic Colleagues and the full Council met on 15 October 2015.

The primary item for discussion was experiential education at Ontario's universities. We discussed the need to develop a taxonomy of the various forms that experiential education may take, including traditional forms like co-op programs and internships, but also simulations, field work, etc. It was noted that experiential education presents the opportunity for positive communications by the university sector, showing how our students help to serve the community and develop important skills in the process. This could counter some of the negative perceptions that university graduates are not ready for the real world.

Council members also discussed the resources and infrastructure needed to make experiential learning programs sustainable, including risk management and appropriate recognition of the workload implications for faculty who develop such programs. In this respect, the Colleagues suggested that universities may wish to identify areas where we could develop a common approach so as to maximize efficiency and avoid duplication of efforts (eg workplace safety training). Finally, we considered the metrics by which we might evaluate whether experiential learning programs are providing a benefit to students, universities, and communities.

Other updates from the COU

eCampus Ontario was officially launched on 8 October. This portal provides students with access to more than 13,000 online courses offered at Ontario's postsecondary institutions. This should provide students with greater flexibility and mobility, making it easier to transfer credits between institutions. The Ontario government will be providing another \$30 million over the next two years to support eCampus Ontario and the development of foundational online courses.

The sixth annual Going Greener Report was released by the COU on 22 October. The report highlights progress made by campus communities toward environmental sustainability. This includes initiatives like free/discounted public transit, energy efficiency programs, bike repair stations, community gardens, and farmer's markets. Western was highlighted for the "Rez Powers Down" energy conservation challenge and its Energy Dashboard.

The 2015 David C Smith Award was given to Alastair Summerlee, former President of the University of Guelph and newly-appointed Chair of the Higher Education Quality Council of Ontario. Summerlee was recognized for his academic leadership and his humanitarian efforts to develop sustainable solutions to global hunger, poverty and illness.