

SENATE AGENDA

1:30 p.m., Friday, September 18, 2015
University Community Centre, Room 56

1. [Minutes of the Meeting of June 5, 2015](#)
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
Operations/Agenda - [EXHIBIT I](#) (M. Milde)
Nominating - [EXHIBIT II](#) (A. Hrymak)
Academic Policy and Awards - [EXHIBIT III](#) (S. Macfie)
University Planning (oral report) (J. Deakin)
University Research Board - [EXHIBIT IV](#) (J. Capone)
Honorary Degrees Committee – [EXHIBIT V](#)
5. Report of the Academic Colleague - [EXHIBIT VI](#) (E. Chamberlain)
6. Announcements and Communications - [EXHIBIT VII](#)
7. Enquiries and [New Business](#)
8. Adjournment

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

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Senate Membership – Brescia University College Constituency
Distribution of Undergraduate Student Senate Seats
Nominating Committee Membership

FOR INFORMATION

Convocation Dates 2016
Senate Election Schedule 2016

NOMINATING COMMITTEE

FOR ACTION

Operations/Agenda Committee
Nominating Subcommittee to Nominate a Senator from the General Community

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Arts and Humanities: Department of Modern Languages and Literatures: Introduction of two Minors, five Certificates, a new subject area in “Intercultural Communications” and New Courses
School of Graduate and Postdoctoral Studies:

- Introduction of a New Spoke (Field) in the MMASc – Global Health Systems in Africa -
- Richard Ivey School of Business: Major Modifications to the Executive MBA (EMBA) Program
- Faculty of Education: Major and Minor Modifications to the Doctoral and Master’s Programs
- Renaming the Collaborative Graduate Program in Planetary Science

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

FOR INFORMATION

New Scholarships and Awards
SUPR-G Report - Cyclical Reviews
SUPR-U Report – Cyclical Review
Policy revisions:

- Revisions to the “Marks/Grades; Definitions of Grades; Grading Scales for Undergraduate Students” Policy
- Revisions to the Trois-Pistoles Sessional Dates Policy
- Revisions to the Western Teaching Award Regulations

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR INFORMATION

Oral Report from Provost

UNIVERSITY RESEARCH BOARD (URB)

FOR INFORMATION

Mission and Terms of Reference: URB Task Force Steering Committee – Support for Research in the Social Science, Arts, and Humanities at Western

REPORT OF THE HONORARY DEGREES COMMITTEE

FOR INFORMATION

Announcement regarding Honorary Degree Recipients – Autumn 2015

REPORT OF THE ACADEMIC COLLEAGUE

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

ANNOUNCEMENTS & COMMUNICATIONS

FOR INFORMATION

Standard Report



MINUTES OF THE MEETING OF SENATE

June 5, 2015

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

SENATORS: 61

J. Aitken Schermer
M.A. Andrusyszyn
D. Belliveau
I. Birrell
P. Bishop
N. Brooks
D. Brou
S. Camiletti
J. Capone
T. Carmichael
A. Chakma
B. Cheadle
M. Clapton
K. Cole
D. Coward
L. Crich
J. Cuciurean
J. Deakin
G. Dekaban
G. Dresser
J. Eberhard

J. Faflak
C. Farber
J. Hatch
G. Hunter
C. Jones
R. Kennedy
J. Knowles
G. Kulczycki
J. Lamarche
B. Leipert
A. Leschied
G. Lucas
J. Malkin
C. Manjunath
S. McClatchie
C. McGarvey
T. McMurrough
K. Mequanint
L. Miller
D. Mok
K. Moser

A. Nelson
V. Nielsen
C. Nolan
V. Nolte
D. Rogers
M. Salvadori
V. Schwean
I. Scott
A. Singh
V. Staroverov
C. Steeves
T. Sutherland
D. Sylvester
S. Taylor
G. Tigert
B. Timney
J. Toswell
N. Wathen
P. Woodford

Observers: M. Blagrove, L. Gribbon, J. Inoue, J. Luker, K. Okruhlik, J. Tennant, A. Weedon,

By Invitation: P. White

S.15-106 MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of May 8, 2015 were approved as circulated.

S.15-107 REPORT OF THE PRESIDENT

S.15-107a Engaging the Campus Community

The President reported that he continues to consult with colleagues across the campus community through a series of town hall style meetings and with individuals, noting that this has been a great opportunity to hear concerns, begin to address some issues and hear ideas on how to make Western an even better university. He said that as ideas are being raised, themes are emerging in a number of key areas of university activities, including communication, budget processes, research and research funding allocations, and governance of the institution.

He invited Drs. Deakin and Capone to provide an overview of the Budget Task Force and University Research Board Task Force respectively.

Dr. Deakin reported that the membership of the Provost's Task Force on University Budget Models will include: the Provost (Chair), the Vice-President (Resources and Operations), the Dean of Social Science, the Acting Dean of the Schulich School of Medicine & Dentistry, seven individuals elected by Senate, four of whom must be faculty members from complementary disciplinary areas and with current or recent experience as a Department Chair or School Director, one of whom must be a student and one of whom must be a staff member, and two support unit leaders, one named by the Provost and one named by the Vice-President (Resources and Operations). Input regarding the terms of reference of the Task Force will be solicited from the university community. Also, input will be sought from members of the Western community concerning the strengths and weaknesses of the current university budget model and possible alternative budget models. The Task Force will survey budget models used at comparator universities and attempt to assess how effectively those models support the priorities of those institutions. The Task Force will aim to produce its report before the end of 2015.

Dr. Capone said that the final terms of reference of the URB Task Force would be approved by URB and would include specific goals and timelines. Ideally, recommendations from the Task Force should come forward by the end of the year to URB and through them to Senate. Senate would determine how to deal with any recommendations brought forward out of the Task Force's work. As part of its work, the Task Force should review the current internal funding mechanisms. In addition, the Task Force might want to look at best practices and models used at other institutions or bring in experts to help its work. The Task Force needs to be sure that it allows all non-STEM areas of the university community to participate. It was recommended that the Associate Deans – Research should be used as an advisory body to ensure inclusiveness of all these areas. The Office of the Vice-President (Research), Research Services and the University Secretariat will provide administrative support for the Task Force as necessary.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit I]

S.15-108

Notice of Motion re Senate ad hoc Committee on Renewal

J. Aitken Schermer reported that at the May meeting of Senate, a notice of motion was presented calling for the establishment of an ad hoc committee on renewal. Since the May meeting, a revised version of the motion had been provided to the Operations/Agenda Committee. Thus, although the language of the first motion was provided in the agenda package, as a first step, she invited Senator Toswell to move the revisions to that motion in one package.

It was moved by J. Toswell, seconded by A. Nelson,

That a broad based Senate ad hoc Committee on Renewal be formed by Senate to assist the University Leadership team as the University collectively moves forward, seeking to create a more consultative, transparent and inclusive model of governance at Western.

Moving Forward: Senate ad hoc Committee on Renewal

Mission: To facilitate and collect the flow of information from all sectors and to make recommendations to the Senate, and through Senate to provide advice to the Board, with regard to moving the University of Western Ontario forward.

Membership: seven members chosen by Senate, four of whom will be faculty members (not including deans or associate/assistant deans)

Terms of reference:

- To investigate issues that emerged during Senate debates in April 2015, and to make recommendations that will establish more robust and transparent decision-making practices and processes at Western
- To receive comments and recommendations from across campus and to determine ways forward that are beneficial to the whole community
- This committee would be given specific tasks, such as (but not restricted to):
 - a full review of the state of governance at Western focusing on collegial governance and the role of Senate, including a review of the constitutional documents of Senate including the by-laws and regulations, the terms of reference of all committees, and a review of the development of agendas at Senate meetings;
 - a discussion of the budget model at Western seeking to develop a more transparent process that properly sustains all of the faculties and frontline services to which the university has committed itself;
 - reconsidering the roles of existing administrative structures at Western (such as Senate Committees) in terms of how they might be strengthened and enhanced to better serve the community;
 - other matters that arise during its investigations.

Timeline: The committee shall constitute itself as soon as possible, and report back to Senate with a preliminary report in January 2016 and a final report by the end of the academic year of 2015-16.

Debate on the revised motion included approving amendments to increase the membership from 7 to 9 to include one graduate student and one undergraduate student, revising the specific tasks given to the committee, and the incorporation of several editorial changes to provide clarification.

The main motion, as amended was called and CARRIED.

The final version of the Senate ad hoc Committee on Renewal, reflecting the amendments to the mission, membership, terms of reference and timeline is attached as [Appendix 1](#).

The Secretary advised that a special meeting of the Nominating Committee will be held in order to prepare a slate of nominees for Senate's consideration. This slate will be emailed to Senators for approval but should additional nominations be received an email ballot will be conducted to elect the members of the Senate ad hoc Committee on Renewal.

Secretarial Note: Senate ad hoc Committee on Renewal Membership: Heather Bishop, Elizabeth Skarakis-Doyle, Alison Hearn, Gregg Kopp, Lorelei Lingard, Stephen Lupker, Sheila Macfie, Tom McMurrough and Arjun Singh.

S.15-109

Revisions to the Terms of Reference of the University Council on Animal Care (UCAC)

It was moved by J. Aitken Schermer, seconded by B. Timney,

That the Terms of Reference for UCAC be revised as shown in Exhibit I, Appendix 2.

CARRIED

S.15-110

Candidates for Degrees and Diplomas – June 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 approved list of candidates is appended to the Official Minutes of this meeting.

S.15-111 **Autumn Convocation 2015 – Order of Ceremony**

Senate received for information the Order of Ceremony for Autumn Convocation 2015, detailed in Exhibit I, Appendix 3.

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

S.15-112 **Faculty of Arts and Humanities, Department of Women's Studies and Feminist Research: Revision of the Major in Sexuality Studies**

It was moved by B. Timney, seconded by J. Hatch,

That effective September 1, 2015, the description and the admission and progression requirements of the Major in Sexuality Studies be revised as shown in Exhibit II, Appendix 1.

CARRIED

S.15-113 **Faculty of Arts and Humanities, Department of French Studies and Modern Languages and Literatures, Faculty of Social Science, Department of Anthropology: Introduction of an Honors Specialization in Linguistics**

It was moved by B. Timney, seconded by J. Lamarche,

That effective September 1, 2015 an Honors Specialization in Linguistics (Interfaculty Program) be introduced by the Faculty of Arts & Humanities and the Faculty of Social Science as shown in Exhibit II, Appendix 2.

CARRIED

S.15-114 **Faculty of Arts and Humanities and Faculty of Social Science, Department of Women's Studies and Feminist Research AND Huron University College, Centre for Global Studies: Introduction of an Honors Specialization in Global Gender Studies**

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

That an Honors Specialization in Global Gender Studies be introduced at the Faculty of Arts and Humanities and Faculty of Social Science, Department of Women's Studies and Feminist Research AND Huron University College, Centre for Global Studies effective September 1, 2015, as shown in Exhibit II, Appendix 3.

CARRIED

S.15-115 **Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Microbiology and Immunology with Pathology**

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

That an Honors Specialization in Microbiology and Immunology with Pathology, leading to an Honors Bachelor of Medical Sciences (BMSc) degree, be introduced by the Department of Microbiology and Immunology and the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry, effective September 1, 2015 as shown in Exhibit II, Appendix 4.

CARRIED

S.15-116 **Schulich School of Medicine & Dentistry and Faculty of Science: Revision of the Admission Requirements and the Module Requirements for the Major in Interdisciplinary Medical Sciences (IMS)**

It was moved by B. Timney, seconded by D. Sylvester,

That, effective September 1, 2015, the Major in Interdisciplinary Medical Sciences (IMS) be revised as shown in Exhibit II, Appendix 5.

CARRIED

S.15-117 **Faculty of Science, Department of Biology: Introduction of an Honors Specialization in Biodiversity and Conservation**

It was moved by B. Timney, seconded by P. Bishop,

That an Honors Specialization in Biodiversity and Conservation leading to a BSc degree be introduced in the Faculty of Science, effective September 1, 2015 as shown in Exhibit II, Appendix 6.

CARRIED

S.15-118 **Introduction of a Master in Clinical Science (M.Cl.Sc.) in Driving Rehabilitation Therapy (DRT)**

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

That, pending Quality Council approval, the new Master in Clinical Science (M.Cl.Sc.) in Driving Rehabilitation Therapy (DRT) be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2015 as shown in Exhibit II, Appendix 18.

CARRIED

S.15-119 **Introduction of the combined Master of Engineering (MEng) and Master of Business Administration (MBA) program**

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

That, the combined Master of Engineering (MEng) and Master of Business Administration (MBA) program be introduced in the School of Graduate and Postdoctoral Studies, effective March 1, 2016 as shown in Exhibit II, Appendix 20.

CARRIED

S.15-120 **School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Public Administration**

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

That, pending Quality Council approval, the new Graduate Diploma (GDip) in Public Administration be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2015 as shown in Exhibit II, Appendix 21.

CARRIED

S.15-121 **Faculty of Arts and Humanities, Theatre Studies Module and Fanshawe College, Theatre Arts: Articulation Agreement for the Admission of Graduates from the Fanshawe College, Theatre Arts Diploma into Western's Faculty of Arts and Humanities, Theatre Studies Major**

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

That effective July 1, 2015, graduates of the Fanshawe College, Theatre Arts Diploma, be admitted into Western's Faculty of Arts and Humanities, Theatre Studies Major, according to the procedures set out in the Articulation Agreement attached as Exhibit II, Appendix 7.

CARRIED

S.15-122 **Faculty of Social Science, Department of Economics and Fanshawe College: Articulation Agreement for the Admission of Graduates from the Fanshawe College Two-Year Business-Finance Diploma Program into Year 3 of the 4-Year Major in Economics or Major in Financial Economics at Western**

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

That effective June 1, 2015, graduates from the two-year Business-Finance Diploma Program from Fanshawe College be admitted into Year 3 of the 4-Year Major in Economics or Major in Financial Economics in the Department of Economics in the Faculty of Social Science as shown in Exhibit II, Appendix 8.

CARRIED

S.15-123 **Faculty of Science and Fanshawe College: Renewal of the Articulation Agreement between Western's Faculty of Science, Environmental Science and Chemistry Modules, and the Fanshawe Chemical Laboratory Technology – Science Laboratory and Environmental Technology Diploma Programs**

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

That Senate approve the renewal of the Articulation Agreement between The University of Western Ontario Faculty of Science (Environmental Science and Chemistry modules), and the Fanshawe College (Chemical Laboratory Technology – Science Laboratory and Environmental Technology Diploma Programs) as amended in Exhibit II, Appendix 9, effective July 1, 2015.

CARRIED

S.15-124 **Introduction of the Western Award for Innovations in Technology-Enhanced Teaching**

It was moved by B. Timney, seconded by D. Belliveau,

That effective July 1, 2015 the Western Award for Innovations in Technology-Enhanced Teaching be introduced as shown in Exhibit II, Appendix 10.

CARRIED

S.15-125 **Admission Requirements for Western eLearn Students into First-Entry Degree Credit Programs at Western**

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

That effective September 1, 2015 students participating in the eLearn program be allowed to gain admission into First-Entry Degree Credit Programs, and

That the description of the Western eLearn program be revised as shown in Exhibit II, Appendix 11.

CARRIED

S.15-126 **Revisions to Admission Policies for English Language Proficiency**

It was moved by B. Timney, seconded by J. Eberhard,

That Senate approve that the admission policies for English Language Proficiency be revised as shown in Exhibit II, Appendix 12.

CARRIED

S.15-127 **Revisions to the Student Medical Certificate**

It was moved by B. Timney, seconded by J. Atiken Schermer,

That effective June 1, 2015 the Student Medical Certificate be revised as shown in Exhibit II, Appendix 13.

CARRIED

S.15-128 **Revisions to the Trois-Pistoles Sessional Dates**

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

That the Sessional Dates for Trois Pistoles in 2016 be revised as shown in Exhibit II, Appendix 14.

CARRIED

S.15-129 **Revision to the Terms of the CIBC Women in Financial Services HBA Scholarship**

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

That Senate approve that the terms of reference of the CIBC Women in Financial Services HBA Scholarship be changed as shown in Exhibit II, item 16.

CARRIED

S.15-130 **SUPR-U Report: Cyclical Review of Programs**

Senate was informed that the following cyclical reviews of undergraduate programs were conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Health Sciences	Nursing	March 10, 2015	Good Quality
Social Science	Sociology	March 6, 2015	Good Quality
Huron University College	Philosophy	March 11, 2015	Good Quality

The detailed Final Assessment Reports of the reviews are found in Exhibit II, Appendix 15.

S.15-131 **New Scholarships and Awards**

Senate was informed that SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards detailed in Exhibit II, Appendix 16 for recommendation to the Board of Governors through the Vice-Chancellor. The Report of the Western Athletic Financial Awards (AFA) Committee, detailed in Exhibit II, Appendix 17, was received for information.

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

S.15-132 **Angus D. McLachlin Professorship in Surgery**

It was moved by J. Deakin, seconded by P. Bishop,

That the Angus D. McLachlin Professorship in Surgery be approved retroactively with academic appointment in the Department of Surgery in the Schulich School of Medicine & Dentistry, as described in Exhibit III, Annex 1.

CARRIED

S.15-133 **Barnett/Ivey Chair for Heart & Stroke – Renaming and Terms of Reference**

It was moved by J. Deakin, seconded by V. Nolte,

That the existing Barnett/Ivey Chair for Heart & Stroke, established in October 1997 at Roberts Research Institute, be renamed the Heart and Stroke Foundation/Barnett-Ivey Chair at Roberts Research Institute and adopt the terms with academic appointment in the Schulich School of Medicine & Dentistry at Roberts Research Institute, as described in Exhibit III, Annex 2.

CARRIED

S.15-134 **Chair in Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR)**

It was moved by J. Deakin, seconded by P. Bishop,

That the Chair in Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR) be established with academic appointment in the Department of Anesthesia and Perioperative Medicine in the Schulich School of Medicine & Dentistry, as described in Exhibit III, Annex 3.

CARRIED

S.15-135 **Discussions with the City Regarding Possible Rapid Transit Routing**

The Vice-President (Resources and Operations), provided an overview of the discussions with the City regarding possible rapid transit (RT) routing. G. Kulczycki said that although the project is in the preliminary stages, reference to an RT system is included in the Campus Master Plan. Four major corridors of service were identified during the initial planning discussions including: downtown/Fanshawe, downtown/Masonville Mall/ downtown/Oakridge/ and downtown/Whiteoaks. Student input will be important with respect to developing ways to best accommodate Western students along these routes. The RT system aims not only to provide faster transit service, but also to find environmentally sustainable ways to move Londoners while creating a city where people will want to live and work. Overhead slides used to highlight the presentation are attached as [Appendix 2](#).

REPORT OF THE UNIVERSITY RESEARCH BOARD [Exhibit IV]

S.15-136 **Summary of Internal Funding Program Allocations for Fiscal Year 2014**

Senate received for information a Summary of International Funding Program Allocations for Fiscal Year 2014 detailed in Exhibit IV, Annex 1.

S.15-137 **REPORT OF THE ACADEMIC COLLEAGUE** [Exhibit V]

The Report of the Academic Colleague on the meetings held May 25-26, 2015, detailed in Exhibit V, was received for information.

ANNOUNCEMENTS & COMMUNICATIONS [Exhibit VI]

S.15-138 **Reports on Promotion and/or Tenure – 2014-15**

Senate received for information the Reports on Promotion and/or Tenure 2014-15, detailed in Exhibit VI.

OTHER BUSINESS

S.15-139 **Dean Brian Timney**

A presentation was made to Dean Brian Timney for his many years of service to Senate and SCAPA.

ADJOURNMENT

The meeting adjourned at 3:11 p.m.

A. Chakma
Chair

I. Birrell
Secretary

Senate ad hoc Committee on Renewal

Mission: To facilitate and collect the flow of information from all sectors and to make recommendations to the Senate, and through Senate to provide advice to the Board, with regard to moving the University of Western Ontario forward.

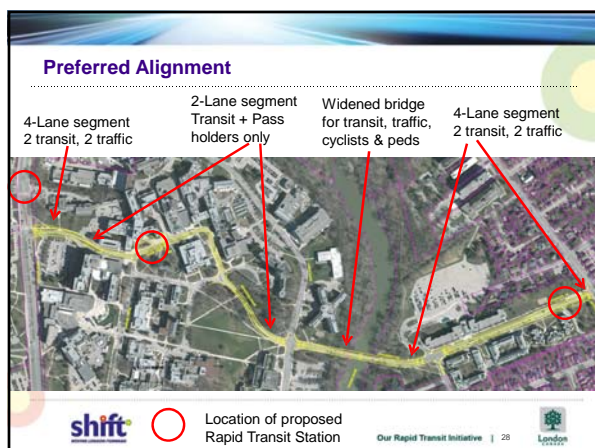
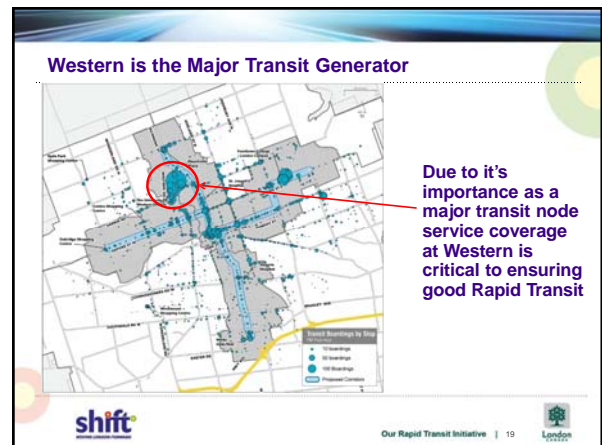
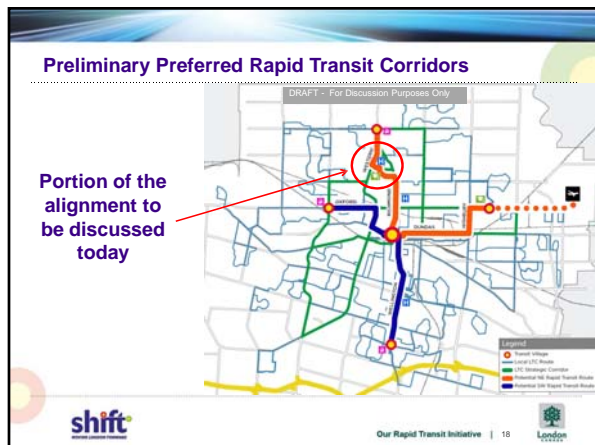
Membership: nine members chosen by Senate, four of whom will be faculty members (not including deans or associate/assistant deans), and two of whom will be student Senators (one graduate, one undergraduate).

Terms of reference:

1. To make recommendations that will establish more robust and transparent decision-making practices and processes at Western
2. To receive comments and recommendations from across campus and from the affiliated university colleges and to determine ways forward that are beneficial to the whole community
3. The committee is given the following specific tasks:
 - (a) a full review of the state of governance at Western focusing on collegial governance and the role of Senate, including a review of the constitutional documents of Senate including the by-laws and regulations, the terms of reference of all committees, and a review of the development of agendas for Senate meetings;
 - (b) such other matters that arise during its investigations with respect to the enumerated tasks of the committee.

Timeline

The committee shall constitute itself as soon as possible, and report back to Senate with a preliminary report in January 2016 and a final report by the end of the academic year of 2015-16.



REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Senate Membership: Brescia University College Constituency
Distribution of Undergraduate Student Senate Seats
Nominating Committee Membership
2016 Convocation Dates
Senate Election Schedule 2016

FOR APPROVAL

1. **Senate Membership: Brescia University College Constituency**

Recommended: That the seat held by Colleen O'Connor, representative of the Brescia University College constituency, be declared vacant due to her sabbatical leave and that Lina Sunseri be elected to take her seat until June 30, 2016.

2. **Distribution of Undergraduate Student Senate Seats**

Recommended: That the Senate Election Procedures be revised effective September 1, 2015 as shown in [Appendix 1](#).

Background:

In September 2014, OAC established an ad-hoc working committee to review the distribution of the undergraduate students seats on Senate. Members of the ad-hoc committee were: Julie Aitken-Schermer, Andrew Nelson and Shannon Mischler. The distribution of the undergraduate student Senate seats was last reviewed in 1996 and enrollment in certain undergraduate programs has changed significantly since that review. It was felt that the current distribution of seats creates an imbalance in the distribution of Senators within the undergraduate student population.

In consultation with the 2014-15 undergraduate student Senators, the ad-hoc working committee proposes the following changes:

- 1) Include the Faculty of Information and Media Studies in the Arts and Humanities and Music Constituency and remove it from the Social Science Constituency.
- 2) Increase the undergraduate student Senator seats to 2 in the Science constituency.
- 3) Create separate Constituencies for Health Sciences and for the Schulich School of Medicine & Dentistry with 1 seat each.
- 4) Decrease the At-Large seats to 4.

The revised Senate Elections Procedures is attached as [Appendix 1](#). The overview of the historical, current and proposed distribution of undergraduate student seats on Senate is attached as [Appendix 2](#) for information.

3. **Nominating Committee Membership**

Composition: Seven members of Senate, elected by Senate, at least one of whom shall be a graduate student. Not more than two members from a single academic unit. The School of Graduate and Postdoctoral Studies is not considered an academic unit in this context.

There will be three alternates who are members of Senate, one of whom is a student, to attend meetings when regular members are unable to attend.

Current Elected Members:

Terms ending June 30, 2016:

T. McMurrough (Grad), M.A. Andrusyszyn (HS), J.-F. Millaire (SS), A. Hrymak (Engg)

Terms continuing to June 30, 2017:

W. Pearson (AH), Y. Huang (Sci), S. Rodger (Educ)

Current Elected Alternates:

Term continuing to June 30, 2016:

N. Wolfe (UGrad), J. Aitken Schermer (SS)

Term continuing to June 30, 2017

B. Cheadle (Sci)

Members Required: Two members of Senate to serve as Alternate Members for Yining Huang and Jean-Francois Millaire who both have requested a leave during the fall term (September – December 31, 2015).

Nominees: Kim Clark (SS)
Burns Cheadle (Sci)

FOR INFORMATION

4. **2016 Convocation Dates**

Huron University College Theological Convocation
- Thursday, May 12

Schulich School of Medicine & Dentistry - MD Program
- Friday, May 13

MBA Spring Convocation – Friday, June 10

Spring Convocation (307) - Tuesday, June 14 to Friday, June 17 and Monday, June 20 to Wednesday, June 22

Autumn Convocation (308) - Thursday, October 27 and Friday, October 28

5. **2016 Senate Election Schedule**

[See http://www.uwo.ca/univsec/pdf/senate/election/election_schedule_senate_2016.pdf](http://www.uwo.ca/univsec/pdf/senate/election/election_schedule_senate_2016.pdf)

SENATE ELECTION PROCEDURES

[The University of Western Ontario Act \(1988\)](#) defines in Sections 24 and 25 the composition of Senate, general provisions for election of members, including eligibility for candidacy and voting, the establishment of a staggering of terms at the time of first elections, and a provision for the designation of constituencies within units.

A. CONSTITUENCIES: FACULTY, ADMINISTRATIVE STAFF, UNDERGRADUATE STUDENTS, GRADUATE STUDENTS

A.1 General

1. The Secretary of the Senate shall be the Chief Returning Officer.
2. The schedule for calling of nominations, publication of candidates' names, and time lines for balloting shall be as published by the Secretary of the Senate.
3. Elections of faculty from the Affiliated University Colleges are conducted by each Affiliated University College, with the winners' names being forwarded to the Secretary of Senate.
4. With the exception of faculty elected from the Affiliated University Colleges, candidates for election must be nominated by means of an official nomination form available from the Secretary of the Senate and accessible on the Secretariat's website: <http://www.uwo.ca/univsec/>
5. Nomination forms for staff and students must be signed by 10 persons eligible to vote in the constituency concerned. A nominator may not nominate more candidates than there are seats to be filled in the constituency.
6. Nomination forms for faculty from the Constituent University shall be signed in one of the following ways:
 - (a) by 10 members eligible to vote in the academic unit or constituency to be represented; or
 - (b) by the Nominating Committee of the Council of the Faculty or School through the Chair of the Nominating Committee or the Dean.
7. Nominees must declare on the nomination form:
 - (a) that they are willing to stand as candidates for election and to serve if elected; and
 - (b) that they meet the eligibility requirements for the constituency.
8. Any person nominated who is not available to sign the nomination form is permitted to notify the Secretary of Senate by mail, fax or email of his/her intention to be a candidate up until the final deadline for call for nominations.
9. Nominees may submit with the nomination form a biographical statement or other comments up to a limit of 75 words and/or a digital photograph for publication. The Secretary shall have discretion in restricting the published statement to 75 words should that submitted be in excess of this limit. The statement and/or the digital photograph of the candidate will be posted on the election website and linked to the ballot, and by submitting the statement and/or photograph, candidates agree to such posting.
10. Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the Secretary of the Senate.
11. When only sufficient nominations to fill the vacancies for any unit or constituency are received, the Secretary of Senate shall declare the person or persons nominated elected by acclamation.

12. Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the constituency concerned.
13. Balloting will be conducted during a designated period at an election site linked to Western's homepage : <http://www.uwo.ca>
14. Where more than one seat is vacant in any constituency, voters may vote for candidates up to the maximum number of seats available. Candidates with the most votes will be the winners and will fill the vacant seats in order of plurality.
15. If in any election there is a tie vote, the election shall be determined by lottery conducted by the Secretary of Senate in the presence of the candidates concerned or their agents.
16. An election shall not be invalidated by any irregularity which does not affect the outcome of such election. Notification of any irregularity must be received by the Secretary of Senate within five business days of the closing of the polls.
17. The results of the election shall be announced as soon as possible after the close of balloting. The number of votes received by each candidate will be made public.
18. All election data will be retained for a period of thirty days following publication of the election results, and then destroyed if no appeal is pending.
19. A list of voting results, validated by the Secretary of Senate, shall be retained for a period of two years.
20. In accordance with the UWO Act, the following pertains with respect to terms for the various constituencies represented on Senate:
 - (a) Faculty, Administrative Staff and Members of the General Community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election until a lapse of two years.
 - (b) Students are elected to one-year terms. They may serve four consecutive terms, following which they are not eligible for further election until a lapse of two years.
 - (c) When an individual is elected to complete the term of another Senator, that time is not included in the individual's eligibility to serve in his/her own right.
 - (d) Eligibility for re-election to Senate is unaffected by a Leave of Absence taken during a regular membership term. That is, the period of Leave shall not be construed as a break in the continuity of a regular membership term.

A.2 Elected Representatives – Distribution of Seats

A.2.1 Faculty

Constituency	Seats
School of Graduate and Postdoctoral Studies (One from each of the following disciplinary groupings: Arts & Humanities/Music; Social Science; FIMS & Business; Education; Health Sciences; Medicine & Dentistry; Engineering; Science. Two from SGPS At-Large)	10
Faculty of Arts & Humanities	5
Schulich School of Medicine & Dentistry (4 from Medicine; 1 from Dentistry)	5

Faculty of Science	5
Faculty of Social Science	5
Faculty of Health Sciences	4
Faculty of Information and Media Studies	2
Faculty of Education	2
Faculty of Engineering	2
Faculty of Law	2
Don Wright Faculty of Music	2
Richard Ivey School of Business	2
Each Affiliated University College	2

A.2.2 **Administrative Staff**

Two members of the full-time administrative staff elected thereby.

A.2.3 **Students**

Constituency	Seats
<i>Undergraduate Students:</i>	
Faculty of Social Science and FIMS	2
Faculty of Science (incl. BMSc yrs 1 & 2)	4 2
Faculty of Arts & Humanities and, Don Wright Faculty of Music and FIMS	1
Faculties of Education, Engineering and Law, and the Richard Ivey School of Business	1
Faculty of Health Sciences and the Schulich School of Medicine & Dentistry	1
Schulich School of Medicine & Dentistry (incl. BMSc yrs 3 & 4)	1
Affiliated University Colleges	2
At-Large	6 4
<i>Graduate Students</i>	4

A.3 **Eligibility**

A.3.1 **Faculty**

- To be eligible for election to the Senate, a faculty member (includes those holding Clinical Academic appointments) must be a member, either full-time or part-time, at the rank of Assistant Professor or higher, of the academic unit or constituent parts thereof as designated by the Senate or affiliated university college to be represented, and must have held an academic appointment in the University or affiliated university college for at least two academic years.
- To vote for representatives of constituent university Faculties and Schools, members of faculty of the University must be listed as such in the records of the Division of Human Resources. To vote for faculty representatives of affiliated university colleges, members of the faculty of the colleges must be listed as such in the relevant records of the Affiliated University College in question.
- A member of faculty holding an appointment in more than one academic unit (or constituency within that unit) other than the School of Graduate and Postdoctoral Studies may be nominated only in the unit designated as the "Home Faculty/School". Such a member of faculty is, however, eligible to vote in each academic unit in which he or she is a member.

A.3.2 **Administrative Staff**

All employees of the University in full-time continuing positions who are not members of the faculty, and who are listed as such in the records of the Division of Human Resources, are eligible for election and to vote. A member of full-time administrative staff who is registered as a student is not eligible to vote in the

undergraduate or graduate student constituencies.

A.3.3 ***Students***

Any full- or part-time student who is registered, at the time of the call for nominations, in one of the academic units comprising the constituency is eligible to be a candidate and to vote in the constituency except that those who are otherwise included in a Faculty or Administrative Staff constituency shall not be eligible to be a candidate for election or vote. In any given Senate election, a student may not be a candidate in more than one constituency.

A.4 **Procedures**

A.4.1 ***Faculty and Staff***

- (a) The Secretary of Senate shall call for nominations, normally within the first three weeks of January each year.
- (b) Completed nomination forms must be submitted to the Secretary of Senate not less than seven but not more than 14 consecutive days from the official date of call for nominations. The Secretary of Senate shall then publish official lists of the valid nominations on the Secretariat's website as soon as possible after the close of nominations. The official lists shall be organized by constituency and by last name alphabetically, showing the rank (for faculty), title and academic/administrative unit of each nominee.
- (c) Elections shall be conducted by electronic ballot.
- (d) If at any annual election no nominations are received for a faculty constituency, Senate may appoint a member upon the recommendation of the unit/constituency concerned.
- (e) If at any annual election no nominations are received for the administrative staff constituency, the Secretary of Senate shall issue as soon as possible after the close of nominations a second call for nominations, followed by a by-election. The timeline and procedures for the by-election will be as given in paragraphs (b), (c) and (f) of this section. In the event that a by-election fails to yield a candidate, the seat(s) shall be filled in accordance with the procedures for filling of mid-year vacancies (see section C.7, below).
- (f) The Secretary of Senate shall publish the names of the successful candidates in an official notice of the Senate to be posted at the University Secretariat's Office and on its website, as soon as possible after the close of the balloting. The successful candidates for each unit/constituency shall be those who obtain the largest number of votes in each unit/constituency concerned.

A.4.2 ***Students***

- (a) Elections to the Undergraduate and Graduate Student Constituencies are normally timed to run in conjunction with the USC Elections. The Secretary of Senate will normally issue a call for nominations during the second week of classes in January. Completed nomination forms must be submitted to the Secretary of Senate not less than seven but not more than 14 consecutive days from the official date of call for nominations in the case of undergraduate academic faculty constituencies and graduate student constituencies. In the case of the undergraduate student At Large constituency, the completed nomination forms must be submitted to the Secretary of Senate within 21 consecutive days from the official date of call for nominations.
- (b) Students registered in Years 1 and 2 of the Bachelor of Medical Science (BMSc) program will be nominated and vote in the "Faculty of Science Constituency", while students registered in Years 3 and 4 of the BMSc program will be nominated and vote in the "Faculty of Health Sciences and

Schulich School of Medicine & Dentistry Constituency”.

- (c) If, at any annual election, an undergraduate academic constituency fails to nominate a representative(s), the seat(s) thus unfilled shall be added to the ~~six of the four~~ undergraduate "At Large" constituency **seats** for that year only and filled at the subsequent "At Large" election.
- (d) If one or more "At Large" seats are not filled, the Senate may appoint the required number of members upon the recommendation of the University Students' Council.
- (e) If at any annual election insufficient nominations are received for the graduate student constituency, Senate may appoint member(s) to fill vacant seat(s) upon the recommendation of the *ad hoc* Nominating Committee outlined in the procedure for the Filling of Mid-Year Vacancies and Leaves of Absence (see section C.6(c)).
- (f) A mandatory all-candidates meeting will be scheduled for student candidates during the week following the close of nominations. Student nominees who do not attend or have not made arrangements to send an alternate will be disqualified from candidacy. Following the all-candidates meeting, the Secretary of the Senate shall publish a list of valid nominations on the Secretariat's website for each constituency. The official list shall be by last name alphabetically, and show for each candidate the academic program and year of registration as recorded in the official student records of the University or the relevant affiliated university college.
- (g) The Secretary of the Senate may employ the USC Election Committee to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the Secretary of the Senate by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Election Committee's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in [USC By-Law #2](#) and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the Secretary of the Senate.
- (h) The Secretary of Senate shall publish the names of the successful candidates in an official notice of the Senate to be posted at the University Secretariat's Office and on its website, as soon as possible after the close of the balloting. The successful candidates shall be those who obtain the largest number of votes in each constituency concerned.

B. CONSTITUENCIES: REPRESENTATIVES OF THE GENERAL COMMUNITY

1. Senate membership includes five persons from the general community, one of whom shall be active in or associated with the field of secondary school education, consisting of
 - (a) The President of the Alumni Association of the University or a person designated by the President of the UWAA, and two members of the Association appointed by the Association, and
 - (b) two persons elected by Senate.
2. The Senate shall elect the members of a Subcommittee of the Nominating Committee composed of five members of Senate and the Chair of the Nominating Committee, who shall be Chair of the Subcommittee.
3. The Subcommittee shall, after receiving advice from such bodies or individuals as it may deem appropriate and in knowledge of the appointments to be made by the Alumni Association, present to Senate the nominees for representatives of the general community.
4. Members of the General Community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election until a lapse of two years.

C. FILLING OF MID-YEAR VACANCIES AND APPOINTMENT OF ALTERNATES

1. Vacancies are created either through resignation or requests for leaves of absence.
2. The appointee to fill a vacancy must meet all criteria for Senate membership as defined in the UWO Act and these Procedures.
3. Where a vacancy on the Senate occurs before the term of office for which a person has been appointed or elected has expired,
 - (a) If the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed the person whose membership is vacant;
 - (b) If the vacancy is that of an elected member, the Senate in its sole discretion shall determine if the vacancy is to be filled; and
 - (c) A person appointed or elected to fill a vacancy shall hold office for the remainder of the term of office of the person whose membership is vacant.
4. When a vacancy has been declared in respect of an elected member and if Senate has determined that the vacancy is to be filled, it shall do so by appointing a replacement from among the candidates of that unit/constituency who were unsuccessful in the last election in a priority determined by their plurality in that election.

When no appointment can be made by the above procedures:

5. *Faculty*

Senate may appoint a member upon the recommendation of the unit concerned.

6. *Students*

- (a) In the case of a vacant seat in an undergraduate student constituency, if the vacancy occurs between July 1st and April 30th: (i) where there is no runner up in the constituency from the last election or when the runner(s) up are unable to or unwilling to fill the vacancy, the replacement will be appointed from among the At Large runners up registered in the relevant Faculty in a priority determined by their plurality in that election; (ii) when no appointment can be made by this procedure, the *ad hoc* Nominating Committee will nominate a replacement from the relevant constituency.
- (b) In the undergraduate student constituency, an *ad hoc* Nominating Subcommittee comprised of the undergraduate student Senators and chaired by the Chair of the Senate Nominating Committee, shall nominate a replacement to Senate through the Operations/Agenda Committee
- (c) In the graduate student constituency, if the vacancy occurs between July 1st and April 30th of the following year, an *ad hoc* Nominating Subcommittee comprised of the graduate student Senator(s) and to include at least one representative of general graduate students (to be named by the Society of Graduate Students if that group is not represented by a continuing Senator) and MBA students (to be named by the Master of Business Administration Association if that group is not represented by a continuing Senator) and chaired by the Chair of the Senate Nominating Committee, shall nominate a representative or a replacement to Senate through the Operations/Agenda Committee.
- (d) If a student vacancy occurs subsequent to April 30th and prior to July 1st of the same year, the Senator-elect in the constituency will be invited by the Secretary of Senate to assume the vacant

seat. In the case of undergraduate constituencies where there is more than one Senator-elect, the invitations will be extended to candidates in an order determined by their plurality in that election.

7. *Administrative Staff*

An *ad hoc* Nominating Subcommittee comprised of five members of the administrative staff, appointed by the Senate Nominating Committee and chaired by the Chair of the Senate Nominating Committee, shall nominate a replacement to Senate, through the Operations/Agenda Committee.

8. *General Community Members Elected by Senate*

The members of the Nominating Subcommittee for Representatives from the General Community shall be reconvened. A replacement shall be nominated to Senate through the Operations/Agenda Committee.

[illegible]

REPORT OF THE NOMINATING COMMITTEE

Operations/Agenda Committee Membership **Nominating Subcommittee to Nominate a Senator from the General Community**

FOR ACTION

1. **Operations/Agenda Committee (OAC)**

Composition: Nine current members of Senate, at least one of whom shall be a student. The Vice-Chair of Senate is the Chair *ex officio* of this Committee.

Current Elected Members:

Terms expiring June 30, 2016:

G. Lucas, P. Bishop (Educ), K. Danlychuk (HS), vacancy

Terms continuing to June 30, 2017:

Y. Huang (Sci), D. Laird (MD), M. McGlynn (SS), K. Mequanint (Engg), A. Hrymak (Engg)

Required: Two current members of Senate: one to replace J. Cuciurean who resigned and one to serve as an Alternate for Y. Huang who has requested a leave of absence (term September 1 – December 31, 2015)

Nominees: Sophie Roland (Mus) term July 1, 2015 – June 30, 2016
Viktor Staroverov (Sci) term September 1 – December 31, 2015

2. **Nominating Subcommittee to Nominate a Senator from the General Community**

Composition: Five members of Senate, elected by Senate, and the Chair of the Nominating Committee who chairs the subcommittee

Current Elected Members:

Terms to June 30, 2016:

G. Dresser (MD), Vacancy

Terms continuing to June 30, 2017:

S. Rodger (Educ), C.-L. Chambers (Alumni Assocn), D. Sylvester (King's)

Required: One current member of Senate to replace A. Nelson

Nominee: Joel Faflak (AH) (term July 1, 2015 – June 30, 2016)

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 Arts and Humanities, Department of Modern Languages and Literatures: Introduction of two Minors, five Certificates, a new subject area in “Intercultural Communications” and New Courses

School of Graduate and Postdoctoral Studies: Introduction of a New Spoke (Field) in the MMASc – Global Health Systems in Africa

School of Graduate and Postdoctoral Studies, Richard Ivey School of Business: Major Modifications to the Executive MBA (EMBA) Program

School of Graduate and Postdoctoral Studies, Faculty of Education: Major and Minor Modifications to the Doctoral and Master Programs

School of Graduate and Postdoctoral Studies: Renaming the Collaborative Graduate Program in Planetary Science

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

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

Revisions to the “Marks/Grades; Definitions of Grades; Grading Scales for Undergraduate Students” Policy

Revisions to the Trois-Pistoles Sessional Dates Policy

Revisions to the Western Teaching Award Regulations

SUPR-G Report: Cyclical Reviews of the Migration and Ethnic Relations (MER) Collaborative Graduate Program and Music and Popular Music Graduate Programs

SUPR-U Report: Cyclical Review of the King’s University College Psychology Program

New Scholarships and Awards

1. **Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Introduction of two Minors, five Certificates, a new subject area in “Intercultural Communications” and New Courses**
- 1a. **Introduction of the Minor in Intercultural Communications for Arabic and the Minor in Intercultural Communications for Japanese**

Recommended: That effective September 1, 2015 the Minor in Intercultural Communications for Arabic and the Minor in Intercultural Communications for Japanese be introduced by the Department of Modern Languages and Literatures in the Faculty of Arts and Humanities, as shown in **Appendix 1**.

1b. Introduction of New Certificates in Intercultural Communications

Recommended: That effective September 1, 2015 the

Certificate in Intercultural Communication for Arabic
Certificate in Intercultural Communication for German
Certificate in Intercultural Communication for Italian
Certificate in Intercultural Communication for Japanese
Certificate in Intercultural Communication for Spanish

be introduced in the Department of Modern Languages and Literatures in the Faculty of Arts and Humanities, as shown in [Appendix 2](#).

1c. Introduction of a New Subject Area and New Courses in “Intercultural Communications”

Recommended: That effective September 1, 2015 the new subject area and new courses in “Intercultural Communications” be introduced in the Department of Modern Languages and Literatures in the Faculty of Arts and Humanities, as shown in [Appendix 3](#).

Background

In these new modules and certificates in Intercultural Communication students will engage in cultural experiences in a variety of course types, ranging from language and culture classes, to literature and culture courses, to experiential learning through community service learning and if possible, study abroad experiences or internships. Anchored in language and culture teaching, the unique program will employ the e-portfolio throughout to allow students to articulate skills and demonstrate abilities and achievements in intercultural communication. The e-portfolio, introduced in the required second year course “Not “Lost in Translation”: The Practice and Theory of Intercultural Communication”, will provide students the opportunity to showcase and track their own growth and thought processes.

The modules allow students to develop insight into linguistic, sociological, anthropological, historical and aesthetic aspects of intercultural communication. Students learn to consider and reflect on verbal and non-verbal behaviours, values, beliefs, perceptions, practices and attitudes expressed in every day experiences and in artistic, creative and aesthetic products of the target cultures. By identifying and understanding similarities and differences in communication patterns from various cultural backgrounds, students can improve their ability to interact appropriately and effectively in a particular cultural or intercultural context. By considering the symbolic representation of those patterns in different creative, artistic forms and cultural products, students can expand and improve their analytical thinking and intercultural skills. The modules therefore build three areas of intercultural competence to achieve learning objectives in the terms of knowledge, skills and attitudes and to enhance personal and collective cultural competence.

Not only are these new modules consistent with the overarching priorities of Western University, but through the chosen design and structure, students can easily complement their chosen modules with a Certificate or Minor in Intercultural Communication and employ the eportfolio to demonstrate the practical use of academic knowledge for their chosen career paths.

2. School of Graduate and Postdoctoral Studies: Introduction of a New Field (Spoke) in the Master in the Management of Applied Science (MMASc) Program - Global Health Systems in Africa (GHS-A)

Recommended: That effective September 1 2015, a new field (spoke) in Global Health Systems in Africa be introduced in the Master in Management of Applied Science (MMASc) Program, as shown in [Appendix 4](#).

Background

The current MMASc program has three fields (spokes) in Biological Sciences (begun in 2014), as well as Computer Science, Data Analytics, both of which will commence in Fall, 2015.

Inspired by the United Nations' 2015-2030 Sustainable Development Goals, the GHS-A spoke will highlight thematic areas committed to combat poverty, hunger, disease, and environmental degradation while promoting the health and equality of those most vulnerable, such as women and children. The interplay and dependency between human health and well-being and environmental health will be the core. Advocates for a healthier future, graduates will be well positioned to assume or fast track toward leadership positions in major government agencies, non-governmental organizations, and the healthcare system both locally and internationally. This curriculum will bridge gaps between disciplines and provide students with organizational, leadership, and communication skills, enabling them to build successful careers.

3. School of Graduate and Post-Doctoral Studies, Richard Ivey School of Business, Executive MBA Program: Introduction of Two New Fields

3a. Introduction of a New Field in Globalization

Recommended: That, effective September 1, 2016 a new field "Globalization" be introduced in the Executive MBA (EMBA) program at the Richard Ivey School of Business, as shown in [Appendix 5](#).

Background

This major modification is proposed in anticipation of the future introduction of a dual-credential degree program between Ivey and the International Institute for Management Development (IMD) (Switzerland). The objective of the Ivey/IMD Executive MBA dual degree program is similar to the current Ivey Executive MBA program with an emphasis on internationalization and global leadership career development.

3b. Introduction of a New Field in Financial Services and Insurance

Recommended: That, effective September 1, 2016 a new field "Financial Services and Insurance" be introduced in the Executive MBA (EMBA) program at the Richard Ivey School of Business, as shown in [Appendix 6](#).

Background

The main goal of Executive MBA-FSI field is to improve the management skills of high-potential executives working in the financial services and insurance industries. During the program, general management knowledge and skills are combined with in-depth insights into the business economics of the financial and insurance sectors. In order to achieve this goal, each module is structured on the basis of two perspectives. The academic perspective offers students the necessary frameworks and tools to tackle the challenges of a modern organization. Students acquire a firm understanding of relevant management skills in different domains, including strategic management, marketing, human resources and organizational behaviour, accounting and finance, operations and technology, corporate governance, risk management, and other issues.

Secondly, the Executive MBA-FSI field provides students with insights into the financial services and insurance industries. The focus is on the different sub-sectors of the financial services sector: banking, insurance, and investment. Course content covers the main trends taking place in the different industries and translates the academic and theoretical frameworks to the financial services industry.

Taking these two perspectives into account, this field provides students with the necessary training to pursue a successful career in today's fast changing financial services sector.

4. Faculty of Education: Major and Minor Modifications to the Doctoral and Master Programs

4a. Revisions to the PhD in Education

Recommended: That effective September 1, 2015 the new Field “Applied Linguistics” be introduced in the PhD in Education Studies program, and

That courses in the Curriculum Studies Field be revised, and

That the “Educational Policy Studies” and “Equity and Social Justice” Fields be eliminated and replaced by the new “Critical Policy, Equity and Leadership Studies” Field, as shown in [Appendix 7](#).

4b. Revisions to the Doctor of Education (EdD) Program

Recommended: That effective September 1, 2015 the requirement for a thesis and defence be eliminated in the EdD Program, in lieu of the completion of a substantial capstone project (Organizational Improvement Plan) in year three, as shown in [Appendix 7](#).

4c. Revisions to the MA in Education Program

Recommended: That effective September 1, 2015 the new Fields “Applied Linguistics”, “Critical Policy, Equity and Leadership”, “Applied Psychology in Schools” and “Curriculum Studies” be introduced in the MA in Education Program, and

That effective September 1, 2015 the “Educational Studies” Field be eliminated, as shown in [Appendix 8](#).

4d. Revisions to the Master of Professional Education (MPEd) Program

Recommended: That effective September 1, 2015 students enrolled in the two-year (post-undergraduate) Bachelor of Education (BEd) Program who complete specific advanced courses in the BEd. Program be given advanced standing for up to three half-courses or equivalent (i.e., a maximum of 1.5 FCEs) in the MPEd related to their BEd cohort or specialty focus, as shown in [Appendix 8](#).

Background

The proposed changes reflect considerable efforts toward reinvigorating and growing the Faculty of Education, including its graduate offerings. The current proposal, which calls for a restructuring of the Faculty of Education’s research-intensive graduate framework to achieve greater clarity, transparency, and organizational coherence in their offerings, represents the culmination of considerable energy, commitment, and dedication on the part of our faculty. It presents a framework for organizing the graduate offerings that ensures 1) compliance with the rules, regulations, and policies, 2) achieves greater clarity and transparency in the nature and type of research intensive programs and 3) assists prospective students in choosing their graduate program and enhances the likelihood of obtaining relevant employment opportunities. With respect to the proposed EdD changes, introduction of the Organizational Improvement Plan in lieu of a traditional PhD dissertation will significantly enhance the relevancy and authenticity of the capstone project and career goals of students.

5. School of Graduate and Postdoctoral Studies: Renaming the Collaborative Graduate Program in Planetary Science

Recommended: That effective September 1, 2015 the name of the existing collaborative graduate program in Planetary Science be changed to Planetary Science & Exploration, and

That admissions into the collaborative graduate program in Planetary Science be discontinued effective September 1, 2015, and

That students enrolled in the collaborative graduate program on September 1, 2015 who have completed all degree requirements of both their home program and the collaborate graduate program be allowed to graduate with the new degree name.

Background

Based on the outcomes of the collaborative graduate program review conducting in June 2014, the Planetary Science program in the Centre for Planetary Science & Exploration (CPSX) will expand to include M.Sc. and Ph.D. programs in Geography, Biology, Electrical and Computer Engineering, and Mechanical and Materials Engineering (SGPS Minor Modification is currently in progress). Due to the expanded scope of the program with the anticipated addition of the new home programs, it is recommended that the program's name be changed from "Planetary Science" to "Planetary Science & Exploration". This motion changes the name of the degree program only, and not the content or structure of the program.

The graduate programs affected by this name change are:

M.Sc. in Geology (Planetary Science),
M.Sc. in Geophysics (Planetary Science)
M.Sc. in Physics (Planetary Science)
M.Sc. in Astronomy (Planetary Science)
Ph.D. in Geology (Planetary Science)
Ph.D. in Geophysics (Planetary Science),
Ph.D. in of Physics (Planetary Science)
Ph.D. in Astronomy (Planetary Science)

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

Recommended: That the MD program's Admission Requirements be revised effective October 1, 2015, as shown in [Appendix 9](#).

Background

The revised wording clarifies that course load and course level requirements for students finishing a second degree will be the same as the requirements for the first degree. Due to the variation in length of time that applicants can complete a second undergraduate degree, this revised wording is more inclusive of the course load and level requirements for those completing a second undergraduate degree. The revision also specifies a concrete deadline for completion of the second degree to provide more clarity for applicants in this category.

7. Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program

Recommended: That the DDS program's Admission Requirements be revised effective October 1, 2015, as shown in [Appendix 10](#).

Background

The Admission policy for the DDS program have been revised and expanded to bring the policy in line with current practice and provide more comprehensive information to students in the Academic Calendar.

FOR INFORMATION

8. Revision to the “Marks/Grades; Definitions of Grades; Grading Scales for Undergraduate Students” Policy

The policy was revised to delete reference to an annual report from SCAPA to Senate showing average grades and distribution by Faculty and the entry average of incoming students. This requirement was included in the policy in November 1999 (see Senate approval here: <http://www.uwo.ca/univsec/pdf/senate/minutes/1999/m9911sen.html>)

Since 2004, the Provost provides an annual report about entering averages to Senate (see the latest report here: http://www.uwo.ca/univsec/pdf/senate/minutes/2015/a15mar13sen_all.pdf). Similarly, information about average undergraduate grade distribution by Faculty can be accessed in Western's Databook and published annually on-line <http://www.uwo.ca/ipb/databook/> .

Minor editorial amendments were also made to the policy to avoid duplication of information and provide more clarity.

The revised policy is attached as **Appendix 11**.

9. Revisions to the Trois-Pistoles Sessional Dates

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf

TROIS-PISTOLES SESSIONAL DATES

The following chart will be removed from the calendar:

	2016
Courses begin	May 16
Last day to add or drop a course	May 18
Intersession ends	June 17
Summer day courses begin	July 4
Last day to add or drop a course	July 6
Summer day courses end	Aug 5

As a guideline, the Trois-Pistoles Intersession and Summer Day session start dates will coincide with the start dates of Intersession and Summer Day on main campus. Each session will run for five weeks with both the add and drop deadlines set as the third day of the session. The sessions will begin on Mondays in order to ensure weekend arrivals of students and to facilitate orientation in Trois-Pistoles. **For the most**

up to date Sessional Dates please visit the Trois-Pistoles website:
http://frenchimmersion.uwo.ca/courses/five_week.html

Background

In June 2015 SCAPA and Senate approved changes to the policy regulating the Sessional Dates of Trois-Pistoles. The chart showing exact dates for Sessional Dates was removed from the Academic Calendar and will be published only on the Trois-Pistoles website.

10. Revisions to the Western Teaching Award (SUTA) Regulations

Background

In June 2015, SCAPA and Senate approved the creation of the Western Award for Innovations in Technology Enhanced Teaching -

http://www.uwo.ca/univsec/pdf/senate/minutes/2015/a15jun5sen_all.pdf

The SUTA regulations posted here http://www.uwo.ca/univsec/senate/teaching_awards.html were updated to include this new award and minor editorial amendments were made to the wording as well.

11. SUPR-G Report: Cyclical Reviews of the Migration and Ethnic Relations (MER) Collaborative Graduate Program and Music and Popular Music Graduate Programs

The following cyclical reviews were approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
	Migration and Ethnic Relations (MER) Collaborative Graduate Program	March 18, 2015	Good quality
Music	Graduate Programs	April 1 - 2, 2015	Good quality with Report due in June 2016
Music and Information and Media Studies	Popular Music and Culture	April 1 – 2, 2015	Good Quality

The detailed Final Summary Reports for each of these reviews are attached as [Appendix 12](#).

12. SUPR-U Report: Cyclical Review of the King's University College Psychology Program

SCAPA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the King's University College Psychology Program.

The detailed Final Assessment Report is attached as [Appendix 13](#).

13. New Scholarships and Awards

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in [Appendix 14](#) for recommendation to the Board of Governors through the Vice-Chancellor.

NEW CALENDAR COPY

Minor in Intercultural Communication for Arabic

Admission Requirements

Completion of first---year requirements, including Arabic 1030 or Arabic 1035 with a mark of at least 60% or permission of the Department.

Module

4.0 courses:

1.0 course: Arabic 2250

1.0 course: Intercultural Communication 2200F/G, 2500F/G

0.5 course from: Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z

1.5 courses from: Anthropology 2219F/G, Arabic 3300, History 2162A/B, 2606E, 2608F/G, Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z (not selected above).

Minor in Intercultural Communication for Japanese

Admission Requirements

Completion of first---year requirements, including Japanese 1036 with a mark of at least 60% or permission of the Department.

Module

4.0 courses:

1.0 course: Japanese 2260

1.0 course: Intercultural Communication 2200F/G, 2500F/G

0.5 course from: Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z

1.5 courses from: Japanese 2601/B, 3350, 3650F/G, Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z (not selected above) or by special permission Film 2194A/B---2198A/B, 2245F/G---2247F/G

NEW CALENDAR COPY

Certificate in Intercultural Communication for Arabic

Admission Requirements

Completion of first---year requirements, including 1.0 course Arabic 1030 or Arabic 1035 with a mark of at least 60%, or permission of the Department.

3.0 courses:

1.0 course: Arabic 2250

1.0 course: Intercultural Communication 2200F/G, 2500F/G

0.5 course from: Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z

0.5 course from: Anthropology 2219F/G, History 2162A/B, 2608F/G, Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z (not selected above).

Certificate in Intercultural Communication for German

Admission Requirements

Completion of first---year requirements, including 1.0 course German 1030 with a mark of at least 60%, or permission of the Department.

3.0 courses:

1.0 course: German 2200

1.0 course: Intercultural Communication 2200F/G, 2500F/G

0.5 course from: Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z

0.5 course from: German 2141A/B, 2215F/G, 2220A/B, 2255F/G, 2256F/G, 3320A/B, 3321A/B.

3325F/G, Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z (not selected above). Students are allowed double---count 1.0 course toward the Certificate in Practical German or a module in German.

Certificate in Intercultural Communication for Italian

Admission Requirements

Completion of first---year requirements, including 1.0 course Italian 1030 with a mark of at least 60%, or permission of the Department.

3.0 courses:

1.0 course: Italian 2200

1.0 course: Intercultural Communication 2200F/G, 2500F/G

0.5 course from: Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z

0.5 course from: Italian 2215F/G, 2220A/B, 2240F/G, 2241F/G, 2242F/G, 2243F/G, Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z (not selected above).

Students are allowed double---count 1.0 course toward the Certificate in Practical Italian or a module in Italian.

Certificate in Intercultural Communication for Japanese

Admission Requirements

Completion of first---year requirements, including 1.0 course Japanese 1036 with a mark of at least 60%, or permission of the Department.

3.0 courses:

1.0 course: Japanese 2260

1.0 course: Intercultural Communication 2200F/G, 2500F/G

0.5 course from: Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z
0.5 course from: Japanese 2601/B, 3650F/G, Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z (not selected above) or by special permission Film 2194A/B--2198A/B, 2245F/G--2247F/G

Certificate in Intercultural Communication for Spanish

Admission Requirements

Completion of first---year requirements, including 1.0 course Spanish 1030 with a mark of at least 60%, or permission of the Department.

3.0 courses:

1.0 course: Spanish 2200

1.0 course: Intercultural Communication 2200F/G, 2500F/G

0.5 course from: Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z

0.5 course from: Spanish 2102A/B, 2215F/G, 2216F/G, 2220A/B, 3322A/B, 3421F/G, 3422F/G,

3500G, Intercultural Communication 3300F/G/Z, 3600F/G/Z, 3800F/G/Z (not selected above). Students are allowed double---count 1.0 course toward the Certificate in Practical Spanish or a module in Spanish.

Proposed new Courses:

Intercultural Communication 2200 F/G – Not “Lost in Translation”: The Practice and Theory of Intercultural Communication

How does culture mold habits of thought? What is “lost in translation” between one culture and another? Explore cultural values, practices, symbols, rituals, heroes, and non-verbal and verbal communication. Examples and projects will be based on language and storytelling in literature, film, music, popular culture, food, fashion, and more.

Pre- or Corequisite: Arabic 2250 or German 2200 or Italian 2200 or Japanese 2260 or Spanish 2200

Intercultural Communication 2500 F/G – Bridging Classroom and Community: Languages and Cultures in Action

Develop intercultural competence by examining individual experiences of learning and maintaining language and of integrating cultural heritage. Connect in-class learning about language, identity, memory, story telling and related issues with service-learning projects in London or the surrounding region.

Prerequisite: Permission of the Department

Pre- or Corequisite: Arabic 2250 or German 2200 or Italian 2200 or Japanese 2260 or Spanish 2200

Intercultural Communication 3300 F/G/Z – Making a Difference: Portfolio in Intercultural Communication

What do you need to be interculturally effective? Using local experiences, gain global competencies by developing a comparative perspective on expectations, myths, roles, norms, rituals and language. Figure out how to make a difference by applying your skills.

Prerequisite: ICC 2200F/G, ICC 2500F/G

Intercultural Communication 3600 F/G/Z – Immersed in the Experience: Language and Culture Abroad

Practice Intercultural Communication through study abroad. Use your experiences of culture and community such as food, media, family and student life to reflect on how you transform as you adapt. Develop an awareness of how communication practices, verbal and non-verbal, impact intercultural understandings.

Prerequisite: ICC 2200F/G, ICC 2500F/G Methodology:

E-Portfolio

Intercultural Communication 3800 F/G/ Z – Working with a Mentor: Internship in Intercultural Communication

The Academic Internship is an unpaid, credit internship with minimum of 60 hours. The internship will require students to make connections with academic study while undertaking supervised duties in organizations, businesses or community groups with interests related to Intercultural Communication.

Prerequisite(s): Permission of the Department. Registration in the third or fourth year of a module in Intercultural Communication, with a minimum modular average of 75%. Approval of, and acceptance into, an internship placement.

Pre- or Corequisite(s): Students must have completed or are completing the required courses and at least 50% of the module.

Additional Information: 0.5 course credit, Pass, or Fail. Students accepted for an internship will arrange individual programs with supervising faculty. The student is required to a) maintain a suitable level of performance in the position as verified by the employer through evaluations and b) submit a mid-term as well as a final report, demonstrating how the experience gained through the internship relates to his/her coursework and program of study.

Global Health Systems in Africa Field / Spoke

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

Background

Global Health encompasses the inextricable health links between human activities, ecological systems, environmental concentrations and sustainable resources. Our definition is founded on the World Health Organization's classification of health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1946). The objective of the new spoke in **Global Health Systems in Africa (GHS-A)** is to develop an environment for transdisciplinary, holistic approaches and methods for graduate students to become global leaders with experience in one of the most challenging, complex areas of the world.

Transdisciplinary approaches to problem solving combined with translational and transformative activities provide the foundation for a systems approach to global health, which is critical to address global health issues and concerns in a productive, effective and sustainable manner. Because of the extensive and life threatening issues facing the African continent, we chose to focus on Africa but will also draw connections to all areas of the world in our consideration of broad, systems theory approaches to global health issues.

Inspired by the United Nations' 2015-2030 Sustainable Development Goals, the GHS-A spoke will highlight thematic areas committed to combat poverty, hunger, disease, and environmental degradation while promoting the health and equality of those most vulnerable, such as women and children. The interplay and dependency between human health and well-being and environmental health will be the core. Advocates for a healthier future, graduates will be well positioned to assume or fast track toward leadership positions in major government agencies, non-governmental organizations, and the healthcare system both locally and internationally. This curriculum will bridge gaps between disciplines and provide students with organizational, leadership, and communication skills, enabling them to build successful careers.

Students registered in the MMASc program take a total of 6.0 required equivalent course credits over 3 semesters (12 months) (3.0 FCE in the established hub, 2.0 FCE in the proposed GHS-A spoke, and 1.0 FCE in an experiential learning opportunity (ELO) or major research project (MRP). Students will also be required to complete a series of milestones.

Guiding Principles:

1. The new GHS-A spoke will follow the existing format of the fields (hub & spokes) in the MMASc degree.
2. The field is targeted at high performing undergraduate students (Honours) and those with previous graduate (Masters or PhD) or professional degrees (e.g., MD or MBA).
3. The field will conform to Western's directives (there are three prevailing directives for Western: "best student experience", "be extraordinary" and "make Western global").
4. Integration: Courses in the MMASc GHS-A will include the following:
 - A) A series of hub courses (3.0 FCE) which students in all MMASc fields will take with the goal to obtain general leadership, communication and management competencies;
 - B) A series of specialized spoke courses (2.0 FCE) on GHS-A that comply in scope and number with Western's requirements for MMASc recognition; and

- C) A series of seminars, workshops and a field school (milestones) that allow students to further develop leadership skills and to broaden competencies in GHS-A.
5. This hub and spoke program will prepare students for the experiential learning opportunity (ELO) or major research project (MRP) (1.0 FCE).

CURRENT STATE OF THE PROGRAM

The current MMASc program has three fields (spokes) in Biological Sciences (begun in 2014), as well as Computer Science, Data Analytics, both of which will commence in Fall, 2015. This field will be offered in Fall, 2015.

ADMISSION REQUIREMENTS

There will be no changes to the admission requirements for the MMASc program with the introduction of the new spoke in GHS-A.

Admission Requirements

Completion of an Honours undergraduate degree from an accredited University or Institution; minimum B+ average in previous two years of study; reference letters; resume; and personal statement.

CURRENT CURRICULUM: MMASc PROGRAM. SPOKE: GLOBAL HEALTH SYSTEMS IN AFRICA

PROGRAM REQUIREMENTS

Students enrolled in the MMASc Program: Students must complete 6.0 FCE in the MMASc program to meet graduation requirements, including hub, spoke and seminar courses.

MMASc Program in Global Health Systems in Africa

Fall Term. September to December 2015

Hub courses to be offered during the program in either fall or winter term:

- Organizational Behaviour (0.5 FCE)
- Fundamentals of Managerial Finance (0.5 FCE)
- Fundamentals of Marketing Management (0.5 FCE)
- Professional Communication (0.5 FCE)
- Professional Writing (0.5 FCE)
- Foundational Digital Communication for Professionals (0.5 FCE)

Spoke courses to be offered during the program in the fall term:

- 9XXXA Foundations and Case Studies of Global Health in Africa (0.5 FCE)
- 9XXXA Global Health Data Analytics (0.5 FCE)
- Leadership in Organizations – compulsory attendance (spans the fall and winter terms) (offered by the Hub)
- Career Development – compulsory attendance (spans the fall and winter terms) (offered by the Faculty of Science)
- Cultural, Ethical and Participatory Engagements in Africa – compulsory attendance (spans the fall and winter terms) (new milestone offered by an individual with experience working with development agencies)

Winter Term. January to April 2016

Hub courses to be offered during the program in either fall or winter term:

- Organizational Behaviour (0.5 FCE)
- Fundamentals of Managerial Finance (0.5 FCE)
- Fundamentals of Marketing Management (0.5 FCE)
- Professional Communication (0.5 FCE)
- Professional Writing (0.5 FCE)
- Foundational Digital Communication for Professionals (0.5 FCE)

Spoke courses to be offered during the program in the winter term:

- 9XXXB Incubators and Accelerators of Innovation (0.5 FCE)
- 9XXXB Bridging Research to Policy & Practice to Improve Global Health (0.5 FCE)
- Leadership in Organizations – compulsory attendance (spans the fall and winter terms) (offered by the Hub)
- Career Development – compulsory attendance (spans the fall and winter terms) (offered by the Faculty of Science)
- Cultural, Ethical and Participatory Engagements in Africa – compulsory attendance (spans the fall and winter terms) (new milestone offered by an individual with experience working with development agencies).

Summer Term. May to August 2016

Field School – compulsory attendance (first 3 weeks of the summer term – the first week will be held with the entire class at Western University, with the subsequent weeks under supervision of Faculty or Community leaders in Canada (for those unable to travel) or in Africa (those who are able to travel)).

9XXX ELO (required) or MRP (only in extenuating circumstances) (1.0 FCE)

PROGRAM PROGRESSION AND GRADUATION REQUIREMENTS

Progression Requirements

- Program progression and graduation requirements will be the same for the MMASc in GHS-A program as the current MMASc spokes.
- In order to progress through the MMASc program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.
- ELO grades will be recorded on Western transcripts as Pass/Fail, but the equivalent of a Western grade of 60.0% is required in each course.

Graduation Requirements

- In order to graduate from the MMASc program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.

An explanation of how current students will be affected by the modification and a plan for ensuring current students are not negatively affected by the change.
--

Current students enrolled in MMASc program are not affected by the addition of the new spoke.
New students admitted to the Fall 2015 term will follow the modified curriculum.

A description of how the modification may affect any other programs and students in other programs (e.g. how the modification may affect students in a collaborative or joint program).
--

The addition of a new spoke will not affect any other programs nor students in other programs.

**Major Modification to an Existing Graduate Program
Introduction of New Field “Globalization”**

1. Program Name and Degree for which the modification is proposed.

Program: Executive MBA, Ivey Business School

Degree: MBA

2. Description of Proposed Modification

Background

The learning outcomes of the Executive MBA program are based on the full-time MBA program because the same degree is awarded in both programs. However, the Executive MBA program serves a different segment of the market: individuals who have reached a stage in their careers and their lives such that it would be very difficult to return to university as a full-time student. In addition, these individuals have been promoted to senior management positions and must now develop strategic thinking and enhanced leadership skills. Consequently, the Executive MBA program places an emphasis on developing leadership and strategic skills for globally oriented businesses.

Increasingly, business schools are partnering with other institutions to deliver an Executive MBA program. Three of our major competitors (Rotman, Schulich, and Queen's) offer partnership Executive MBA programs. Both Schulich and Queen's offer dual degree Executive MBA partnership programs. Schulich with the Kellogg Business School and Queen's with Cornell University. Both of these programs involve courses being taught by the partner schools. The Ivey Business School proposes to offer a dual degree Executive MBA program with the International Institute for Management Development (IMD Business School, Switzerland). This program will offer a specialization in international business for individuals who work internationally and/or want to strengthen their global career opportunities.

3. Description of the rational for the Modification (e.g. explain how the program will be improved and/or how students will benefit from the proposed modification).

This modification will be targeted to individual leaders who are internationally experienced and want to strengthen their global career opportunities. Students will have a diverse international experience by studying with IMD Executive MBA participants and by participating in three discovery expedition modules in three different continents. This change is also motivated by the desire to further enhance the international experience of our students by offering them more choice in international locations in which to study global businesses.

The following are guiding principles for this modification:

1. The Ivey/IMD Executive MBA dual degree program will have the same classroom instruction hours as our current Executive MBA.
2. All Ivey students admitted into the program meet the School's standard Executive MBA admission requirements in addition to their industry background.
3. The degree awarded to Ivey students will be the same as that awarded to our current Executive MBA students and they will also receive an Executive MBA degree from IMD Business School. (This degree is currently conferred by the University of Lausanne. IMD is in the process of getting Degree Granting Power). The Western University transcript will note the dual degree with IMD.
4. The Ivey/IMD Executive MBA dual degree program will be offered in Hong Kong and Canada. The program will include modules at the IMD campus in Lausanne Switzerland and international discovery expedition modules as described later in this document.

4. Description of the current state of the program and a comparison to what the program will look like after the modification, highlighting the changes.

4.a. CURRENT STATE OF THE PROGRAM

The Executive MBA program schedule is designed to accommodate individuals who hold full-time jobs. The current Executive MBA program comprises of 496 classroom hours. Our Executive MBA program is delivered in a live classroom format, four consecutive days per month (Thursday to Sunday). Classes are conducted over three consecutive terms, with each term being five months in length, for a total duration of 17 months. These classes are held at the Ivey Canada campus. In addition to the four-day a month modules, we have a one-week residential module at the start of each term. These modules are held at the Ivey Spencer Leadership Centre in London, Ontario. The current program culminates with a 12-day international project trip to either India or China.

The Ivey/IMD Executive MBA is comprised of 496 classroom hours. The program is delivered in three parts over seventeen months.

1. Seven four-day, once-a-month modules (Thursday to Sunday) at an Ivey Campus (Hong Kong or Canada) delivered by Ivey faculty. This will comprise of 224 classroom hours. These classes occur from September to March (seven months).
2. Two one-week modules at the IMD campus, three one-week International Discovery Expeditions and five e-modules where you work at a distance. This will comprise the equivalent of 240 classroom hours (224 hours in face to face + 48 hours in e-modules modules [3-1 conversion rate]). This section of the curriculum is taught by IMD faculty and Ivey students will take this part of the program with IMD Executive MBA students. These classes occur from April to April (twelve months).
3. One four-day capstone module (Thursday to Sunday) at an Ivey Campus (Canada or Hong Kong) delivered by Ivey Faculty. This will comprise of 32 classroom hours. The capstone module is in May at the end of the program.

4.b.ADMISSION REQUIREMENTS

There will be no changes to the overall admission requirements for the Ivey Executive MBA program.

Admission Requirements

Both the full-time MBA and Executive MBA programs use the same criteria in appraising the suitability of an applicant. However, because of difference in focus between these programs (with more emphasis on strategic thinking and leading organizations in the Executive MBA Programs compared to increased emphasis on functional and interpersonal skills in the MBA Program) as well as differences in the experience and age profile of the two sets of applicants, the weights placed on the four admissions criteria vary between the MBA and Executive MBA Programs.

The four admissions criteria for Ivey MBA programs are as follows:

1. Adequate intellectual and analytical ability to meet the academic demands of the program;
2. High potential to achieve a leadership position (in the case of the MBA Program) or demonstrated leadership capacity (in the case of the Executive MBA Program);
3. Evidence of capacity to contribute to the learning of peers; and
4. Evidence of ability to communicate and learn in English.

Criterion #1: Adequate Intellectual and Analytical Abilities

Successful candidates will meet at least one or more of the following:

- They have completed an undergraduate degree (a three- or four-year degree is required depending on the norm for their country and the specialization of the degree) with evidence of having achieved B-level grades or better under normal course load conditions.
- They hold a professional designation from a rigorous and analytically oriented professional program of study endorsed by a key professional organization in their country or region. Examples would include a professional accounting designation, an actuarial designation, P.Eng, or Chartered Financial Analyst.
- They have completed a post-secondary diploma program that has since evolved into a degree program and have achieved B-level performance.
- They have an adequately high overall score on the GMAT test with a reasonable balance of scores on the components of the GMAT.
- They have completed an undergraduate degree and have a sufficiently long work record (ten years or more) with clear evidence of high achievements and of completing intellectually demanding challenges.

Criterion #2: Demonstrated Leadership Capacity

Successful candidates are expected:

- To have a record of work achievements that demonstrates clear capacity to lead teams, manage complex projects, and/or achieve strong business results.
- To provide references of support that attest to leadership potential or capacity.

Criterion #3: Capacity to Contribute to the Learning of Peers

Successful candidates are expected:

- To have sufficient full-time work experience (seven years or more) to contribute on-the-job and team experiences to their class peers.
- To demonstrate a clear commitment (through interview discussions, application essays, or references of support) to student teams and on-going collegial learning.

Criterion #4: Adequate English Proficiency

An applicant must demonstrate a capacity to learn and communicate in the English language through:

- A post-secondary education or significant work experience in an English language environment; or
- Proficiency in English demonstrated in interviews and written interaction (including an analytical writing assessment where applicable); or
- A minimum score on one of the following English proficiency tests:
 - TOEFL (minimum internet-based score of 100)
 - IELTS (minimum score of 6)
 - MELAB (minimum score of 85)
 - PTE (minimum score of 70)

4.c. CURRENT CURRICULUM: IVEY EXECUTIVE MBA

Two starts per year: September and February. The program consists of three five-month terms.

The objective of the Executive MBA program is to develop highly effective leaders. The Executive MBA program is designed to build a student's skills and perspectives in several areas:

1. Developing a cross-enterprise perspective by understanding how organizations arrive at winning strategies, how the various functions and groups within an enterprise must be aligned to strategy, and how business decisions affect the overall organization;
2. Enhancing business decision-making skills through more rigorous problem-solving approaches and an increased comfort with ambiguity;
3. Acquiring insights into global business trends and the skills needed to compete internationally;
4. Developing the capability to lead and work effectively within teams; and to execute actions that span the entire enterprise; and
5. Building career-focused competencies to succeed in particular industries, geographies, business functions, or professional groups.

The following is a breakdown of contact hours by course:

Course Number	Course Name	Classroom Hours
Term 1		
Business 9550	Leading	36
Business 9551	Competing with Analytics	36
Business 9556	Information Systems	32
Business 9553	Winning through Marketing Management	36
Business 9554	Management Accounting and Control	36
Term 2		
Business 9555	Operations	32
Business 9557	Managing Financial Resources	36
Business 9569	Sustainability	20
Business 9568	Entrepreneurship	20
Business 9558	Strategic Analysis and Action	36
Business 9559	Leading Action and Change	32
Term 3		
Business 9560	Global Environment of Business	48
Business 9561	International Strategic Financial Planning	36
Business 9562	Global Market Planning	24
Business 9563	Global Strategy	36
Business 9564	Executive Client Field Project*	

*Major course project that does not have any classroom hours but includes an international trip to either India or China (depending on the start date of the cohort).

4.e. PROPOSED CURRICULUM: IVEY/IMD EXECUTIVE MBA

The objective of the Ivey/IMD Executive MBA dual degree program is similar to the current Ivey Executive MBA program with an emphasis on internationalization and global leadership career development.

Instead of three terms, the curriculum is divided in three sections:

1. Seven four-day, once-a-month modules (Thursday to Sunday) at an Ivey Campus (Hong Kong or Canada) delivered by Ivey faculty. This will comprise of 224 classroom hours.
2. Two one-week modules at the IMD campus, three one-week International Discovery Expeditions, and five e-modules. This will comprise of 240 classroom hours. This section of the curriculum is taught by IMD faculty and Ivey students will take this part of the program with IMD Executive MBA students.
3. One four-day capstone module (Thursday to Sunday) at an Ivey Campus (Canada or Hong Kong) delivered by Ivey Faculty. This will comprise of 32 classroom hours

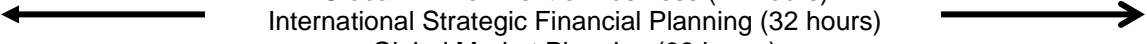
Section 1: Modules at an Ivey Campus delivered by Ivey faculty (September to March)

The following is the course content coverage during this section of the program:

Course Name	Classroom Hours
Competing with Analytics	32
Winning through Marketing Management	32
Management Accounting and Control	32
Operations	32
Managing Financial Resources	32
Global Environment of Business	32
Strategic Analysis and Action	32

Section 2: Two one-week modules at the IMD campus, three International Discovery Expeditions, and five e-modules (April to April)

The following is the courses will be covered during this time period with globalization courses being covered throughout all modules.

Core Module 1 (IMD) + 2 E-modules	Discovery Expedition	Core Module 2 (IMD) + 2 E-modules	Discovery Expedition + 1 E-module	Discovery Expedition
Leading (18 hrs) Leading Action and Change (16 hrs)	Information Systems (10 hrs) Entrepreneurship (10 hrs)	Leading (18 hrs) Leading Action and Change (16 hrs)	Information Systems (10 hours) Entrepreneurship (10 hrs)	Sustainability (20 hrs)
<p align="center"><u>Global Leadership Course Themes</u></p> <p align="center">  </p> <p align="center">Global Environment of Business (12 hours) International Strategic Financial Planning (32 hours) Global Market Planning (32 hours) Global Strategy (36 hours)</p>				

- *This is a representation of how Ivey's current course material maps into the IMD modules.*

Section 3: One four-day capstone module (Thursday to Sunday) at an Ivey Campus (Canada or Hong Kong) delivered by Ivey Faculty (May)

An integrative capstone module on the Global Leadership Course Themes for a total of 32 hours.

4.f. PROGRAM PROGRESSION AND GRADUATION REQUIREMENTS

The progression and graduation requirements will be the same with the Ivey/IMD Executive MBA specialization:

Progression Requirements:

To continue in the program, a student must complete each course with a minimum grade of at least 60% in each course, and a continuing average of 70%.

Graduation Requirements:

To graduate, a student must obtain an average of at least 70% when all sixteen course grades for the program are averaged.

5. Program Courses

The course content will be the same as in the current Ivey Executive MBA program, with a focus on globalization and international issues.

In-company Projects

Six company-specific assignments on customers, finance, leadership, strategy, organization design, and sustainability where students explore leadership roles, responsibilities, and competencies required at the senior executive level. These assignments allow students to look in-depth at their particular business in a way that is valuable for their company, and also for their career.

The five e-learning modules allow students to work at a distance with their classmates and with IMD faculty, completing assignments that use their company as the "laboratory."

Ideas, examples, and materials are exchanged in these e-modules. Students build on theory and ideas from classroom sessions and Discovery Expeditions by applying these learnings in their company. IMD faculty direct their efforts and give them the tools and resources they need to:

- Gather knowledge from customers, bringing new insights into the organization
- Build financial analysis skills, interpreting how strategy impacts financial health
- Design interfaces to integrate units with different organizational designs into a cohesive whole
- Scan the competitive landscape and create a strategy for leapfrogging the competition
- Explore your interpersonal and personal leadership in different situations and your capacity to connect and build effective relationships across teams and in organizations
- Identify the competencies required to lead and perform effectively in a senior executive role and the steps you need to take to achieve your own personal career goals

Discovery Expeditions

During the program, students will take three one-week Discovery Expeditions. They will study the economy but also the country and society. They see life as it is, in companies, in villages, in schools, and sometimes in slums. Currently — and these destinations are subject to change over time — they will travel to three of the available locations (Brazil, China, India, and Silicon Valley in the United States)

where they will work together with local companies. The objective of the Discovery Expeditions is to allow students to master general management skills in highly diversified business, social, and political contexts and to explore the global and regional forces that impact the way that business is done.

6. Ivey/IMD Executive dual degree MBA – Courses and Faculty

The new specialization in globalization will be introduced in the Ivey Executive MBA program effective in September 2016. As part of the dual-degree partnership with IMD Business School, Ivey faculty will deliver 52 per cent of the course content and IMD will deliver 48 per cent.

7. An explanation of how current students will be affected by the modification and a plan for ensuring current students are not negatively affected by the change.

Current students enrolled in the Executive MBA program are not affected by the addition of the new field.

8. A description of how the modification may affect any other programs and students in other programs (e.g. how the modification may affect students in a collaborative or joint program).

There are currently no collaborative or joint programs with the Executive MBA program.

9. Evidence that all appropriate consultation has taken place (e.g. with SGPS, any affected programs).

Input has been collected with Ivey's Associate Dean of Programs, the Executive MBA Program Director, experienced Executive MBA faculty, and program leadership and faculty at IMD Business School. Consultation took place with SGPS in March 2015.

**Major Modification to an Existing Graduate Program
Introduction of New Field “Financial Services and Insurance”**

1. Program Name and Degree for which the modification is proposed.

Program: Executive MBA, Ivey Business School
Degree: MBA

2. Description of Proposed Modification

Background

Introduction of a new field: Financial Services and Insurance

The learning outcomes of the Executive MBA program are the same as those of the full-time MBA program; the same degree is awarded in both programs. However, the Executive MBA program serves a different segment of the market: individuals who have reached a stage in their careers and their lives such that it would be very difficult to return to university as a full-time student. In addition, these individuals have been promoted to senior management positions and must now develop strategic thinking and enhanced leadership skills. Consequently, the Executive MBA program emphasizes the development of leadership and strategic skills for globally oriented businesses.

Increasingly, business schools are partnering with other institutions to deliver an Executive MBA program. Three of our major competitors (Rotman, Schulich, and Queen's) offer partnership Executive MBA programs. The Ivey Business School will offer a new field as part of the Executive MBA program in Financial Services and Insurance (Executive MBA-FSI). In addition, this program will be delivered in partnership with the Vlerick Business School (the business school associated jointly with the University of Ghent and the Katholieke Universiteit of Leuven) and the University of St. Gallen. The Vlerick Business School and the University of St. Gallen have been offering this program since 1999 and Ivey will join as a third partner. The program is accredited by EQUIS (accreditation body of EFMD) and AMBA (Association of MBAs).

3. Description of the rationale for the Modification (e.g. explain how the program will be improved and/or how students will benefit from the proposed modification).

Guiding Principles for the FSI Field:

1. The MBA-FSI field will have the same classroom instruction hours as our current Executive MBA.
2. All Ivey students admitted into the FSI field will be required to meet the School's standard Executive MBA admission requirements in addition to their industry background.
3. The degree awarded to Ivey students will be the same as that awarded to our current Executive MBA students. The transcript will note the FSI field specialization.
4. The MBA-FSI field is aimed primarily at experienced leaders in the financial services and insurance industries.
5. The MBA-FSI field will develop the skills of the students in management of financial service, specifically in the financial services industry, through expert faculty, speakers, company visits, business simulations, and case studies. At least 65 per cent of the cases discussed during the program belong to the financial services industry.
6. By cooperating with two partners in different countries and with the courses being delivered in six countries on three continents the students will have a diverse international experience.

7. High added value for students and their company: take home assignments specific to the finance and insurance industries to implement into their own business environment the concepts and insights gained during residential modules.

4. Description of the current state of the program and a comparison to what the program will look like after the modification, highlighting the changes.

4.a. CURRENT STATE OF THE PROGRAM

The Executive MBA program schedule is designed to accommodate individuals who hold full-time jobs. The current Executive MBA program comprises of 496 classroom hours. Our Executive MBA program is delivered in a live classroom format, four consecutive days per month (Thursday to Sunday). Classes are conducted over three consecutive terms, with each term being five months in length, for a total duration of fifteen months. These classes are held at the Ivey campus in Toronto. In addition to the four-day a month modules, we have a one-week residential module at the start of each term. These modules are held at the Ivey Spencer Leadership Centre in London, Ontario.

The Executive MBA-FSI field is comprised of 500 classroom hours. The program is delivered in six two-week modules over sixteen months. These modules occur in six different financial markets on three continents: Belgium (Ghent), Germany and Switzerland (Öhningen/Zurich), Canada (London/Toronto), China (Beijing), UK (London), US (Boston/New York). The Executive MBA-FSI field will focus on individuals with experience in the financial and insurance industries, where Ivey is well positioned.

4.b.ADMISSION REQUIREMENTS

There will be no changes to the overall admission requirements for the Executive MBA program. The Executive MBA-FSI field will require that individuals have relevant management experience in the area of financial services and insurance.

Admission Requirements

Both the full-time MBA and Executive MBA programs use the same criteria in appraising the suitability of an applicant. However, because of a difference in emphasis between these programs (with more emphasis on strategic thinking and leading organizations in the Executive MBA Program compared to increased emphasis on functional and interpersonal skills in the MBA Program), as well as differences in the experience profile of the two sets of applicants, the weights placed on the four admissions criteria vary between the MBA and Executive MBA Programs.

The four admissions criteria for Ivey MBA programs are as follows:

1. Adequate intellectual and analytical ability to meet the academic demands of the program;
2. High potential to achieve a leadership position (in the case of the MBA Program) or demonstrated leadership capacity (in the case of the Executive MBA Program);
3. Evidence of capacity to contribute to the learning of peers; and
4. Evidence of ability to communicate and learn in English.

Criterion #1: Adequate Intellectual and Analytical Abilities

Successful candidates will meet at least one or more of the following:

- They have completed an undergraduate degree (a three- or four-year degree is required depending on the norm for their country and the specialization of the degree) with evidence of having achieved B-level grades or better under normal course load conditions.
- They hold a professional designation from a rigorous and analytically oriented professional program of study endorsed by a key professional organization in their country or region. Examples would include a professional accounting designation, an actuarial designation, P.Eng, or Chartered Financial Analyst.
- They have completed a post-secondary diploma program that has since evolved into a degree program and have achieved B-level performance.
- They have an adequately high overall score on the GMAT test with a reasonable balance of scores on the components of the GMAT.
- They have completed an undergraduate degree and have a sufficiently long work record (ten

years or more) with clear evidence of high achievements and of completing intellectually demanding challenges.

Criterion #2: Demonstrated Leadership Capacity

Successful candidates are expected:

- To have a record of work achievements that demonstrates clear capacity to lead teams, manage complex projects, and/or achieve strong business results.
- To provide references of support that attest to leadership potential or capacity.

Criterion #3: Capacity to Contribute to the Learning of Peers

Successful candidates are expected:

- To have sufficient full-time work experience (seven years or more) to contribute on-the-job and team experiences to their class peers.
- To demonstrate a clear commitment (through interview discussions, application essays, or references of support) to student teams and on-going collegial learning.

Criterion #4: Adequate English Proficiency

An applicant must demonstrate a capacity to learn and communicate in the English language through:

- A postsecondary education or significant work experience in an English language environment; or
- Proficiency in English demonstrated in interviews and written interaction (including an analytical writing assessment where applicable); or
- A minimum score on one of the following English proficiency tests:
 - TOEFL (minimum internet-based score of 100)
 - IELTS (minimum score of 6)
 - MELAB (minimum score of 85)
 - PTE (minimum score of 70)

4.c. CURRENT CURRICULUM: IVEY EXECUTIVE MBA

Two starts per year: September and February. The program consists of three five-month terms.

The objective of the Executive MBA program is to develop highly effective leaders. The Executive MBA program is designed to build a student's skills and perspectives in several areas:

1. Developing a cross-enterprise perspective by understanding how organizations arrive at winning strategies, how the various functions and groups within an enterprise must be aligned to strategy, and how business decisions affect the overall organization;
2. Enhancing business decision-making skills through more rigorous problem-solving approaches and an increased comfort with ambiguity;
3. Acquiring insights into global business trends and the skills needed to compete internationally;
4. Developing the capability to lead and work effectively within teams; and to execute actions that span the entire enterprise; and
5. Building career-focused competencies to succeed in particular industries, geographies, business functions, or professional groups

The following is a breakdown of contact hours by course:

Course Number	Course Name	Classroom Hours
Term 1		
Business 9550	Leading	36
Business 9551	Competing with Analytics	36
Business 9556	Information Systems	32
Business 9553	Winning through Marketing Management	36
Business 9554	Management Accounting and Control	36
Term 2		
Business 9555	Operations	32
Business 9557	Managing Financial Resources	36
Business 9569	Sustainability	20
Business 9568	Entrepreneurship	20
Business 9558	Strategic Analysis and Action	36
Business 9559	Leading Action and Change	32
Term 3		
Business 9560	Global Environment of Business	48
Business 9561	International Strategic Financial Planning	36
Business 9562	Global Market Planning	24
Business 9563	Global Strategy	36
Business 9564	Executive Client Field Project*	

*Major course project that does not have any classroom hours

4.e. PROPOSED CURRICULUM: EXECUTIVE MBA FIELD IN FINANCIAL SERVICES AND INSURANCE

The main goal of Executive MBA-FSI field is to improve the management skills of high-potential executives working in the financial services and insurance industries.

During the program, general management knowledge and skills are combined with in-depth insights into the business economics of the financial and insurance sectors. In order to achieve this goal, each module is structured on the basis of two perspectives. The academic perspective offers students the necessary frameworks and tools to tackle the challenges of a modern organization. Students acquire a firm understanding of relevant management skills in different domains, including strategic management, marketing, human resources and organizational behaviour, accounting and finance, operations and technology, corporate governance, risk management, and other issues.

Secondly, the Executive MBA-FSI field provides students with insights into the financial services and insurance industries. The focus is on the different sub-sectors of the financial services sector: banking, insurance, and investment. Course content covers the main trends taking place in the different industries and translates the academic and theoretical frameworks to the financial services industry.

Taking these two perspectives into account, this field provides students with the necessary training to pursue a successful career in today's fast changing financial services sector.

Below you can find a detailed overview of the topics dealt with per module, as well as the module sequence and the hours of teaching per module.

Course	Classroom Hours	Timeline
Module 1 (Ghent, Belgium)		Fall 2016
Strategic Management	46	
Introduction to Insurance Management (SOFIA Business Game)	27	
Personal Development	11	
Module 2 (Öhningen – Zurich, Germany – Switzerland)		Winter 2017
Marketing and Services Management	67	
E-commerce and E-Marketing	18	
Module 3 (London – Toronto, Canada)		Spring 2017
Management Accounting & Control	40	
Global Financial Systems and Financial Instruments (including MERCURSIM Simulation)	45	
Module 4 (Beijing, China)		Fall 2017
Corporate Finance	16	
Financial Risk Management	27	
Management of Financial Institutions (Banking Simulation)	27	
Intercultural Management	16	

Module 5 (London, UK)		Winter 2018
Operations Management	24	
IT Management	16	
Human Resources Management & Leadership	40	
Module 6 (Boston – New York, USA)		Spring 2018
Organizational Behaviour	24	
Change Management	16	
Innovation Management	40	
Final Project*		Spring 2018

*Major course project that does not have any classroom hours

The following chart details the current courses in the Ivey Executive MBA program and the courses in the Executive MBA-FSI field to compare the content coverage.

Course Number	Course Name	Executive MBA-FSI Equivalent
Term 1		
Business 9550	Leading	Personal Development Human Resource Management and Leadership
Business 9551	Competing with Analytics	
Business 9556	Information Systems	IT Management
Business 9553	Winning through Marketing Management	Marketing and Services Management E-Commerce and E-Marketing
Business 9554	Management Accounting and Control	Management Accounting and Control
Term 2		
Business 9555	Operations	Operations Management
Business 9557	Managing Financial Resources	Corporate Finance Introduction to Insurance Management Financial Risk Management
Business 9569	Sustainability	
Business 9568	Entrepreneurship	Innovation Management
Business 9558	Strategic Analysis and Action	Strategic Management
Business 9559	Leading Action and Change	Organizational Behaviour Change Management
Term 3		
Business 9560	Global Environment of Business	Management of Financial Institutions Global Financial Systems and Financial Instruments
Business 9561	International Strategic Financial Planning	Global Financial Systems and Financial Instruments
Business 9562	Global Market Planning	Marketing and Services Management E-Commerce and E-Marketing
Business 9563	Global Strategy	Intercultural Management

Business 9564	Executive Client Field Project	Final Project
---------------	--------------------------------	---------------

The following is a comparison of the classroom hours by course theme:

Learning Themes	Executive MBA (Current) Classroom Hours	Executive MBA-FSI Classroom Hours
Leadership	68	71
Analytics	36	20
Information Systems	32	16
Marketing	60	85
Management Accounting and Control	36	40
Operations	32	24
Finance	72	100
Sustainability	20	0
Entrepreneurship	20	40
Strategy	72	62
Economics	48	42

4.f. PROGRAM PROGRESSION AND GRADUATION REQUIREMENTS

The progression and graduation requirements will be the same with the Executive MBA-FSI specialization:

Progression Requirements:

Students must maintain a cumulative average of at least 70% calculated each term over all courses taken for credit, with no grade less than 60%.

Graduation Requirements:

To graduate, a student must obtain an average of at least 70% when all 16 course grades for the program are averaged.

5. Program Courses

Strategic Management

- How to develop the vision, mission, and goals of a financial services organization
- Corporate governance and corporate social responsibility in financial services
- Making a strategic analysis of the competitive environment
- Competing successfully
- The basics of corporate strategy
- Achieving a successful diversification strategy
- Achieving sustainable growth through mergers and acquisitions

Didactical approach: in-class theoretical sessions, case studies, guest speakers, and company visit

Evaluation: Take Home Assignment – In-class contribution and case work

Introduction to Insurance Management

- The various management challenges (sales and marketing, product portfolio, distribution, claims and benefits, investments, personnel and organization, finance and accounting, reinsurance and strategy) of an insurance company
- The basics of insurance

Didactical approach: SOFIA (Simulation of Financial and Insurance Administration) simulation in combination with theoretical sessions

Evaluation: Group work and end presentation at the end of the business simulation

Personal Development

- Creating a better understanding of personal management style and practices and their implications for employees' motivation and efficiency
- Diagnose management situations and develop action plans
- Exploring what people in different roles and of different backgrounds want to be appreciated for in the workplace and look at the implications of their answers for job design and management practices

Didactical approach: in-class theoretical sessions combined with group and individual exercises

Evaluation: in-class contribution

Marketing and Services Management

- What it means for a financial services company to be market-driven
- Creating customer value in a services environment
- Functional thinking: seeing the company through the eyes of the customer
- Developing a successful STP (segmenting, targeting, positioning) strategy
- Multi-channel distribution
- Realization of financial services within networks

Didactical approach: in-class theoretical sessions, case studies, guest speakers, and company visit

Evaluation: Take Home Assignment – In-class contribution and case work

E-Commerce and E-Marketing

- Understanding the potential of E-commerce for the marketing of financial services
- Understanding the digital economy and how this leads to a changing marketing approach and strategy

Didactical approach: in-class theoretical sessions, case studies

Evaluation: In-class contribution and case work

Management Accounting and Control

- Developing a strategic management control system and understanding the challenges involved
- How to make effective use of strategy mapping and the balanced scorecard
- Using cost information to support strategic decisions
- Understanding Value-Based Management and the use of Economic Value Added (EVA)
- Effectively implementing Activity-Based Costing and Activity-Based Management

Didactical approach: in-class theoretical sessions, case studies, guest speakers

Evaluation: Take Home Assignment – In-class contribution and case work

Global Financial Systems and Financial Instruments

- The structure, conduct, and performance of financial markets from a global perspective
- The use of financial markets for investment, financing, and risk management decisions
- Understanding different financial instruments (stocks, bonds, options, futures, etc.,)
- Understanding the basics of asset management

Didactical approach: in-class theoretical sessions in combination with MERCURSIM-INVESTMENTS simulation (students form asset management teams and place major asset allocation decisions in a competitive setting using real market data and economic conditions) to apply the theory into a simulated practice

Evaluation: Group work and end presentation at the end of the business simulation

Corporate Finance

- Identifying key issues and problems in corporate finance decisions
- Learning to assess the impact of various financial decisions on corporate performance
- Creating an optimal capital structure, outlining a good dividend policy and taking the right investment decisions
- Integrating financial decisions with business policy and corporate strategies

Didactical approach: in-class theoretical sessions, case studies

Evaluation: In-class contribution and (group) case work

Financial and Risk Management

- Understanding the critical impact of liquidity risk, interest rate risk, credit risk, productivity (cost) management as well as capital management on the profitability of a financial institution
- The impact of new financial regulation (Basel III and new regulation resulting from the financial crisis) on the banking activities

Didactical approach: in-class theoretical sessions, exercises, guest speakers, company visit

Evaluation: Take Home Assignment and in-class participation

Introduction to Banking Management

- Getting a better understanding of the challenges of managing a bank
- Practical application of the financial risk management components in a simulated banking environment by means of a banking simulation

Didactical approach: Vlerick Banking Simulation in combination with in-class theoretical sessions

Evaluation: Group work and end presentation at the end of the business simulation

Cross-cultural Management

- Acquiring the knowledge and skills necessary to interact effectively with members of other cultures, specifically in the context of international business
- Developing an appreciation of the impact on both personal and work behaviour of living and working in another culture
- Increasing the familiarity with the types of issues and situations that managers often confront when working across cultures

Didactical approach: in-class theoretical sessions, case studies, guest speakers, and company visits

Evaluation: in-class participation and case work

Operations Management

- Understanding the connection between operations, human resources, corporate strategy, and information technology and understanding the implications when these are not balanced
- Getting familiar with business process management (with special attention to Six Sigma)
- Understanding the challenges of aligning the front- and back-office processes in financial services companies

Didactical approach: in-class theoretical sessions, case studies, guest speakers, and company visit

Evaluation: Take Home Assignment and in-class participation

IT Management

- Understanding how financial services firms can gain competitive advantage through the use and management of information systems.
- Getting insights in the critical success factors when building new information systems

Didactical approach: in-class theoretical sessions, case studies

Evaluation: in-class participation and case work

Human Resources Management and Leadership

- Managing people at work: approaching motivation, building commitment, dealing with emotion and individual differences
- Managing oneself before managing others
- Effectively dealing with conflicts
- The key characteristics of leadership
- Managing talent: attract, retain, develop, and optimize
- Getting the most of your human resources by creating high-performing teams
- Building a competitive advantage through human resources

Didactical approach: in-class theoretical sessions, case studies, guest speakers, and company visit

Evaluation: Take Home Assignment, case work, and in-class participation

Organizational Behaviour

- Understanding organizational culture
- Developing a high-commitment culture
- Creating the right organizational energy to lead the company to success

Didactical approach: in-class theoretical sessions, case studies, guest speakers

Evaluation: in-class participation and case work

Change Management

- Understanding change management: issues and perspectives related to transforming an organization
- Creating and sustaining a high-performance culture
- Making the right decisions at an executive level
- How to create a learning organization

Didactical approach: in-class theoretical sessions, case studies, guest speakers, and company visit

Evaluation: in-class participation and case work

Innovation Management

- Managing innovation as a source of growth and profitability
- Understanding the behaviour and management of innovative organizations
- Managing an innovative culture and the roles in the innovation process
- Understanding entrepreneurship and driving innovative projects

Didactical approach: in-class theoretical sessions, case studies, guest speakers, and company visits

Evaluation: in-class participation and case work

Final Project

The final project represents the final assessment for Executive MBA-FSI students. The main purpose of the final project is to integrate the key learnings of the program into a practice-oriented project. Starting from an issue/problem/challenge in his/her company, the student is expected to come up with a logical, structured, and consistent solution using the concepts, frameworks, and theories learned during the courses. The identified issue can be either strategic or operational; what is key is the long-term advantage that the project provides to the student's company.

6. Executive MBA-FSI – Courses and Faculty

The new field in Financial Services and Insurance will be introduced in the Ivey Executive MBA program effective Fall 2016. As part of the partnership with The Vlerick Business School and University of St. Gallen, Ivey faculty will deliver 33 per cent of the course content. Ivey faculty will also be responsible for delivering 25 per cent of the finance and insurance courses.

7. An explanation of how current students will be affected by the modification and a plan for ensuring current students are not negatively affected by the change.

Current students enrolled in the Executive MBA program are not affected by the addition of the new field.

8. A description of how the modification may affect any other programs and students in other programs (e.g. how the modification may affect students in a collaborative or joint program).

There are currently no collaborative or joint programs with the Executive MBA program. There is a concurrent application to develop a dual degree EMBA in conjunction with IMD. These two initiatives are independent of each other and the current EMBA program. There will be no impact on EMBA students.

9. Evidence that all appropriate consultation has taken place (e.g. with SGPS, any affected programs).

Input has been collected with Ivey's Associate Dean of Programs, the Executive MBA Program Director, experienced Executive MBA faculty, and program leadership and faculty at the two other schools involved with this program — Vlerick Business School and University of St. Gallen. Consultation took place with SGPS in March 2015.

**Major Modification to Existing Doctoral Programs
Faculty of Education**

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

**Summary of Modifications to Existing Doctoral Programs
Faculty of Education**

1. The Program Name and Degree for which the modification is proposed

Education Studies, Doctor of Philosophy
Professional Education, Doctor of Education (EdD)

2. A brief description of the proposed modification

- a) PhD in Education Studies: Curriculum Studies (approved field: minor revisions to Comprehensive Examination and course offerings)
- b) PhD in Education Studies: Applied Linguistics (new field)
- c) PhD in Education Studies: Critical Policy, Equity and Leadership Studies (change to combine two existing fields (Equity and Social Justice and Education Policy Studies) into one field)
- d) EdD – Introduction of Organizational Improvement Plan in lieu of dissertation and revision of process

3. A brief description of the rationale for the modification (e.g., explain how the program will be improved and/or how students will benefit from the proposed modification)

The current proposal presents a framework for organizing our graduate offerings that:

- Ensures compliance with the rules, regulations, and policies of the School of Graduate and Postdoctoral Studies and Higher Education Quality Council;
- Contributes to ensuring that our research-intensive programs meet standards of quality and excellence through situating them solidly within a “disciplinary area”, offering exemplary instruction and supervision from a faculty member with a high level of disciplinary expertise; and, ensuring students receive research mentorship from faculty members with outstanding disciplinary research productivity and expertise. In turn, this provides our external stakeholders and employers with the assurance that our students have the requisite disciplinary and research knowledge needed for employment in a particular area;
- Achieves greater clarity and transparency in the nature and type of research intensive programs we offer; and,
- Assists prospective students in choosing their graduate program and enhances the likelihood of obtaining relevant employment opportunities.

With respect to the proposed EdD changes, introduction of the Organizational Improvement Plan in lieu of a traditional PhD dissertation (see attached example), will significantly enhance the relevancy and authenticity of the capstone project and career goals of students. In contrast to the traditional PhD “6 to 8-chapter thesis” designed to demonstrate an individual’s capacity to conduct original or “pure” research, CPED-influenced EdD capstones often take the form of documents that are directly related to practice, such as program evaluations, policy analyses, or school improvement plans (CPED, 2015a). In the EdD program, capstone projects are less about creating new knowledge that fills a particular research gap in existing bodies of knowledge and more about enabling graduates to apply research and theory in ways that are highly relevant to, and will have a significant impact on, their own professional practice (Young, 2013).

4. A description of the current state of the program (in terms of the aspect under consideration); and a comparison to what the program will look like after the modification, highlighting the changes

Currently Approved Framework, Programs, Fields

Program	Field
PhD	Curriculum Studies Equity and Social Justice Education Policy Studies School and Applied Child Psychology
EdD	Educational Leadership

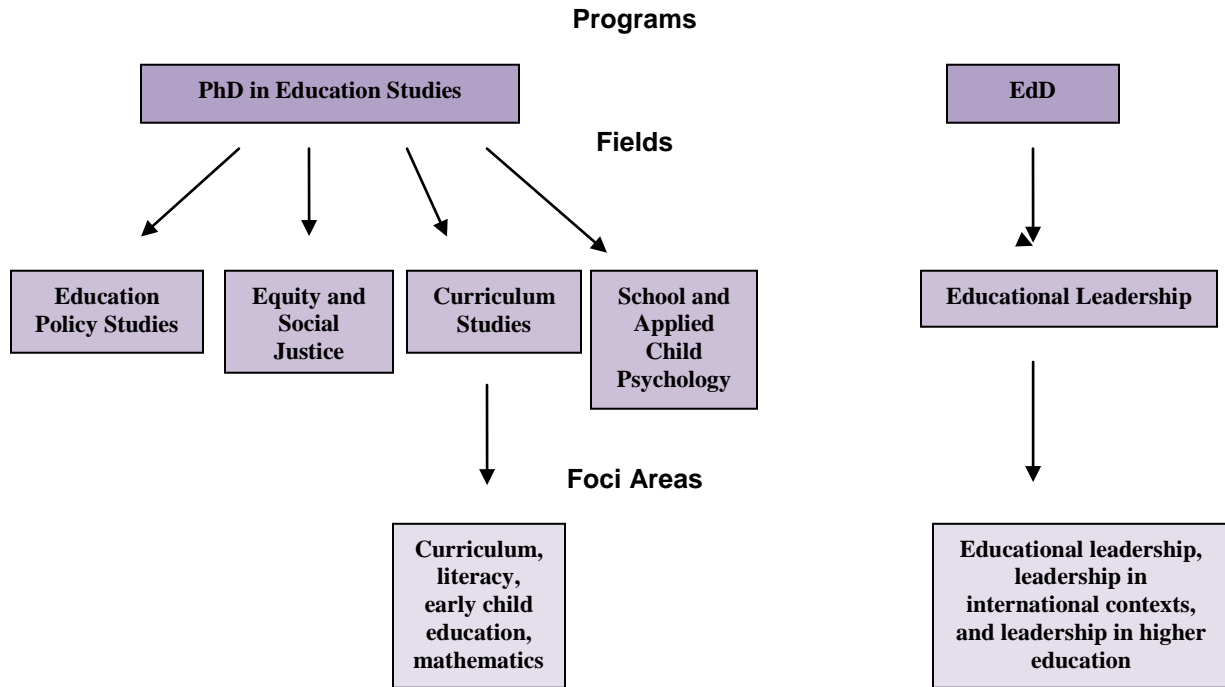
Proposed Programs, Fields, and Foci Areas

The following graph presents an overall picture of the proposed changes to the organizational framework for graduate studies within the Faculty of Education.

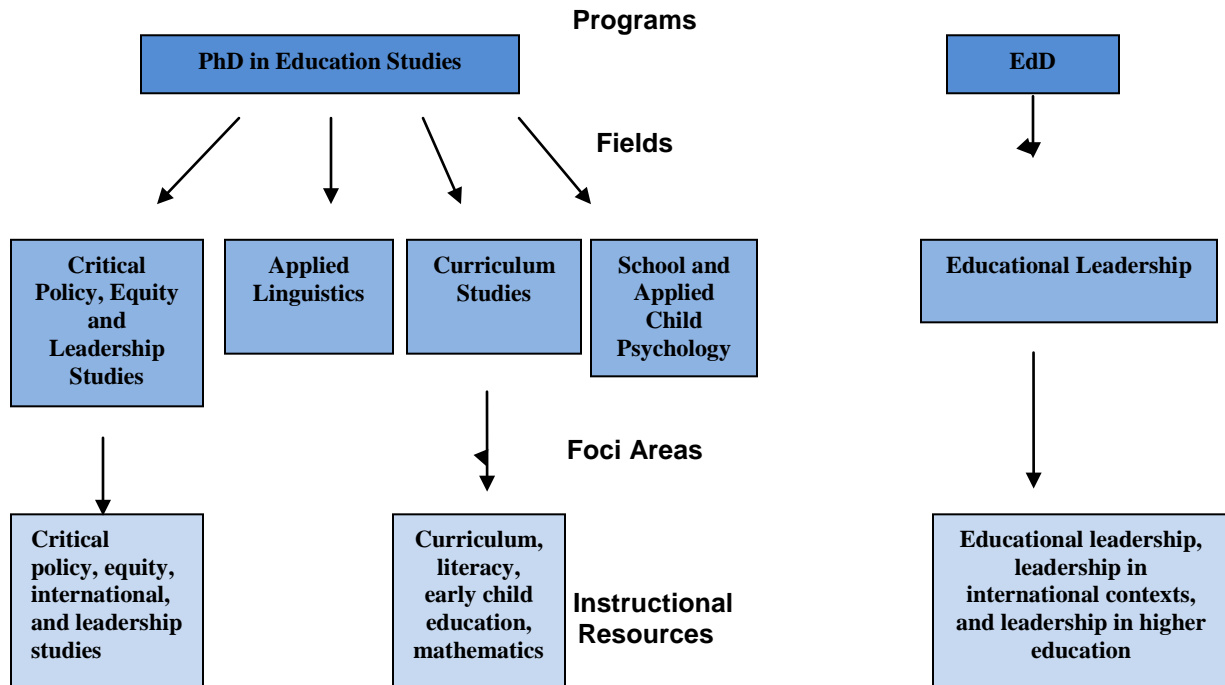
Note in the table below that the fields of Education Policy Studies and Equity and Social Justice will be replaced by one field – Critical Policy, Equity and Leadership Studies.

Program	Field	Foci Areas
PhD in Education Studies	Education Policy Studies – <u>delete this current field</u>	
	Equity and Social Justice – <u>delete this current field</u>	
	Curriculum Studies (Approved Field – <u>minor change to courses</u>)	Curriculum, early childhood education, literacy, mathematics, STEM
	Applied Linguistics (<u>Proposed new field</u>)	
	Critical Policy, Equity and Leadership Studies (<u>Proposed new field</u>)	Critical policy, equity and social justice, leadership studies
	School and Applied Child Psychology (current approved field – will remain unchanged)	
EdD	Educational Leadership (current approved program and field – <u>revisions to final capstone (i.e., dissertation)</u>)	Education leadership, leadership in international contexts, leadership in higher education

Current Program, Fields and Foci Areas



Proposed Program and Fields



5. The timeline for introducing the modification

The Faculty of Education anticipates enacting approved changes in September 2015.

6. An explanation of how current students will be affected by the modification and a plan for ensuring current students are not negatively affected by the change

Normally, students who are early in their programs (first year of studies) will be given the choice to transfer to the newly designated field, pending approval of the Associate Dean, Graduate Programs, or continue to complete their course of study within the existing framework.

Students admitted in Fall 2015 will enroll in one of the new fields.

7. A description of how the modification may affect any other programs and students in other programs (e.g., how the modification may affect students in a collaborative or a joint program)

No anticipated impact.

8. Evidence that all appropriate consultation has taken place (e.g., with SGPS, any affected programs)

Extensive consultation has been undertaken within each of the Academic and Research Clusters and within the appropriate committees (Executive and Graduate Program Council). External consultation was held with representatives from the Departments of Linguistics and Anthropology with respect to use of the title "Applied Linguistics".

I. Introduction of a New Field: Education Studies, PhD: Applied Linguistics

1. The Program Name and Degree for which the modification is proposed

Education Studies PhD

Field: Applied Linguistics

2. A brief description of the proposed modification

Currently, Applied Linguistics is an area of focus within the field of Curriculum Studies. This proposal requests that Applied Linguistics be named a field on its own. Administratively, the study of second language acquisition or Applied Linguistics and Curriculum Studies are housed within one Academic and Research Cluster – Curriculum Studies and Studies in Applied Linguistics. Although Applied Linguistics and Curriculum Studies share the study of language, the two areas are distinct with regard to the unit(s) of study and research. The focus of Curriculum Studies is directed towards investigations into the social construction of knowledge, curriculum and instructional discourses, and the role of curriculum and curricular reform in schools and other learning environments. Applied Linguistics, on the other hand, takes as its focus the scientific study of areas such as second-language learning and teaching, discourse analysis, and sociolinguistics.

3. A brief description of the rationale for the modification (e.g., explain how the program will be improved and/or how students will benefit from the proposed modification)

This change will provide students with a rationalized scope and sequence of program requirements that will provide learning opportunities to specialize in the field of Applied Linguistics. Students will have the opportunity to be mentored by faculty members in said field where research strengths can be consolidated.

4. A description of the current state of the program (in terms of the aspect under consideration); and a comparison to what the program will look like after the modification, highlighting the changes

Currently students in the PhD in Education Studies can undertake studies in Curriculum Studies and focus on Applied Linguistics. Course options within Applied Linguistics are somewhat limited. Although there is some interface between Curriculum Studies and Applied Linguistics, each have their own distinctness and are widely recognized as distinct disciplines in the scholarly literature. The proposed modification will allow for that distinctiveness to be fully embraced within our programs thereby providing students with tailored courses aligned to their disciplinary area and credentials that are universally recognized.

II. Minor Modification-Revisions to Comprehensive Examination and Courses – Education Studies, PhD, Curriculum Studies Field

1. The Program Name and Degree for which the modification is proposed

Education Studies, PhD, Curriculum Studies field

2. A brief description of the proposed modification

Administratively, the study of second language acquisition or Applied Linguistics and Curriculum Studies are housed within one Academic and Research Cluster – Curriculum Studies and Studies in Applied Linguistics. Although Applied Linguistics and Curriculum Studies share the study of language, the two areas are distinct with regard to the unit(s) of study and research. The focus of Curriculum Studies is directed towards investigations into the social construction of knowledge, curriculum and instructional discourses, and the role of curriculum and curricular reform in schools and other learning environments. Applied Linguistics, on the other hand, takes as its focus the scientific study of areas such as second-language learning and teaching, discourse analysis, and sociolinguistics. This proposal requests approval to disentangle the previously-approved field of Curriculum Studies:

- i) to transfer the courses in the proposed field of Applied Linguistics to the new field;
- ii) to strengthen the Curriculum Studies field through revisions to the Comprehensive Examination;
- iii) to add a new required course;
- iv) transfer the currently approved Applied Linguistics courses to the proposed Applied Linguistic field.

3. A brief description of the rationale for the modification (e.g., explain how the program will be improved and/or how students will benefit from the proposed modification)

This change will provide students with a rationalized scope and sequence of program requirements that will provide learning opportunities to specialize in the field of Curriculum Studies. Students will have opportunity to be mentored by faculty members in the field of Curriculum Studies where research strengths can be consolidated.

4. A description of the current state of the program (in terms of the aspect under consideration); and a comparison to what the program will look like after the modification, highlighting the changes

Currently students in the PhD in Education Studies can undertake studies in Curriculum Studies and focus on Applied Linguistics. Course options within Applied Linguistics are somewhat limited. Although there is some interface between Curriculum Studies and Applied Linguistics, each has its own distinctness and are widely recognized as distinct disciplines in the scholarly literature. The proposed modification will allow for that distinctiveness to be fully embraced within our programs thereby providing students with tailored courses aligned to their disciplinary area and credentials that are universally recognized.

III. Introduction of a New Field “Critical Policy, Equity and Leadership Studies” by merging Two Existing Fields (Equity and Social Justice and Education Policy)

1. The Program Name and Degree for which the modification is proposed. A brief description of the proposed modification

Proposal to combine the two currently approved fields of Equity and Social Justice and Education Policy Studies into one field “Critical Policy, Equity and Leadership Studies” in the PhD in Education Studies.

2. A brief description of the rationale for the modification (e.g., explain how the program will be improved and/or how students will benefit from the proposed modification)

The administrative decision to identify Academic and Research Clusters (ARC) within the Faculty of Education has permitted us to develop more streamlined and distinctive fields that better align with the academic and research strengths of our faculty members and the students they are supervising. The previous fields of Equity and Social Justice and Education Policy Studies did not adequately represent the breadth of expertise and scholarly research that now constitutes the growing number of faculty in our Critical Policy, Equity, and Leadership Studies ARC. Significant research and teaching strengths within this area include studies in critical policy, equity and social justice, internationalism and globalization, and leadership studies. This field is an interdisciplinary one that builds synergies between the interdependent foci areas and provides students with the complex knowledge, skills, and competencies required to undertake studies that necessitate a full understanding of broad issues related to each of the foci specialties. A concentration on critical policy and leadership in education provides students with the opportunity to study the major paradigms and theories of education; equity and social justice; governance and management; organizational theory; analysis and behavior; and theories of systemic and organizational change within international contexts. For example, it allows students to specialize in policy and leadership in the contexts of higher education, international education, and K-12 educational administration within the lens of equity and social justice. As such, students are in a position to undertake a program of study that represents cross-cutting interests between the foci areas and is an excellent preparation for them to transition into careers as advanced researchers, educational leaders, administrators, planners, program designers, evaluators, and the like in school systems, colleges and universities, non-formal settings, government agencies and non-governmental organizations in domestic and international contexts

In alignment with the restructuring of our faculty into academic research clusters, we propose to offer a more streamlined and distinctive Field finely attuned to the interdisciplinary research strengths of our faculty in the field of Critical Policy, Equity, and Leadership. This change doesn't represent a radical alteration of the overall content of courses previously included in the fields of Equity and Social Justice and Education Policy Studies, but aligns and streamlines the offerings to better integrate interdisciplinary theory and research so as to better prepare students to not only meet 21st century learning outcomes, but to acquire the knowledge, skills, and competencies needed for employment in related professions. Prospective students will benefit from understanding the character of this more streamlined field and the actual students would have a more focused and interconnected set of courses. This modification further ensures that we have sufficient numbers of students to run all core courses so that we avoid the possibility of cancelling key courses by having too many or too peripheral elective choices.

3. A description of the current state of the program (in terms of the aspect under consideration); and a comparison to what the program will look like after the modification, highlighting the changes

Current PhD: Equity and Social Justice	Proposed PhD in Critical Policy, Equity and Leadership Studies
<ul style="list-style-type: none"> ▪ 6 half courses <ul style="list-style-type: none"> • 3 required half courses <ul style="list-style-type: none"> • 9715 PhD Seminar (counts as two half courses) • 1 advanced research methods course (most students will take 9711 Qualitative Research in Education) • Additional core Policy courses include: <ul style="list-style-type: none"> • 9688 Critical Policy Studies in Education • 9629 Equity and Social Justice in Education • 9507 Graduate Seminar in Leadership • 9688 Special Topics: Globalization and Education • 9688 Special Topics: Indigeneity and (De)colonizing Research <p>Comprehensive Examination Dissertation</p>	<p>Students focus in one or more of the following areas:</p> <p>Critical Policy Studies in Education Equity and Social Justice Education Globalization and International Education Leadership Studies in Education</p> <ul style="list-style-type: none"> ▪ 6 half courses <ul style="list-style-type: none"> • 3 required half courses <ul style="list-style-type: none"> • 9715 PhD Seminar (counts as two half courses) • 1 advanced research methods course (most students will take 9711 Qualitative Research in Education) <p>Three electives. Normally, the 3 elective courses would be taken from the CPELS offerings; however, in lieu of the CPELS electives, up to two electives may be taken outside the ARC (e.g., from other ARCs, Faculties within Western, or other Universities) with the approval of the student's supervisor and Associate Dean (Graduate Programs).</p> <p>Comprehensive Examination Dissertation</p>
Current Education Policy Studies	
<ul style="list-style-type: none"> ▪ 6 half courses <ul style="list-style-type: none"> • 3 required half courses <ul style="list-style-type: none"> • 9715 PhD Seminar (counts as two half courses) • 1 advanced research methods course (most students will take 9711 Qualitative Research in Education) • Additional core Policy courses include: <ul style="list-style-type: none"> • 9688 Critical Policy Studies in Education • 9629 Equity and Social Justice in Education • 9507 Graduate Seminar in Leadership • 9688 Special Topics: Globalization and Education • 9688 Special Topics: Indigeneity and (De)colonizing Research <p>Comprehensive Examination Dissertation</p>	

Courses in Critical Policy, Equity and Leadership Studies (Previously Approved)	
ED 9715 Ph.D. Seminar ED 9705 Quantitative Research Methods ED 9711 Qualitative Research in Education ED 9500 Power, Politics & Policy in Education: Historical and Contemporary Perspectives ED 9514 Comparative & International Education ED 9537 Multilingualism and Multiliteracies: Teaching Language and Literacy in a Globalized World ED 9600 Ontario Education Policy in a Global Context ED 9617 Globalization & Educational Restructuring: The Dialectic of Global & Local ED 9629 Equity & Social Justice in Education ED 9688 Special Topics in Educational Policy Studies: Internationalizing Education: Agendas, Contexts, Pedagogies ED 9500 Power, Politics & Policy in Education: Historical and Contemporary Perspectives ED 9501 Theories of Educational Administration ED 9503 Education Finance for School Leaders ED 9507 Graduate Seminar in Leadership ED 9508 Educators and the Law ED 9575 The Analysis of Teaching: Bridging Theory & Practice ED 9623 Developmental Psychology & Education ED 9500 Power, Politics & Policy in Education: Historical and Contemporary Perspectives ED 9508 Educators and the Law ED 9538 Minority Language Issues ED 9576 Narrative Inquiry: Teachers, Stories & Critical Pedagogy ED 9577 Action Research: Teachers as Researchers ED 9580 An Introduction to Curriculum ED 9626 Gender Theories in Education: Implications for Policy, Pedagogy and Practice ED 9628 Masculinity & Schooling: Images Constructed, Voices Interrupted ED 9629 Equity & Social Justice in Education	
Comprehensive Examination	
Dissertation	

IV. Change to EdD dissertation requirement and examination process

Program Sequence

Currently, the Faculty's EdD program is composed of ten sequential courses, a comprehensive portfolio (which is evaluated in May of the second year of the program), and a research-based dissertation that involves ethics approvals from Western University (as well as the candidate's workplace) before data from human subjects can be collected. Full-time professors supervise these students. The supervisory committee is composed of full-time members and (when relevant) part-time members of Western University. All thesis candidates have their own thesis committees, distinct from other candidates in their own cohort. Generally, the EdD dissertation capstone project is similar to the PhD in length, focus, and purpose (i.e. to generate original research that will make a contribution to established theory and research-based literature).

While this is significant and meaningful work, the current program design, which is still largely modeled on the PhD program design, does not sufficiently address the purpose, goals, and needs of research-informed yet practice-focused products, as identified by CPED, that aim to improve professional practice in particular organizations with their own unique contexts.

Proposed Changes:

In recognition of the professional nature of its EdD program, the Faculty of Education requests approval for termination of the PhD-type dissertation in lieu of a largely course-based program that includes the completion of a substantial capstone project, an *Organizational Improvement Plan*, in year three. This proposed change will significantly enhance the professional authenticity, relevancy, and meaning of the EdD program for

students and other leadership professionals so that their learning, and the “products” of their learning, can be useful in their workplaces.

In alignment with the goals and purposes of our CPED-influenced professional doctoral degree, preparation of the Organizational Improvement Plan will provide our students with the advanced knowledge, skills, values, and dispositions necessary for leading transformational change within professional environments.

Included in the proposed change is not only the nature and scope of the capstone project but also the use of the ePortfolio, which as a revised milestone activity will be used to support more comprehensively the capstone project (than it would in its current form and use). In this document, the proposal for the revised design of the ePortfolio will be described first, and the proposal for the revised design of the capstone project will be described thereafter.

New Comprehensive Milestone: ePortfolio

Currently, students submit as a comprehensive exam milestone a portfolio for evaluation in year two of the EdD program (falling almost directly mid-program). The required portfolio documents include a research proposal, a self-evaluation analysis, and an appendix of relevant prior coursework that show academic and professional development. The proposed capstone research project, proposed to be moved to full development within the last three courses of the EdD program, may now no longer necessitate a single portfolio submission midway through the program. Rather, by revising the portfolio component to one in which submissions are made throughout the entire program, and evaluated in every year of the three-year program, the revised ePortfolio milestone will be more comprehensive in its design, composition and contents.

New Capstone Project Proposal Distinctiveness

Typically, there are at least three different final projects involving self-directed research in graduate education programs.

- (1) An *education research project* is the capstone in a PhD program, as is the case in the Faculty of Education's PhD in Education Studies. The PhD research project serves the purposes of creating new knowledge through systematic and established approaches to research, some of which may involve innovative thinking.

The research intensive PhD and the applied EdD share many characteristics in terms of knowledge and skill development within a research field. However, compared to the PhD capstone research project, the capacity to develop an Organizational Improvement Plan is a distinctive marker of expertise required in many fields of leadership practice (as described above). In most Western nations, school improvement planning has been a periodic but compulsory requirement for teachers. In a similar vein, many non-school organizations also undertake Organizational Improvement Plans so as to heighten organizational effectiveness.

- (2) A *directed research project* is often the capstone of a master's program. A directed research project may be defined as a student-initiated and/or student conducted research that may or may not use human subjects and that aims to contribute to knowledge in a way that is modest in scope.

Compared to the directed research project, the proposed revisions to the EdD program are more expansive in scope, particularly compared to the Organizational Improvement Plan. The Organizational Improvement Project is more complex and takes greater account of the various complex factors relating to organizational structure and culture, as identified in the plan.

- (3) An *applied research project* or an *alternative research project* is the capstone of a Doctor of Education (EdD) program. The proposed Organizational Improvement Plan falls under this category.

Based on the goals of CPED-influenced programs, as identified above, the proposed EdD serves different public purposes in education from both the PhD research project and the directed research project. Our intention is to propose a revised EdD capstone that will better serve the needs of schools and other organizations in which our EdD students work. These organizations are seeking improved leadership and organizational effectiveness, to which the Organizational Improvement Plan, as a capstone, can respond.

For example, the complex nature of school principals' work will be evident in what is identified as organizational needs and possible ways of improving a school. The student will require capacities to analyze and synthesize “real” school-based data, relevant theory, and information about the school climate, culture, community, and policy contexts in which it is nested. In light of those disparate sources of evidence, the student will need to propose viable forms of leadership

for and in light of organizational structures, functions, and cultures that can enable the school to improve. Further, the student will need to be able to explain why alternate ways of leading and harnessing improvements were not chosen—and in so doing, demonstrate through the use of collected data and other evidence a strong understanding of multiple forms of educational leadership and key organizational elements that, when enacted at various stages, improve schools, including having a collaboratively developed vision and mission, teacher empowerment, organizational trust, and organizational culture and climate.

Rationale:

These changes enable the Faculty of Education to better fulfill the aims of the practice focus of the EdD. A revised capstone process, which is applied in nature, will more effectively and efficiently enable the candidate to acquire the knowledge, skills, and other capacities to mobilize organizational improvement within their post-study leadership positions. Focusing less on the methods and processes of undertaking original research, and more on the capacity to critically evaluate and apply research to authentic programs of practice, is potentially of greater use and value to leaders in their organizations as well as the organizations themselves.

Ultimately, to maintain the quality and increased relevance of the program for working professionals, and yet be responsive to resource limitations at the level of the Faculty, changes to one aspect of the program require responsible adjustments to some of its other features. The majority of students in the program are likely to gravitate to qualitative research, as based on recent history in the Faculty of Education, but some proposed model details may vary.

The Organizational Improvement Plan, as a capstone project, will require students to demonstrate all aspects of the Graduate Degree Level Expectations for doctoral research *and* professional programs as outlined by OCAV (2012).

**Major Modifications to Existing Master's Programs
Faculty of Education**

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

**Summary of Modifications to Existing Master's Programs
Faculty of Education**

1. The Program Name and Degree for which the modifications are proposed

Education MA Field: Education Studies

Professional Education Master of Professional Education (MPEd)

2. A brief description of the proposed modifications

- a) MA: Delete current field called Education Studies
- b) MA: Curriculum Studies (**new field**)
- c) MA: Applied Linguistics (**new field**)
- d) MA: Applied Psychology in Schools (**new field**)
- e) MA: Critical Policy, Equity and Leadership Studies (**new field**)
- f) MPEd (**Advanced Standing from two-year BEd into existing MPEd cohorts**)
- g) MPEd in Curriculum and Pedagogy; Early Childhood Education; Mathematics Education, Multiliteracies Education, and TESOL (**minor revision to course titles and descriptions; addition of new courses**)

3. A brief description of the rationale for the modification (e.g., explain how the program will be improved and/or how students will benefit from the proposed modification)

The current proposal presents a framework for organizing graduate offerings that:

- Ensures compliance with the rules, regulations, and policies of Western's approved IQAP policies, the School of Graduate and Postdoctoral Studies, and Higher Education Quality Assurance Council;
- Contributes to ensuring that our research-intensive programs meet standards of quality and excellence through situating them solidly within a "disciplinary area", offering exemplary instruction and supervision from a faculty member with a high level of disciplinary expertise; and, ensuring students receive research mentorship from faculty members with outstanding disciplinary research productivity and expertise;
- In turn, this provides our external stakeholders and employers with the assurance that our students have the requisite disciplinary and research knowledge needed for employment in a particular area;
- Achieves greater clarity and transparency in the nature and type of research intensive programs we offer; and,
- Assists prospective students in choosing their graduate program and enhances the likelihood of obtaining relevant employment opportunities.

4. A description of the current state of the program (in terms of the aspect under consideration); and a comparison to what the program will look like after the modification, highlighting the changes

Currently Approved Framework, Programs, Fields

Program	Field
MA	Education Studies Counselling Psychology
Master of Professional Education (MPEd)	Applied Behaviour Analysis Curriculum and Pedagogy Early Childhood Education Educational Leadership Equity, Diversity, and Social Justice International Education Mathematics Education Multiliteracies Education Teaching English to Speakers of Other Languages (TESOL) Teaching Students with Exceptionality

Proposed Fields, and Foci Areas

The following graph presents an overall picture of the proposed changes to the organizational framework for graduate studies within the Faculty of Education.

Program	Proposed Revisions to Fields	Foci Areas
MA	<u>Delete</u> the current approved field of <u>Education Studies</u>	
	<u>Introduce</u> : Curriculum Studies (proposed new field; requires approval)	Early childhood education, literacy, and mathematics
	<u>Introduce</u> : Applied Linguistics (proposed new field, requires approval)	
	<u>Introduce</u> : Critical Policy, Equity, and Leadership (proposed new field, requires approval)	International and global education, critical policy, social justice and equity, and leadership
	<u>Introduce</u> : Applied Psychology in Schools (proposed new field, Requires Approval)	
	<u>Continue</u> : Counselling Psychology (current approved field, will continue unchanged)	
MPEd	<u>Continue</u> : Applied Behavior Analysis (current approved field) <u>Continue</u> : Curriculum & Pedagogy (current approved field; <u>Continue</u> : Early Childhood Education (current approved field) <u>Continue</u> : Educational Leadership (current approved field) <u>Continue</u> : Mathematics Education (current approved field)	

Program	Proposed Revisions to Fields	Foci Areas
	<p><u>Continue:</u> Multiliteracies Education (current approved field)</p> <p><u>Continue:</u> Teaching Students with Exceptionality (current approved field)</p> <p><u>Continue:</u> Teaching English to Speakers of Other Languages (current approved field)</p> <p><u>Continue:</u> Equity, Diversity and Social Justice (current approved field)</p> <p><u>Continue:</u> International Education (current approved)</p> <p><u>Introduce:</u> Minor revisions to course content in Early Childhood Education, Mathematics, Multiliteracies, and Curriculum and Pedagogy</p> <p><u>Introduce:</u> Minor revision: courses for TESOL MPEd</p>	

Note: there are currently 42 students registered in the MA in Education Studies and the Faculty has offered admission to 37 applicants who will enter the program this fall. As noted in a subsequent section, students within their first year of studies will have the option to transfer to the newly designated fields. The MA in Education Studies will not be discontinued until all students registered in this field have completed their programs.

5. The timeline for introducing the modification

With the exception of Advanced Standing for the MPEd (which would take effect in 2017), the Faculty of Education anticipates enacting approved changes in September 2015.

6. An explanation of how current students will be affected by the modification and a plan for ensuring current students are not negatively affected by the change

Normally, students currently enrolled in existing MA or MPEd programs will continue within their current field of study. In consultation with the Associate Dean (Graduate Programs), students who are in their first year of study may have the option of transferring to newly designed fields. The Education Studies field will not be discontinued until all students registered within the field have completed their studies; however, no new students will be admitted to the program effective September 2016 and that all those currently in the field and admitted to the field this fall will be permitted to complete the program in this field, unless they opt to switch to one of the new fields.

7. A description of how the modification may affect any other programs and students in other programs (e.g., how the modification may affect students in a collaborative or a joint program)

No anticipated impact.

8. Evidence that all appropriate consultation has taken place (e.g., with SGPS, any affected programs)

Extensive consultation has been undertaken within each of the Academic and Research Clusters and within the appropriate committees (Executive and Graduate Program Council). External consultation was held with representatives from the Departments of Linguistics and Anthropology with respect to use of the title “Applied Linguistics” and Department of Psychology with regard to the Applied Psychology in the Schools.

I. New Field: Education MA: Curriculum Studies

1. The Program Name and Degree for which the modification is proposed

Education MA

Field: Curriculum Studies

2. A brief description of the proposed modification

Approval for New Field: Curriculum Studies.

3. A brief description of the rationale for the modification (e.g., explain how the program will be improved and/or how students will benefit from the proposed modification)

This change will provide students with a rationalized scope and sequence of program requirements that will provide learning opportunities to specialize in the field of Curriculum Studies. Students will have the opportunity to be mentored by faculty members whose research strengths are specifically aligned with the specialty area and students' thesis research. The program requirements consist of successful completion of coursework and a thesis.

4. A description of the current state of the program (in terms of the aspect under consideration); and a comparison to what the program will look like after the modification, highlighting the changes

Currently students in the MA can specialize in the fields of Education Studies or Counselling Psychology. Their program provides broad opportunities in Education Studies across numerous education-related academic areas. The modification will allow for a concentration in fields that reflect the new organization of the faculty in terms of Academic Research Clusters.

Currently the only field relevant to this modification that students can study in is the broad area of Education Studies. With the proposed change, students will be able to specialize in Curriculum Studies. The modification will allow for a concentration in foci areas within Curriculum Studies that are strongly linked to student interest and demands of the profession.

II. New Field: Education MA: Applied Linguistics

1. The Program Name and Degree for which the modification is proposed

Education MA

Field: Applied Linguistics

2. A brief description of the proposed modification

Approval for New Field: Applied Linguistics

3. A brief description of the rationale for the modification (e.g., explain how the program will be improved and/or how students will benefit from the proposed modification)

This change will provide students with a rationalized scope and sequence of program requirements that will provide learning opportunities to specialize in the field of Applied Linguistics. Students will have the opportunity to be mentored by faculty members whose research strengths are specifically aligned with the specialty area and students' thesis research.

4. A description of the current state of the program (in terms of the aspect under consideration); and a comparison to what the program will look like after the modification, highlighting the changes

Currently students in the MA can specialize in the fields of Education Studies or Counselling Psychology. Their program provides broad opportunities in Education Studies across numerous education-related academic areas. The modification will allow for a concentration in fields that reflect the new organization of the faculty in terms of Academic Research Clusters.

Currently the only field relevant to this modification that students can study in is the broad area of Education Studies. With the proposed change, students will be able to specialize in Applied Linguistics, a field that is not only in high demand by students nationally and internationally but is strongly linked to the professional employment upon graduation.

III. New Field: Education MA: Applied Psychology in Schools

1. The Program Name and Degree for which the modification is proposed

Education MA

Field: Applied Psychology in Schools

2. A brief description of the proposed modification

Approval for New Field Applied Psychology in Schools

3. A brief description of the rationale for the modification:

The field proposed would be offered by the Applied Psychology Academic Research Cluster in the Faculty of Education. This modification will benefit students and improve the program for those with an interest in psychology in schools. The past three decades have seen a proliferation of research in the cognitive, academic, social and emotional aspects of education. The proposed field will provide students with knowledge of both the substantive and methodological aspects of this sub-discipline. It will prepare students to analyze and solve problems in education.

Secondly, the proposed field will prepare students for doctoral level study in psychology in education, educational psychology, or school and applied child psychology. For example, to become a registered school psychologist, students require a Master's degree in psychology, which can include school psychology, applied psychology in schools, educational psychology, and applied child psychology as regulated by the Canadian Psychological Association accreditation guidelines. The current generic MA in Education would not meet this requirement. As such, the proposed field will explicitly include the term "psychology" in the title, which is required by the Canadian Psychological Association in its doctoral accreditation standards (i.e., students entering a PhD in an accredited psychology program (e.g., School Psychology), must hold a Master's degree in Psychology). It is noteworthy that the Faculty of Education previously hosted program offerings in educational psychology, as is the case within Faculties of Education across the country. The nomenclature of 'educational psychology' has, however, been supplanted by the more contemporary term 'applied psychology' in most Canadian Tier I Faculties of Education. Moreover, to prepare for careers in psychology in schools, students require substantive and methodological courses in this area. Under the current generic MA field in Education Studies, students may select some such courses; however, because the generic program lacks discipline-specific required courses, this possible path has been unclear to applicants and current students. In contrast, students who enter and complete the field proposed here will have the pre-requisite courses to apply for the PhD in School and Applied Child Psychology field in the Faculty of Education at Western. Additionally, applicants who are accepted to our PhD will receive advanced standing with respect to three first year courses in the doctoral program, reducing their initial course load and facilitating timely completion of the program.

Finally, the identification of a field in "Applied Psychology in Schools," will allow undergraduates with an interest in this area to identify our program as one to which they wish to apply. Administratively, the creation of this field will aid in evaluating applications, communicating program requirements to students, and scheduling and staffing courses.

4. Current State of Program and Proposed Changes:

This proposal includes changes to the title and the required courses in this field. The total number of courses remains the same.

IV. New Field: Education MA: Critical Policy, Equity and Leadership Studies

1. The Program Name and Degree for which the modification is proposed.

Education MA

Field: Critical Policy, Equity and Leadership Studies

2. A brief description of the proposed modification

This is mostly a rebundled set of current courses to represent a more streamlined and distinctive field that better aligns with the academic research strength of faculty in the CPELS area and with the students they are supervising. This field is an interdisciplinary one that builds synergies between the interdependent foci areas of Policy, Equity, and Leadership Studies and provides students with the complex knowledge, skills, and competencies required to undertake studies that necessitate a full understanding of broad issues related to each of the foci specialties. A concentration on critical policy and leadership in education provides students with the opportunity to study the major paradigms and theories of education; equity and social justice; governance and management; organizational theory; analysis and behavior; and theories of systemic and organizational change. It allows students to specialize in policy and leadership in the contexts of higher education, international education, and K-12 educational administration. As such, students are in a position to undertake a program of study that represents cross-cutting interests between the foci areas and is an excellent preparation for them to transition into careers as advanced researchers, educational leaders, administrators, planners, program designers, evaluators, and the like in school systems, colleges and universities, non-formal settings, government agencies and non-governmental organizations in domestic and international contexts

3. A brief description of the rationale for the modification (e.g., explain how the program will be improved and/or how students will benefit from the proposed modification)

This change doesn't represent so much a change in the overall content of courses on the books that were formerly offered as a smorgasbord of courses in our previous programs, but a streamlining (and updating) of a smaller set of core courses that students coming into CPELS would be expected to take. Prospective students will benefit from understanding the character of this more streamlined field and the actual students would have a more focused and interconnected set of courses within this CPELS field. This modification further ensures that we have sufficient numbers of students to run all core courses so that we avoid the possibility of cancelling key courses by having too many or too peripheral elective choices.

4. A description of the current state of the program (in terms of the aspect under consideration); and a comparison to what the program will look like after the modification, highlighting the changes

Current Field: MA in Education Studies	Proposed Field: MA in Critical Policy, Equity, and Leadership Studies.
Required Methods Course: 9622 Research Methods in Education	2 Compulsory core Courses <ul style="list-style-type: none"> • Introduction to Educational Research • Social Contexts of Education
Five electives.	Four core courses in the areas of critical policy, equity, leadership, and globalization. Where approved, 1 or 2 of the core recommended courses, up to two elective courses, could be taken outside the field in another faculty or university to allow for a degree of specialization for CPELS students
Thesis or Masters Research Project	Thesis

V. Advanced Standing to Master of Professional Education (MPEd)

1. The Program Name and Degree for which the modification is proposed

Professional Education Master of Professional Education (MPEd)

Fields: Early Childhood Education, Curriculum and Pedagogy, Teaching English to Speakers of Other Languages (TESOL); Mathematics Education; International Education, and Equity, Diversity, and Social Justice.

2. A brief description of the proposed modification

The BEd is a post-undergraduate “professional” program that has been designed using the same conceptual framework as the Master of Professional Education framework (i.e., the Carnegie model for professional education programs wherein problems of practice, inquiry- and experiential-based learning, signature pedagogies, and adult learning models, amongst other pedagogical techniques, are used to foster critical thinking)

The Faculty of Education plans to offer appropriate “Advanced Standing” for students subsequently enrolling in the MPEd for some courses in the BEd which have been aligned with the MPEd.

The Faculty of Education proposes that students enrolled in the two-year ((post-undergraduate) Bachelor of Education who complete specific advanced courses in the Bachelor of Education program be given advanced standing for up to three half-courses or equivalent (i.e., a maximum of 1.5 FCEs) in the MPEd related to their BEd cohort or specialty focus

(Note that very few students are accepted into the BEd program without having already completed a four-year undergraduate degree and attaining graduate averages that would ensure acceptance into most graduate-level programs. Over the past three years, the mean average of students entering the teacher education program has been over 80%).

Regulations Regarding Advanced Standing
Advanced Standing will be given for up to three half-courses or equivalent (see below) (i.e., a maximum of 1.5 FCEs) in the MPEd related to their BEd cohort focus.
Must complete two .25 FCE's BEd courses in a specific cohort to receive .5 FCE Advanced Standing in the relevant MPEd field.
BEd coursework recognized for Advanced Standing in a particular MPEd field must be those identified as relevant to that field. Given the need to meet Ontario College of Teachers and external accreditation/certification regulations, note that not all MPEd fields accept the same number of FCE's for Advanced Standing.
To achieve Advanced Standing for any course, a student must obtain a mark of 70% or higher.

To enhance the marketability, sustainability, and relevance of our graduate offerings, the Faculty of Education undertook a detailed market analysis that informed the fields that were approved for the MPEd. These same areas of focus were applied to the new two-year BEd program that was approved in 2014, albeit different nomenclature was used within the BEd to ensure the cohort and specialty areas aligned with Ontario Teachers' College Accreditation Guidelines, as outlined in the figure below.

Master of Professional Education						
Early Childhood Education	Teaching English to Speakers of Other Languages (TESOL)	Mathematics Education	International Education	Equity, Diversity and Social Justice	Curriculum and Pedagogy	Teaching Students with Exceptionalities
Bachelor of Education						
Early Years Education	French (see <i>note below</i>)	Mathematics Education	International Education	Urban Schools	STEM Education	Advanced Studies in the Psychology of Achievement, Inclusion, and Mental Health

Note: Teaching French as a Second Language and Teaching English as a Second Language largely draw upon the same theoretical orientations and share similar methods and approaches, pedagogical methodology, and teaching strategies and activities. The language itself is considered the medium through which instruction happens.

3. A brief description of the rationale for the modification (e.g., explain how the program will be improved and/or how students will benefit from the proposed modification)

In 2013, the Ontario government and Ontario College of Teachers announced that they were modernizing teacher education in the province beginning September 2015. In addition to expanding the program to two years, admissions were reduced by 50 percent in an effort to address an oversupply of graduates. The new two-year BEd program includes four semesters of coursework, which includes a minimum of 80 days of practicum work in a classroom. In addition, government funding for the program was reduced by 33%. In 2014, the Faculty of Education had its new two-year “Re-Imagined Teacher Education Program” approved by Senate. Enhancements to the program included a comprehensive conceptual framework that draws extensively from the adult learning, higher education, teacher education, and technology literatures and incorporates learners’ experience-based mental models, conceptual frames, signature pedagogies, field-integration, distributed and blended learning, cohorts and communities of practice, deliberate relationships and deliberate practice, and communication technologies. One of the most significant strengths of the new two-year program was the incorporation of cohort and specialty that permit students to undertake more in-depth study in particular areas (e.g., Early Years Education; French; STEM Education; International Education; Mathematics, Urban Schools, Mathematics, and Studies in the Psychology of Achievement, Inclusion, and Mental Health. These areas were chosen based on the results of a market analysis indicating areas in high demand in schools and districts, limited access to higher education programming in the area of study, and strong likelihood of employment following graduation. This differentiated model is unique in Ontario and as such, demarcates the Faculty of Education at Western from its sister programs. Learning outcomes for the BEd program are consistent with the Ontario Council of Academic Presidents’ (OCAV) Guidelines and the Ontario College of Teachers’ Accreditation Guidelines. Students must complete 6.50 FCE of course work and 2.50 FCE of field experience to graduate from the program. Candidates to the program must have completed an acceptable undergraduate degree program at an accredited university with a minimum of 10 full (or an equivalent number of half) university credits. Preference is given to graduates who have attained four-year degrees or 20 full (or equivalent) credits. All applicants must have a minimum average of 70%.

Lifelong learning is at the heart of practice for novice teachers. Teachers, in their first few years of experience, are particularly vulnerable to the challenges and pressures of developing effective teaching skills. Given that an effective teacher is the most important factor in producing consistently high levels of student achievement, it is incumbent upon higher education institutions to offer various pathways to life-long learning. The close alignment of our Master of Professional Education fields with the foci areas within the Bachelor of Education program provides us with the opportunity to build such pathways. Anticipating these pathways to our MPed offerings during the development of the two-year BEd program permitted to Faculty to incorporate the requisite Advanced Standing courses within the overall framework.

The included BEd courses have been developed to incorporate the same rigor as those offered in the graduate program (i.e., depth and breadth of disciplinary knowledge; focus on analysis and application of content, strong applied research focus, etc.) and capture the same content.

The value of an advanced degree for our teacher education graduates is substantive:

- **Opportunity for Specialization.** It provides students with an opportunity to explore specialized options as a teacher; thereby, providing mobility within the profession;
- **Employment Opportunities.** Schools need highly qualified, expert teachers to improve the quality of education and an advanced degree conveys to the employer that the student possesses that expertise.
- **Increase in Teaching Level with Master's Degree.** Compensation to the teaching profession increases with graduate education, and one would suggest that internal professional job opportunities also increase.
- **Becoming a Better Teacher.** Graduate study increases teacher's knowledge, skills, and competencies and establishes them as expert teachers, ones who ensure that children in their care experience the best learning environment.
- **Networking.** Pursuing a graduate degree offers students an opportunity to connect with other professionals who can impart valuable knowledge.

It is not possible to state with a high degree of assurance whether particular universities will accept the identified BEd courses for Advanced Standing within their graduate programs. That said, most universities permit applying graduate students to request advanced credit toward their programs at the time of application. Normally, applicants requesting advanced credit are required to submit a course outline which will be reviewed based on its equivalency in content and assignments to the receiving university. In developing our Advanced Standing courses, considerable effort has been directed toward ensuring that course content and assignments closely parallel MPed courses and provincial graduate expectations.

Because our MPed is a full-time program with annual program (not course) fees, BEd students receiving Advanced Standing in a MPed cohort will be required to pay full tuition fees.

4. A description of the current state of the program (in terms of the aspect under consideration); and a comparison to what the program will look like after the modification, highlighting the changes

Outlined in the following table are the BEd courses identified for Advanced Standing in the relevant MPed and the MPed courses to which they hold equivalency.

BEd Courses Given Advanced Standing	MPed Courses Identified for Advanced Standing Credit
<p>Early Childhood Education (Advanced Standing up to 1.50 FCE)</p> <ul style="list-style-type: none"> • Curriculum, Pedagogy and Learning in Early Childhood Part I (.5 FCE) • Curriculum, Pedagogy and Learning in Early Childhood Part 2 (.5 FCE) • Research and Data Analysis (.25 FCE) • Alternative Field Experience Part I (.25 FCE) 	<ul style="list-style-type: none"> • Understanding the Young Child (.5 FCE) • Developing Early Childhood Curriculum (.5 FCE) • Early Childhood Educators as Researchers (.5 FCE)
<p>Mathematics Education (Advanced Standing up to 1.5 FCE)</p> <ul style="list-style-type: none"> • Computational Thinking in Mathematics and Science Education (.25 FCE) • Teaching and Learning Mathematics Today (.50 FCE) • Mathematics for Teachers (.50 FCE) 	<ul style="list-style-type: none"> • Computational Thinking in Mathematics and Science (.5 FCE) • Teaching and Learning Mathematics Today (.5 FCE) • Mathematics for Teachers (.5 FCE) • Understanding Research Methods for

BEd Courses Given Advanced Standing	MPed Courses Identified for Advanced Standing Credit
<ul style="list-style-type: none"> Research and Data Analysis Part I (.25 FCE) Alternative Field Experience Part I (.25 FCE) 	Educational Practice (.5 FCE)
<p>Teaching Students with Exceptionality (Advanced Standing up to 1.5 FCE)</p> <ul style="list-style-type: none"> Introduction to Teaching Students with Exceptionality (.50 FCE) Social and Emotional Learning (.5 FCE) Academic Learning for Students with Exceptionality (.5 FCE) Research and Data Analysis Part I (.25 FCE) Alternative Field Experience Part I (.25 FCE) 	<ul style="list-style-type: none"> Introduction to Teaching Students with Exceptionality (.5 FCE) Social and Emotional Learning (.5 FCE) Academic Learning for Students with Exceptionality (.5 FCE)
<p>International Education (Advanced Standing up to 1.5 FCE)</p> <ul style="list-style-type: none"> Framing International Education in a Globalizing World (.25 FCE) Internationalizing Curricula: Teaching for a Global Perspective (.25 FCE) Teaching Abroad: Opportunities and Challenges (.25 FCE) Research in Intercultural Contexts (.25 FCE) Research and Data Analysis Part I (.25 FCE) Alternative Field Experience Part I (.25 FCE) 	<ul style="list-style-type: none"> International Education in Global Times (.5 FCE) Models of Intercultural and Cosmopolitan Learning (.5 FCE) Conducting Site-based Research in Intercultural Settings (.5 FCE)
<p>Equity, Diversity and Social Justice (Advanced Standing up to 1.5 FCE)</p> <ul style="list-style-type: none"> Urban Schools I (.25 FCE) Urban Schools II (.25 FCE) Investigating Urban Schools: A Case Study Approach (.50 FCE) 	<ul style="list-style-type: none"> Introduction to Equity and Social Justice Education (.5 FCE) Anti-Poverty Education (.5 FCE) Research Equity Issues in Educational Context (.5 FCE)
<p>Curriculum and Pedagogy (Advanced Standing 1.5 FCE)</p> <ul style="list-style-type: none"> Introduction to STEM Education (.5 FCE) Curriculum and Pedagogy in STEM Education (.5 FCE) Research and Data Analysis Part I (.25 FCE) Alternative Field Experience Part I (.25 FCE) 	<ul style="list-style-type: none"> Understanding Curriculum for Practitioners (.5 FCE) Understanding Teaching and Learning for Practitioners (.5 FCE) Understanding Research Methods for Educational Practice (.5 FCE)

5. The timeline for introducing the modification

The first cohorts will enter the two-year Bachelor of Education program in 2015. Advanced Standing for students in BEd courses which correspond to the designated MPed fields and specialty areas will be applied with the first entry of MPed students in 2017.

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/admission/after3years_MD.pdf

ADMISSION REQUIREMENTS

Unchanged

Financial support

Unchanged

Admission requirements

Enrollment is limited. Admission to the Doctor of Medicine Program is highly competitive and possessing the minimum requirements does not ensure an interview or acceptance. Individuals satisfying the following requirements are eligible to apply for admission to the first year of the program. Note that failure to be aware of the admission requirements does not constitute a ground for appeal.

Individuals must satisfy the following requirements to be considered for admission to the first year of the four-year MD program in the Schulich School of Medicine & Dentistry:

1. Degree requirements

Applicants must have a four-year degree from a recognized university. They may be in the final year of a four-year degree at the time of application. There is no preference given for the undergraduate program of study and there are no course prerequisites.

Applicants who have earned a degree from a recognized university, may elect to continue in full-time undergraduate studies. Only the first such "special year" taken by the applicant will be considered for determination of GPA. A special year will be considered only if it contains 5.0 courses or equivalent (30 credit hours) taken between September and April. First-year courses, repeat/antirequisite courses, and second-year courses that do not require a first-year prerequisite, are not acceptable in the "special year."

Applicants who embark on a second undergraduate degree program are allowed to apply only during the final year of their new program. In order to be considered for GPA purposes, the second degree must be a four-year degree. In this situation, GPA consideration will be based only on the two best years of the second degree program. **Course load and course level requirements for the second degree are analogous to the requirements of the first degree.**

Applicants who are given a conditional offer must complete all program requirements for the second degree **by June 30th, prior to registration in the MD program. Students who complete a second undergraduate degree within one year of full-time studies must register in 5.0 courses or equivalent. In this situation, at least 3.0 of the 5.0 courses must be at the third- or fourth-year level. First- and second-year courses that do not require a first-year prerequisite may be included within the 5.0 courses only if absolutely mandatory for the second degree program.**

Graduate students must have completed all requirements for their graduate degree. Final transcripts showing that all requirements for their graduate degree have been completed (or a letter attesting to the same) must be received by OMSAS no later than June 30th.

Schulich Medicine will no longer consider applications to the first year of the medical program from individuals who were registered in a Doctor of Medicine Program or equivalent elsewhere.

2. GPA

The GPA minimums are reset each year. Applicants must meet or exceed this threshold in each of two undergraduate years of full-time study (one of which may be the current year). Full-time study is defined as 5.0 courses or equivalent with 30 or more credit hours. Academic transcripts must show clearly that applicants have met this course load requirement.

To be considered, each year must contain at least 3.0 courses or equivalent whose published academic level is at or above the year of study (for example, in third year, at least 3.0 courses or equivalent must be at the third- or fourth-year level). Please note, only ONE Pass/Fail credit will be permissible in each of the two years being considered for GPA.

For applicants who have attended other universities on exchange, GPA calculation will be based on the marks achieved at the exchange institution. Official transcripts from the exchange institution must be provided to OMSAS at the time of application. Applicants who have completed their undergraduate studies outside of Canada or the United States should consult the section titled "Foreign courses/Grades."

The rest of the policy is unchanged

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/admission/after2years_dentistry.pdf

Admission After 2 Years - Dentistry

DENTISTRY

Academic Handbook users are advised that a policy Statement on Potential Health Risks / Immunization Requirements has been approved for Dentistry. Please refer to:
http://www.uwo.ca/univsec/pdf/academic_policies/admission/healthrisks.pdf

ADMISSION REQUIREMENTS

Admission to Dentistry is based on academic ability and personal qualities, as evidenced by scholastic records, and aptitude tests results, **autobiographical sketch and presentation at interview**. Because facilities for preclinical and clinical instruction are limited, it is necessary to restrict enrolment to applicants who, **in the opinion of the Faculty**, are best qualified to meet the mental and physical demands of the curriculum, and **who** are most likely to **successfully** complete **successfully** the full course of study. The presentation of the minimum requirements for admission will not assure **guaranteed** acceptance.

Competitiveness

In order to be considered competitive, candidates must have achieved at least 80% or higher in two undergraduate level years by the end of the academic year prior to application. Past class statistics have indicated that most successful applicants have a mid to high 80s average over their two most competitive years. Although primary consideration will be given to the most competitive two academic years and the DAT scores, overall academic performance (consistency, trend) and graduate education can also be used as selection criteria.

For applicants who have completed an undergraduate degree and who are in the final year of (or who have recently completed) a subsequent undergraduate degree, grades earned during the previous degree(s) will not be considered. The most recent degree must be equivalent to a four-year degree. Courses taken during the application cycle are not considered towards GPA.

Applicants are ranked on a compiled score representing academics, DAT score, and interview. The quality of the applicant pool in which one is considered for entry could raise the minimum academic competitive level, and will determine the minimum DAT score.

A limited number of positions are available for international students who maintain their international status at graduation.

Special consideration will be given to applicants who indicate on their application that they are from the Indigenous Community. One position is set aside each year for competitive applicants with proven indigenous status or ancestral Indigenous origin.

Applicants are advised that it is to their advantage to take a program which includes at least 5.0 courses in each academic year, taken concurrently. Special years must contain 5.0 courses,

including a minimum of 4.0 honors courses or equivalent (i.e., honors-level courses at Western numbered 2000 or higher). An academic year in which fewer than 4.0 courses are taken will not be considered. Courses taken during one of the Spring/Summer sessions normally will not be counted as part of the 5.0 courses.

Applicants are advised further that the Dental Aptitude Test (DAT) administered by the Canadian Dental Association is required and will be a consideration for admission. Only the score of the most recent DAT, completed within the two years prior to the application deadline of December 1 will be used.

Primary consideration will be given to the two best academic years and the DAT scores. However, overall academic performance (consistency, trend), honors degree (if applicable), and graduate education will be used as selection criteria also.

The School of Dentistry reserves the right to require an interview as part of the admissions process.

Applicants to the DDS program must:

Scholastic Records

To be eligible for admission to Dentistry, applicants must

1. be in the final year of, or have successfully completed, an undergraduate degree program leading to a four-year undergraduate degree at a recognized university. Applicants in this category are advised that the following courses are mandatory: at least 0.5 laboratory course in organic chemistry and at least 0.5 course in biochemistry, and 1.0 course in human or mammalian physiology. It is to their advantage to have successfully completed 1.0 laboratory course in biology, chemistry and physics. For applicants who have completed an undergraduate degree and who are in the final year of (or who have recently completed) a subsequent undergraduate degree, grades earned during the previous degree(s) will not be considered. The most recent degree must be equivalent to a four-year degree. Courses taken during the application cycle are not considered towards GPA.

OR

2. be in the final year of, or have successfully completed, a graduate degree program at a recognized university. Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 20 of the year of entry. It will be the students' responsibility to assure confirmation by their Faculty of Graduate Studies no later than June 20 that all requirements for the degree have been met. No deferred admission will be granted. Applicants in this category are advised that the following courses are mandatory: at least 0.5 laboratory course in organic chemistry, at least 0.5 course in biochemistry, and 1.0 course in human or mammalian physiology. It is to their advantage to have successfully completed 1.0 laboratory course in biology, chemistry, and physics.

Schulich Dentistry utilizes the OMSAS (Ontario Medical School Application Service) scale to translate grades achieved at other Canadian universities to Western standards.

The most current version of the scale can be found at the OMSAS website.

Editorial Note added in 2008 to update the course numbers and information referred to in the original policy with regard to courses in organic chemistry, biochemistry and human or mammalian physiology:

• Biology 1222 or 1223 satisfy the Biology requirement. Chemistry 1050 or 1024A/B satisfy the Chemistry requirement. Physics 1020, 1021, 1024, 1026 or the combination of Physics

1028A plus 1029B satisfy the Physics requirement. Equivalent prerequisites taken at outside universities must meet approved standards.

- Chemistry 2213A/B satisfies the Organic Chemistry requirements of this Faculty. Biology 2280A satisfies the biochemistry requirement. Physiology 2130 or 3120 each satisfies the Physiology requirement.

- In their choice of options, students are urged not to anticipate dental school courses. rather, they should seek a broad background of education in keeping with their own interests.

Dental Aptitude Test Results

The Canadian Dental Aptitude Test (DAT), administered by the Canadian Dental Association (CDA), taken within two years prior to the December 1 application deadline is a requirement for admission. The DAT is conducted on two occasions each academic year: February and November. Scores must come directly from the CDA to Schulich Dentistry to be considered valid. Schulich Dentistry utilizes the results of the last test written in the eligible time period.

Please note: only Dental Aptitude Tests incorporating the reading comprehension section fulfill Schulich Dentistry admissions requirements. It is this sectional score that is used in the decision concerning invitations for interview. For the past several years, a score of 18/30 or higher has been required in combination with competitive academic grades in applicants' two most competitive years. This minimum score on the DAT is subject to change depending on the quality of the applicant pool in the given cycle.

Schulich Dentistry uses the Academic Average in its final selection process. This score is based on the scores achieved in the Reading Comprehension, Biology and Chemistry sections of the test.

Specific information and registration materials concerning the Canadian DAT are available on-line on the Canadian Dental Association website

For Canadian and international students residing outside Canada, the results of the ADA Dental Admissions Test (DAT) will be treated as equivalent to the results of the CDADAT. Information and application forms from the American Dental Association's website

It is the applicant's responsibility to confirm receipt of the results with the Dentistry Admissions Coordinator. (DAT transcripts are kept on file for the duration of their eligibility.)

Interview

Selected applicants will be invited to attend a personal interview in order to be considered for admission. One must meet competitive levels in the DAT Reading Comprehension sectional score in combination with achieving competitive university grades in order to be invited to an interview.

Interviews are usually held during a weekend in March or April each year. The interview panel consists of a dentist, a senior dental student and a community member.

English Language Proficiency

All students must satisfy Western's requirements for proficiency in English. Students whose mother tongue (first language) is not English may be required to write the Test of English as a Foreign Language (TOEFL), and the Test of Written English (TWE), or equivalent. Additional information on this can be found on the International Admissions page.

APPLICATION DEADLINE AND REQUIRED DOCUMENTATION

Applications for first-year entry are due December 1 of each year. Online applications are available beginning of October. A non-refundable processing fee applies.

All applicants must:

Submit to OUAC a completed on-line application form. The link to the application form is posted in early October on the Schulich Dentistry admissions page. The competition is open until the end of the deadline day – December 1.

Arrange for the DAT official scores to be sent to Schulich Dentistry directly. (The Canadian Dental Association sends transcripts of applicants who have indicated they wish Schulich Dentistry to receive their scores at the time of the writing of the last eligible DAT for the current application cycle.)

Arrange for any required documents (e.g. transcripts not available electronically, TOEFL, etc.) to be sent to the Registrar's Office – Professional Admissions.

Academic Documentation

Official transcripts from EACH university, college or other post-secondary institution applicants have attended are required to reach the Registrar's Office – Professional Admissions by December 1 of the year of application. In June of the year of entry, a final OFFICIAL transcript of active candidates' records at the end of the current academic year, indicating degree conferred, must be sent directly to the Registrar's Office – Professional Admissions at Western (if not already ordered via the on-line process). It can arrive at Western no later than June 30 of the year of entry.

Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 20. No extension of this deadline or deferral of admission will be granted.

Western students are not required to submit transcripts of their academic record at Western. In support of your application to Schulich Dentistry, however, you are required to submit OFFICIAL transcripts of all other post-secondary institutions.

If you previously attended, or are currently attending another institution, students must request an OFFICIAL transcript of your record before December 1.

If applying from an Ontario University, students must request all transcripts through the *Transcript Request* section provided in the on-line application process.

Official transcripts (in translation if original is not in English) must be made available at the time of application. Course synopses originating from the institution (again in translation if original is not in English) are also required for prerequisite courses taken outside of Canada.

For those applicants who are not applying from an Ontario University, please request that all transcripts, in support of your application, be sent directly to Western University Professional Admissions – DENTISTRY.

Applicants are responsible for ensuring that transcripts are forwarded by the applicable Registrar(s) in time to meet the deadline date.

It is the responsibility of the applicant to notify Western's Dentistry's Admissions Office of any subsequent mark revisions on the transcript. (This includes Western students)

Applications will not be considered if required documents are missing at the time the Admissions Committee meets in late April.

Documents are not retained from year to year. Consequently documents will need to be re-submitted with each application.

Autobiographical sketch

Students are required to submit an autobiographical sketch and personal statement to identify and expand on academic and non-academic strengths, achievements, significant successes and disadvantages.

Police Record Check and Vulnerable Sector Screening

All dental students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that dental students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry requires that all students provide, as a condition of their admission into the DDS and ITD programs, a current Police Records check and a Vulnerable Sector (Position) Screening.

Additional Documentation (if applicable)

- Applicants submitting academic documentation from outside Canada must provide official transcripts AND official detailed course outlines for any prerequisites.
- Photocopy of proof of permanent resident status – Immigration Form 1000 – showing date landed. (Canadian citizens do not need to submit proof of citizenship).
- If name change documents are required, a formal request will be sent.
- Proof of proficiency in English for applicants whose first language is not English.
- It is the applicant's responsibility to ensure that the necessary transcripts or reports have been received by the Registrar's Office no later than the December 1 application deadline.

The rest of the policy is unchanged

Marks/Grades; Definitions of Grades; Grading Scales for Undergraduate Students

MARKS / GRADES

Undergraduate

(S.99-279, S.10-197)

Arts and Humanities, Business, Education, Engineering, Health Sciences, Information and Media Studies, Medicine & Dentistry (BMSc), Music, Science, Social Science, Continuing Studies at Western, and the Affiliated University Colleges: Brescia, Huron, King's

A+	90 - 100%
A	80 - 89%
B	70 - 79%
C	60 - 69%
D	50 - 59%
F	below 50% or assigned when course is dropped with academic penalty

Dentistry

(S.02-125) s.a.

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

This table will be removed

A	80–100%	Honors
B	70–79%	Pass
C	60–69%	Pass
F	59% and below	Fail
SRP		Supplemental Examination/Remedial Work Passed
IPR		In Progress
INC		Incomplete

Law

(S.06-120) s.a.

http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog-law.pdf

This table will be removed

A+, A, A-	Excellent	10, 9, 8 grade points respectively
B+, B, B-	Good	7, 6, 5 grade points respectively
C+, C, C-	Competent	4, 3, 2 grade points respectively
D	Marginal Pass	1 grade point
F	Fail	0 grade point
PAS	Pass	

FAI	Fail	
AUD	Audit	
WDN	Withdrawn	
INC	Work is incomplete	

Medicine (MD)

(S.05-165) See also

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

This table will be removed

PAS	Clear competency with regard to all criteria considered essential for the completion of that specific course. On any evaluation this will be determined by achieving a minimum of 60%
CR	Credit
FAI	An inability to meet the minimal acceptable standards for a specific course. Less than 60%.
INC	Incomplete
IPR	Course in Progress
SRP	Supplemental Examination /Remedial Work passed

TERMINOLOGY/DESCRIPTIONS OF ACADEMIC PERFORMANCE

(S.1575, S.1718.2, S.03-130, SCAPA-09JAN, S.10-197)

The following terminology will be used for undergraduate courses in Arts **and Humanities**, Business **Administration**, Education, Engineering **Science**, Health Sciences, Information and Media Studies, Music, Science, Social Science, Continuing Studies at Western, and the Affiliated University Colleges (Brescia, Huron, King's).

Instructors shall enter one of the following on the official record of final student evaluation for each student:

A specific mark or grade

AEG Aegrotat

AUD Audit

COM Complete

CR Credit

DEF Deferred Exam

DNW Did Not Write

DRP Dropped (Penalty)

FAI Fail, for course designated pass/fail

FTW Failed Term Work

INC Incomplete

IPR In Progress

NC No Credit

NGR No Grade Reported

PAS pass, for course designated as pass/fail

PWD pass with distinction, for courses designated as pwd/pass/fail in Faculties that offer this designation

SAT Satisfactory

SPC Special exam

SUP supplemental exam, in faculties that offer supplemental privileges

WDN withdrawn, if withdrawal is without academic penalty

This regulation also applies to the mid-year examination period.

ADDITIONAL INFORMATION ON TRANSCRIPTS

(S.99-43, S.99-279)

~~Effective January 1, 2001, the following changes will be made to transcripts and to the reporting of grades:~~

- 1) Class (i.e., section) average will be added to the transcript (assessing failures as 40%);
- 2) For passing grades, the class size (i.e., section) will be added to the transcript (including failures in the enrollment);
- 3) The university-wide descriptors of the meaning of letter grades outlined as follows were approved by Senate and will be printed on the back of the transcripts:

University-wide grade descriptors:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

In some Faculties, failing grades are distinguished as follows:

E	40-49	Fail with supplemental examination privileges
F	below 40	Fail

~~An annual report by SCAPA will be made to Senate showing average grades and distribution, by Faculty, and the entry average of incoming students.~~

~~Secretarial Note: With respect to item 1 the above policy, the regulations on calculation of weighted average marks for the Faculty of Engineering are different with respect to the calculation of the average, i.e., assessing failures as 40%. See: http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_engineering.pdf~~

INCOMPLETE STANDING

(S.1576, S.4327, S.03-098, S.08-168)

A student who, for medical or compassionate reasons, is unable to complete his/her term work prior to the last day of classes and who wishes an extension in order to complete it, shall submit a written request to the Dean of the Faculty in which the student is registered. The request shall include the following information:

1. the type and extent of the work to be completed;
2. the date on which it is due;
3. the name of the faculty member who will receive and grade it.

Before making a decision, the Dean will consult with the instructor and Department Chair or Director. If Incomplete Standing is granted, the Dean shall inform the student, the instructor, and the Department Chair or Director of the date by which a final grade must be forwarded to the Registrar.

Failure of the student to meet the extended assignment deadline shall result in a grade of zero (0) for the assignment unless the Dean authorizes a further extension for medical or compassionate reasons. In any case, students who continue an Incomplete Standing in a course at the beginning of the Add/Drop period of the following registration session (including Fall, January and Intersession/Summer sessions), must reduce their course load accordingly or seek permission for an overload from the Dean of their Faculty.

The authorization of the Chair of the Department or Departmental Graduate Studies Committee shall be sufficient for granting Incomplete Standing for graduate students.

When a grade of Special (SPC) or Incomplete (INC) appears on a student's record, the notation will be removed and replaced by a substantive grade as soon as the grade is available.

MARKING SCALES

(S.02-10)

Marks for achievement in courses are assigned as follows:

Mark Range	Grade
90 –100	A+
80-89	A
70-79	B
60-69	C
50-59	D
Below 50	F*

* Average calculations will INCLUDE failed marks. All marks below 50% are considered failures. Failing marks below 40% will be included in average calculations as 40%, marks from 40% to 49% will be included as the actual mark reported. A count of failed attempts will be maintained.

Note: Averages will be calculated to two decimal places and rounded to the nearest whole number with .45 rounded up.

Related Policies and Notes:

Grading Scale for Graduate Students:

http://www.uwo.ca/univsec/pdf/academic_policies/general/grades_grad.pdf

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Migration and Ethnic Relations Collaborative Program	
Degrees Offered:	MSc and PhD	
Approved Fields:		
Internal Reviewers:	Name, Carol Jones Affiliation Associate Dean, Science	Name, title Affiliation
Date of Site Visit:	March 18 th , 2015	
Evaluation:	<i>Good quality</i>	
Approved by:	<i>SUPR-G on June 1, 2015</i>	

Executive Summary

The MER collaborative program currently includes 8 departments and a total of 44 students. It is primarily housed in Social Science with proposed discussions for expansion to Education, Health Sciences and Kings ongoing. The program attracts top students who are truly motivated. In fact there are many activities associated with the program that the students are actively engaged and take leadership of, such as organizing a conference where community partners are invited onto campus, engaging with colloquium speakers, charity work in the community, etc. Participation in this program definitely adds value and skills for the students and is well-positioned with the strategic plan of the University by training potential global leaders and people who are truly passionate about making a difference on the world stage.

Significant Strengths of Program:

- The program is interdisciplinary and is an example of a collaborate program that is working well
- Attracts top students who are passionate about the program
- The program and its students actively engage with both community partners and their alumni

Suggestions for improvement & Enhancement:

- The current graduate assistant is not well connected on campus and unfamiliar with PeopleSoft. This makes many of her duties difficult to carry out and her work inefficient. It would, perhaps, make sense to have someone with the expertise and who already has responsibility with students records in one of the affiliated departments complete the necessary work for MER.

Recommendations required for Program sustainability:	Responsibility	Resources	Timeline
1. Consider whether the requirement of the compulsory MER seminar for all four years for students in the PhD program could be eased given that many of the MER students also are required to participate in the seminar series in their home department and/or perhaps the home departments could also provide some flexibility so that a solution could be found.	Program	N/A	2015-16
2. With expansion of the program, care must be taken to ensure that the seminar topics are fairly distributed among the interests of participating students and faculty.	Program Director	N/A	Ongoing

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Faculty of Music	
Degrees Offered:	MMus, MA, DMA, PhD	
Approved Fields:	MMus Music Education Literature and Performance Composition MA Music Theory Musicology DMA Voice Piano Orchestral Instruments Conducting PhD Music Theory Musicology Composition Music Education	
External Consultants:	Professor Gillian MacKay University of Toronto	Professor Peter Webster University of Southern California
Internal Reviewers:	Professor Margaret McGlynn Social Science	Ms. Nicole Westlund Kinesiology
Date of Site Visit:	April 1-2, 2015	
Evaluation:	Good Quality with Report due June 2016	
Approved by:	SUPR-G on June 1, 2015	

Executive Summary

The reviewers met with full-time faculty from every field except music composition, with the associate dean (graduate) and the dean, and with students, staff, and the music librarian. The reviewers were generally pleased with the range of faculty they met, but they would have liked to meet with a greater number of students and faculty, and particularly with part-time faculty, who do a lot of performance teaching in the faculty. It was noted that the review was scheduled at a particularly busy time, perhaps SGPS could take this into consideration for future reviews.

The reviewers were generally impressed with the quality of the faculty in the program and with the commitment they demonstrated to graduate education. They were surprised and impressed by the level of commitment to interdisciplinarity across the programs and felt that this should be highlighted in recruitment and promotional materials. They noted that there has been increased administrative activity in recent years to clarify processes and expectations associated with timely program completion. The reviewers were also particularly impressed by the “21st Century Musician” course in the Performance field, and encourage the Faculty to continue working on professional development and support for students, including a musician’s health course.

The reviewers perceived that faculty had not been extensively engaged in the development of the review brief. They felt that this lack of engagement was reflected in the learning outcomes for the various programs, which do not currently express the different emphases and needs of the performance and academically oriented programs. Conversations with both faculty and students filled in some of their gaps in understanding how the programs actually worked, but there remained some concern that it is not clear how class instruction and individual instruction work together in a way that balances pedagogical excellence with the available resources.

The reviewers were also concerned that both faculty and students expressed some confusion over the expected timelines for completion of the programs and in particular the role of the DRP in the PhD programs. It became apparent that timelines had been developed and were available, but this did not seem to be widely known. There was also some disagreement about the value of the DRP, with

some students and faculty identifying it as a valuable process in developing PhD ideas and skills, while others saw it as a stumbling block to progress.

There appear to be some communication challenges in the context of some issues. These issues ranged widely, from the allocation of space (both individual and group) for graduate students in the new building and methods for providing input on such allocation, access to masterclasses for performance students, expected program timelines, consultation on the preparation of the brief and communication concerning the reviewers' visit. There was no evidence of ill-feeling, but there did seem to be a lack of connection between students and faculty in different programs, and between faculty, students and administration. The reviewers urge the Faculty to prioritize both physical spaces and activities which will give all elements of the community a range of opportunities to interact and communicate.

The reviewers were excited by the new DMA program, but had some concerns about its future development. They noted that the program has accepted cohorts based on area (voice, piano) and that policies and structures which work for those groups might be less effective for others: they recommend a stringent review of the current program and of the options for moving forward before making any further resource allocation. They also noted that some students expressed concerns about access to performance opportunities and to masterclasses, indicating that undergraduate students get priority, a concern shared by the MMus Performance students, the single largest group in the grad cohort.

Significant Strengths of Program:

- Quality of the faculty, especially the new faculty who bring with them creative ideas
- Commitment to interdisciplinary work
- Innovative approach to professional development

Suggestions for improvement & Enhancement:

- Greater communication with faculty concerning program development. The reviewers did not think that the faculty had been as engaged in the development of either learning outcomes or the program brief as would be desirable and felt that this translated to less coherent programs across the faculty.
- Greater supervision / mentorship around the DRP. Some faculty and students felt that this was a valuable training experience while others found it had become an obstacle to progress.
- Further professional development along the lines of the "21st Century Musician" course.
- Development and /or communication of a space plan for the new building which emphasizes graduate student space designed to promote connections between different programs, as well as individual workspace.
- Development of better communication strategies within the faculty, particularly between the graduate students and the deans, but also between the various programs.

Recommendations required for Program sustainability:	Responsibility	Resources	Timeline
Create clearer expression and definition of learning outcomes for each field	Faculty, chairs and deans	Time	June 2016
Clarification of the purpose and timelines for the DRP in the PhD program	Dean and chairs	Time	December 2015
Discipline-specific professional development	Faculty	Time, teaching resources	June 2016
Development of clearer channels of communication	Dean, Associate Dean - Graduate	Space, time	June 2016

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Popular Music and Culture	
Degrees Offered:	MA	
Approved Fields:		
External Consultants:	Professor Gillian MacKay University of Toronto	Professor Peter Webster University of Southern California
Internal Reviewers:	Professor Margaret McGlynn Social Science	Ms. Nicole Westlund Kinesiology
Date of Site Visit:	April 1-2, 2015	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on June 1, 2015</i>	

Executive Summary

The reviewers met with three core faculty members and one student from the Popular Music and Culture program. All were eloquent on both the strengths and the challenges of the program. The reviewers felt strongly that this was an excellent and innovative program with high quality and productive faculty, which offers an innovative and unusual approach to the topic. Applications for the program have declined substantially in recent years, placing the program in jeopardy. The reviewers felt that the program should continue and receive the necessary investment to allow it to thrive, including a substantial increase in funding for international students (since the market for the program is likely to be stronger outside Canada than inside), and more resources for program advising.

Significant Strengths of Program:

- Unique approach to the musical experience of youth
- Highly cohesive faculty in this area
- Significant interdisciplinary program

Suggestions for improvement & Enhancement:

- Greater communication with faculty concerning program development. The reviewers did not think that the faculty had been as engaged in the development of either learning outcomes or the program brief as would be desirable and felt that this translated to a less coherent program.
- Greater funding for international students
- Program advising within the structure of the program in Popular Music and Culture rather than through the Faculty of Music.

Recommendations required for Program sustainability:	Responsibility	Resources	Timeline
Clearer expression of specific learning outcomes for this program	Faculty, chairs and deans	Time	June 2016
Program administration should be settled in a permanent location	Deans		September 2015
Program advising should be carried out within the program	Deans	Financial	June 2016
Increased emphasis on recruitment	Faculty and Associate Dean		

Final Assessment Report

This form is intended to be a DRAFT document noting recommendations and timelines that can be discussed at an upcoming SUPR-U meeting. Should the Internal Reviewer choose to include a confidential section, this section will be reviewed by SUPR-U but will not be included in the final report submitted to Senate. Please attach as a separate appendix.

Name of Program

Psychology at King's University College

Degrees Offered

Bachelor of Arts

External Consultants

Dr. Richard Lalonde, Professor of Psychology - Glendon College at York University
Dr. Katherine Robinson, Professor of Psychology - Campion College at the University of Regina

Internal Reviewers

Dr. Mark Blagrove, Dean of Arts and Humanities - Huron University College at Western University

Date of Site Visit

March 27, 2015

Evaluation

Good Quality

Approved by SUPR-U

September 2, 2015

Approved by SCAPA

Executive Summary

On their one day visit the reviewers met with the Vice Provost, Academic Dean, Internal Reviewer, program faculty and students, librarian and program support staff. The reviewers found the psychology program to be consistent with the King's University College mission and strategic plan, and contributing "fully to King's reputation as a centre of excellence for undergraduate teaching". In their opinion, the program effectively utilizes multiple levels of assessment and meets the Undergraduate Degree Level Expectations. The reviewers noted that the faculty are impressive in both their teaching and research and carefully described program strengths and areas for improvement. These are summarized below.

Significant Strengths of Program

- Students have opportunities for gaining research experience and developing skills that undergraduates at most other Canadian academic institutions simply do not have;
- Multiple and effective methods for the assessment of student learning;
- A "cohesive" faculty with impressive ability in teaching and research delivering a strong set of undergraduate courses.

Suggestions for improvement & Enhancement

- Dedicated administrative assistance;
- Additional full time hire possibly in Clinical Psychology, Clinical Neuroscience or Educational Psychology;
- Increase laboratory space and explore opportunities for increased IT support;
- Program development to increase breadth and harmonize methods instruction with those at other campuses.

Recommendations required for Program sustainability:

Recommendation	Responsibility	Resources	Timeline
Increase administrative assistance available to the Department.	Faculty Council, College Council	Budgetary	2016
Reconcile program breadth and methods/stats courses issues	Department, EPC	Instructional	2017

New Scholarships and Awards

Dr. Jim Robertson Award in Epidemiology and Biostatistics (School of Graduate and Postdoctoral Studies, Epidemiology and Biostatistics)

Awarded annually to a full-time graduate student in a masters or doctoral program in Epidemiology and Biostatistics, based on academic achievement and research merit. Applications are particularly invited from students with a focus in Environmental Epidemiology. A one-page statement describing the research thesis project and progress must be submitted to the Department Office in Epidemiology and Biostatistics by January 31st. The scholarship committee in the Department of Epidemiology and Biostatistics will select the recipient. At least one member of this committee must hold membership in the School of Graduate and Postdoctoral Studies. This award has been established by the Department of Epidemiology and Biostatistics, in memory of Dr. Jim Robertson.

Value: 1 at \$2,200

Effective Date: May 2015

Dr. James (Jim) McDonald Robertson's career at Western spanned 43 years, beginning in 1971 as an Assistant Professor in the Department of Epidemiology and Preventative Medicine. Jim was highly respected by graduate students, and made strong contributions to graduate education during his career. His research program was in the field of environmental and occupational epidemiology, with sustained contributions in the study of the health of workers in the carbon black industry. Jim's contributions to Western continued during his retirement and included many years of ongoing service on the Ethics Review Board for Health Sciences Research involving human subjects, an activity he continued as an Emeritus Professor in the Department of Epidemiology & Biostatistics from 2005 until his death in July 2013.

Eva Bellissimo Award in Management and Organizational Studies (Faculty of Social Science, Management and Organizational Studies)

Awarded annually to a full-time student enrolled in Year 2, 3 or 4 of any module of the Management and Organizational Studies Program, with a minimum 80% average in this program from the previous year, and demonstrated financial need. Preference will be given to a female student. Online financial need applications can be accessed through Student Center and must be submitted by September 30. The scholarship/awards committee within Management and Organizational Studies will select the recipient after the Registrar's Office has assessed financial need. This award was established by a generous donation from Ms Eva Bellissimo (BA Administrative & Commercial Studies '98, LLB '01).

Value: 1 at \$1,500

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

The Western University History of Medicine Award (Schulich School of Medicine & Dentistry, Medicine)

Awarded annually to an undergraduate Doctor of Medicine (MD) student in Year 4 who has shown enthusiasm, excellence and interest in the History of Medicine throughout their undergraduate medical education. While at Western, the recipient will have attended History of Medicine events and developed an original History of Medicine research project. A one-page statement outlining the candidate's interest and experience working with the History of Medicine department must be submitted by March 31st to the Undergraduate Medical Education Office. The recipient will be selected by the Progression and Awards Committee in the Schulich School of Medicine & Dentistry in consultation with the Hannah Chair in the History of Medicine. This award was established with a generous gift from Dr. Shauna Devine (PhD History '10) and her husband Gary Nolden.

Value: 1 at \$1,000

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

Dr. Frederick Winnett Luney Graduate Scholarship in Pathology and Laboratory Medicine (School of Graduate and Postdoctoral Studies, Pathology and Laboratory Medicine)

Awarded annually to a graduate student in a research-based MSc/MCISc or PhD Pathology and Laboratory Medicine program, based on academic achievement and research merit. Eligible students must complete an application with details outlining their marks in courses, publications and presentations at scientific meetings, and a detailed research plan. Applications must be submitted to the Department of Pathology by February 15th. The Graduate Education Committee members in the Department of Pathology and Laboratory Medicine will select the recipient. At least one committee member must hold membership in the School of Graduate and Postdoctoral Studies. Preference will be given to applicants that pursue a collaborative research approach between basic science and clinical science. A student can receive this scholarship only once during their graduate program training in the Department of Pathology and Laboratory Medicine. These scholarships were made possible by a generous estate gift from Mrs. Marion Isabelle (Luney) Murray in honour of her father, Frederick Winnett Luney, a Pathologist and Western Professor.

Value: 2 at \$10,000

Effective Date: May 2015

Marion worked as a medical technologist at St Joseph's Hospital in the Department of Microbiology and Immunology's Laboratory in the Faculty of Medicine at The University of Western Ontario. She was the chief technologist in the Clinical Bacteriology Service for Victoria Hospital and provided technical support to laboratory teaching for the students of medicine and science for many years. Marion died in London, Ontario in 2013 at age 94.

Dr. Frederick Winnett Luney Graduate Research Award in Pathology and Laboratory Medicine (School of Graduate and Postdoctoral Studies, Pathology and Laboratory Medicine)

Awarded annually to graduate students in a research-based MSc/MCISc or PhD Pathology and Laboratory Medicine program. These awards are aimed at enhancing graduate training and promoting students to present their graduate research work at scientific meetings and pursue research-related activities. Eligible students must complete an application outlining their plans to attend training workshops, or attend/present at scientific conferences, and cover costs associated with their research projects. Applications must be submitted to the Department by February 15th accompanied by a detailed description of the research-related activity, and an explanation of the benefit of such activity to graduate training. For conference travel, the application must include a copy of the abstract as/will be submitted, an explanation of the meeting (association, place, date etc.) and a letter from their supervisor (sent directly to Graduate Education Committee), indicating the importance and benefits for the student to attend. The letter of support from their supervisor should indicate the need for travel support. A student can receive this award only once during their graduate training in Pathology and Laboratory Medicine. The Graduate Education Committee members in the Department of Pathology and Laboratory Medicine will select the recipients. At least one committee member must hold membership in the School of Graduate and Postdoctoral Studies. These awards were made possible by a generous estate gift from Mrs. Marion Isabelle (Luney) Murray in honour of her father, Frederick Winnett Luney, a Pathologist and Western Professor.

Value: 4 at \$1,000

Effective Date: May 2015

Marion worked as a medical technologist at St Joseph's Hospital in the Department of Microbiology and Immunology's Laboratory in the Faculty of Medicine at The University of Western Ontario. She was the chief technologist in the Clinical Bacteriology Service for Victoria Hospital and provided technical support to laboratory teaching for the students of medicine and science for many years. Marion died in London, Ontario in 2013 at age 94.

Dr. Robert George Everitt Murray Graduate Scholarship in Microbiology & Immunology (School of Graduate and Postdoctoral Studies, Microbiology & Immunology)

Awarded annually to full-time Master's or Doctoral students enrolled in any year in the Microbiology & Immunology Graduate Program. Scholarships will be based on academic achievement (minimum 80% average) and research merit. Students must submit an application to the Department of Microbiology & Immunology by January 31st. The Graduate Committee of the Department of Microbiology & Immunology will select the recipients. At least one representative of the selection committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was established by Mrs. Marion Isabelle (Luney) Murray in honour of her husband, Dr. Robert G.E. Murray.

Value: Number and value will vary; up to \$40,000 available
Effective Date: May 2015

Marion worked as a medical technologist at St Joseph's Hospital in the Department of Microbiology and Immunology's Laboratory in the Faculty of Medicine at The University of Western Ontario. She was the chief technologist in the Clinical Bacteriology Service for Victoria Hospital and provided technical support to laboratory teaching for the students of medicine and science for many years. Marion died in London, Ontario in 2013 at age 94.

Dr. Robert George Everitt Murray Microbiology & Immunology Graduate Student Seminar Award (School of Graduate and Postdoctoral Studies, Microbiology & Immunology)

Awarded annually to a full-time Master's or Doctoral student, in any year in the Microbiology & Immunology Graduate Program, who is deemed to have the best seminar presentation by peer and faculty nominations. The Graduate Committee of the Department of Microbiology & Immunology will select the recipient each April. At least one representative of the selection committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established by Mrs. Marion Isabelle (Luney) Murray in honour of her husband, Dr. Robert G.E. Murray.

Value: Number and value will vary; up to \$1,000 available
Effective Date: May 2015

Marion worked as a medical technologist at St Joseph's Hospital in the Department of Microbiology and Immunology's Laboratory in the Faculty of Medicine at The University of Western Ontario. She was the chief technologist in the Clinical Bacteriology Service for Victoria Hospital and provided technical support to laboratory teaching for the students of medicine and science for many years. Marion died in London, Ontario in 2013 at age 94.

Andrew Wozny HBA '15 Award (Ivey Business School)

Awarded annually to a full-time student entering the Honors Business Administration program at the Ivey Business School, based on academic achievement and demonstrated community leadership. Candidates may apply for this award at the time of applying for admission to the HBA program at Ivey. Final selection of the recipient will be made by the HBA Scholarship Review Committee. Recipients will be notified at the time of acceptance into the program. This award was established with a generous gift from the HBA Class of 2015.

Value: 1 at \$1,500
Effective Date: 2015-2016 to 2019-2020 academic years inclusive

Eric A. Morse QuantumShift Fellows HBA Entrepreneurship Award (Ivey Business School)

Awarded annually to a full-time student entering HBA 1 at the Ivey Business School, who graduated from a publicly funded high school and is based on academic achievement, leadership skills and personification of the spirit, passion and drive necessary to become a successful entrepreneur. The HBA Scholarship Committee, in consultation with the Pierre L. Morrisette Institute for Entrepreneurship, will make the final selection of the recipient. This award was established with a generous gift from the QuantumShift Fellows to recognize the leadership and contributions of QuantumShift program founder Eric A. Morse.

Value: 1 at \$3,500
Effective Date: 2015-2016 academic year

David Sparling MBA Award (School of Graduate and Postdoctoral Studies, MBA)

Awarded annually to a full-time student entering the Master of Business Administration program at the Ivey Business School, based on academic achievement and demonstrated community leadership. Candidates may apply for this award at the time of applying for admission to the MBA Program at Ivey. Final selection of the recipient will be made by the MBA Scholarship Review Committee with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This award was established with a generous gift from the MBA Class of 2015.

Value: 1 at \$1,000

Effective Date: May 2015

Dave Bean Football Award (Any Undergraduate or Graduate Program including the Affiliated University Colleges, Athletic Award[Football])

Awarded to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Football Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Dave Bean (MBA '94, HBA '88).

Value: 1 at \$2,000

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

Chris Curran Football Award (Any Undergraduate or Graduate Program including the Affiliated University Colleges, Athletic Award[Football])

Awarded to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Football Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Chris Curran (BA '80).

Value: 1 at \$1,500

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

Diane Bischof Memorial HBA Scholarship (Ivey Business School)

Awarded annually to a full-time student entering the Honors Business Administration program at the Ivey Business School, based on academic achievement and demonstrated entrepreneurial spirit and aptitude for the development of a family business. Candidates may apply for this award at the time of applying for admission to the HBA program at Ivey. Final selection of the recipient will be made by the HBA Scholarship Review Committee. Recipients will be notified at the time of acceptance into the program. This scholarship was established through a generous estate gift from Diana Bischof (HBA '81). After graduating from the Ivey School of Business in 1981, Diane worked with her father in the family business, Smico Inc. in Quebec.

She was also passionate about the family farm and was active on various provincial cattle associations and a strong supporter of sustainable family farming. Diane died in 2014 at age 55.

Value: 1 at \$2,000

Effective Date: 2015-2016 academic year

Dr. Jean F. Campbell Clerkship Award in Obstetrics & Gynaecology (Schulich School of Medicine & Dentistry, Obstetrics & Gynaecology)

Awarded annually to a full-time undergraduate student in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry, at the end of the Year 3 clinical clerkship who, during the Obstetrics & Gynaecology rotation, best exemplifies the Physician roles identified by the Doctor of Medicine (MD) curriculum objectives. The recipient must also demonstrate financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Clerkship & Electives Committee will provide a short-list of finalists from which the Progression and Awards Committee will select the recipient. The Registrar's Office will determine financial need. This award was made possible by a gift from the estate of Dr. Jean F. Campbell (MD 1933).

Value: 1 at \$3,000

Effective Date: 2015-2016 academic year

Jean graduated with her medical degree in 1933 from The University of Western Ontario. Jean served as a Faculty Member in Obstetrics & Gynaecology for many years. She wanted to ensure that students are recognized and rewarded for their dedication, devotion and excellence in Obstetrics and Gynaecology. Jean died in 2002 at age 84.

Dr. Jean F. Campbell Resident Scholarship for Academic Excellence in Obstetrics & Gynaecology (Schulich School of Medicine & Dentistry, Obstetrics & Gynaecology)

Awarded annually to the resident completing their training program in the Department of Obstetrics & Gynaecology, Schulich School of Medicine & Dentistry, for outstanding performance on the annual CREOG (Council on Resident Education in Obstetrics and Gynecology) Exam and the Mock OSCE (Objective Structured Clinical Examination) Exam. The Resident Training Program Committee in the Department of Obstetrics & Gynaecology will select the recipient. This Scholarship was made possible by a gift from the estate of Dr. Jean F. Campbell (MD 1933).

Value: 1 at \$1,500

Effective Date: 2015-2016 academic year

Jean graduated with her medical degree in 1933 from The University of Western Ontario. Jean served as a Faculty Member in Obstetrics & Gynaecology for many years. She wanted to ensure that students are recognized and rewarded for their dedication, devotion and excellence in Obstetrics and Gynaecology. Jean died in 2002 at age 84.

David Ploughman Football Award (Any Undergraduate or Graduate Program, including the Affiliated University Colleges, Athletic Award [Football])

Awarded to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Football Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. David Ploughman (BA '83).

Value: 1 at \$2,000

Effective Date: 2015-2016 to 2018-2019 academic years inclusive

J. Robert Collins Bursary (Any Undergraduate Program)

Awarded annually to a full-time undergraduate student enrolled in second year based on financial need and active in campus activities that support the well-being of other students. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipient. This bursary was established by the Alumni Association, with donations from Western alumni, in recognition of Mr. Robert Collins' (BA '77) contributions as President of the Alumni Association from 2012 to 2014.

Value: 1 at \$1,500

Effective Date: 2015-2016 to 2024-2025 academic years inclusive

Trent McLeod Football Recruitment Scholarship (Any Undergraduate Program)

Awarded to a full-time undergraduate student entering first year in any degree program at Western or its Affiliated University Colleges, who will be making a contribution as a member of the Mustangs Football Team. Preference will be given to a student entering the Faculty of Engineering. Candidates must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80%. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This scholarship was established by Mr. Trent McLeod (BESc '85, BA '81).

Value: 1 at \$2,000

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

James E. and Annie R. Miles Continuing Award (Any Undergraduate Program)

Awarded to an undergraduate student entering Year 1 of any program (excluding professional schools), with a minimum 70% average and demonstrated financial need. Preference will be given to a student who is the son or daughter of a building trade artisan or labourer, or to a student who has been employed in the construction industry in the past. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Office of the Registrar will select the recipient. Students will continue to receive this award for up to four years, provided that they maintain a minimum 70% average, full-time status and demonstrate financial need each year. If the recipient fails to retain the award, a replacement student in Year 1 will be selected. This award was established by James Franklin Miles, in memory of his father and mother, James Emerson and Annie R. Miles.

Value: 1 at \$10,000, continuing for up to 4 years

Effective Date: 2015-2016 academic year (with number of awards to be reviewed after this)

James Emerson Miles was a mason who worked on the erection and repair of the fabric of the University from 1914 to 1973. It was his proud boast that every building at the University, including Brescia Hall, St. Peter's Seminary and Huron College, had benefitted from his skill as a mason during that time. James and Annie raised five children, born between 1924 and 1931 in a two-bedroom house through the depression and the second world war. James Franklin Miles attended the Royal Roads Naval College, the University of Toronto, and the United States Naval Postgraduate School to obtain a Masters of Science degree.

Winnifred and Ross Harrison Ontario Graduate Scholarship (School of Graduate and Postdoctoral Studies, Education)

Awarded to a full-time Masters or Doctoral graduate student in the Faculty of Education who is a current holder of an Ontario Graduate Scholarship, based on academic achievement and research merit. Preference will be given to a student in the area of Educational Leadership and Policy. The School of Graduate and Postdoctoral Studies will select the recipient in consultation with the Faculty of Education. This scholarship was established by a generous gift from Mrs. Winnifred Harrison, and her late husband Ross Harrison, who have always believed in the transformative power of education.

Value: 1 at \$5,000*

Effective Date: May 2015 to April 2016 only

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

Canadian Sudanese Community Scholarship (School of Graduate and Postdoctoral Studies, Public Health)

Awarded annually to a graduate student entering the Master of Public Health (MPH) Program, Schulich School of Medicine & Dentistry, with academic achievement. This scholarship will be awarded to a student who has demonstrated a commitment to work with the community in South Sudan as well as the local Sudanese community in London, Ontario. The Admissions committee in the MPH Program will select the recipient. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. If, during any year there are no candidates, the funds will be held and awarded the following year. This scholarship was established with a generous gift from Sun Light Foundation.

Value: 1 at \$5,000

Effective Date: May 2015 to April 2020 academic years inclusive

Bredt/Cameron Entrance Scholarship in Law (Faculty of Law)

Awarded annually to an undergraduate student entering Year 1 in the Faculty of Law, with academic achievement. The Faculty of Law scholarship committee will select the recipient. This scholarship was established by Mr. Chris Bredt (BA '79, LLB '79) and his wife, Ms Jamie Cameron.

Value: 1 at \$1,500

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

Dr. Duncan MacKinlay Football Scholarship (Any Undergraduate or Graduate Program, including the Affiliated University Colleges, Athletic Award [Football])

Awarded to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Football Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This scholarship was established by Dr. Duncan MacKinlay (BSc '77).

Value: 1 at \$1,500

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

Jackson Family HBA International Award (Ivey Business School)

Awarded annually to an international first-year undergraduate student at Western who has been accepted into Ivey's Advanced Entry Opportunity (AEO), based on academic achievement and leadership skills. The recipient will receive this award upon entering HBA 1. If, for any reason, the AEO recipient does not enter HBA 1 at Ivey she/he will forfeit the award, and another HBA 1 student who meets the criteria will be selected. The award will be renewed for HBA 2 provided the candidate maintains a minimum 80% average. The HBA Scholarship Committee will make the final selection of the award recipient. This award was established with a generous gift from the Donald K. Jackson Family Foundation.

Value: 1 at \$5,000 Continuing

Effective Date: 2015-2016 to 2025-2026 academic years inclusive. Final recipient will be selected in 2024-2025

Jackson Family HBA Community Service Award (Ivey Business School)

Awarded annually to a full-time HBA 1 student at the Ivey Business School, who has graduated from a publicly-funded high school, and has been accepted through Ivey's Advanced Entry Opportunity (AEO), based on academic achievement and exceptional community service leadership. The award will be renewed for HBA 2 provided the candidate maintains a minimum 80% average. The HBA Scholarship Committee will make the final selection of the award recipient. This award was established with a generous gift from the Donald K. Jackson Family Foundation.

Value: 1 at \$5,000 Continuing

Effective Date: 2015-2016 to 2025-2026 academic years inclusive. Final recipient will be selected in 2024-2025

Jackson Family HBA Entrepreneurship Award (Ivey Business School)

Awarded annually to full-time HBA 1 students at the Ivey Business School who have graduated from a publicly-funded high school based on academic achievement, leadership skills, and personification of the spirit, passion and drive necessary to become a successful entrepreneur. The award will be renewed for HBA 2 provided the candidates maintain a minimum 80% average. The HBA Scholarship Committee, in consultation with the Pierre L. Morrisette Institute for Entrepreneurship, will make the final selection of the recipients. These awards were established with a generous gift from the Donald K. Jackson Family Foundation.

Value: 2 at \$5,000 Continuing

Effective Date: 2015-2016 to 2025-2026 academic years inclusive. Final recipient will be selected in 2024-2025

Jackson Family HBA Award (Ivey Business School)

Awarded annually to a full-time HBA 1 student at the Ivey Business School who has graduated from a publicly-funded high school, and who has pursued a program of study in global studies (the political, economic, social and cultural relationships of the world). The award will be renewed for HBA 2 provided the candidate maintains a minimum 80% average. The HBA Scholarship Committee will make the final selection of the award recipient. This award was established with a generous gift from the Donald K. Jackson Family Foundation.

Value: 1 at \$5,000 Continuing

Effective Date: 2015-2016 to 2025-2026 academic years inclusive. Final recipient will be selected in 2024-2025

REPORT OF THE UNIVERSITY RESEARCH BOARD
(URB)

**Mission and Terms of Reference: URB Task Force Steering Committee – Support
for Research in the Social Science, Arts, and Humanities at Western**

FOR INFORMATION

1. **Mission and Terms of Reference: URB Task Force Steering Committee – Support for Research in
the Social Science, Arts, and Humanities at Western**

The University Research Board has established a task force to review support for research in social science, arts, humanities, and related disciplines at Western. A steering committee was struck in the summer to draft terms of reference and a work plan for the task force, which were approved by the URB at its September meeting. A copy is attached for the information of Senate.

URB Task Force Steering Committee – Support for Research in Social Science, Arts and Humanities at Western

Initial Report

FOR INFORMATION

A. Membership

The Task Force Steering Committee was formed by the University Research Board (URB) at the request of the Vice-President (Research) to examine how researchers in social science, arts, humanities and related disciplines across Western are supported. URB appointed the following individuals as a steering committee to guide the work:

Andrew Nelson (Chair)
Cathy Benedict
Jacquie Burkell
Alison Doherty
Jonathan Vance
Charles Weijer

ADR, Social Science (Anthropology)
Director of Research, Music
ADR, FIMS
Health Sciences (Kinesiology)
Social Science (History)
Arts & Humanities (Philosophy)

B. Mission & Objectives

The committee has met three times over the summer to discuss the mission and objectives of the review and to develop a work plan for moving forward.

Mission

The social sciences, arts, and humanities are central to Western's vision and mission. Indeed, world-class researchers in these disciplines are found across the university in eight of Western's Faculties and Schools. Changes in both the internal and external contexts make it timely to examine how social science, arts, and humanities research is valued and funded. The Task Force will recommend strategies and concrete action plans that will better support success, growth and leadership in research in these disciplines across the university.

Objectives & Work Plan

The committee has identified three main areas to examine and, in consultation with URB and the ADRs, will constitute three working groups, one for each of the main objectives. Each working group will include at least one member from each of the eight Faculties in which social science, arts, and humanities research is conducted. Members of the steering committee have been assigned to act as coordinators for the working groups and they have begun to design work plans.. A brief outline of each follows.

1. How do external entities, including funding agencies and professional organizations, define leading edge scholarly activity in social sciences, arts, and humanities disciplines?
 - a. What are their priorities now?
 - b. Where are they going in the next five years?

Andrew Nelson and Charles Weijer will coordinate the work in this area. As a first step, they will be consulting directly with the major funding agencies in Ottawa and professional organizations to fully understand the external context. Once that consultation is completed, the group will examine where Western fits currently and how it might best position itself for the future.

2. What are the strengths, weaknesses, opportunities of and threats to social science, arts, and humanities research at Western?
 - a. How do units at Western define leading edge scholarly activity?

- b. How is research in the social sciences, arts, and humanities valued and measured at Western?
- c. How is research in the social sciences, arts, and humanities valued and measured outside of Western?
- d. In what ways are these values and measurements aligned with the external context?

Jacquie Burkell, Cathy Benedict and Charles Weijer will coordinate the work of this group. They will conduct a document review, and, in consultation with the ADRs, develop a list of individuals and groups with which to meet within each Faculty/School, recognizing that each unit deals with research issues differently. They have begun to develop a series of questions that may be put to individual researchers and groups and are considering whether to conduct a common survey of all researchers in the social sciences, arts, and humanities disciplines at Western. They will also take part in a town hall to be held later in the fall to which all researchers in the related disciplines will be invited.

- 3. How is research in the social sciences, arts, and humanities supported at Western and how can this be improved?
 - a. Specifically, how can (i) administrative practices and processes, (ii) funding, and (iii) recognition be improved?
 - b. How can Western better communicate the results of leading edge scholarly activities in social sciences, arts, and humanities disciplines?
 - c. How can Western advocate for social sciences, arts, and humanities research more effectively?

Jonathan Vance and Andrew Nelson will coordinate the work of this group. The individuals to be consulted across campus will vary depending on the question. For example, a review of administrative practices and processes will require targeted consultations with those in Research Development Services who do the work that supports those processes; understanding communication and promotion of research activity will require consultation with the Department of Communications and Public Affairs, staff in individual Faculties with responsibility for promotion and celebration of research, and individuals at other universities to understand best practices here and elsewhere. The group will also want to understand how researchers promote and communicate their own work and how they can be encouraged to do that more effectively. With respect to examining the various internal funding programs, discussion with the full research community via the town hall would be appropriate.

C. Communications and Outreach

The information gathering strategy adopted by this task force includes the targeted communications and outreach described above, and a single town hall event for all interested researchers to attend. The current plan is to hold that meeting in early to mid-October. Discussions for other means of gathering input are still under way.

A web page - http://www.uwo.ca/univsec/about/gov_review/urb_index.html - has been set up for the Task Force that will provide updates from time to time on the work of the committee, scheduled meetings, questions for comment, etc.

Now that the URB has approved the mission, objectives and work plan for the task force, a broad communication will be sent to all researchers about the task force's work with an invitation for input. A dedicated email address (urb-task-force@uwo.ca) has been established for the task force to which individuals or groups will be able provide comments.

An interim report will be provided to the Vice-President (Research) by mid-January for presentation to the URB at their meeting in February. A final report will be presented in early April. URB will present the Task Force's recommendations to Senate for consideration and final approval.

REPORT OF THE HONORARY DEGREES COMMITTEE

FOR INFORMATION

Honorary Degree Recipients - Autumn Convocation 2015

The Honorary Degrees Committee of the Senate announces conferment of the following honorary degrees at Autumn Convocation 2015:

THURSDAY, OCTOBER 22 - 10:00 A.M.

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

INSTALLATION OF WESTERN'S 22nd CHANCELLOR - JACK COWIN

THURSDAY, OCTOBER 22 - 3:00 P.M.

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

LORD JOHN KREBS - DSc

FRIDAY, OCTOBER 23 - 10:00 A.M.

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

J. ROBERT S. PRICHARD - LLD

FRIDAY, OCTOBER 23 - 3:00 P.M.

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

REBECCA JAMIESON – LLD

* = students in the School of Graduate and Postdoctoral Studies in graduate programs hosted by individual faculties.

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

The following is an update from the COU and its Academic Colleagues.

New President and CEO: Mr David Lindsay has been appointed President and CEO of the COU, effective January 1, 2016. Lindsay is currently President and CEO of the Forests Products Association of Canada, and has held various Deputy Minister positions in the Ontario government. He has also served as President and CEO of Colleges Ontario, and is a Fellow of the Queen's University School of Policy Studies. Lindsay will replace Bonnie Patterson, who has been the President and CEO of the COU for the last six years.

Survey of Recent University Graduates: the MTCU has released its annual "University Works" employment report, which surveyed new graduates from Ontario universities. The report indicates that almost 94% of university graduates had jobs two years after graduation, with an average full-time salary of \$49,000. These earnings are significantly higher than for any other educational group. In addition, 86% of recent graduates reported working at jobs that require skills they acquired at university.

Communication Plan: the COU is developing a strategic communication plan aimed at re-establishing the perceived value of a university education in light of some negative media messages about job prospects for university graduates. The communication plan will be developed and implemented over the next five years, and will include a focus on innovation and research, the economic impact of universities on communities, and the job readiness of graduates.

Ontario Online Initiative: the Ontario Online Learning Consortium, which was incorporated last fall, has been focusing on the development of its public-facing online portal. This is scheduled to launch at the end of September. The portal will allow students to search for online courses, and will also provide resources and support for faculty who are developing online courses. The Consortium will operate under the name eCampus Ontario.

The MTCU has also announced a third round of funding for the development of new or revised online courses and modules. Proposals will likely be due in mid-November.

Priorities for 2015-16: the Academic Colleagues have identified a number of priorities for discussion in the coming year, including experiential learning, student and faculty health and wellness, and engaging faculty in scholarship about teaching and learning. The Academic Colleagues will also provide their perspective on any reforms made to the province's funding model for universities.

ANNOUNCEMENTS AND COMMUNICATIONS

FOR INFORMATION

The following academic administrative posts were approved on behalf of the Board of Governors:

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Margaret McNay	Education	Education	Associate Dean	July 1-2015	June 30-2018
Bert Chesworth	Physical Therapy	Health Sciences	Director	July 1-2015	June 30-2019
Paul Coates	Film Studies	Arts and Humanities	Acting Chair	July 1-2015	June 30-2016
Michael Strong		Schulich	Dean	July 1-2015	June 30-2021
Robert Andersen		Social Science	Dean	July 1-2015	June 30-2020
Catherine Nolan	Music	Music	Associate Dean	July 1-2015	June 30-2019
Tracy Isaacs		Arts and Humanities	Associate Dean	July 1-2015	June 30-2018
Robert Sica	Physics and Astronomy	Science	Chair	September 15-2015	June 30-2020
Donald Abelson	Political Science	Social Science	Chair	July 1-2015	June 30-2019
Scott MacDougall-Shackleton	Psychology	Social Science	Acting Chair	July 1-2015	December 31-2015
Kim Clark	Anthropology	Social Science	Chair	July 1-2015	June 30-2020
Dan Belliveau	Health Studies	Health Sciences	Director	July 1-2015	June 30-2018
Iain Scott	Law	Law	Dean	July 1- 2016	June 30- 2017
Angie Mandich		Health Sciences	Associate Dean	July 1-2015	June 30-2016
Christina Zoricic	Western Libraries	Western Libraries	Library Head	August 1-2015	July 31-2016
Robert Bartha	Medical Biophysics	Schulich	Acting Chair	July 1-2015	June 30-2016
Andrea Lum	Medical Imaging	Schulich	Chair	July 1-2015	December 31-2015
David Nicolle	Ophthalmology	Schulich	Acting Chair	July 1-2015	August 31-2015

Christopher Watling		Schulich	Associate Dean	July 1-2015	September 30-2015
Todd Stinebrickner	Economics	Social Science	Acting Chair	July 1-2015	June 30-2016
Charles Levine	Sociology	Social Science	Acting Chair	July 1-2015	June 30-2016
Joy James	Visual Arts	Arts and Humanities	Chair	January 1-2016	June 30-2016
Audra Bowlus	Economics	Social Science	Chair	July 1-2016 –	June 30-2019
Michael Motolko	Ophthalmology	Schulich	Acting Chair	September 1-2015	September 30-2016
Guangyong Zou	Epidemiology and Biostatistics	Schulich	Acting Chair	September 1-2015	August 31-2016

Senate ad hoc Committee on Renewal Membership

Recommended: That Senate receive and consider by email the report of the Nominating Committee with respect to a replacement member on the Senate ad hoc Committee on Renewal.

Background:

Earlier this week, a member of the ad hoc Committee on Renewal stepped down from the Committee. The Committee has done a considerable amount of preparatory work over the summer and is about to embark on a heavy schedule of town halls and consultations with campus groups. It is important, therefore, that a new member be appointed as soon as possible. The next meeting of the Senate Nominating Committee is October 2nd. Rather than wait until October 16th to have its recommendation approved, we are asking that Senate permit that recommendation to be dealt with by email.