

**SENATE AGENDA**

1:30 p.m., Friday, June 7, 2019  
**Arts and Humanities Building, Rm 1R40**

*The Land Acknowledgment will be read at the beginning of the meeting.*

1. **Minutes of the Meeting of April 12, 2019**
2. Business Arising from the Minutes
3. Report's of the President May & June – **EXHIBIT I**
4. Unanimous Consent Agenda – **EXHIBIT II**
5. Reports of Committees:
  - Operations/Agenda – **EXHIBIT III** (M. Milde)
  - Nominating Committee – **EXHIBIT IV** (K. Yeung)
  - Academic Policy and Awards – **EXHIBIT V** (J. Hatch)
  - Senate Committee on University Planning – **EXHIBIT VI** (D. Laird)
  - University Research Board – **EXHIBIT VII** (J. Capone)
6. Report of the Academic Colleague – **EXHIBIT VIII** (E. Chamberlain)
7. Announcements and Communications – **EXHIBIT IX**
8. Discussion and Question Period
9. New Business
10. 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.

## **SUMMARY OF AGENDA ITEMS: June 7, 2019**

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### **APPROVAL OF MINUTES**

### **REPORT'S OF THE PRESIDENT MAY & JUNE**

### **UNANIMOUS CONSENT AGENDA**

#### **FOR ACTION**

#### **OPERATIONS/AGENDA COMMITTEE**

##### **FOR ACTION**

Appointment of Acting Chancellor for Western's Convocation – October 23, 2019

Revision to the Senate Nominating Committee – Membership

##### **FOR INFORMATION**

Senate Membership – General Community Member

Senate Membership – Graduate Students

Senate meeting dates 2019-2020

Candidates for Degrees and Diplomas – Spring Convocation 2019

### **NOMINATING COMMITTEE**

#### **FOR ACTION**

University Research Board

Senate Review Board Academic

Selection/Review Committee for the Vice-Provost (International)

Provost's Task Force on Open Access and Scholarly Communication

### **SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)**

#### **FOR ACTION**

School of Graduate and Postdoctoral Studies:

Introduction of a New Milestone in the PhD Programs of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering

Revisions to the PhD in Music (Fields of Musicology, Music Theory, and Composition)

Withdrawal of the Master of Arts (MA) in American Studies

Renaming of the Master of Arts (MA) in Art History

Introduction of new fields in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)

Schulich School of Medicine & Dentistry:

Department of Epidemiology and Biostatistics: Introduction of a Minor in Epidemiology and Biostatistics

Revisions to the Admission Requirements of the MD Program

Revisions to the Progression Requirements of the MD Program

Faculty of Science:

Introduction of an Honors Specialization in Integrated Science with Astrophysics

Department of Biology and Schulich School of Medicine & Dentistry, Department of Biochemistry:

Introduction of an Honors Specialization in Synthetic Biology

Department of Earth Sciences: Reorganization of the Undergraduate Programs in Geology; Geophysics; and Environmental Geoscience

Faculty of Social Science:

DAN Department of Management & Organizational Studies: Withdrawal of the Honors Specialization and Specialization in Public Administration

First Nations Studies Program: Renaming of the "First Nations Studies" Modules and Subject Area

Brescia University College:

Renaming of and Revisions to Food Management Modules

Renaming of and Revisions to Family Studies Modules

Revisions to the Honors Specialization in Family Studies – BSc (Human Ecology) and Specialization in Family Studies BSc (Human Ecology)

King's University College: Introduction of a Certificate in the Teaching and Practice of Writing

Renewal of the Affiliation Agreement between The University of Western Ontario and Brescia University College, Huron University College, and King's University College

Policy Revisions:

- Revisions to the “English Language Proficiency for Admission” Policy
- Revisions to the “Course Numbering Policy, Essay Courses, and Hours of Instruction” Policy
- Revisions to the “Career-Related Learning: Internships, Co-Ops, Placements, Etc.” Policy
- Revisions to the “Registration and Progression in Three-Year, Four-Year and Honors Programs” Policy
- and the “Graduation Requirements” Policy

FOR INFORMATION

Revisions to the “Structure of the Academic Year” Policy

Revised Undergraduate Sessional Dates:

- Revised Undergraduate Sessional Dates for 2019-20

- Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20

SUPR-U Report:

- Cyclical Reviews of Classical Studies; Computer Engineering; Electrical Engineering; Integrated Engineering; and Software Engineering

SUPR-G Report: Cyclical Review of Surgery

Scholarships and Awards

**SENATE COMMITTEE ON UNIVERSITY PLANNING**

FOR ACTION

Faculty of Arts and Humanities – Proposed Name Change: the Department of Modern Languages and Literatures to the Department of Languages and Cultures

Faculty of Social Science – Proposed Name Change: “First Nations Studies” Program to “Indigenous Studies” Program

Lucas Family Women in Science Distinguished Scholar

John M. Thompson Centre for Engineering Leadership and Innovation

FOR INFORMATION

Annual Report of the Working Group on Information Security (WGIS) 2018

Report on Promotion and/or Tenure – Faculty 2018-2019 and LA 2008-2019

**UNIVERSITY RESEARCH BOARD**

FOR ACTION

Approval of the Institute for Earth and Space Exploration

**REPORT OF THE ACADEMIC COLLEAGUE**

FOR INFORMATION

Report on the April 2019 Meeting

**ANNOUNCEMENTS AND COMMUNICATIONS**

FOR INFORMATION

Senate Committee Election Results – April 2019

Academic Administrative Appointments

Report of the Board of Governors (April 25, 2019)



## **MINUTES OF THE MEETING OF SENATE**

**APRIL 12, 2019**

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

SENATORS: 70

R. Andersen	J. Hatch	W. Pearson
S. Barghi	A. Hearn	P. Peddle
S. Basu	M. Heath	T. Percival-Smith
G. Belfry	A. Holm	A. Pero
A. Bowlus	A. Hrymak	M. Perruzza
D. Brou	P. Jones	V. Radcliffe
C. Burghardt-Jesson	J. Kim	A. Ray
S. Burke	R. Konrad	M. Robinson
J. Capone	G. Kopp	J. Rylett
A. Chakma	K. Kwan	V. Schwean
E. Chamberlain	D. Laird	K. Shuey
A. Chant	A. Leguard	Z. Sinel
D. Cheng	L. Logan	W. Siqueira
K. Clark	D. Macpherson	V. Smye
R. Collins	J. Matthews	C. Steeves
J. Corrigan	M. McDayter	P. Thomlinson
J. Cuciurean	A. Meyer	G. Tigert
V. Dalal	M. Milde	S. Trosow
M. Davison	K. Miller	M. Vandebosch
I. Decoito	L. Miller	J. Wilson
J. Garland	S. Mumm	K. Yeung
R. Garno	O. Nadler	B. Younker
L. Ghattas	M. Novello	
A. Grzyb	D. Olteanu	

Observers: C. Alencar, D. Belliveau, T. Belton, K. Campbell, R. Chelladurai, J. Doerksen, L. Gribbon, J. Massey, J. McMullin, M. Pratt, M. Rose

### **Land Acknowledgement**

L. Ghattas read the Land Acknowledgement.

S.19-57

### **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of March 15, 2019 were approved as circulated.

S.19-58

### **REPORT OF THE PRESIDENT** [Exhibit I]

The President's Report, distributed with the agenda, contained information on the following topics:

- Distinguished University Professors named.
- Faculty Scholars named.
- Western recognizes teaching excellence.
- USC recognizes teaching excellence.



- Green and WISE award recipients recognized for sustainability efforts.
- Federal budget, announced March 19, includes investments for postsecondary education.
- Western leadership update: David Mallory named as King's Principal, effective July 1.
- Work of selection committees remains underway for the Deans of the Faculty of Engineering and the Schulich School of Medicine and Dentistry.

The President also reported on potential amendments to the Ministry of Education Act.

A Senator noted concerns that smaller universities may be negatively impacted if key performance indicators are implemented as funding measures. The President responded that limited information is available at this time, but that there are indications that the metrics will not be based upon institutional competition.

A Senator requested clarification on whether changes coming forward to the Ministries Act may include the mandatory retirement of faculty members. The President noted that there is insufficient information on the changes to comment at this time.

S.19-59 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by R. Collins, seconded by D. Laird,

That the 16 items listed in the Unanimous Consent Agenda (Exhibit II) be approved or received for information by Senate by unanimous consent.

CARRIED

The Secretary noted that the following items on the Unanimous Consent Agenda were incorrectly presented for approval. These items will be provided for information:

- Senate Membership – Faculty of Arts and Humanities
- Senate Membership – Faculty of Science
- Senate Membership – Vacancies filled by Appointments

**REPORT OF THE OPERATIONS/AGENDA COMMITTEE** [Exhibit III]

S.19-60 **Senate Nominating Committee – Membership**

Additional nominations were received from the floor. An electronic vote will be conducted following the meeting. The results will be reported to Senate at the May 10, 2019 meeting.

S.19-61 **Appointment of Acting Chair of Senate (May 10, 2019)**

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

That Senate appoint John Wilson, Vice-Chair of the Operations/Agenda Committee to serve as Acting Chair of Senate for the Senate meeting on May 10, 2019.

CARRIED

**Information Items Reported by the Operations/Agenda Committee**

Exhibit III, Report of the Operations/Agenda Committee, contained the following items that were received for information by unanimous consent:

- Senate Membership – Faculty of Arts and Humanities
- Senate Membership – Faculty of Science
- Senate Membership – Vacancies Filled by Appointment

S.19-62 **Open Access and Scholarly Communication Issues**

M. Milde, Chair, Operations/Agenda Committee reported on the Open Access and Scholarly Communication Issues, highlighting that the Committee had been advised that the Provost would be supportive of the creation of a Provost's Task Force, comprised of faculty, librarians, students, staff and administration. This working group may be tasked by the Provost to explore a broad array of issues and recommend key matters for consideration.

**REPORT OF THE SENATE NOMINATING COMMITTEE** [Exhibit IV]

S.19-63 **Operations/Agenda Committee**

The following members were elected to the Senate Operations/Agenda Committee:

A. Grzyb (FIMS) for a term to June 30, 2020, and K. Mequanint (Engg), A. Meyer (AH), A. Nelson (SS), K. Olson (AH), S. Pitel (Law), A. Rozovsky (UNDG), J. Wilson (Ivey), for a term to June 30, 2021.

S.19-64 **University Research Board**

The following members were elected to the University Research Board:

B. Baruah (SS), R. Bgeginski (Post Doc.), O. Branzei (Ivey), J. Kum (GRAD), J. Lacefield (Engg), R. Limongi (Post Doc.), L. Misener (HSci), I. Paul (AH), N. Wathen (FIMS), for a term to June 30, 2021.

S.19-65 **University Council on Animal Care**

T. Birmingham (HSci) and J. Rylett (Schulich) were elected to the University Council on Animal Care, for a term to June 30, 2021.

S.19-66 **Honorary Degrees Committee**

J. Garland (HSci), M. Jones, (AH), A. Matchen (UNDG), M. McGlynn (SS), B. A. Younker (Mus) were elected as members to the Honorary Degrees Committee, for a term to June 30, 2021.

S.19-67 **Senate Review Board Academic**

The following members were elected to the Senate Review Board Academic:

M. Atkinson (SS), I. DeCoito (Educ), R. Klassen (Engg) D. Lacasse (Law), I. Paul (AH), C. Viger (AH), J. Wilson (Ivey), for June 30, 2021, and S. Birdi (UNDG), J. Broberg (GRAD), M. Garabedian (UNDG), Y. Hassan (UNDG), V. Joe (UNDG), A. Parchizadeh (GRAD), A. Rozovsky (UNDG), P. Thomlinson (UNDG), E. Walsh (GRAD), for a term to June 30, 2020.

S.19-68 **Distinguished University Professor Selection Committee**

M. Crossan (Ivey), R. Stainton (AH) were elected to the Distinguished University Professor Selection Committee, for a term to June 30, 2021.

S.19-69 **Faculty Scholars Selection Committee**

C. Dyck (AH), J. Gilroy (Sci) were elected to the Faculty Scholars Selection Committee, for a term to June 30, 2021.

S.19-70 **Nominating Subcommittee to Elect a Senator from the General Community**

The following members were elected to the Nominating Subcommittee to Elect a Senator from the General Community:

H. Boyi (AH) for a term to June 30, 2020, and K. Miller (Admin), V. Smye (HSci.) for a term to June 30, 2021.

S.19-71 **McIntosh Gallery Committee**

L. Miller was elected as a member to the McIntosh Gallery Committee, for a term to June 30, 2021.

S.19-72 **Selection/Review Committee for the Vice-Provost (Academic Planning, Policy & Faculty)**

E. Chamberlain (Law), J. Cuciurean (Mus), and S. Knabe (FIMS) were elected to the Selection/Review Committee for the Vice-Provost (Academic Planning, Policy & Faculty).

S.19-73 **Committee Memberships Requiring Electronic Elections**

Additional nominations were received from the floor for the following committees:

- Vice-Chair of Senate
- Nominating Committee of Senate
- Senate Committee on Academic Policy and Awards (SCAPA)
- Senate Committee on University Planning (SCUP)
- Selection/Review Committee for Dean of Social Science

An electronic vote will be conducted following the meeting. The results will be reported to Senate at the May 10, 2019 meeting.

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

S.19-74 **Change in Designation of “Honors” to “Honours”**

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

That effective February 2020, the designation of “Honors” be replaced by the designation of “Honours” in all occurrences at Western University, including to be used on all diplomas, and

That the “Convocation; Graduation Diplomas and Certificates” policy be revised as shown in Exhibit V, Appendix 1, and

That all previous graduates be permitted to replace their “Honors” diploma with an “Honours” diploma, upon payment of an administrative fee for the replacement diploma.

CARRIED

S.19-75 **Scheduling of a Fall Reading Week and Related Amendments to Academic Policies**

It was moved by J. Hatch, seconded by M. Milde,

That effective September 1, 2019 a Fall Reading Week be introduced during the 9th full week of the Fall term, and

That the “Structure of the Academic Year” Policy be revised as shown in Exhibit V, Appendix 2, and

That the “Evaluation of Academic Performance” Policy be revised as shown in Exhibit V, Appendix 3.

It was moved by J. Hatch, seconded by M. Milde,

That the motion be amended as follows:

That effective September 1, 2019 a Fall Reading Week be scheduled to begin on the 3rd Monday after Thanksgiving and end at midnight the subsequent Sunday, and

That the "Structure of the Academic Year" Policy be revised as shown in Exhibit V, Appendix 2, and

That the "Evaluation of Academic Performance" Policy be revised as shown in Exhibit V, Appendix 3.

CARRIED

J. Hatch, Chair of the *ad hoc* Subcommittee on Fall Reading Week provided an overview of the Subcommittee's Report to Senate. He noted that the *ad hoc* Subcommittee had raised concerns regarding the scheduling of the Fall Reading Week in conjunction with the Thanksgiving holiday, as the timing of the holiday changes annually, and feedback from student stakeholders indicated that the timing was too early in the term to provide relief from academic workload.

The *ad hoc* Subcommittee proposed reducing the number of teaching days from 62 to 60 days, to accommodate a Fall Reading Week to begin on the 3<sup>rd</sup> Monday after Thanksgiving. He noted that this timing would allow for three weekends to be available for the scheduling of mid-term exams.

A Senator asked whether the policy related to the required number of contact hours for undergraduate courses would be revised to reflect the reduction to a 12-week term. J. Hatch responded that this would be referred to the Senate Committee on Academic Policy and Awards for consideration.

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

**Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Revisions to Spanish Modules**

S.19-76a Withdrawal of the Major and Minor in Spanish Language and Linguistics

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019, admissions in the Major and Minor in Spanish Language and Linguistics be discontinued, and

That students currently enrolled in these modules be allowed to graduate until August 31, 2023 upon fulfillment of the requirements, and

That effective September 1, 2023 the modules be discontinued.

CARRIED (Unanimous Consent)

S.19-76b Renaming of and Revisions to the Major and Minor in Spanish Language and Hispanic Cultures

It was moved by R. Collins, seconded by D. Laird,

That the Major in Spanish Language and Hispanic Cultures be renamed as the Major in Spanish, and that the module requirements be revised as shown in Exhibit V, Appendix 5, effective September 1, 2019, and

That the Minor in Spanish Language and Hispanic Cultures be renamed as the Minor in Spanish, and that the module requirements be revised as shown in Appendix 5, effective September 1, 2019.

CARRIED (Unanimous Consent)

**Faculty of Engineering: Department of Electrical and Computer Engineering: Withdrawal of Options**

S.19-77a **Withdrawal of the Electrical Engineering – Wireless Communication Option (C), Power Systems Engineering Option (E), and Biomedical Signals and Systems Option (G)**

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019 admission to the Electrical Engineering – Wireless Communication Option (C), Power Systems Engineering Option (E), and Biomedical Signals and Systems Option (G) be discontinued, and

That students currently enrolled in the programs be allowed to graduate with these Options upon completion of all requirements by August 31, 2023, and

That effective September 1, 2023, the Options be withdrawn.

CARRIED (Unanimous Consent)

S.19-77b **Withdrawal of the Software Engineering – Health Informatics Option (E)**

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019 admission to the Software Engineering – Health Informatics Option (E) be discontinued, and that the Option be withdrawn, and

That students currently enrolled in the program be allowed to graduate with this Option upon completion of all requirements by August 31, 2019.

CARRIED (Unanimous Consent)

S.19-78 **School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Comparative Literature**

It was moved by R. Collins, seconded by D. Laird,

That the Master of Arts (MA) in Comparative Literature be revised as shown below, effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-79 **School of Graduate and Postdoctoral Studies: Revisions to the Master of Management of Applied Science (MMASc) in Global Health Systems in Africa (GHS-A)**

It was moved by R. Collins, seconded by D. Laird,

That the Master of Management of Applied Science (MMASc) in Global Health Systems in Africa (GHS-A) be revised as shown in Exhibit V, Appendix 6, effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-80 **School of Graduate and Postdoctoral Studies: Introduction of the New Field “Food Processing” in the Master of Engineering (MEng) in Chemical and Biochemical Engineering**

It was moved by R. Collins, seconded by D. Laird,

That the new field “Food Processing” be introduced into the Master of Engineering (MEng) in Chemical and Biochemical Engineering program effective September 1, 2019, as shown in Exhibit V, Appendix 7.

CARRIED (Unanimous Consent)

S.19-81 **Faculty of Social Science, Department of Sociology: Withdrawal of the Major in Sociology of Population, Health and Aging**

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019 admission to the Major in the Sociology of Population, Aging, and Health be discontinued, and

That students currently enrolled in the module be allowed to graduate until August 31, 2023 upon fulfillment of the requirements, and

That effective September 1, 2023, the Major be discontinued.

CARRIED (Unanimous Consent)

S.19-82 **Brescia University College: Introduction of an Honors Specialization in Foods and Nutrition**

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019, an Honors Specialization in Foods and Nutrition be introduced at Brescia University College as shown in Exhibit V, Appendix 8.

CARRIED (Unanimous Consent)

S.19-83 **Revisions to the “Accommodation for Illness – Undergraduate Students” Policy**

It was moved by J. Hatch, seconded by J. Kim,

That effective September 1, 2019, the “Accommodation for Illness – Undergraduate Students” Policy be replaced with the new “Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs” Policy for a three-year trial period, as shown in Exhibit V, Appendix 9.

CARRIED

J. Doerksen, Vice Provost (Academic Programs and Students) presented the new “Accommodation for Illness – Undergraduate Students” Policy. The slides from his presentation are attached as [Appendix 1](#). He informed Senators that the development of this policy involved a lengthy consultation process.

A Senator noted concerns relating to the administration of the policy, requesting clarification on how the increased workload relating to the requests would be addressed. J. Doerksen advised that the working group had acknowledged that there may be an initial increase in requests, but that the requests would likely decrease over time.

Responding to a request for clarification on whether the validity of the accommodation requests would be reviewed and if there would be any investigations into any false reporting, J. Doerksen noted that investigations would not apply to instances of self-reporting. He further advised that the process of self-reporting would be via an online portal.

A Senator requested clarification on the criteria for the accommodation and the rationale behind the 30% threshold proposed in the policy. J. Doerksen responded that a review of similar policies at other institutions found that policies were institution-specific, and a consistent standard was not found.

S.19-84 **Introduction of a New Policy on Academic Accommodation for Students with Disabilities**

It was moved by R. Collins, seconded by D. Laird,

That effective May 1, 2019 the current policy on “Academic Accommodation for Students with Disabilities” and the “Faculty Handbook on the Implementation of the Policy on Academic Accommodation for Students with Disabilities” be replaced by a new policy, as shown in Exhibit V, Appendix 10.

CARRIED (Unanimous Consent)

S.19-85 **Revisions to the “Senior Citizens” Policy**

It was moved by R. Klassen, seconded by D. Laird,

That the “Senior Citizens” Policy be revised as shown in Exhibit V, Appendix 11, effective May 1, 2019.

CARRIED (Unanimous Consent)

S.19-86 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

Exhibit V, Report of the Senate Committee on Academic Policy and Awards, contained the following items that were received for information by unanimous consent:

- SUPR-U Report: Cyclical Reviews of Civil / Environmental Engineering; Mechanical Engineering
- SUPR-G Report: Cyclical Review of Classics
- New Scholarships and Awards

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)** [Exhibit VI]

S.19-87 **2019-20 University Operating and Capital Budgets**

It was moved by L. Miller, seconded by M. Milde,

That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2019-20 University Operating and Capital Budgets (Exhibit VI, Appendix 1).

CARRIED

Prior to his presentation, the Provost offered thanks to colleagues across the University for their diligence in the preparation of the budget, noting particularly the work of staff in Institutional Planning and Budgeting.

A. Hrymak, Provost & Vice-President (Academic), presented the 2019-20 University Operating and Capital Budgets (detailed in Exhibit VI, Annex 1) of \$792.2 million, which included a plan to draw \$14M from reserve funds to help make up a 2.2% drop in revenues. The slides from his presentation are attached as [Appendix 2](#). His presentation highlighted both the internal and external planning and budgetary contexts, operating revenues for 2019-20, new initiatives and priorities, tuition changes, enrolment expectations, operating expenditures, including recommendations for Faculties, and Support Units, university-wide expenditures, one-time expenditures, operating reserve forecast and an overview of the 2019-2020 capital budget.

Items discussed in the presentation to Senate included:

- Total revenues: \$778.2 million (decrease of 2.2%)
- Total expenses: \$792.2 million (increase of 0.3%)
- Endowed Chairs Matching Program (\$12M)
- Space/facilities funding (\$12M)
- Efficiency and Innovation Fund (\$10M)
- Capital spending (\$95.3M)
- Utilities and infrastructure (\$8M)
- General maintenance (\$14.3M)

A Senator requested clarification on the impact of the budget changes to the University's staff.

A. Hrymak, Provost & Vice-President (Academic), noted that over the two-year planning cycle the total full-time faculty complement will increase to 1,042 (2019) and decrease to 1,041 (2020).

In response to the question presented by Senator Grzyb (outlined in [Appendix 3](#)) A. Hrymak advised that Maintenance, Modernization, and Infrastructure (MMI) transfer and the FRSF Transfer to Capital is the policy of the Board of Governors and that the transfer amounts were consistent with other budget cycles. He further clarified that the transfers are intended for the maintenance of infrastructure on campus.

In response to the question presented by D. Belliveau, President of UWOFA (outlined in [Appendix 3](#)) A. Hrymak offered to host, if requested, an information session for Senators to further review and discuss the budget.

In response to the question presented by Senator Chant (outlined in [Appendix 3](#)) A. Hrymak clarified that the contributions to endowment funds have been reduced over the previous budget cycles from \$25M to \$12M. He further noted, with respect to the domestic tuition reduction impact to faculties, that the reduction in tuition revenue could be addressed with various methods. Increased enrolment could address the concern of revenue decreases, considering both international and domestic students.

Asked about whether there is the possibility of decreasing capital expenditures or endowments and using a portion of the allocated funds to off-set changes in spending on faculty or staff, A. Hrymak noted that the perceived growth in the Endowment Fund is, in part, due to philanthropic support. The contributions are intended to match the contributions provided via donors to the University.

In response to the question presented by Senator Trosow (outlined in [Appendix 3](#)) A. Hrymak noted that the funds transfers (Transfer of Operating Funds to Capital Funds for Special Initiatives – Table 8) are in place to support the long-term sustainability of the University. The transfers provide funding to future investment initiatives, such as the Endowed Chair matching, Efficiency/ Innovation Fund, long-range space plan, and one-time faculty allocations.

A. Hrymak clarified that the capital for building projects (Capital Budget Sources of Funding – Table 17) outlined in the budget have various funding sources.

A Senator requested further information relating to the April 30, 2018 Combined Financial Statements for the University (Statement 3 and Note 15) relating to the unrestricted assets noted at \$414,715M.

L. Logan, Vice-President (Operations & Finance) advised Senators that the unrestricted net assets of \$414,715M is a negative number. She clarified that the unrestricted net assets are comprised of provisions for future costs, including operating funds surplus, provisions for vacation pay, provisions for employee future benefits, and losses from University entities.

A Senator requested further details on the balances of current funds, as outlined in Table 14. L. Logan noted that the totals were reported in Table 15. She further clarified that funds transferred to capital funds are moved for use with specific projects that have been approved by the Board of Governors.



A Senator asked whether the budget could have been modelled to absorb all of the funding changes with reserve funding. A. Hrymak clarified that reserve funding would be used to address a one-time revenue short-fall but would not be used on an ongoing basis to offset the revenue decreases relating to the domestic tuition changes.

A motion to close debate was moved by D. Laird, seconded by V. Schwean.

The motion to close debate was called and CARRIED.

The question was called on the main motion and CARRIED.

**REPORT OF THE HONORARY DEGREE COMMITTEE** [Exhibit VII]

S.19-88 **Information Item Reported by the Senate Honorary Degrees Committee**

Exhibit VII, Report of the Senate Honorary Degrees Committee, contained the following item that was received for information by unanimous consent:

- Honorary Degree Recipients – Spring 2019

S.19-89 **ANNOUNCEMENTS AND COMMUNICATIONS** [Exhibit VIII]

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors during the month of March 2019:

- Academic Administrative Appointments

**DISCUSSIONS AND QUESTION PERIOD**

All questions submitted were addressed earlier in the meeting.

**ADJOURNMENT**

The meeting adjourned at 4:23 p.m.

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A. Chakma  
Chair

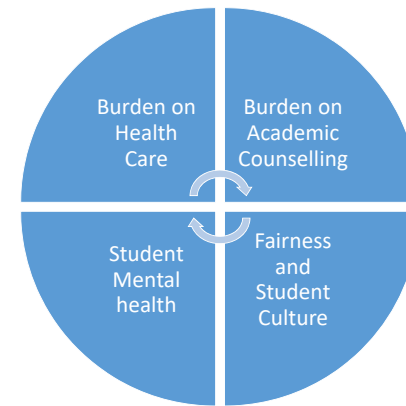
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K. Kwan  
Secretary

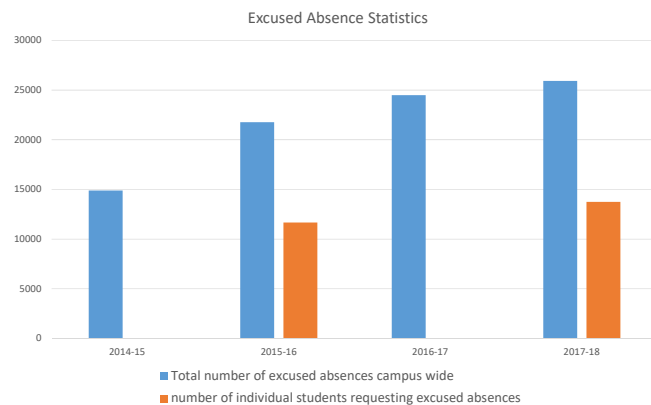
# Revised Student Absence Policy

Associate and Academic Deans Working Group:  
Joan Finegan, Jeff Hutter, Tracy Isaacs, Susan Knabe, Chris Sherrin  
With special appearances by  
Mike Bartlett and Ken Yeung

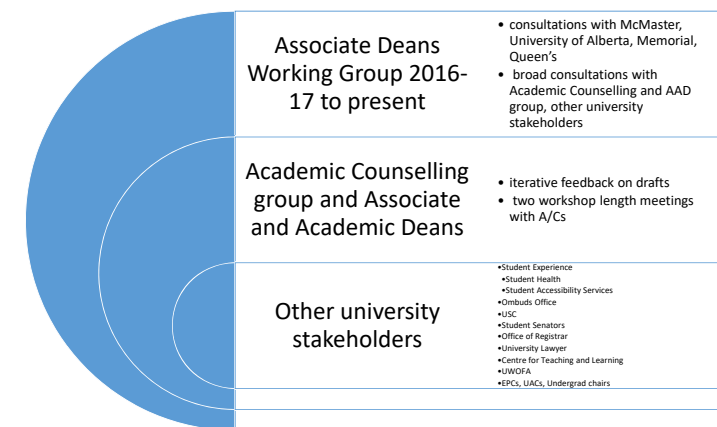
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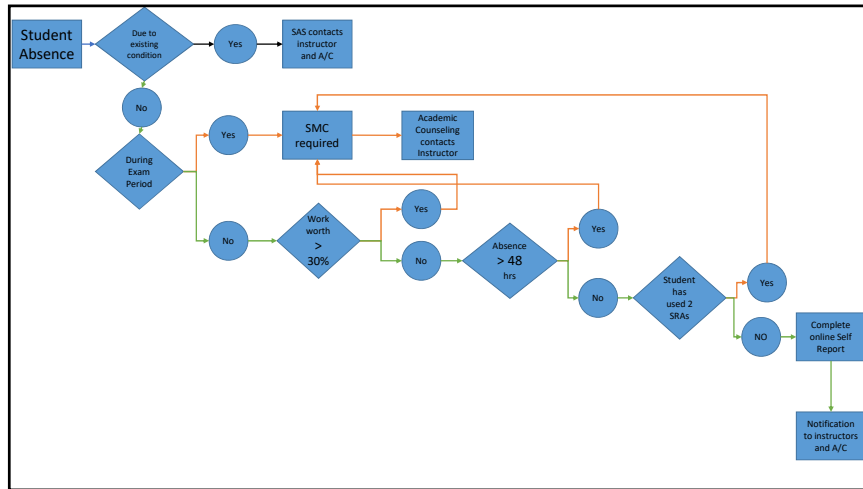
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## **Budget 2019-20**

Senate  
April 12, 2019

## **External Context**

- Provincial Government Actions to-date
  - Domestic Tuition Rolled-back 10% in 2019-20 and then held flat for 2020-21
  - Changes to Ancillary Fee System – by providing students “opt out” on some fees
  - Changes to OSAP
  - No change to Grant Funding

## Impact on Western's Budget

- Domestic Tuition Roll Back
  - Revenue loss of \$43M at the end of next 2 years
  - Partially offset by Increases in Int'l Tuition
- Changes to Ancillary Fee System
  - Lower revenues for some Student Services
  - Actual impact will not be known until Fall 2019
- Changes to OSAP
  - Waiting for details from Government

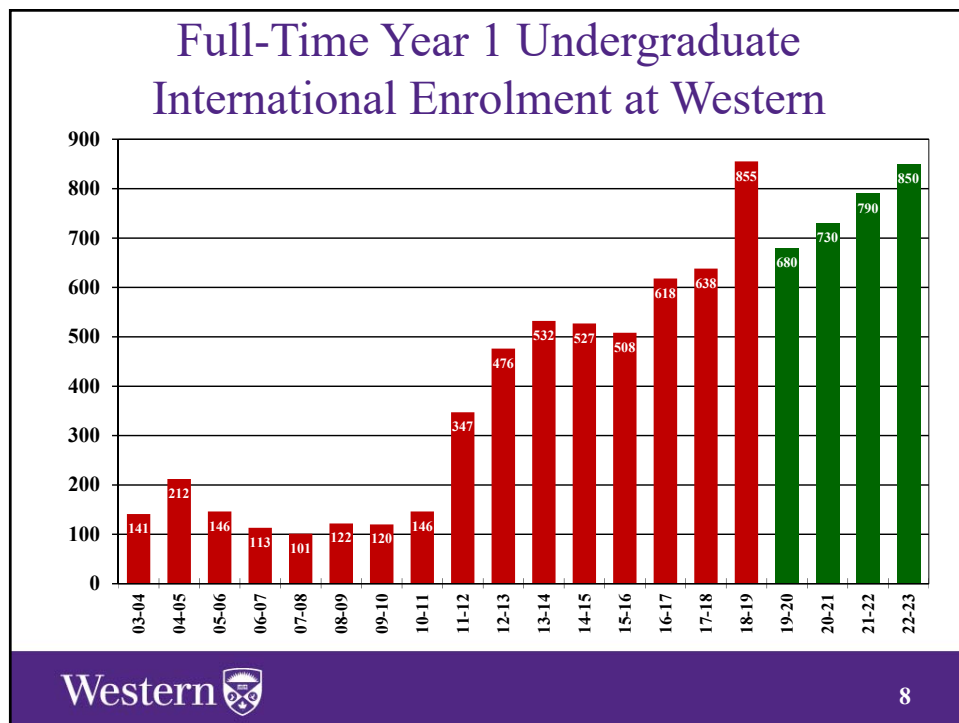
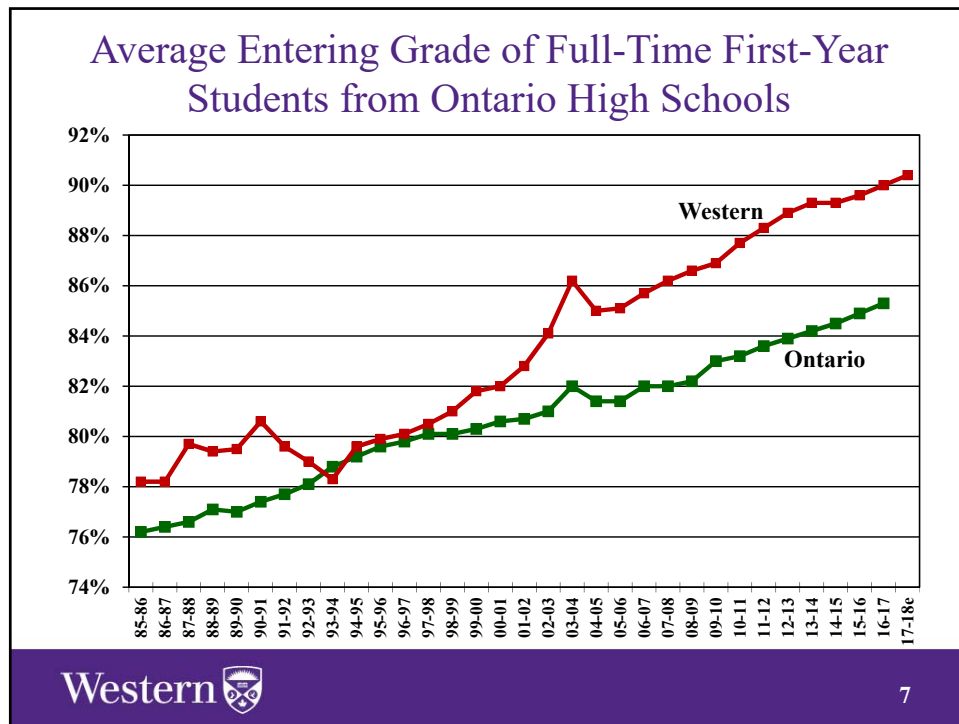
## Internal Planning Parameters

- Current Budget Approach Continues
  - 3% Inflationary Budget Adjustment (IBA)
  - Selective Investments through APF/SUPF
  - Funding for Strategic Priorities
  - Tuition Revenue Sharing with Faculties on Incremental Enrolments
- Additional Base Reductions Required
  - 2.5% in each of the next two years, for a total base reduction of 5% -- on top of IBA

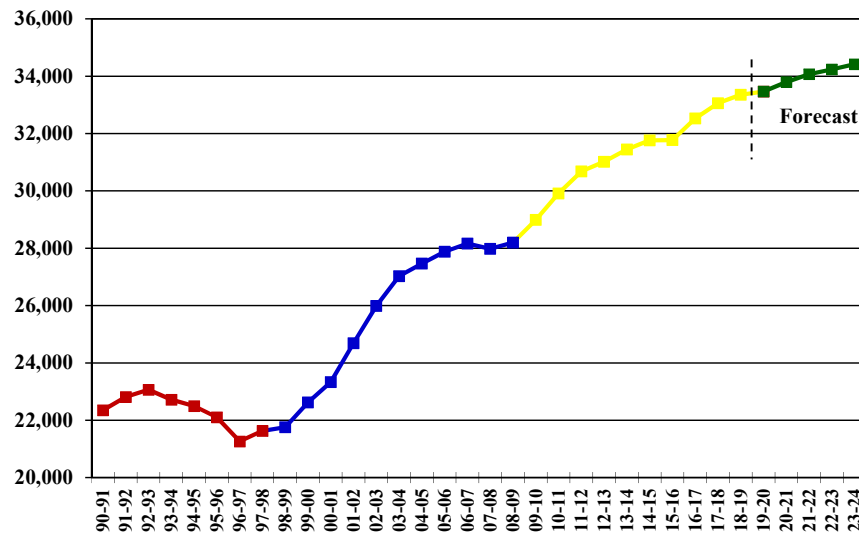
## **Enrolments: The Main Driver of Operating Revenues**

### **SUEPP-approved Enrolment Forecasts For Budget Planning Purposes – for the next 2 years**

- Undergraduate
  - First-year class of 5,250 and 5,300
  - Which includes International intake of 680 and 730
    - Based on input from Deans and academic/educational quality considerations
    - We will do our best to expand further
- Graduate
  - As per the Plans submitted by the Faculties



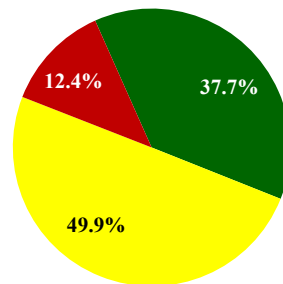
## Western: Constituent University FTE Enrolment



## The 2019-20 Operating Budget



## Projected 2019-20 Operating Revenues (Total = \$778.2M)



■ Govt Grants ■ Tuition ■ All Other

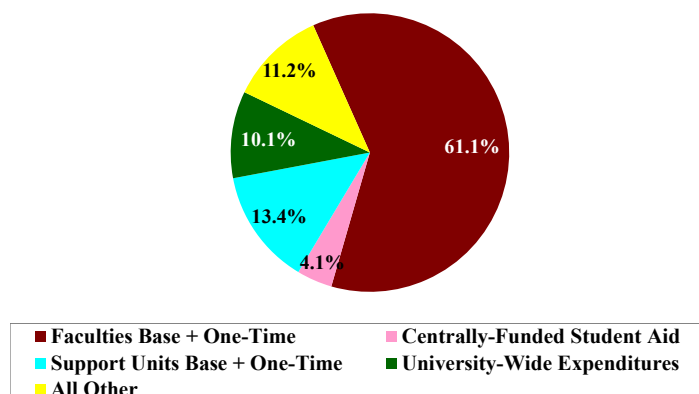
## Our Strategic Plan Priorities

Pillar	Priority
1	<b>RAISING OUR EXPECTATIONS: CREATE A WORLD-CLASS RESEARCH AND SCHOLARSHIP CULTURE</b>
2	<b>LEADING IN LEARNING: PROVIDE CANADA'S BEST EDUCATION FOR TOMORROW'S GLOBAL LEADERS</b>
3	<b>REACHING BEYOND CAMPUS: ENGAGE ALUMNI, COMMUNITY, INSTITUTIONAL &amp; INTERNATIONAL PARTNERS</b>
4	<b>TAKING CHARGE OF OUR DESTINY: GENERATE AND INVEST NEW RESOURCES IN SUPPORT OF EXCELLENCE</b>

## Investments and New Initiatives in this Budget

Investment / New Initiative	Investment	Strategic Plan Pillars
Growing Our Endowments: The Endowed Chairs Matching Program	\$12M One-Time	1, 3, 4
Long-Range Space/Capital Plan: Indigenous Spaces, Medical Facilities	\$12M One-Time	1, 2
Efficiency and Innovation Fund	\$10M One-Time	4
Strategic Expansion of Engineering: Multi-Year Self-Funding Plan	\$8M One-Time & \$950K Base	1, 2, 4
Innovation & Collaboration Hub in Imaging	\$3M One-Time	1, 2
Postdoctoral Fellowships Program (Pilot)	\$452K One-Time	1, 4
Entrepreneurship Initiatives	\$400K Base	2

## 2019-20 Operating Expenditures (Total = \$792.2M)



## Summary of the 2019-20 Operating Budget (Table 2)

- **Revenue Forecast** = \$ 778.2M  
– Decrease of 2.2%
- **Expenditure Plan** = \$ 792.2M  
– Increase of 0.3%
- **Projected In-Year Position** = \$ -14.0M
- **Projected Operating Reserve** = \$ 73.4M

## The 2019-20 Capital Budget

## Overview of the 2019-20 Capital Budget

- Supports Long-Range Space Plan (Page 35, Table 14)
- Major Projects – underway or upcoming (Category 1)
  - Modernization of Thames Hall
  - Weldon Library Modernization
  - Biomedical Research Facility: Phase 1 of Medical School Project
  - Ivey Spencer Leadership Centre Renewal / Expansion
  - Space/Facilities for Entrepreneurship Initiatives
  - University-wide Infrastructure Projects
- Preliminary Planning underway for Category 2 Projects
  - Indigenous Spaces, Medical Facilities, Parking Structures

## Overview of the 2019-20 Capital Budget

- **Total Spending of \$95.3M** (Table 15, line 10)
  - \$24.8M for New Construction (Table 18, line 11)
  - \$20.6M for Major Renovations (Table 18, line 19)
  - \$49.9M for All Other Expenditures
    - Utilities and Infrastructure
    - Modernization of Academic Facilities
    - General Maintenance and Modernization
    - Housing and Ancillary Projects

**END**

## QUESTIONS

A. Grzyb

*Faculty of Information & Media Studies*

How can the administration defend the transfer of \$18.5 million from the operating budget to the capital budget at a time when the core functions of the university are being sharply cut? This includes the Maintenance, Modernization, and Infrastructure (MMI) transfer (\$15.5 million) and the FRSF Transfer to Capital (\$3 million level) – Appendix 1, p.28.

D. Belliveau

*President, UWOFA*

The Senate Committee on University Planning (SCUP) is recommending that Senate provide advice to the Board of Governors regarding Western's 2019-20 University Operating and Capital Budget. The Budget documents were only provided to Senators on April 9, 2019, three days before the scheduled Senate meeting, insufficient time to carefully examine the documents and provide astute advice.

The ramifications of such a budget has not been contemplated since 2008-09 financial crisis at which time, members of the university community were offered opportunities to review and comment on budgetary implications through town hall meetings led by senior leadership at Western.

Earlier this week, I participated in a Leaders Forum on “our evolving teaching and learning environment” where we learned that Millennials and iGen students attending university are confident, high achieving students who also feel tremendous pressure to succeed and are grades and performance focussed; that Western believes we must offer supports to students that shift them “From Survive to Thrive”; and that students seeking support through services like SSD has risen by more than 300% since 2007 (1100 in 2007 to 3400 in 2017).

I ask all of you responsible for making these budget choices – have you done all that can be done to prioritize student learning and to safeguard a high quality educational experience by ensuring that there is no compromise to the complement of highly educated and talented instructors at Western and that student have access to all of the necessary supports to thrive at Western? That is the advice that I offer.

A. Chant

*Administrative Staff*

As part of the budget discussions at Senate tomorrow, I will be looking for answers on the following two questions:

1. As a result of the government-mandated tuition cut, the Administration has indicated units will need to cut their budgets more drastically than the normal 3% cut per annum. Cuts that affect the University's missions of teaching and research should be prioritized behind delaying planned capital expenditures and temporarily reducing contributions to the endowment. As such, what contributions does the University foresee making toward the endowment this year? How does this compare to contributions in the last two years?
2. With the prospective budget now laid out, what consequences do we expect for units in terms of reductions in class sections or changes in staffing, both faculty and administrative/technical staff? In particular, I would like to hear how this prospective budget may affect units that have previously struggled financially, such as the Faculty of Arts and Humanities.

S. Trosow

*Faculty of Information & Media Studies /Faculty of Law*

This question pertains to the transfer of operating funds to capital funds and the funding for Special Initiatives. These capital projects and special initiatives were planned before the Province announced its cuts.

Why are the plans for these various special initiatives being preserved in the proposed budget while the core functions of the university are absorbing the burdens of these 2.5% cuts?

In order to determine whether some of contributions to these plans/initiatives could be deferred for a year, some further detail in the presentation of background information would be useful to Senators and to members of the Board of Governors. On page 40/51, the report states:

"... Table 17 displays sources of funding for budgeted capital expenditures with estimates of comparative data for 2018-19, divided into six major categories: federal, provincial and municipal government grants; funds transferred from Western's operating budget; interest earned; general fundraising; borrowing; and other sources, including internal recoveries. As compared to a decade ago, the University's capital budget is more dependent on transfers from the operating budget and debt."

While Table 17, lines 7 through 25 show the transfers proposed for 2019-2020 as well as those proposed for 2018-19, some additional historical information going back a few years is needed to put this limited information in better context. On its face, it appears as if the transfers are going down (\$68.1 million to \$33.2 million) but to put this into a more meaningful context, what were these numbers going back over the last five year period?

When operating funds are transferred to a capital fund, for example the Ivey-Spencer project) are these funds returned to the operating fund at some point?

It would be helpful to understand the current balance in each of these funds before approving any further transfers. Could this information be provided as a supplement to Table 17?

It is also unclear why these initiatives need to be supported from operating funds when there are alternatives that would have a less burdensome impact on core programs in the faculties. According to the April 30, 2018 Combined Financial Statements of UWO, Unrestricted Assets totalled \$414.7 million at that time.

(Statement 3 and Note 15 of [https://www.uwo.ca/finance/forms/docs/corporate\\_accounting/2018.pdf](https://www.uwo.ca/finance/forms/docs/corporate_accounting/2018.pdf))

Why could the proposed budget not utilize some of these unrestricted assets to support these "high priority university-wide initiatives", instead of diverting funds from the current operating budgets which are sorely needed by individual faculties/units?

The broader question, which would flow from this greater detail, is whether the university is becoming too dependent on taking money from operating funds to pay for these various projects and whether these transfers could be cut in a year of particular stress on faculty operating budgets.



President & Vice-Chancellor

## REPORT OF THE PRESIDENT

To: Senators  
From: Amit Chakma  
Date: May 03, 2019  
Re: President's Report to Senate

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For the May 10, 2019 meeting of Senate, I'm pleased to highlight the following news, achievements and developments since my last written report (dated April 5) for the April 12 Senate meeting.

**Provincial Budget 2019:** On April 11, the Provincial government presented a budget which included several important changes for Ontario's PSE sector. While the overall budget for the Ministry of Training, Colleges and Universities has been decreased from \$12.1B in 2018-19 to \$11.37B in 2019-20, there was no change to the amount currently allocated for operating grants to individual institutions. The budget also announced that the next round of Strategic Mandate Agreements (SMA3) to be established between the Province and individual institutions will introduce a new performance-based funding model that will tie significant, and increasing, proportions of operating grants to performance indicators. Currently, SMA2 links only 1.4% of college and university operating grants to performance. SMA3 will tie 25% of funding in 2020-21 to performance, rising incrementally each year to 60% by 2024-25. While the specifics of this new model remain to be outlined in greater detail, the government has signaled that the number of performance indicators in SMA3 will be reduced to 10 (from the current 38 in SMA2) and they will align with the government's priorities related to skills and jobs outcomes, and to economic and community impact.

**Code of Student Conduct revised:** At its April 25 meeting, the Board of Governors approved changes to the *Code of Student Conduct* that extend its reach in an attempt to address problem behaviour at unsanctioned events that have become associated with Western and Broughdale Avenue. Previously, the code could be applied only to sanctioned university events or, in some instances, external events where students were officially representing Western. The updated Code now reads that Western may exercise jurisdiction in specific, serious off-campus instances: *"This Code applies to ... off-campus conduct... where the conduct occurs at a program, event or activity not hosted, sanctioned, sponsored, or organized by the University that because of the nature of the program, event or activity and/or the number of students involved, might reasonably be seen to have a direct or indirect association with the University."*



In determining whether or not to exercise jurisdiction over off-campus conduct, the University will consider four factors:

The seriousness of the alleged conduct;

1. The risk of harm involved;
2. Whether the victim(s) are members of the campus community; and/or
3. Whether the off-campus conduct is part of a series of actions that occurred both on and off the premises.

These changes to the code represent one of several initiatives being undertaken by Western and community partners to mitigate and ultimately eliminate problems associated with the Broughdale party. Earlier this year, Western administrators met with representatives from eight other Ontario universities also dealing with large, unsanctioned street parties, and Western's code changes were informed in part by the amendments other universities have made to their own codes of student conduct.

**Western leadership update:** We are pleased to officially welcome to Western **Sharon Hodgson**, our new Dean of the Ivey Business School, commencing May 6. Sharon's appointment was announced in February following a career of more than three decades leading change within large organizations in her varied roles with IBM, PwC and Andersen Consulting. As a senior executive with IBM Global Business Services, she led several multi-billion-dollar consulting businesses around the world where she drove growth and innovation. In her most recent role as Global Consulting Leader for IBM's Artificial Intelligence, Watson™, Advanced Analytics, Internet of Things, and Big Data business, Sharon harnessed these new technologies to introduce AI and Big Data solutions to market.

On April 30, I announced that **Dr. Sarah Prichard** has been appointed as Western's Acting Vice-President (Research), on the advice of President-Elect Alan Shepard, commencing July 1. While Dr. Prichard will not stand as a candidate for the next mandate of the VPR when John Capone's term concludes June 30, she will be working hard during the interim period to promote and support research activities on campus while the search for the next VPR is led by President Shepard. Sarah brings to her new role many years of senior experience as an academic leader, researcher, research champion and administrator. She built a successful career as clinician-scientist and academic administrator at McGill University's Faculty of Medicine and McGill University Hospital Centre (MUHC). She currently serves as the Vice Chair of the board of governors of MUHC which is home to 12,000 staff, 1400 clinicians, 1700 researchers and more than 2000 residents and medical students. Over the course of her career as a prize-winning teacher, researcher and academic clinician-scientist, she rose to the rank of Professor of Medicine and Associate Dean of Medicine. More importantly to her interim role at Western, Sarah will bring a wealth of experience across multiple jurisdictions and sectors in the organizing and leadership of research on a large

scale. She will be on campus in May to meet with researchers, Deans and Associate Deans (Research) and to prepare for her official arrival in July.

Earlier this month, four senior administrative colleagues announced their plans to step down from their respective roles at Western, including: Vice-Provost & Associate Vice-President (International) **Julie McMullin**, who has been appointed Vice-President (Academic) & Provost at Mount Saint Vincent University in Halifax, starting August 1; effective May 17, Director of Finance & Administration (Research) **Patrick Callaghan** will depart Western for a new role as Assistant Vice-Chancellor, Finance & Operations at the Scripps Institution of Oceanography at the University of California, San Diego, and; Associate Vice-Presidents (Research) **Juan-Luis Suárez** and **Mark Daley** have chosen to step down from their respective administrative roles on July 1 to return to and focus on their research. On behalf of the senior administrative team and campus community, I want to express our deep gratitude to Julie, Patrick, Juan-Luis and Mark for their service and contributions to Western over the years, and wish them each the very best for continued success in their future endeavours. In the weeks ahead, I will be working closely with Provost Andy Hrymak, VPR John Capone and President-Elect Alan Shepard to ensure appropriate transition plans are developed for these important portfolios.

Meanwhile, the work of selection committees remains underway for the Deans of the Faculty of Engineering and the Schulich School of Medicine & Dentistry. As well, the work of two new leadership review/selection committees — for the Vice-Provost (Academic Planning, Policy & Faculty) and the Dean of Social Science — will also get underway later this spring.



## REPORT OF THE PRESIDENT

To: Senators  
From: Amit Chakma  
Date: May 31, 2019  
Re: President's Report to Senate

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For the June 07, 2019 meeting of Senate, I'm pleased to highlight the following news, achievements and developments since my last written report (dated May 3) for the May 10 Senate meeting, which was cancelled due to quorum not having been met.

**Hasenfratz named Western's 23<sup>rd</sup> Chancellor:** On May 23, I was delighted to announce that Western alumna **Linda Hasenfratz** will serve as the University's 23rd Chancellor. As CEO of Linamar Corporation, Linda will bring a wealth of international experience and a dynamic, energetic style of leadership that will benefit Western when she is officially installed during convocation ceremonies in October. Among her many achievements, Linda is a member of the Canadian Business Hall of Fame and is widely recognized for her contributions to Canadian business and for her commitments to the community. Here at Western, in addition to serving as a member of the Ivey Business School's Advisory Board, Linda has played a key role in encouraging more women to enter the fields of engineering and business through her personal engagement and philanthropy. As I stated in the official announcement of her appointment, I believe Linda exemplifies the type of graduates Western prepares for the world, and we are looking forward to the leadership she will bring to our institution in her new role. As Chancellor, she will succeed Jack Cowin, whose term as Chancellor concludes June 28. As a proud Western graduate and a passionate supporter of Western, Jack has been an extraordinary friend to his alma mater throughout his career, and we look forward to formally celebrating his term as Chancellor during our spring convocation.

**2019 Hellmuth Prize winners named:** Congratulations to Education professor **Peter Jaffe** and Engineering professor **Andy Sun** on their being awarded the 2019 Hellmuth Prize for Achievement in Research. Two prizes are offered annually to recognize faculty members with outstanding international reputations for their contributions in research, one in the area broadly defined as the natural sciences and engineering, one in the social sciences and humanities. As a member of Western's community for more than 45 years, Peter currently serves as Academic Director of the Centre for Research and Education on Violence Against Women & Children. Peter's research has increased our understanding of how children are affected by violence, informed the development of prevention programs in schools and public education initiatives, and helped to shape government policy and legislation.

Professor Sun is a globally renowned authority in nanotechnology and materials engineering whose research has led to innovative solutions in the realms of clean energy and Lithium ion battery technology. In particular, Andy's work has recently resulted in the creation of a Joint Laboratory with China Automotive Battery Research Institute Co. (CABRI) to investigate next-generation all solid-state batteries. In turn, CABRI has established a Canadian-based company (GLABAT Solid-State Battery Inc.) at the Western Research Park thanks to a \$10-million investment.

**Two Western Trudeau Scholars named:** Congratulations to Geography PhD candidates **Steven Vanloffeld** and **Vanessa Ambtman-Smith** who were among 20 individuals nationwide recently named Pierre Elliott Trudeau Foundation Scholars, a doctoral scholarship program focused on the social sciences and humanities. Scholars were chosen for their work within four themes: Human rights and dignity; responsible citizenship; Canada and the world; people and their natural environments. Vanloffeld explores how Indigenous peoples have been systematically marginalized from decision-making related to land development and resource allocation in their own territories, and how that voice is returning to the table. Ambtman-Smith studies ways to re-design health care systems to enable access to culturally safe care and to advance models of care that go beyond the traditional view of health care, focused on the effectiveness of Indigenous traditional healing spaces within hospitals. Trudeau Scholars receive \$60,000 annually, for three years, to subsidize tuition, living expenses and travel for research and scholarly networking.

**Four Vanier Scholars named:** Congratulations to four Western PhD candidates recently named among 166 nationwide recipients of the 2019-2020 Vanier Canada Graduate Scholarships. Selected each year in recognition of their leadership skills, research potential, and a high standard of scholarly achievement across all disciplines, each Vanier Scholar receives \$50,000 annually for up to three years. Western's four Vanier Scholars include:

- **Jemima Nomunume Baada** — Women's Studies and Feminist Research, with the collaborative specialization in Migration and Ethnic Relations, studying *the Dual Effects of Climate Change and Multilateral Investment on Agrarian Migration in Ghana*
- **Federica Guccini** — Anthropology, studying *Hakka Mauritian Heritage Practices in Mauritius and Canada*
- **Amanda Houston** — Nursing, studying *Decision making capacity and triage acuity among emergency department users.*
- **Ibrahim Ibrahim** — Civil Engineering, *studying the Design of Thunderstorm-safe Electricity Transmission Towers – Experimentally Validated Theory to Application*

**New Frontiers in Research Grants awarded:** Congratulations to five Western researchers on being recognized for their interdisciplinary research as part of the federal government's New Frontiers in Research Fund announced May 13 by Minister of Science and Sport Kirsty Duncan. The new fund invests

in researchers with five years or less of experience since their first academic appointment, and each recipient receives up to \$250,000 over the next two years. Western's grant recipients include:

- **Corey Baron** — Medical Biophysics, *Microstructural imaging of concussion*
- **Emma Duerden** — Education, *Neuroimaging Biomarkers for Prenatal Detection of Preterm Birth*
- **Bogumil Karas** — Biochemistry, *First-in-the-world synthetic nitrogen-fixing organelles*
- **Haojie Mao** — Engineering, *Multi-disciplinary biomechanical and mathematical modelling of the brain to understand mild traumatic brain injury/concussion*
- **Zhan Tao (Peter) Wang** — Paediatric Surgery, *A surgical simulation study investigating the relationship between psychological and physiological factors on surgical trainability*

**Western leadership update:** Congratulations to **Ken Coley** on being named Dean of the Faculty of Engineering for a five-year term beginning July 1. Professor Coley comes to Western following a successful career as an academic and administrative leader at McMaster University where he has played several senior roles since joining their Department of Materials Science & Engineering in 1996. Currently, Ken is the Associate Dean (Academic) for the Faculty of Engineering as well as the Director of the McMaster Steel Research Centre. Previous senior roles he has played at McMaster include Chair of the Department of Materials Science & Engineering (2005-09), Director of the Engineering & Management Program (2003-05), and Acting Associate Dean of Graduate Studies (2001). Prior to joining McMaster, Ken was the British Steel Lecturer in the Department of Metallurgy & Engineering Materials at the University of Strathclyde (1989-96) and a Scientific Officer at the UK's National Physical Laboratory (1986-89). Ken holds a BSc in Metallurgy from the University of Strathclyde (Glasgow, UK) and a PhD in Extractive Metallurgy from Imperial College of Science & Technology, London, where he also conducted postgraduate research.

On May 29, **Paul Paolatto** was named interim Director of Finance and Administration at Research Western, effective June 1. Paul will assume duties held prior by Patrick Callahan, who is departing June 30 for a new role at the Scripps Institute of Oceanography. Paul will continue in his current role as Executive Director, Western Research Parks and CEO of the ADEISS Centre, in addition to these new duties. Searches will be launched in due course for a permanent Director of Finance and Administration and for a new Executive Director of Research Western.

Meanwhile, the work of the selection committee for the next Dean of the Schulich School of Medicine & Dentistry remains underway. As well, the work of new leadership review committees for the Vice-Provost (Academic Planning, Policy & Faculty) and the Dean of Social Science are also now underway. Looking ahead, selection committees to recruit the next Vice-President (Research), next Associate Vice-President (Research), and the next Vice-Provost & Associate Vice-President (International) will soon be struck with a view to beginning their work in the fall.

## UNANIMOUS CONSENT AGENDA

### FOR APPROVAL

*Any member who wishes to ask a question, discuss, or oppose an item that is listed below may have it removed from the consent agenda by contacting the Secretary of Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motion.*

**Recommended:** That the following items be approved or received for information by the Senate by unanimous consent:

### Report of the Senate Operations/Agenda Committee – EXHIBIT III

1.	Senate Membership – General Community Member	INFORMATION
2.	Senate Membership – Graduate Students	INFORMATION
3.	Senate meeting dates 2019-2020	INFORMATION
4.	Candidates for Degrees and Diplomas – Spring Convocation 2019	INFORMATION

### Report of the Senate Committee on Academic Policy and Awards – EXHIBIT V

5.	School of Graduate and Postdoctoral Studies: Introduction of a New Milestone in the PhD Programs of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering	ACTION
6.	School of Graduate and Postdoctoral Studies: Revisions to the PhD in Music (Fields of Musicology, Music Theory, and Composition)	ACTION
7.	School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Arts (MA) in American Studies	ACTION
8.	School of Graduate and Postdoctoral Studies: Renaming of the Master of Arts (MA) in Art History	ACTION
9.	School of Graduate and Postdoctoral Studies: Introduction of new fields in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)	ACTION
10.	Schulich School of Medicine & Dentistry, Department of Epidemiology and Biostatistics: Introduction of a Minor in Epidemiology and Biostatistics	ACTION
11.	Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program	ACTION
12.	Faculty of Science: Introduction of an Honors Specialization in Integrated Science with Astrophysics	ACTION
13.	Faculty of Science, Department of Biology and Schulich School of Medicine & Dentistry, Department of Biochemistry: Introduction of an Honors Specialization in Synthetic Biology	ACTION
14.	Faculty of Science, Department of Earth Sciences: Reorganization of the Undergraduate Programs in Geology; Geophysics; and Environmental Geoscience	ACTION
15.	Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Honors Specialization and Specialization in Public Administration	ACTION
16.	Faculty of Social Science, First Nations Studies Program: Renaming of the “First Nations Studies” Subject Area and Renaming of and Revisions to Modules	ACTION
17.	Brescia University College: Renaming of and Revisions to Food Management Modules	ACTION
18.	Brescia University College: Renaming of and Revisions to Family Studies Modules	ACTION
19.	Brescia University College: Revisions to the Honors Specialization in Family Studies BSc (Human Ecology)	ACTION
20.	King’s University College: Introduction of a Certificate in the Teaching and Practice of Writing	ACTION

21.	Revisions to the "English Language Proficiency for Admission" Policy	ACTION
22.	Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy	ACTION
23.	Revisions to the "Career-Related Learning: Internships, Co-Ops, Placements, Etc." Policy	ACTION
24.	Revisions to the "Registration and Progression in Three-Year, Four-Year and Honors Programs" Policy and the "Graduation Requirements" Policy	ACTION
25.	Revisions to the "Structure of the Academic Year" Policy	INFORMATION
26.	Revised Undergraduate Session Dates for 2019-20	INFORMATION
27.	Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20	INFORMATION
28.	SUPR-U Report: Cyclical Reviews of Classical Studies; Computer Engineering; Electrical Engineering; Integrated Engineering; Software Engineering	INFORMATION
29.	SUPR-G Report: Cyclical Review of Surgery	INFORMATION
30.	Scholarships and Awards	INFORMATION

**Senate Committee on University Planning – EXHIBIT VI**

31.	Lucas Family Women in Science Distinguished Scholar	ACTION
32.	John M. Thompson Centre for Engineering Leadership and Innovation	ACTION
33.	Annual Report of the Working Group on Information Security (WGIS) 2018	INFORMATION
34.	Report on Promotion and/or Tenure – Faculty 2018-2019 and LA 2008 - 2019	INFORMATION

**Announcements and Communications – EXHIBIT IX**

35.	Senate Committee Election Results – April 2019	INFORMATION
36.	Academic Administrative Appointments	INFORMATION
37.	Report of the Board of Governors (April 25, 2019)	INFORMATION

### The Unanimous Consent Agenda

The Senate's parliamentary authority -- *Sturgis Standard Code of Parliamentary Procedure* -- explains the consent agenda:

Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

While approval of an omnibus motion saves time at Senate meetings, Senate members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

#### **How it works:**

In consultation with Committee chairs and principal resource persons, the Secretary identifies action and information items that are routine and/or likely non-controversial. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Senate agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, he or she can have it be removed from the consent agenda** by contacting the Secretary of the Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of the Senate (1) will advise the Senate of items that are to be removed from the list, based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.



### The Unanimous Consent Agenda

The Senate's parliamentary authority -- *Sturgis Standard Code of Parliamentary Procedure* -- explains the consent agenda:

Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

While approval of an omnibus motion saves time at Senate meetings, Senate members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

#### **How it works:**

In consultation with Committee chairs and principal resource persons, the Secretary identifies action and information items that are routine and/or likely non-controversial. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Senate agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, he or she can have it be removed from the consent agenda** by contacting the Secretary of the Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of the Senate (1) will advise the Senate of items that are to be removed from the list, based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

**REPORT OF THE OPERATIONS AGENDA COMMITTEE**

Contents	Consent Agenda
Appointment of Acting Chancellor for Western's Convocation - October 23, 2019	No
Revision to the Senate Nominating Committee – Membership	No
Senate Membership – General Community Member	Yes
Senate Membership – Graduate Students	Yes
Senate meeting dates 2019-2020	Yes
Candidates for Degrees and Diplomas – Spring Convocation 2019	Yes

**FOR APPROVAL**

1. **Appointment of Acting Chancellor for Western's Convocation - October 23, 2019**

**Recommended:** That Senate approve Mr. John Thompson, Chancellor Emeritus as the Acting Chancellor at Western's Autumn Convocation scheduled for October 23, 2019.

**Background:**

From the UWO Act, sec. 37(3) and (4): In the absence of the Chancellor ... the Vice-Chancellor shall act as Chancellor at Convocation or shall appoint a member of the Faculty to act in that capacity. In the absence of both the Chancellor and Vice-Chancellor ... the Chancellor's duties shall be performed by a member of the Faculty appointed by the Senate for that purpose

2. **Revision to the Senate Nominating Committee – Membership**

**Nominating Committee of Senate**

**Composition:** Regular Members:

Seven (7) members of Senate, at least one (1) of whom is a grad student and no more than two members from a single unit.

Alternate Members:

Three (3) members of Senate, at least one (1) of whom is a student

**Current Elected Members:**

**Regular Members:** A. Borchert (AH), A. Holm (SS), K. Yeung (Sci), A. Meyers (Grad), J. Wilson (Ivey)

**Alternate Members:** M. Heath (Health Sci), L. Ghattas (UDGR), VACANT

**Required:** One (1) alternate Senate member.

**Nominees:** D. Jeffrey (Sci)  
S. Taylor (Educ)

**Background:**

The membership of the Nominating Committee requires a revision, from D. Jefferies (Sci) to S. Taylor (Educ), as D. Jefferies was noted in error on the April 12, 2019 Senate agenda.

FOR INFORMATION

3. **Senate Membership – General Community Member**

The Nominating Subcommittee to Elect a Senate Representative from the General Community has reappointed Mr. Don Macpherson to a two-year term from July 1, 2019 to June 30, 2021.

**Background:**

Mr. Don Macpherson is currently the Superintendent of Student Achievement at the Thames Valley District School Board, with responsibilities for the Learning Support Services/Program Services portfolio including elementary and secondary school supervision and leadership. Mr. Macpherson obtained a Bachelor of Education and a Master of Education from Western, and he brings extensive experience and knowledge of the secondary school education system.

4. **Senate Membership – Graduate Students**

An *ad hoc* Nominating Committee has appointed the following graduate students to Senate for the term July 1, 2019 to June 30, 2020, in accordance with the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates outlined in the Senate Election Procedures.

Mark Robert Baker (Physics and Astronomy)  
Jenna Kitz (Anatomy and Cell Biology)  
Julie Nord (Music)

5. **Senate meeting dates 2019-2020**

The Senate Meeting date for October 2019 was moved to October 18. The Senate Meeting dates for 2019 and 2020 are provided for information in [Appendix 1](#).

6. **Candidates for Degrees and Diplomas - Spring 2019**

On behalf of the Senate the Provost approves the list of Candidates for Degrees and Diplomas upon the recommendation of the Registrar. The list of Candidates approved by the Provost will be appended to the Official Minutes of the June 7, 2019 meeting of Senate.

**MEETINGS OF THE SENATE**

The following meetings of the Senate are to be held on  
**Fridays at 1:30 p.m. in Room 1R40, Arts & Humanities Building**  
(unless otherwise noted)

**2019**

September 20  
October 18  
November 15  
December 6

**2020**

January 17  
February 14  
March 13  
April 17  
May 8  
June 5  
September 18  
October 16  
November 13  
December 4

**REPORT OF THE NOMINATING COMMITTEE**

Contents	Consent Agenda
University Research Board	No
Senate Review Board Academic	No
Selection/Review Committee for the Vice-Provost (International)	No
Provost's Task Force on Open Access and Scholarly Communication	No

**FOR APPROVAL**

1. **University Research Board (URB)**

*Workload: Meets Tuesdays at 1:00 p.m., approximately six times per year.*

**Composition:** Includes fifteen (15) members elected by Senate, including:

- Eleven (11) members of Faculty; One (1) from each faculty/school, excluding SGPS
- At least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups).
- Two (2) Graduate Students
- Two (2) Postdoctoral Fellows

**Current Senate-Appointed Membership:**

**Terms continuing to June 30, 2020:**

R. Bgeginski (Post-Doc), J. Corrigan (Sci), G. Dekaban (Schulich), R. Gardiner (Educ), J. Kum (Graduate Student), R. Limongi (Post-Doc), J. Neyers (Law), P. Schmidt (Music)

**Terms continuing to June 30, 2021:**

B. Baruah (SS), O. Branzei (Ivey), L. Misener (HS), J. Lacefield (Eng.), I. Paul (AH), N. Wathen (FIMS)

**Required:** One Graduate Student (term July 1, 2019 to June 30, 2020)

**Nominee:** Mark Robert Baker (Physics and Astronomy)

2. **Senate Review Board Academic (SRBA)**

*Workload: Individual SRBA appeal hearings are arranged by the University Secretariat as required.*

**Terms ending June 30, 2020:**

Chair: G. Knopf (Eng.)

Undergraduate Students: S. Birdi, M. Garabedian, Y. Hassan, V. Joe, A. Rozovsky, P. Thomlinson

Graduate Students: J. Broberg, A. Parchizadeh, E. Walsh, **Vacancy**

Faculty: L. Dagnino (Schulich), C. Dick (SS), K. Kirkwood (HSci), L. McKechnie (FIMS), G. Parraga (Schulich), K. Yeung (Sci)

**Faculty:** M. Atkinson (SS), I. DeCoito (Edu.), R. Klassen (Eng.), D. Lacasse (Law),  
I. Paul (AH), C. Viger (AH), J. Wilson (Ivey)

**Required:** One Graduate Student (term from July 1, 2019 to June 30, 2020)

**Nominee:** Julie Nord (Music)

3. **Selection/Review Committee for the Vice-Provost (International)**

**Composition:**

A committee to select a Vice-Provost (International) shall consist of:

- (a) Provost & Vice-President (Academic), who shall be Chair
- (b) Vice-President (Research)
- (c) Three (3) faculty elected by Senate, one (1) of whom shall be a Dean
- (d) One (1) Student Senator elected by Senate

**Required:** Three (3) faculty elected by Senate, one (1) of whom shall be a Dean  
One (1) Student Senator elected by Senate

**Nominees:** Matthew Davison (Science – Dean)  
Pam Bishop (Education)  
Jan Plug (AH)  
Yazan Hassan (Undergraduate Student)

4. **Provost's Task Force on Open Access and Scholarly Communication**

**Composition:**

Provost's Task Force on Open Access and Scholarly Communication shall consist of:

- (a) Vice-Provost and Chief Librarian, who shall be Chair
- (b) 1 Representative from the Office of VP Research
- (c) 1 Associate Dean Research
- (d) 3 members appointed by Senate
- (e) 2 Provost appointees
- (f) SOGS nominee
- (g) UWOFA nominee
- (h) USC nominee

Note: Western Libraries librarians, the Vice-Provost (Graduate and Post-Doctoral Studies), and the Vice-Provost (Academic Programs) will be invited to serve as resources to the Task Force as appropriate. The Task Force may invite other individuals to assist with the work of the committee.

**Required:** Three (3) members appointed by Senate

**Nominees:** Mark Daley (Science)  
Katina Pollock (Education)  
Samuel Trosow (FIMS)

FOR INFORMATION

**Future Business of the Senate Nominating Committee**

Upcoming Nominating Committee 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)**

Contents	Consent Agenda
<b>School of Graduate and Postdoctoral Studies:</b>	
Introduction of a New Milestone in the PhD Programs of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering	Yes
Revisions to the PhD in Music (Fields of Musicology, Music Theory, and Composition)	Yes
Withdrawal of the Master of Arts (MA) in American Studies	Yes
Renaming of the Master of Arts (MA) in Art History	Yes
Introduction of new fields in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)	Yes
<b>Schulich School of Medicine &amp; Dentistry:</b>	
Department of Epidemiology and Biostatistics: Introduction of a Minor in Epidemiology and Biostatistics	Yes
Revisions to the Admission Requirements of the MD Program	Yes
Revisions to the Progression Requirements of the MD Program	No
<b>Faculty of Science:</b>	
Introduction of an Honors Specialization in Integrated Science with Astrophysics	Yes
Department of Biology and Schulich School of Medicine & Dentistry, Department of Biochemistry: Introduction of an Honors Specialization in Synthetic Biology	Yes
Department of Earth Sciences: Reorganization of the Undergraduate Programs in Geology; Geophysics; and Environmental Geoscience	Yes
<b>Faculty of Social Science:</b>	
DAN Department of Management & Organizational Studies: Withdrawal of the Honors Specialization and Specialization in Public Administration	Yes
First Nations Studies Program: Renaming of the “First Nations Studies” Modules and Subject Area	Yes
<b>Brescia University College:</b>	
Renaming of and Revisions to Food Management Modules	Yes
Renaming of and Revisions to Family Studies Modules	Yes
Revisions to the Honors Specialization in Family Studies – BSc (Human Ecology) and Specialization in Family Studies BSc (Human Ecology)	Yes
<b>King’s University College: Introduction of a Certificate in the Teaching and Practice of Writing</b>	Yes
<b>Renewal of the Affiliation Agreement between The University of Western Ontario and Brescia University College, Huron University College, and King’s University College</b>	No
<b>Policy Revisions:</b>	
Revisions to the “English Language Proficiency for Admission” Policy	Yes
Revisions to the “Course Numbering Policy, Essay Courses, and Hours of Instruction” Policy	Yes
Revisions to the “Career-Related Learning: Internships, Co-Ops, Placements, Etc.” Policy	Yes
Revisions to the “Registration and Progression in Three-Year, Four-Year and Honors Programs” Policy and the “Graduation Requirements” Policy	Yes



Contents	Consent Agenda
Revisions to the “Structure of the Academic Year” Policy	Yes
Revised Undergraduate Sessional Dates:	
Revised Undergraduate Sessional Dates for 2019-20	Yes
Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20	Yes
SUPR-U Report: Cyclical Reviews of Classical Studies; Computer Engineering; Electrical Engineering; Integrated Engineering; Software Engineering	Yes
SUPR-G Report: Cyclical Review of Surgery	Yes
Scholarships and Awards	Yes

FOR APPROVAL

1. **School of Graduate and Postdoctoral Studies: Introduction of a New Milestone in the PhD Programs of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering**

**Recommended:** That a new milestone (Research Communication Module) be introduced in the PhD programs of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering, effective September 1, 2019.

**Background**

Communication skills are important for engineers, yet research shows that many engineering graduates tend to struggle and feel unprepared when it comes to communicating their research to different stakeholders. Strong communication skills are critical to graduate research students during their studies, as well as in their career (academic or non-academic). These skills assist them in the critical literature review, technical writing (e.g. comprehensive exam proposal, thesis, journal/conference papers) and oral presentations to technical and non-technical audiences.

Currently, there is no formal component in the graduate program to enhance research communications skills of graduate research students. A graduate Communications course is currently offered in the Faculty of Engineering. However, this course is designed and restricted to the course-based (non-thesis) Master of Engineering (MEng) program and its content is focused on very generalized and basic concepts of technical writing, presentation, plagiarism etc.

The Faculty of Engineering in collaboration with the Faculty of Arts and Humanities has developed a Research Communications Module for PhD graduate research students. The main objective of this module is to help students develop effective oral and written communication skills necessary for various purposes: doctorate studies (comprehensive exams, conferences, papers) and other audiences (lay audience, potential employers). The module, which will be delivered by instructors from the Faculty of Arts and Humanities, focuses on developing students' critical thinking of the research process and practicing communicating their research plan and (preliminary) results to different types of audiences. The module is comprised of 30 instructional hours divided into 12 classes (2.5 hrs each, twice a week) spread over six weeks. The Module will be offered during summer when students have no course work or TA assignments. The module will be included as a new Milestone in the PhD program and will be mandatory for all PhD students who are starting the program in September 2019 or after. The module has a Pass/Fail grade and all students are required to pass this module to meet the milestone. The proposed milestone will be optional for the students who are currently enrolled in the program.

2. **School of Graduate and Postdoctoral Studies: Revisions to the PhD in Music (Fields of Musicology, Music Theory, and Composition)**

**Recommended:** That the PhD in Music (Fields of Musicology, Music Theory, and Composition) be revised effective September 1, 2019, as shown below.

Current program	Proposed Change(s)
<b>Part 1: Revisions to Course Requirements in the Field of Composition</b>	
Composition 9558 (a full-year course)	Composition 9558 A/B/Y (a half course), Composition 9xxx A/B/Y (a half course)
And	And
4 half courses in composition and related subjects	4 half courses in composition and related subjects

<b>Part 2: Revision to the DRP Requirement in the Fields of Musicology, Music Theory, and Composition</b>	
<ul style="list-style-type: none"> <li>• 6 half courses the field (musicology, music theory, or composition) and related subjects</li> <li>• <b>2 Directed Research Projects (DRP)</b></li> <li>• Comprehensive Examination</li> <li>• Language Requirement (proficiency in two languages other than English, normally French and German)</li> <li>• Dissertation Proposal Defense</li> <li>• Dissertation and Oral Defense</li> </ul>	<ul style="list-style-type: none"> <li>• 6 half courses in the field (musicology, music theory, or composition) and related subjects</li> <li>• <b>Dissertation Proposal (New milestone)</b></li> <li>• Comprehensive Examination</li> <li>• Language Requirement (proficiency in two languages other than English, normally French and German)</li> <li>• Dissertation Proposal Defense</li> <li>• Dissertation and Oral Defense</li> </ul>

### **Background**

This proposal will eliminate the current requirement of two Directed Research Projects (DRP) for the PhD in Music (fields of Musicology, Music Theory, and Composition). The DRPs will be replaced by a new milestone entitled Dissertation Proposal. In order for this new milestone to function equivalently in the three fields under discussion, it is necessary to modify the course requirements in the field of Composition.

Currently, the Composition program requires a full-year course in Composition in year 1 (9558), and the practice developed of using the first DRP as a course in Composition in year 2. The modification includes reweighting the year 1 Composition course to become a 0.5 course (9558 A/B/Y), and adding a new 0.5 course in Composition in year 2. The 1.0 weighting of the Composition 9558 was arbitrary, and the faculty composers support the reweighting of this course to become a 0.5 course and adding a second-year 0.5 course in Composition. This modification to the program requirements in the field of Composition will bring greater consistency to the PhD in Music requirements in the fields of Musicology, Music Theory, and Composition, and will allow the new milestone to serve the same function (preparation of a dissertation proposal) in the three fields.

Part 2 of the proposal is the elimination of the current Directed Research Projects and the introduction of a new milestone called Dissertation Proposal. Students would begin the Dissertation Proposal milestone in Term 3, and would complete the milestone with an approved draft of a dissertation proposal in Term 7 or 8. The requirement of 2 Directed Research Projects (DRPs) has been a component of the PhD in Music since its inception in the early 1990s, and was intended to help students refine their research and writing skills and to develop their dissertation proposals. As the PhD program grew and added new fields, the purpose of the DRPs within the program became opaque to many students, and connection of the DRPs with the dissertation proposal was obscured. The new milestone will help students to focus on the thoughtful development of a dissertation topic early in their program, beginning in Term 3. The approval of the draft proposal by the supervisor and second reader marks the completion of the new milestone.

### 3. **School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Arts (MA) in American Studies**

**Recommended:** That admission to the Master of Arts (MA) in American Studies be discontinued effective September 1, 2019, and

That students currently enrolled in the program be allowed to graduate until August 31, 2021 upon fulfillment of the requirements, and

That effective September 1, 2021 the Master of Arts (MA) in American Studies be discontinued.

### **Background**

The MA in American Studies is a one-year interdisciplinary program that started in 2010, but has had lower than required enrolments. Though the program is high quality, enrolments have declined substantially in recent years. At an expected sustained enrolment of 15 American Studies was always a modest-sized program. The enrolments maxed out at 13 (2012/13), with an average of about 8.7 students per year. In the current fiscal climate the Faculty of Social Science cannot justify maintaining the program.

#### **4. School of Graduate and Postdoctoral Studies: Renaming of the Master of Arts (MA) in Art History**

**Recommended:** That the Master of Arts (MA) in Art History be renamed as the Master of Arts (MA) in Art History and Curatorial Studies, effective May 1, 2019.

### **Background**

The current MA in Art History program already includes curatorial studies and has attracted a number of students to study with a faculty member whose expertise is in the field. A number of theses and major research projects have been written dealing with the area. The relatively recent addition of a new faculty member, who has expertise in studio and curatorial studies, makes the program that much richer. There will be no changes to the program; the title change simply foregrounds an area the Department of Visual Arts has a strength in.

Students graduating at the June 2019 Convocation will graduate with the current degree name; students graduating at the October 2019 Convocation will be given the option of graduating with the current degree name or the proposed new degree designation. Students who have been accepted into the MA and are starting in September 2019 will receive the new degree upon successful completion of the program.

#### **5. School of Graduate and Postdoctoral Studies: Introduction of new fields in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)**

##### **5a. Introduction of the Interprofessional Pain Management (IPM) field in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)**

**Recommended:** That effective September 1, 2019, the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP) be revised to include the new field of Interprofessional Pain Management (IPM), as shown in [Appendix 1](#).

##### **5b. Introduction of the Applied Health Sciences (AHS) field in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)**

**Recommended:** That effective September 1, 2019, the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP) be revised to include the new field of Applied Health Sciences (AHS), as shown in [Appendix 2](#).

### **Background**

The health care system in Canada is multifaceted and complex. Health care providers must be able to navigate the system to meet the needs of users, including the aging population with chronic health conditions. Surveys of providers reveal that few health care providers feel they possess the knowledge, skills, or attitudes to perform effectively in these challenging work environments. Educational programs, like the MCISc, are needed to provide a combination of academic and clinical experiences at an advanced level that will better prepare health care providers for the future.

The Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP) is a one-year, course-based Master's program. The program has two existing fields: Manipulative Therapy and Wound Healing. This proposal requests the addition of two new fields of study: Interprofessional Pain Management (IPM) and Applied Health Sciences (AHS). These two new fields will help meet the needs for advanced-level education in health care.

The Interprofessional Pain Management (IPM) field will use a competency-based approach to develop key clinical knowledge, skills, attitudes, and behaviors relating to (i) pain and its clinical management, and

(ii) interprofessional practice, reflexivity, and person-centred care. The Applied Health Sciences (AHS) field will be an online course-based field designed to provide students both depth and breadth of knowledge in the health sciences and optimize students' capacities to make meaningful contributions to the health and wellbeing of people across Canada and worldwide.

The proposal introduces a competency-based student-centred approach to the IPM field. In a 'competency-based' educational framework, students focus on the development of core competencies until they have accrued an appropriate level of evidence to demonstrate mastery in the eyes of mentors, experts, and examiners. This unlinks time on task from competency mastery, and respects diverse learning styles, strategies, and pace of the students themselves. This framework also effectively reduces barriers to participation by engaging students in their own work environments. Unlike conventional course-based education, wherein students focus on learning specific content for a set period, at the core of competency-based learning is that work on achieving all the required competencies can start simultaneously and achievement of competencies is realized when the student is ready. The philosophy of this approach in the IPM field will see learning and education, including assessment of learning outcomes, move away from a 'can the student perform this' to a 'does the student perform this' priority, making learning outcomes necessarily connected with actual clinical behaviours. The learning experience becomes customized to the student's goals, recognizing prior experience and knowledge. Academic and clinical mentors, as well as content experts, help guide the student on their learning journey.

The admissions requirements for both new fields align with the current MCISc admissions requirement of a baccalaureate degree from a recognized university with at least a B standing (or equivalent grade point average) over the final two years of the program. The MCISc also requires, for admission, a current license to practice as a health professional in Canada. Students in the IPM field will, in addition, be required to hold a clinical appointment as a health professional. The MCISc license-to-practice admissions requirement will be waived for students in the AHS field.

6. **Schulich School of Medicine & Dentistry, Department of Epidemiology and Biostatistics:**  
**Introduction of a Minor in Epidemiology and Biostatistics**

**Recommended:** That effective September 1, 2019, a Minor in Epidemiology and Biostatistics be introduced in the Department of Epidemiology and Biostatistics, Schulich School of Medicine & Dentistry, as shown below.

**NEW CALENDAR COPY**

**Admission Requirements**

Completion of first-year requirements, including the following courses with a mark of at least 60% in each half course:

1.0 course from: Applied Mathematics 1201A/B, Calculus 1000A/B or Calculus 1500A/B, Calculus 1301A/B or Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1024A/B.

**Module**

4.0 courses:

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B, with a minimum mark of 75%.

0.5 course: Epidemiology 2200A/B with a minimum mark of 75%.

1.0 course: Biostatistics 3100A with a minimum mark of 70%, Biostatistics 3110B.

1.0 course: Epidemiology 3200A with a minimum mark of 70%, Epidemiology 3210B.

1.0 additional course at the 3000-level or above in Biostatistics or Epidemiology.

**Background**

The Department of Epidemiology and Biostatistics is proposing the introduction of a Minor in Epidemiology and Biostatistics as a response to increased student interest in the third- and fourth-year courses in Biostatistics and Epidemiology. Offering a Minor will allow more students to gain recognition for their interest in this subject area, as well as increase the awareness of the undergraduate offerings of the Department of Epidemiology and Biostatistics.

Some of the modular courses listed in the proposed Minor indicate that they must be completed with a minimum mark because the course with a minimum mark is a prerequisite for another modular course(s). The Honors Specialization and Major in Epidemiology and Biostatistics require the same minimum mark requirements as indicated in the proposed Minor in Epidemiology and Biostatistics.

Students might be granted special permission to substitute a different statistics course for the requirement of either Biology or Statistical Sciences 2244A/B. If there is significant interest in the proposed Minor in Epidemiology and Biostatistics from students completing modules that contain a different senior statistics requirement, then the department will consider including other statistics courses as an alternative to either Biology or Statistical Sciences 2244A/B.

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

**Recommended:** That the MD program's Admission Requirements in the Schulich School of Medicine & Dentistry be revised effective July 1, 2019 as shown in [Appendix 3](#).

**Background**

The Schulich School of Medicine & Dentistry recognizes that some applicants may have faced barriers on their path to applying to medicine. As part of a commitment to diversity, inclusivity and equity, in order to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants, the Schulich School of Medicine & Dentistry is proposing to introduce an ACCESS pathway for Admission to the MD program.

The proposed ACCESS pathway was shaped on the ACCESS pathway currently in existence by Western Law Admissions. The ACCESS pathway is for applicants who have been adversely impacted by circumstances that created a disadvantage. These may include medical, sociocultural, and/or financial barrier(s).

Admission to Schulich Medicine is a competitive process that includes evaluation of grade point average (GPA), Medical College Admission Test (MCAT) scores, autobiographical sketch, letters of reference, and interviews. GPA and MCAT criteria for admission to Schulich Medicine are re-set annually based on the competitiveness of the applicant pool. There is evidence that standardized tests such as the MCAT may allow for perpetuation of systematic barriers, particularly affecting certain populations such as those from lower socioeconomic status and rural/remote locations. For this reason, our Southwestern Ontario pathway for admission provides MCAT flexibility. For the ACCESS pathway, the method of mitigating barriers would therefore be focused on providing MCAT flexibility. Those who apply through the ACCESS pathway may be considered for MCAT flexibility using the same criteria as set for the Southwestern Ontario stream annually ([link](#)). Importantly, applicants through the ACCESS pathway must meet all other requirements similar to Southwestern Ontario and general stream applicants.

8. **Schulich School of Medicine & Dentistry: Revisions to the Progression Requirements of the MD Program**

**Recommended:** That the MD program's Progression Requirements in the Schulich School of Medicine & Dentistry be revised as shown in [Appendix 4](#), for students entering the program in September 1, 2019 and beyond.

**Background**

The proposed changes to the MD Program are in response to the Schulich School of Medicine & Dentistry's vision for all of their medical education programs to be competency-based through shared education support resources, and to align the program with evolving standards and practices in Canadian medical education. The renewed Doctor of Medicine (MD) Program curriculum is being proposed to start in September 2019 for Year 1 students (Meds 2023).

The renewed MD curriculum will support adaptive learning as the foundation to a competency-based medical education (CBME) model. The CBME curriculum will be delivered through an outcomes-driven model with a vision to graduate competent, socially accountable, generalist physicians who, as health care professionals, can meet the vision of being clinicians, scholars, and leaders ready to enter any

residency program and serve the health care needs of Canada in the twenty first century.

Goals of the curricular change include: (1) improving patient care using an outcomes based curriculum; (2) aligning with CBME in Canadian postgraduate residency; (3) ensuring learners demonstrate the knowledge, skills, and attitudes to meet the needs of Canadian patients and communities - regionally and nationally; (4) preparing learners for the continuum of life-long learning; and (5) aligning with the vision of Western University and national medical education processes. Attainment of outcomes (competencies) will be the fundamental measure of student success.

Western data and standards identify the need to integrate student learning around the present challenges of care that clinicians see daily, to be socially accountable to the patients and families served. The Schulich School of Medicine & Dentistry will encourage learners to be active participants, capable of addressing clinical situations of increasing complexity across their entire journey to becoming physicians. Outcome data from the program indicates many students experience a “siloeed” approach to integrated body system-based learning with no formally assessed clinical integration in actual patient care. This change in learning will support integrated experiential learning from Year 1 by graduating collaborative decision makers skilled in using evidence in patient care while continually improving as active learners.

The curriculum will be learner-centered, organized to achieve incrementally the curriculum competencies while emphasizing the acts or observable clinical abilities of physicians – described as Entrustable Professional Activities (EPAs) as outlined in the September 2016, Association of Faculties of Medicine of Canada (AFMC) paper, “Entrustable Professional Activities – for Transition from Medical School to Residency”. It will contain early, meaningful clinical integration of learning, with a robust and multifaceted assessment system delivering effective learner feedback to facilitate their developmental progression to postgraduate medical education (PGME) entry competence.

The present model of a four-year MD Program structure will not change: Year 1 and 2 will continue to deliver knowledge of body systems using integrated foundational and clinical sciences; the Year 3 clerkship will still consist of experiential clinical immersion in patient care teams; Year 4 which provides additional clinical, scholarly, simulated and case based capstone learning remains. The assessment model will use regular formative assessment and retain strategic integrated summative assessments. The program content remains defined nationally by CACMS, and continues to cover all the objectives of the Medical Council of Canada (MCC) licensing exams. However, learning contexts will be more experiential, in interprofessional teams, integrated, and outcome driven. Some existing courses will remain that will transform previously separated courses by topic, into integrated courses. Topics have been added to better support student resilience and professional identity – as well as including scholarship that will improve the program’s graduates as highly regarded future physicians for residency training.

This curriculum modification has received formal approval in July 2017 by the Committee on Accreditation of Canadian Medical Schools (CACMS) and the Liaison Committee on Medical Education (LCME) in the United States.

The proposed curriculum will ensure that the Schulich School of Medicine & Dentistry, and Western University are at the forefront of delivering state-of-the-art medical education in North America and the world.

9. **Faculty of Science: Introduction of an Honors Specialization in Integrated Science with Astrophysics**

**Recommended:** That an Honors Specialization in Integrated Science with Astrophysics be introduced in the Faculty of Science as shown in [Appendix 5](#), effective September 1, 2019.

**Background**

The Integrated Science program at Western (WISc) is designed to provide select students with the diverse science education necessary to address the interdisciplinarity of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISc combines unique Integrated Science courses with traditional discipline-specific courses. In Year 2, WISc students enroll in an



Integrated Science Honors Specialization module administered jointly by the Faculty of Science and individual Science departments.

In September 2016 WISc began offering eight Honors Specializations: Honors Specialization in Integrated Science with Biology, Honors Specialization in Integrated Science with Chemistry, Honors Specialization in Integrated Science with Computer Science, Honors Specialization in Integrated Science with Earth Sciences, Honors Specialization in Integrated Science with Environmental Science, Honors Specialization in Integrated Science with Genetics, Honors Specialization in Integrated Science with Mathematics, Honors Specialization in Integrated Science with Physics.

This proposal introduces a new Honors Specialization module for WISc students interested in a degree in Astrophysics. The content of the proposed module closely parallels the content of the Honors Specialization in Integrated Science with Physics, but provides an astrophysics flavour which is currently very popular with students.

10. **Faculty of Science, Department of Biology and Schulich School of Medicine & Dentistry,  
Department of Biochemistry: Introduction of an Honors Specialization in Synthetic Biology**

**Recommended:** That effective September 1, 2019, an Honors Specialization in Synthetic Biology, leading to an Honors Bachelor of Science (BSc) degree, be introduced by the Faculty of Science, Department of Biology and the Schulich School of Medicine & Dentistry, Department of Biochemistry as shown in [Appendix 6](#), subject to Quality Council approval.

**Background**

Synthetic Biology started at Western as a response to a request made by students at the 2014 Biology retreat for an open lab to do independent research: a biology makers group. Dr. Winona Gadapati purchased materials for International Genetically Engineered Machine (iGEM) projects (see [http://igem.org/Main\\_Page](http://igem.org/Main_Page)). With this toolbox, a Synthetic Biology Club was established to design and execute iGEM projects. The Synthetic Biology Club is now the Western Synthetic Biology Research Program (WSBRP; see <https://uwo-wsbr.com> for a list of projects currently underway, a radio interview with the students, and student publications). Strong student interest resulted in a petition to the Faculty of Science signed by more than 100 students for the establishment of an Honors Undergraduate Synthetic Biology program. In addition, an Interdisciplinary Development Initiative application for Synthetic Microbial Genomes @ Western was recently funded. The initiative has a number of educational goals, including financial support for the establishment of an interdisciplinary undergraduate program (Honors Specialization in Synthetic Biology).

There are many possible faculty and departmental configurations for mounting a program in Synthetic Biology. The Faculty of Science believes that Biology and Biochemistry are the most obvious departments to house an Honors Specialization in Synthetic Biology. In 2017 a task force composed of four faculty members from these departments and two students from the WSBRP developed the program learning outcomes and list of proposed modular courses.

When designing the module, the task force had in mind the importance of allowing graduates to enter either an academic post-graduate program or the biotechnology workforce. The task force felt it was important to provide not only education in the scientific underpinnings of synthetic biology, but also in business, project management, and ethics. It was also felt that, to give students practical experience, two new courses were needed that focused directly on all aspects of designing and implementing a synthetic biology proposal. Therefore, the module, at 10.5 courses, is larger than a typical Honors Specialization.

Following the setting of program learning outcomes and courses for the module, a survey was distributed electronically to students in first-year Biology or Biochemistry 2280A to assess the interest in this program. After reading the learning outcomes of the program, 56% of respondents said they were extremely (69/345) or very (123/345) interested in the module. After reading the proposed course requirements for the module, 54% said they were extremely (56/294) or very (103/294) interested. And in answering the last question "Given the previous questions, and thinking as realistically as possible, would you seriously consider selecting an Honors Specialization in Synthetic Biology as your first or second choice during intent to



register?" 66% (193/291) answered Yes. This survey suggests that the program and module as designed will be successful at attracting students. The course content of the proposed third year Synthetic Biology course (Biochemistry 3392F/G) is being offered in Winter 2019 as a Biology special topics course (Biology 3222G) and, without the program to go with it, presently has an enrollment of 24 students in the first year of being offered.

From the discussions at the Canadian government's Student Work-integrated Learning Program meeting in October 2017, it would seem that there is a job market for students trained in synthetic biology, and there have been a number of recent meetings and discussion papers about synthetic biology in Canada. Over the next few years, there will be both private and public investment in synthetic biology. Thus, graduates of this Honors Specialization would be poised to take advantage of growing interest in this exciting and developing field.

The introduction of the Honors Specialization in Synthetic Biology was sent for external review. The Final Assessment Report of the external review is attached as [Appendix 7](#).

11. **Faculty of Science, Department of Earth Sciences: Reorganization of the Undergraduate Programs in Geology; Geophysics; and Environmental Geoscience**

11a. Withdrawal of Modules in Geology; Geophysics; and Environmental Geoscience

**Recommended:** That effective September 1, 2019 admission to the following modules be discontinued:

Honors Geology Program – For Professional Registration  
Honors Geophysics Program – For Professional Registration  
Honors Environmental Geoscience Program – For Professional Registration  
Honors Specialization in Geology  
Honors Specialization in Geophysics  
Honors Specialization in Environmental Geoscience  
Specialization in Geology  
Specialization in Geophysics  
Specialization in Environmental Geoscience, and

That students currently enrolled in these modules be allowed to graduate until August 31, 2023, upon fulfillment of the requirements, and

That effective September 1, 2023, the modules be withdrawn, as shown in [Appendix 8](#).

11b. Introduction of New Honors Specializations and Specializations in Geology; Geophysics; and Environmental Geoscience

**Recommended:** That an Honors Specialization in Geology – For Professional Registration and a Specialization in Geology – For Professional Registration be introduced in the Faculty of Science, Department of Earth Sciences, effective September 1, 2019, as shown in [Appendix 9](#), and

That an Honors Specialization in Geophysics – For Professional Registration and a Specialization in Geophysics – For Professional Registration be introduced in the Faculty of Science, Department of Earth Sciences, effective September 1, 2019, as shown in [Appendix 10](#), and

That an Honors Specialization in Environmental Geoscience – For Professional Registration and a Specialization in Environmental Geoscience – For Professional Registration be introduced in the Faculty of Science, Department of Earth Sciences, effective September 1, 2019, as shown in [Appendix 11](#).

### **Background**

This proposal seeks to restructure the current Geology, Geophysics, and Environmental Geoscience undergraduate programs. The Department of Earth Sciences currently offers “For Professional Registration” non-module programs, Honors Specializations, and Specializations. The current offerings in Geology, Geophysics and Environmental Geoscience are poorly structured, with resulting confusion for students, faculty, and academic councilors. Within these three fields, the current Honors Programs - For Professional Registration (non-modular) overlap very significantly with the Honors Specializations and Specialization modules.

This proposal streamlines the existing modules into a single Honors Specialization and Specialization, for each of the three disciplines, each conforming to the academic requirements of the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG). Students completing the new modules will automatically meet the APGO/CCPG requirements. The actual module requirements are not changed significantly.

The use of the phrase “for Professional Registration” will be retained in the title of the modules to emphasize the benefit of Professional Registration for prospective students, and to ensure that this wording will appear on the Degree.

12. **Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Honors Specialization and Specialization in Public Administration**

**Recommended:** That effective September 1, 2019 admission to the Honors Specialization and Specialization in Public Administration be discontinued, and

That students currently enrolled in these modules be allowed to graduate until August 31, 2023, upon fulfillment of the requirements, and

That effective September 1, 2023, the modules be withdrawn.

#### REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21520&Keywords=public%20administration&SelectedCalendar=Live&ArchiveID=>

### **HONORS SPECIALIZATION IN PUBLIC ADMINISTRATION**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the module requirements.

#### REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21531&Keywords=public%20administration&SelectedCalendar=Live&ArchiveID=>

### **SPECIALIZATION IN PUBLIC ADMINISTRATION**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the module requirements.

### **Background**

The Honors Specialization and Specialization in Public Administration, developed jointly with Political Science, have low enrolment and no academic leadership.

13. **Faculty of Social Science, First Nations Studies Program: Renaming of the “First Nations Studies” Subject Area and Renaming of and Revisions to the Modules**

13a. Renaming of the “First Nations Studies” Subject Area as “Indigenous Studies”

**Recommended:** That the “First Nations Studies” Subject Area be renamed as “Indigenous Studies” effective September 1, 2019.

REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/registration\\_progression.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf)

*The first part of the policy is unchanged*

**Category A:**

*Social Science*

Anthropology, Economics, **First Nations Studies**, Geography, History, **Indigenous Studies**, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology, Women's Studies

*The rest of the policy is unchanged*

13b. Renaming of and Revisions to the “First Nations Studies” Modules

**Recommended:** That effective September 1, 2019, the Honors Specialization, Major, and Minor in First Nations Studies be renamed as the Honors Specialization, Major, and Minor in Indigenous Studies, and

That the requirements of the modules be revised as shown in [Appendix 12](#).

**Background**

The First Nations Studies Program recently underwent IQAP review. The Reviewers suggested changing the name of the Program to Indigenous Studies to reflect that the Program is not limited to the study of First Nations Peoples, but also other groups such as Metis and Inuit.

14. **Brescia University College: Renaming of and Revisions to Food Management Modules**

**Recommended:** That effective September 1, 2019, the Honors Specialization in Food Management be renamed as the Honors Specialization in Food Management and Marketing, and

That the Specialization in Food Management be renamed as the Specialization in Food Management and Marketing, and

That the Major in Food Management be renamed as the Major in Food Management and Marketing, and

That the requirements of the modules be revised as shown in [Appendix 13](#).

**Background**

The School of Foods and Nutritional Sciences has made a number of changes to its course offerings, including replacing Foods and Nutrition 1021 and Foods and Nutrition 1031E. The Food Management modules need to be updated to reflect course renumbering as well as to incorporate new relevant Food and Nutritional Sciences course offerings available to Food Management students. The addition of “Marketing” to the names of the modules better reflects the module content.

15. **Brescia University College: Renaming of and Revisions to Family Studies Modules**

**Recommended:** That the Honors Specialization (BA), Honors Specialization (BSc), Specialization (BA), Specialization (BSc), Major, and Minor in Family Studies be renamed as the Honors Specialization (BA), Honors Specialization (BSc), Specialization (BA), Specialization (BSc), Major, and Minor in Family Studies and Human Development, effective September 1, 2019, and

That the requirements of the modules be revised as shown in [Appendix 14](#).

**Background**

The module names and requirements are being updated to reflect the recently approved subject area name change from “Family Studies” to “Family Studies and Human Development”.

16. **Brescia University College: Revisions to the Honors Specialization and Specialization in Family Studies – BSc (Human Ecology)**

**Recommended:** That effective September 1, 2019, the Honors Specialization and Specialization in Family Studies – BSc (Human Ecology) be revised as shown in [Appendix 15](#).

**Background**

This proposal seeks to focus the Family Studies BSc modules more tightly on Human Ecology and Foods and Nutrition coursework. The admission requirements are revised to reflect that Foods and Nutrition are introducing two new courses (1070A/B and 1241A/B) to replace the former 1030E or 1021. In the module requirements, Foods and Nutrition is recommending Physiology 1021 “Introduction to Human Physiology” instead of Physiology 2130 “Human Physiology” as most appropriate for Human Ecology coursework.

17. **King’s University College: Introduction of a Certificate in the Teaching and Practice of Writing**

**Recommended:** That effective September 1, 2019, a Certificate in the Teaching and Practice of Writing be introduced at King’s University College, as shown in [Appendix 16](#).

**Background**

The Certificate in the Teaching and Practice of Writing will complement King’s programs in the Humanities (including Catholic Studies for Teachers), as well as in Social Work, Childhood and Social Institutions, Thanatology, Social Justice, Disability Studies, and other disciplines that are used as preparation for teaching careers and helping professions. Intended to enhance awareness of widely applicable pedagogic methods as well as of best practices in communication, the Certificate courses will also provide active and experiential learning opportunities: students will work with peers (through peer tutoring and teaching assistance placements) and with community leaders on real-life professional tasks. This program will give students exposure to research and theory, while helping them build transferable and career-related skills in communication, teaching, tutoring, and editing, thus enhancing their job-readiness.

18. **Renewal of the Affiliation Agreement between The University of Western Ontario and Brescia University College, Huron University College, and King’s University College**

**Recommended:** That Senate approve for recommendation to the Board of Governors the Affiliation Agreement between The University of Western Ontario and Brescia University College, Huron University College, and King’s University College for a four year term effective July 1, 2019, as shown in [Appendix 17](#).

**Background**

The Affiliation Agreement between The University of Western Ontario and Brescia, Huron and King’s University Colleges set out in [Appendix 17](#) supersedes and replaces the current agreement dated June 10, 2013: [https://www.uwo.ca/univsec/pdf/academic\\_policies/affiliation/affiliation\\_agreement.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/affiliation/affiliation_agreement.pdf)

19. **Revisions to the “English Language Proficiency for Admission” Policy**

**Recommended:** That effective September 1, 2019, the “English Language Proficiency for Admission” Policy be revised as shown in [Appendix 18](#).

**Background**

This proposal adds a set of courses offered within the Preliminary Year Program at Brescia to the English Language Programs accepted in Lieu of English Proficiency Tests. This set of academic English language courses were developed with and are offered in collaboration with CultureWorks. Together they represent English language training that is comparable to the English language training offered by CultureWorks, the successful completion of which is currently recognized by Western as providing evidence of English language proficiency in lieu of an English language test.

Through the successful completion of these courses, students are able to enhance and consolidate their academic English language skills, targeting reading, writing, grammar, listening and speaking competencies. Furthermore, throughout these courses and in direct collaboration with highly experienced academic English language instructors, students’ understanding of the Western learning culture is expanded upon to include being able to express and support personal opinions in a culturally sensitive manner.

In Writing 0005W/X, Writing 0010F/G, and Speech 0005W/X, students develop their academic reading skills and broaden their vocabulary base in order to provide a strong foundation for responding critically to advanced texts. They follow the writing process and strengthen their ability to develop and support complex ideas through prose, while also exploring and applying the fundamental rules of grammar. Further, they improve their oral communication skills through exposure to multiple academic lectures, detailed note-taking practice, and presentation design and delivery.

In Writing 0015F/G and English 0005W/X, students continue to refine their writing and researching skills through target editing and in-depth and critical analysis of outside resources. They also continue to review and apply complex concepts in grammar. In addition, students at this level engage in critical and analytical thinking through complex, academically situated readings and lecture content, and develop listening and speaking strategies through in-class discussions and presentations.

20. **Revisions to the “Course Numbering Policy, Essay Courses, and Hours of Instruction” Policy**

**Recommended:** That the “Course Numbering Policy, Essay Courses, and Hours of Instruction” Policy be revised as shown in [Appendix 19](#), effective September 1, 2019.

**Background**

Currently, the “Course Numbering Policy, Essay Courses, and Hours of Instruction” Policy states the minimum number of contact hours for courses at the undergraduate level based on a 13-week term. At its meeting on April 12, Senate approved a change to the “Structure of the Academic Year” Policy to reduce each term to 12 weeks in length, comprising at least 60 “lecture days”. This proposal brings the hours of instruction for undergraduate courses in line with the newly approved 12-week term.

21. **Revisions to the “Career-Related Learning: Internships, Co-Ops, Placements, Etc.” Policy**

**Recommended:** That the Policy on “Career-Related Learning: Internships, Co-Ops, Placements, Etc.” be revised effective September 1, 2019, as shown in [Appendix 20](#).

**Background**

Western has a long-standing tradition of experiential learning across a variety of disciplines and at both the undergraduate and graduate levels. There has been growing interest from faculty, staff, and students at Western in the development of a framework that would align experiential learning programs and terminology. Experiential learning has also become a growing priority of the Ministry of Training, Colleges and Universities and, with that, an increased need to understand experiential learning activity at Western. In 2017, John Doerksen, Vice-Provost (Academic Programs), formed an Experiential Learning Taskforce of faculty, staff, and students, to develop principles and definitions for curricular and co-curricular experiential learning at Western. The “Experiential Learning at Western” draft document was developed

by the Experiential Learning Taskforce to enable the University to track current experiential learning activity, guide future development of experiential learning, and serve as the foundation for a toolkit of resources to support faculty and staff in delivering high-quality experiential learning.

The establishment of institution-wide definitions for curricular and co-curricular forms of experiential learning will:

- Allow for consistency of language and alignment with Western's Degree Outcomes;
- Improve institutional tracking and reporting, as well as sector-wide data collection;
- Increase consistency with respect to the awarding of academic credit for experiential learning;
- Help students make decisions about their participation in experiential learning opportunities;
- Create pathways for the development of new experiential learning opportunities;
- Support the development of resources that advance experiential learning.

22. **Revisions to the "Registration and Progression in Three-Year, Four-Year and Honors Programs" Policy and the "Graduation Requirements" Policy**

**Recommended:** That effective September 1, 2019, the "Registration and Progression in Three-Year, Four-Year and Honors Programs" Policy be revised as shown in [Appendix 21](#), and the "Graduation Requirements" Policy be revised as shown in [Appendix 22](#).

**Background**

The proposed policy amendments help clarify for students the expectations for residential study at Western in comparison to Exchange or Letter of Permission (LOP) studies. The Associate and Academic Deans have requested that residency requirements are clear to students, and ensure that a student receives a significant portion of their learning through Western while remaining open to the many unique opportunities to be had through exchange and LOP learning.

Residency requirements state, for example, that of the 20.0 courses used to fulfill graduation requirements for a 4-Year Honors degree, a maximum of 5.0 courses may be taken at another university on LOP or Exchange. Limiting modular requirements for a specialization, for example, would mean that of the 9.0 courses typically needed for the specialization, 4.0 could be on Exchange or LOP. A student's remaining 1.0 entitlement could be used for courses outside of the modular specialization requirements.

Equally, when a student is requesting to complete a second degree at Western, the discretion should be within a faculty academic counseling office to require a student to complete some, if not all, courses residually through Western rather than on LOP or Exchange.

**FOR INFORMATION**

23. **Revisions to the "Structure of the Academic Year" Policy**

The table of dates in the "Structure of the Academic Year" Policy has been revised as shown in [Appendix 23](#) to reflect the recently approved 12-week term and scheduling of a Fall Reading week.

24. **Revised Undergraduate Sessional Dates**

24a. **Revised Undergraduate Sessional Dates for 2019-20**

The undergraduate sessional dates for 2019-20 were revised as shown in [Appendix 24](#) to reflect recent changes to the "Structure of the Academic Year" Policy and the scheduling of the Fall Reading Week.

24b. **Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20**

The sessional dates for the Richard Ivey School of Business HBA program for 2019-20 were revised as shown in [Appendix 25](#).

25. **SUPR-U Report: Cyclical Reviews of Classical Studies; Computer Engineering; Electrical Engineering; Integrated Engineering; Software Engineering**

The following cyclical reviews of the undergraduate programs were conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Arts & Humanities	Classical Studies	March 6-7, 2019	Good Quality
Engineering	Computer Engineering	November 27, 2018	Good Quality
Engineering	Electrical Engineering	November 26, 2018	Good Quality
Engineering	Integrated Engineering	November 26, 2018	Good Quality with Report in Two Years
Engineering	Software Engineering	November 26, 2018	Good Quality with Report in Two Years

The detailed Final Assessment Report and Implementation Plan for these reviews are attached as [Appendix 26](#).

26. **SUPR-G Report: Cyclical Review of Surgery**

The following cyclical review of a graduate program was conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Schulich School of Medicine & Dentistry	Surgery	January 14-15, 2019	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review are attached as [Appendix 27](#).

27. **Scholarships and Awards**

SCAPA approved on behalf of the Senate the Terms of Reference for the new scholarships and awards shown in [Appendix 28](#).



**Proposed Modification to Introduce the new field “Interdisciplinary Pain Management” (IPM) to the current Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)**

**Description of the Proposed Interdisciplinary Pain Management (IPM) Field:** Students in this field must master five key competencies by the end of the program. These are: Interprofessional Collaboration; Self-Awareness and Reflexivity; Critical Reasoning and Creative Problem-Solving; Empathic Practice and Reasoning; and Pain Expertise. Students will be assigned to an academic mentor soon after enrollment who will review the student's record of prior learning and experiences to develop a plan of study that will allow the student to fulfil the field progression requirements by the end of the 1-year course of study. The plan of study will identify Entrustable Professional Activities (EPAs) and graduate courses that will help the student master the five required competencies. In setting up each student's plan of study, past experiences and former education will be recognized when deciding what additional learning activities (EPAs) are required to complete each competency. The mentor and student will identify appropriate clinical mentors, clinical experts, and other key persons who will support the identified learning goals. Some students may wish to focus on a single competency first and accrue evidence of mastery before moving on to the next, while others may choose to simultaneously pursue all five competencies. Once the student and the academic mentor determine that one or more competencies have been met, the student will submit the evidence in the form of a portfolio to one or more examiner(s). Regardless of where a student starts within the competencies, they are all integrated such that one cannot be fully developed without also developing at least some degree of mastery of the others. The ultimate outcome is that each student becomes a ‘Competent Person-Centred Partner in Pain Care’.

All students will be assigned an *Academic Mentor* with whom they will meet using virtual technology regularly throughout the program to develop and refine a customized plan of study. Students will also identify a *Clinical Mentor* who can provide a clinical or real-life perspective to the new knowledge gained by the student. Students will also have access to *Content Experts* who will add richness to the learning journey. Through 90-minute online interactive sessions, students and content experts can address gaps in knowledge and/or review relevant research evidence to help develop critical reasoning skills. *Independent Examiners* will review an electronic portfolio generated by the student according to completion of EPAs identified in their plan of study and determine whether there is evidence of mastery of that competency or required milestone. Where a student is unsuccessful in their first attempt, they will receive detailed written feedback identifying any area(s) of deficiency along with an outline of recommendations for remediation. The IPM field committee, a subcommittee of the MCISc program committee, will be responsible for approving Faculty who will serve in one of four roles in IPM (Academic Mentor, Clinical Mentor, Content Experts, and Independent Examiners). The customized approach to a student's learning will be solidified by a signed learning agreement that clearly outlines expectations of both students and faculty members who are involved in one of the above noted roles.

**IPM Field Progression Requirements:**

Milestones:

1. Mastery of the 5 key competencies in the IPM field.
2. Maintenance of an up-to-date plan of study that clearly outlines each student's required learning activities (EPAs).
3. Completion of a clinical mentorship experience. Achieving this milestone will require:  
(a) engagement with approved clinical mentors; submission of an engagement log at the end of each term demonstrating the hours completed and the nature of the mentorship, and (c) a minimum of 5 hours/term of direct interaction between student and clinical mentor.
4. Creation of a scholarly product that demonstrates the student's ability to appraise new information and apply new knowledge to practice. The scholarly product may take the form of a case study, autoethnography, grant proposal, or primary research study.

Required Courses:

1. Required field-specific course ‘Special topics in Pain Management’
2. A course focusing on scholarly inquiry and critical thinking and critical appraisal of research (e.g. PT 9600 or APPHLSCI 9013)



**Proposed Modification to Introduce the new field “Applied Health Sciences” (AHS) to the current Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)**

**Description of the Proposed Applied Health Sciences (AHS) Field:** The pedagogical cornerstones of this field are authentic learning, interprofessional education, and interactive engagement. Authentic learning is based on the principle that learning will be optimized when it occurs in a manner that closely resembles the way that knowledge will be used. Interprofessional education refers to learning within a pluralistic context that recognizes and values the contributions of a range of professions/disciplines, and further recognizes that enhanced learning outcomes can be achieved through the collaborative participation of people of diverse backgrounds. Interactive engagement refers to active learning activities in which students interact frequently in small groups to grapple with concepts and questions.

The proposed AHS field will have two entry points. One point of entry is through the existing Graduate Diploma in AHS where students will have completed up to 2.5 of the 3.5 FCE credits required to complete the MCISc AHS. The second point of entry is direct entry into the MCISc AHS field. In this case, students will be required to complete 3.5 FCE credits from a variety of courses offered through the MCISc program.

The field requires successful completion of seven courses that all are provided via online platform (OWL). Required coursework includes three foundational courses and four elective courses. Two of the elective courses are selected from one area of concentration to provide depth of knowledge, while the remaining two elective courses are selected from across the other areas of concentration, thus providing breadth of knowledge. A mandatory orientation module at the outset of the curriculum provides students requisite background in the program philosophy, information technology skills for ensuring optimal participation in the online courses, and an opportunity to develop a sense of a community of students.

**Mandatory Foundational Courses:**

APPLHSCI9001 (0.5 FCE) Critical Thinking and Critical Analysis in Health Sciences

APPLHSCI9013 (0.5 FCE) Methods in Critical Appraisal or PT9600 (0.5 FCE) Quantitative Research Methods

APPLHSCI9014Y (0.5 FCE) Knowledge Synthesis and Application Capstone or PT9630Y(0.5 FCE) Research Project Experience

**Elective Courses by Area of Concentration**

***Determinants of Health and Health Equity***

APPLHSCI9002 (0.5 FCE) Equity and Health Systems

APPLHSCI9003 (0.5 FCE) Global Health

APPLHSCI9004 (0.5 FCE) Mental Health

APPLHSCI9005 (0.5 FCE) Nutrition

***Health across the Lifespan***

APPLHSCI9006 (0.5 FCE) Dementia and Mental Health in Aging

APPLHSCI9007 (0.5 FCE) Mobility in Older Adults

APPLHSCI9008 (0.5 FCE) Health and Well-being in Childhood and Youth

***Health Leadership: Toward Enhancing Health Services, Systems & Policy***

APPLHSCI9009 (0.5 FCE) Project Management

APPLHSCI9010 (0.5 FCE) Health System Quality Improvement

APPLHSCI9011 (0.5 FCE) Health Services, Systems and Policy

APPLHSCI9012 (0.5 FCE) Program Evaluation

**Knowledge Synthesis and Application Capstone Experience**

The Knowledge Synthesis course (APPLHSCI9014Y FCE=0.5) will resemble a capstone project, wherein theoretical concepts and application of learning encountered throughout this field are reflected upon, analyzed, and synthesized into a meaningful whole. The course will provide the student with the unique opportunity to integrate their theoretical and practical knowledge, skills, and abilities into a constructive, authentic, and complex intellectual experience of relevance to them, and within a community of scholars. The synthesis course will be unique to each student and the proposed learning plan will be negotiated with a faculty advisor for depth, breadth, and rigor and alignment with the achievement of program outcomes.

REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/admission/medicine\\_MD.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/admission/medicine_MD.pdf)

**Admission - MD Program**

**MEDICINE**

*The first part of the policy is unchanged*

**Health Care Improvement in Southwestern Ontario and Indigenous Communities**

As a component of its mandate, Schulich Medicine will give special consideration to applicants who have indicated on their OMSAS application that they are from designated communities in Southwestern Ontario (Grey, Bruce, Huron, Perth, Oxford, Middlesex, Lambton, Chatham-Kent, Elgin, and Essex, Counties) and/or from the Indigenous communities.

Schulich Medicine & Dentistry's Distributed Education program is a partnership of over 50 communities throughout Southwestern Ontario which provides rural/regional medical education and training experience to undergraduate and postgraduate trainees from the Schulich School of Medicine & Dentistry.

The clinical clerkship or third year of the medical program is constituted so that all clerks will be expected to spend time outside of London or Windsor in the Distributed Education teaching sites. For those students with a particular interest in community medicine a rural/regional clerkship stream is available. Each year a section of students will complete the majority of the clerkship year in some of Schulich Medicine & Dentistry's Distributed Education communities. It is important that applicants to the Schulich Medicine MD undergraduate program understand that all students will be mandated to spend at least part of third year away from London or Windsor. There are no exceptions to this policy. By accepting an offer of admission to this program, students are consenting to participate fully in this approach to learning.

The Schulich School of Medicine & Dentistry is committed to increasing the number of First Nations, Métis, and Inuit physicians. It has established the Indigenous Admissions Committee to increase the enrollment of Indigenous students in Medicine and to provide Indigenous applicants and students with support and counseling to facilitate their success in medical school. Schulich Medicine has designated seats in each entering class for First Nations, Métis, and Inuit students. Applicants self-identified as Indigenous and one of Canada's First Peoples who wish to be considered for a designated seat must provide official documents of Indigenous status or proof of ancestral Indigenous origin to OMSAS. Such applicants must also provide at the time of application a personal statement describing experiences within Indigenous communities, and additional letters of support from Indigenous communities or organizations.

Applicants will be assessed on a balanced portfolio which includes academic achievements, MCAT scores, letters of support, and a personal statement that provides evidence of long-term involvement in the Indigenous community and the impact of these experiences.

Only in exceptional circumstances will Indigenous applicants with a GPA of less than 3.30 or MCAT score below BS 8, PS 8, VR 8, WS O, be considered for the designated seats. Applicants invited to an interview will be welcomed by an interview panel consisting of an Indigenous physician, Indigenous community member, and senior medical student.

First Nations, Métis, and Inuit applicants and students considering a future career in Medicine are encouraged to contact the Admissions Office at [admissions.medicine@schulich.uwo.ca](mailto:admissions.medicine@schulich.uwo.ca) or call 519-661-3744 for further information and counseling.

**ACCESS Pathway**

**The Schulich School of Medicine & Dentistry recognizes that some applicants may have faced barriers on their path to applying to medicine, and as part of its commitment to inclusivity and equity, it wishes to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants.**

The ACCESS pathway is for those applicants who have been adversely impacted by circumstances that created a disadvantage. These may include medical, sociocultural, and/or financial barrier(s).

Those who apply through the ACCESS pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream ([link](#)). The MCAT criteria are re-set annually based on the competitiveness of the applicant pool.

In your application, you must:

- Describe why you are applying in this pathway;
- Provide supporting documentation regarding your barrier;
- Provide a written statement on how you have adapted to and/or overcome your barrier and your potential for success in medical school; and
- For applicants with a medical and/or financial barrier, provide all of the documentation outlined below.

#### **Medical barrier**

A medical barrier is defined as a disability and/or life-threatening illness affecting an applicant during their university education. Students with medical barriers are encouraged to apply if they have the skills and abilities to successfully meet the essential requirements of a medical degree. As well, students must have the skills and abilities to ensure their own safety and the safety of the patients they interact with and care for during their medical training. These skills and abilities are outlined in the “[Essential Skills and Abilities Required for the Study of Medicine](#)” document approved by the Council of Ontario Faculties of Medicine (COFM).

To be considered for the ACCESS pathway because of a medical barrier, an applicant **MUST** provide ALL of the following supporting documentation for a reasonable assessment:

1. Official documentation on whether accommodations were provided and the nature of these accommodations for writing the MCAT. (If no accommodations were provided for writing the MCAT, please state this to us.)
2. Official documentation on whether accommodations were provided and the nature of these accommodations for their university learning. (If no accommodations were provided, please state this to us.)  
and
3. Official documentation by a licensed professional on how their illness and/or disability impacts/impacted their learning and/or the learning of others (note that although disclosing the name of a diagnosis is not required, the committee will require sufficient information on the impact of the illness and/or disability on your educational experience).

Applicants to Schulich School of Medicine & Dentistry who have disabilities and wish to discuss requests for accommodations will be advised to contact Accessible Education at [ssd@uwo.ca](mailto:ssd@uwo.ca) or 519-661-2147.

#### **Financial barrier**

We recognize that many students work part-time. However, to be considered as having a *financial* barrier, an applicant **MUST** have been working at least 20 hours per week during each academic year (September to April) for at least 2 academic years, where 1 year is engaged in full-time studies at an appropriate course level and load (as outlined in our [GPA requirements](#)).

To be considered for the ACCESS pathway because of a financial barrier, an official letter from the employer(s) must be provided clearly outlining the hours and dates employed as they relate to the above definition of financial barrier.

It is the applicant's responsibility to ensure that all relevant documentation is provided. As is customary with all applications, Schulich Medicine reserves the right to verify supporting

documentation. Falsification or misrepresentation of information will result in removal of the application from consideration and will preclude them from being considered in any future applications to the University.

This documentation will be reviewed holistically by a Sub-Committee of the Medicine Admissions Committee. There are no fixed seats or quotas. Those who apply through the ACCESS pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream annually. Applicants through the ACCESS pathway must meet all other Admission requirements as the Southwestern Ontario stream and general stream applicants. Applying through this pathway does not automatically guarantee granting of MCAT flexibility nor guarantee admission.

*The remainder of the policy is unchanged*

REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/profprog\\_medicine.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_medicine.pdf)

**Doctor of Medicine (MD) Program - Schulich School of Medicine & Dentistry**

**For Students who entered the MD Program prior to September 1, 2019, please refer to the Doctor of Medicine (MD) Program [here](#)**

**NEW CURRICULUM For Students entering the MD Program September 1, 2019 (Class of 2023) and beyond:**

**PROGRAM REQUIREMENTS & PROGRESSION**

The Doctor of Medicine (MD) Program in the Schulich School of Medicine & Dentistry is a four-year program. The program is divided into integrated years of learning offering curriculum from large and small group, laboratory, simulated, team and experiential work placed immersive learning.

Year One and Year Two courses involve case-based learning in teams; laboratory experiences in foundational sciences; small group learning; simulation learning; individual independent study; interactive large group learning including team based learning; lectures; project-based experiential learning and supervised clinical learning experiences. The curriculum is designed to provide foundational learning in the basic and clinical sciences for application in Year 3 and 4 clinical immersion education. Students are required to complete all course requirements offered including semester-long integrated courses and longitudinal year-long courses.

Year Three is a 52-week single course *Clerkship* completed as an integrated clerkship where learners are immersed as active members of clinical care teams in the following medical disciplines: Family Medicine, Medicine, Obstetrics & Gynaecology, Paediatrics, Psychiatry and Surgery. Within these disciplines there are additional elective learning options and mandatory sessions in Anesthesia & Perioperative Medicine and Emergency Medicine. Students learn and work under the direct supervision of faculty and postgraduate resident physicians. Year 3 students are given graded responsibility in diagnosis, investigation, management of patient care in acute and chronic care with inpatient and outpatient experiences, within health care facilities at our associate clinical affiliates (hospitals, ambulatory clinics, physician offices) in London, Windsor and across our distributed education network. Students are assessed in a competency-based process grounded in mandatory satisfactory achievement of Medical Expert and Professional and no concerns identified in the progression of achievement for the other five core curricular competencies – Communicator, Collaborator, Scholar, Advocate and Leader. Each student learning experience is unique but each is required to meet rotation and course objectives. Each student in Year Three must complete a *Community Clinical Clerkship* rotation for a minimum of four weeks in the distributed education region.

The curriculum in Year Four is divided into two single term courses consolidating the prior learning. Term One *Clinical Science Electives* (16 weeks) is a course of assessed clinical or research based experiences selected by the student in any area of medicine of interest at the Schulich School of Medicine & Dentistry, other Canadian medical schools as well as carefully selected international medical schools. The curriculum in Year Four Term Two, *Integration & Transition* (16 weeks) is designed to assess cognitive, affective and psychomotor learning in a student-centered and student-directed manner, to ensure the understanding, analysis and synthesis of knowledge and skills necessary in transition to postgraduate medicine education.

## CURRICULUM OVERVIEW

Year One Courses		Year Two Courses	
Foundations of Medical Care		Principles of Medicine II	
Principles of Medicine I		Transition to Clerkship	
Patient Centered Clinical Methods (Medicine 5139)		Patient Centred Clinical Methods (Medicine 5246)	
Professionalism, Career & Wellness			
Experiential Learning			
Year Three Course			
Clerkship (Medicine 5475)			
Rotation: Family Medicine (6-12 Weeks)		Rotation: Medicine (6-12 Weeks)	
Rotation: Obstetrics & Gynaecology (6 Weeks)		Rotation: Paediatrics (6 Weeks)	
Rotation: Psychiatry (6 Weeks)		Rotation: Surgery (6-12 Weeks)	
<div><div>Community Clinical Clerkship Rotation (4 Week)</div></div>			
Year Four Courses			
Clinical Science Electives (Medicine 5401)		Integration & Transition (Medicine 5402)	

## PROGRAM REGULATIONS

### Attendance

It is expected that students will attend all scheduled learning sessions.

Attendance is mandatory for defined sessions in the course syllabus and all clinical learning. Mandatory attendance is required for: all Small Group Learning sessions; Interactive Large Group Learning; Simulation Learning; Clinical care immersion learning; Laboratory sessions; project learning sessions or assessment in teams as defined by course syllabus. At the discretion of the Associate Dean or Course Chair, certain individual learning sessions (i.e. collaborative interfaculty learning) may be identified as mandatory. Failure to attend mandatory sessions (without approval) will result in remediation of incomplete learning objectives and assessments. Recurrent failure to attend mandatory learning will be reviewed as a Professionalism breach and will be addressed under Program processes and as part of Course progression. Attendance in all clinical and non-clinical learning in Year 3 *Clerkship* and in Year 4 *Clinical Sciences Electives* is mandatory. Failure to attend scheduled clinical learning in any year will result in remediation of and/or a grade of "Fail" on a rotation, elective or course. The student attendance policy can be found on the MD Program web page.

### Professionalism

The MD Program is a professional degree program. The expectations for personal professional behaviour, outlined in the *Policy on Student Professionalism in Undergraduate Medical Education* and other School documents, relate to all required curricular learning and any interaction with peers, faculty, staff, society, patients and families. Any breach will be addressed under the *Policy on Student*

*Professionalism in Undergraduate Medical Education* and may result in Program or Course remediation and/or a Course grade of "Fail" or dismissal from the Program.

#### Immunization

On Admission, students are required to provide immunization documentation as it relates to the Council of Ontario Faculties of Medicine (COFM) Policy on Immunization and Blood Borne Pathogens which can be found at <http://cou.on.ca/papers/immunization-policy/> and *Policy Blood Borne Pathogens* and also the Schulich Medicine & Dentistry policy on Blood Borne Pathogens.

The COFM policy applies to all medical learners (undergraduate medical students and postgraduate residents and fellows) attending an Ontario medical school and performing clinical learning activities in Ontario. Undergraduate medical learners who do not comply with the immunization and health prevention policies may be excluded or suspended from all clinical learning or refused admission to Year 1 curriculum in the interest of patient safety. Medical learners undertaking international clinical learning will require additional assessment, and potentially prophylaxis and immunization against infectious diseases specific to that learning environment. The Program, School and Western University International have processes that support safe learning outside Canada and explicit timelines to follow for pre-departure preparation and disease prevention.

Additional immunization may be required by other Canadian clinical sites; the Program, School or by provincial mandate in response to a health care outbreak for students in clinical learning during their study in the Program.

#### Police Checks

Students enrolled in the MD Program are engaged in many areas of patient care, including vulnerable sectors (i.e. infants, children, adolescents, special needs adults, seniors, and mental health patients) during their learning. To fulfill legal obligations of the Program and the province of Ontario that support patient safety, students will be required to submit their police record checks and vulnerable sector checks upon admission to the Program and at the beginning of Year 3 and Year 4. These must be completed independently by the learner and submitted to the Learner Equity & Wellness Office. Students are not permitted to commence their studies in Year 1, Year 3 and Year 4 if they do not submit required documentation of a clear police and vulnerable sector check. Students must consult the Admissions Office (for Year 1) and the Learner Equity & Wellness Office (Years 2,3,4) about processes to follow in the event of a failed check. The Statement on Police Checks for Undergraduate Medical Students is found on the MD program website.

#### Time Limitation for Completion of the MD Program

The Doctor of Medicine (MD) Program is a full-time, four-year professional academic program. Students on request to the Associate Dean Undergraduate Medical Education may be granted a leave of absence while enrolled in Program studies. The MD program must be completed within six years of the original date of enrolment.

Under no circumstances may (a) a student withdraw and re-enter Program studies or (b) exceed the maximum program length of six years. A student who fails to complete the program in six years, for any reason, must withdraw from the MD Program.

Students enrolled in dual degree programs such as the combined MD-PhD program or MD-MPH (or similar tracks) will require additional years to complete their degrees. It is expected that the maximum time for completion of each dual degree will be adhered to as outlined in the Program syllabus. Failure to comply will result in either withdrawal of enrolment from the dual degree track (without completion of the parallel degree) and/or the MD Program studies.

## **ASSESSMENT**

The principal function of student assessment in the MD Program is to provide feedback to support students learning and competence. All assessment activities are aligned with Program competencies and their key and enabling competencies at defined stages (i.e. years) to ensure achievement of the competencies before entering postgraduate medical education.

For the purpose of reporting, and consistent with all English-language Canadian medical schools practices, the Program standard for progression is a Pass/Fail grade for each course. Percentage grades may be used in specific assessments to provide learner feedback on the achievement of knowledge, skills, attitudes, progress and behaviors. Student professionalism throughout all aspects of the curriculum will constitute a key assessment outcome for each course in the Program (see Professionalism above).

Assessment throughout the Program curriculum will involve:

1. **Formative Assessment For Learning:** These assessments are designed to monitor student learning, to provide ongoing feedback to instructors, Program and students to improve learning. This feedback will enable students to identify their strengths and weaknesses and target areas that need attention. Instructors will utilize feedback from formative assessments to recognize where students are struggling and to address problems. The assessments may take the form of verbal or written feedback; individual and group assignments; readiness assessments or written and oral examinations.
2. **Summative Assessment of Learning:** Summative assessment in each course must be successfully passed in order for the student to progress to the next level of Program study. For these assessments, students may receive a numerical grade, which is a component of the overall course grade reported on the academic transcript as Pass/Fail.
3. **Assessment of Competence:** Students will be assessed on their trajectory towards achievement of "entrustability with indirect supervision" on the twelve Association of Faculties of Medicine of Canada (AFMC) Entrustable Professional Activities (EPAs) which are tasks of a generalist physician required for graduation. In addition, each student will maintain a portfolio to document achievement of the 23 MD Program Key Competencies that define the knowledge, skills and attitudes expected of graduating Canadian medical students. Student professionalism will be assessed throughout the MD Program (see Professionalism above).

### **During Year 1 and Year 2**

1. Formative Assessment for Learning occurs via group participation; written readiness assessments; reflection; written or oral presentations; peer or other health learner group assessment; individual clinical patient care assessments; coaching; professionalism mentoring and feedback; simulation assessments and laboratory assessments.
2. Summative Assessment of Learning occurs in each course and requires satisfactory achievement on all course requirements as outlined by the course chairs in the course syllabus and passing the end-of-course examination.
3. Assessment of Competence: Students are responsible for documenting in their learner portfolio an accumulation of reflections throughout their learning activities that demonstrate satisfactory achievement of stage (i.e. year) appropriate curricular competencies for Years 1 and Year 2. Assessment of the Entrustable Professional Activities (EPAs) occurs when appropriate during Patient-Centered Clinical Methods and Experiential Learning.



### During Year 3

1. Formative Assessment for Learning occurs daily within the *Clerkship* course as the medical student interacts with patients, families, faculty educators, preceptors, residents and other health professionals in the clinical learning experiences. Assessments may include group participation; reflection; written or oral presentations; peer or other multisource feedback; individual clinical patient care assessments; coaching.
2. Summative Assessment of Learning requires satisfactory achievement on all requirements and occurs at defined points in each Rotation as outlined in the relevant section of the *Clerkship* course syllabus.
3. Assessment of Competence is integral in *Clerkship* with assessments in clinical care responsibilities demonstrating a satisfactory developmental trajectory towards achievement of the twelve EPAs. Students are responsible for documenting in their learner portfolio ongoing reflections throughout their learning activities that demonstrate satisfactory achievement of stage (i.e. year) appropriate curricular competencies for Year 3.

### During Year 4

1. Formative Assessment for Learning occurs within a) the *Clinical Sciences Electives* course as the medical student interacts with patients, families, faculty educators, preceptors, residents and other health professionals in the clinical learning experiences and b) the *Integration & Transition* course through small group participation, participation in projects, oral and written presentations and peer assessment.
2. Summative Assessment of Learning in *Clinical Sciences Electives* occurs with The Objective Structured Clinical Examination (OSCE) which tests students' mastery of the overall objectives of all Program knowledge, clinical skills, professional conduct and clinical reasoning using simulated clinical settings. Summative Assessment of Learning also occurs within a) *Clinical Sciences Electives* by elective preceptors/ supervisors, residents and other health professionals similar to the Year 3 *Clerkship* assessment and b) *Integration & Transition* through completion of research and quality improvement projects; small group participation, assignments and tests as outlined in the course syllabus.
3. Assessment of Competence occurs in *Clinical Sciences Electives* and *Integration & Transition* (where appropriate) with assessments in clinical care demonstrating satisfactory trajectory towards achievement of the twelve EPAs. Students are responsible for documenting in their learner portfolio ongoing reflections throughout their learning activities that demonstrate satisfactory achievement of the graduation curricular competencies.

## **PROGRESSION**

### Satisfactory Progression

To satisfactorily complete each year, and to progress to the next year or to graduation, a student must meet the following requirements:

1. For Year 1 and 2, students must satisfactorily complete >80% of formative assessments and pass all summative assessments in the year, as defined by the Course Chair(s) and outlined in each course syllabus. Students must demonstrate and maintain a level of Professionalism as defined by the *Policy on Student Professionalism in Undergraduate Medical Education*.
2. For Year 3, students must complete > 80% of formative assessments and pass each Clinical Rotation in *Clerkship*. Students must demonstrate and maintain a level of Professionalism as defined by the *Policy on Student Professionalism in Undergraduate Medical Education*.
3. For Year 4, successful completion of the OSCE is required to complete *Clinical Science Electives* and to graduate from the Doctor of Medicine Program. Students must meet all other requirements for *Clinical Science Electives* and the *Integration & Transition* course. Students must demonstrate and maintain a level of Professionalism as defined by the *Policy on Student Professionalism in Undergraduate Medical Education*.

- a. A student who receives a grade of Fail on the OSCE will be offered remediation and a reassessment.
  - b. Failure on the OSCE remediation will require a student to undertake additional studies in the Program.
4. For Graduation, students must meet the above requirements for all 4 years of the program. Students must also demonstrate defined outcome objectives of the twelve Association of Faculties of Medicine of Canada (AFMC) Entrustable Professional Activities (EPAs) which are tasks of a generalist physician required for graduation. In addition, each student must achieve the defined outcome objectives of 23 MD Program Key Competencies that define the knowledge, skills and attitudes expected of graduating Canadian medical students. Students must also demonstrate and maintain a level of Professionalism as defined by the *Policy on Student Professionalism in Undergraduate Medical Education*.

#### Conditional Progression & Remediation

A student who fails a course; a single rotation in the Clerkship; a Clinical Science elective, or does not meet the requirements for satisfactory completion as outlined in the course syllabus, may be provided with an opportunity for remediation at the discretion of the Competence Committee in consultation with the Course Chair. Remediation of a course, a single rotation in the Clerkship or an elective may only be provided once. A student who does not successfully pass a subsequent summative assessment after remediation will be required to withdraw from the program.

Remediation for deficiencies in competency domains will occur on an ongoing basis in consultation between the student and their academic coach and is monitored by the Competence Committee. Significant deficiencies in achievement of competence may require an individualized learning plan at the discretion of the Competence Committee.

#### Requirement to Withdraw

A student who has not met the requirements listed under "Satisfactory Progression" or passed after completion of "Conditional Progression & Remediation Privileges" shall be required to withdraw from the medical program for any of the following reasons:

- i. The student has not met the conditions listed under "Conditional Progression" and, therefore, is not eligible for supplemental assessment.
- ii. The student has met the conditions listed under "Conditional Progression" but permission for supplemental assessment is not granted by the Competence Committee.
- iii. The student fails a supplemental assessment granted under "Conditional Progression".
- iv. The student is offered and completes a repeat year of supplementary learning and is not successful in progression.
- v. The student that has met the requirements under "Satisfactory Progression" may be required to withdraw under the University penalties for Scholastic Offenses or violation of the Western University Code of Student Conduct.
- vi. The student has met the requirements under "Satisfactory Progression" but has demonstrated unprofessional or unethical behavior as defined by the *Policy on Student Professionalism in Undergraduate Medical Education* or the Policies of the College of Physicians and Surgeons of Ontario and the Canadian Medical Association Code of Ethics.
- vii. The student has not met the requirements for Immunization and/or Police Record Check/Vulnerable Sector Screening resulting in suspension of clinical privileges and failure to complete academic requirements.
- viii. The student has failed to remit tuition or student fees and has been sent to collection, resulting in the suspension of clinical privileges and failure to complete academic requirements.
- ix. The student has met the requirements under "Satisfactory Progression" but has not adhered to the "Program Regulations" identified in this document, including (but not limited to) professional conduct.

### Appeals

Students wishing to appeal a decision of the Schulich School of Medicine & Dentistry should refer to the *Undergraduate Medical Education Program Statement on Appeals* which is aligned with the process outlined in the *Senate Policy on Academic Rights and Responsibilities*.

### Grading Scales

The criteria for receiving a "Pass" grade will be clearly outlined at the start of each course in the syllabus. The key to this grading scheme is as follows:

**PASS** – Clear Competency with regards to all criteria considered essential for the completion of that specific course, including a minimum of 70% on summative assessments in the course as outlined in the course syllabus.

#### **CR – Credit**

**FAIL** - An inability to meet the minimal acceptable standards and/or Competency for a specific course including a minimum of 70% on summative assessments in the course as outlined in the course syllabus.

#### **INC – Incomplete**

#### **IPR – Course in Progress**

#### **SRP - Supplemental Examination/Remedial Work passed**

### Definitions

**Competence Committee** – A committee made up of faculty members of Schulich Medicine & Dentistry representing various medical specialties that reviews each student's progress. This committee will reference all relevant academic work when reviewing each student's progress. This committee meets at regular intervals throughout the 4 year curriculum. This committee determines progression of the student and makes recommendations regarding student progress to the Associate Dean, Undergraduate Medical Education.

**Academic Coach** - A faculty member who is assigned to each student to provide academic support and coaching.

## **Doctor of Medicine (MD) Program - Schulich School of Medicine & Dentistry – For Students who entered the MD Program prior to September 1, 2019**

### **PROGRAM REQUIREMENTS & PROGRESSION**

The Doctor of Medicine (MD) program is a four year program. Year One and Year Two involve didactic lectures, laboratory experiences, small group instruction, individual and team based mentoring, case based learning, simulation and supervised clinical experiences. The curriculum is designed to provide foundational learning in both the basic and clinical sciences.

Year Three is a 52-week integrated clerkship (one course) where learners become an active member of the clinical care team in the following medical disciplines: Family Medicine, Medicine, Obstetrics & Gynaecology, Paediatrics, Psychiatry and Surgery. Under the supervision of faculty and senior house-staff, Clinical Clerks are given graded responsibility in diagnosis, investigation, management of patient care in hospital, clinic and outpatient settings and professionalism. Students in Year Three are required to complete a community Clinical Clerkship rotation for a minimum of four weeks.

The curriculum in Year Four (Term One) Clinical Science Electives (16 weeks) is arranged entirely by the students in any area of medicine at the Schulich School of Medicine & Dentistry, as well as centres within Canada and at approved sites abroad. The curriculum in Year Four (Term Two) Integration & Transition (16 weeks) is designed to assess cognitive, affective and psychomotor learning and a student-centered and student-directed manner which requires the command, analysis and synthesis of knowledge and skills.

## CURRICULUM OVERVIEW

<u>Year One Courses</u>	<u>Year Two Courses</u>
Introduction to Medicine (Medicine 5115)	Digestive System & Nutrition (Medicine 5203)
Blood (Medicine 5121)	Endocrine & Metabolism (Medicine 5202)
Infection & Immunity (Medicine 5116)	Reproduction (Medicine 5205)
Skin (Medicine 5117)	Musculoskeletal System (Medicine 5218)
Heart & Circulation (Medicine 5120)	Emergency Care (Medicine 5208)
Respiration & Airways (Medicine 5119)	Neurosciences, Eye & Ear (Medicine 5206)
Genitourinary System (Medicine 5104)	Psychiatry & the Behavioral Sciences (Medicine 5207)
Social Medicine (Medicine 5151)	Key Topics in Family Medicine (Medicine 5210)
	Professional Identity (Medicine 5250)
Professional Portfolio (Medicine 5140)	
Patient Centered Clinical Methods (Medicine 5139)	Patient Centred Clinical Methods (Medicine 5246)
<u>Year Three Course</u>	
Clerkship (Medicine 5475)	
Rotation: Family Medicine (6 Week)	Rotation: Medicine (12 Week)
Rotation: Obstetrics & Gynaecology (6 Week)	Rotation: Paediatrics (6 Week)
Rotation: Psychiatry (6 Week)	Rotation: Surgery (12 Week)
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; width: fit-content; margin: 0 auto;">           Community Clinical Clerkship Rotation (4 Week)         </div>	
<u>Year Four Courses</u>	
Clinical Science Electives (Medicine 5401)	Integration & Transition (Medicine 5402)

## **PROGRAM REGULATIONS**

### Attendance

It is expected that students will attend all scheduled learning sessions.

Attendance in small-group learning sessions is mandatory. At the discretion of the Associate Dean or Course Chair, certain learning sessions (outside of small-group learning) may be identified as mandatory. Failure to attend mandatory sessions (without approval) may result in remediation of and/or a grade of "fail" in a Course. Attendance in Clerkship and in Clinical Sciences Electives is mandatory. Failure to attend scheduled clinical obligations may result in remediation of and/or a grade of "fail" on a rotation, of Clerkship or of an elective. The Attendance Policy is reviewed annually and available to students on the program website. No exceptions to the Attendance Policy will be made.

### Professionalism

Medicine is a professional academic program. A breach of personal professional behaviour or patient safety in any course, rotation or elective may result in remediation of and/or a grade of "fail."

### Immunization

Upon Admission, students are required to provide immunization documentation as it relates to the Council of Ontario Faculties of Medicine Policy on Immunization. <http://cou.on.ca/papers/immunization-policy/>

This policy applies to all medical learners (undergraduate medical students and postgraduate residents and fellows) attending an Ontario medical school and performing clinical activities in Ontario. Undergraduate medical learners who do not comply with the immunization policy may be excluded or suspended from clinical activities. Ontario medical learners doing international clinical placements will require an additional assessment. A travel medicine consultation should take place at least eight weeks before their placement. Additional immunizations may be necessary depending on the location of their placement

### Police Checks

Students in the MD program and exposed to many area of patient care, including vulnerable sectors during the course of their learning. In order to fulfill legal obligations and support patient safety, students will be required to submit their police record checks and vulnerable sector checks upon admission to the program and at the beginning of Year 3 and Year 4 to the Learner Equity & Wellness Office. Students are not permitted commence their studies in Year 3 and Year 4 if they do not submit required documentation. Students must consult the Learner Equity & Wellness Office about procedures to follow in the case of a failed check. The Statement on Police Checks and Vulnerable Sector Screening is found on the MD program website here:

[https://www.schulich.uwo.ca/medicine/undergraduate/docs/policies\\_statements/statements/1-3-16-Police-Checks.pdf](https://www.schulich.uwo.ca/medicine/undergraduate/docs/policies_statements/statements/1-3-16-Police-Checks.pdf)

### Time Limitation for Completion of the MD Program

The Doctor of Medicine (MD) Program is a full-time, four year academic program. Students with extenuating circumstances may be granted a leave of absence while enrolled in the program. The MD program must be completed within six years of the original date of entry. Under no circumstances may (a) a student withdraw and re-enter the program or (b) exceed the maximum program length of six years. A student who fails to complete the program in six years, for any reason, must withdraw from the medical program. Students enrolled in the combined MD-PhD program may request an additional year to complete their graduate research for a maximum of seven years.

## **ASSESSMENT**

The principal function of student assessment in the MD Program is to determine competence and provide feedback for student learning. For the purpose of reporting performance, a Pass/ Fail grade is used for each course. Letter or percentage grades may be used for the purpose of enhancing feedback at the

course level. Students' attitudes and ethics also form part of the assessment and unprofessional behaviour or irresponsible and inappropriate conduct may constitute grounds for a failing grade.

Assessment throughout the curriculum takes two forms:

1. **Formative Assessment For Feedback:** These evaluations are designed to help students assess their progress and to provide feedback on strengths and weaknesses. Such sessions may take the form of informal verbal feedback, individual and group assignments, or written and oral examinations provided for practice. They may occur at any time.
2. **Summative Assessment For Progression:** These assessments must be successfully passed in order for the student to progress to the next level of study. For these assessments, **students receive a numerical grade, which is a component of the overall course grade reported on the academic transcript as pass/fail.**

During Year 1 and Year 2

1. Assessment for feedback occurs in the review of group participation, written examinations, written or oral presentations, and laboratory practical evaluations.
2. Assessment for progression occurs a number of times throughout each course with a final examination period each term. Assessment may include an evaluation of the quality of each student's group participation.

During Year 3

1. Assessment for feedback and assessment for progression occur daily during Clerkship as the clerk interacts with house staff and clinical faculty. Frequent observation during patient care activities forms the basis for such feedback.

During Year 4

1. Assessment for feedback occurs daily in Clinical Science Electives as the learner interacts with house staff and clinical faculty. Frequent observation during patient care activities forms the basis for such feedback.
2. Assessment for progression in Clinical Science Electives is tested via the Year 4 Objectives Structured Comprehensive Examination (OSCE). The OSCE will test students' mastery of the overall objectives of the clerkship and clinical electives. This examination will assess students' knowledge, clinical skills, professional conduct and clinical reasoning using real and simulated clinical settings.
  - a. Students will complete the OSCE while enrolled in Integration & Transition.
  - b. Successful completion of the OSCE is required (an overall grade of PASS) to pass Clinical Science Electives and to graduate from the Doctor of Medicine Program.
  - c. A student who receives a grade of FAIL on the OSCE may be offered remediation at the discretion of the Course Chair.
  - d. As per the Program Requirements above, remediation in the Doctor of Medicine program is a privilege and may not be offered upon failure of the OSCE.
  - e. Failure on the OSCE without remedial privilege will require a student to withdraw from the program.
  - f. If remediation is offered, and a score of FAIL is achieved on the remediation, a student will be asked to withdraw from the program.
3. Assessment for feedback occurs in Integration & Transition through the review of group participation, written examinations, and written or oral presentations.
4. Assessment for progression occurs in Integration & Transition throughout the course using tests, assignments and a student research project.

## PROGRESSION

### Satisfactory Progression

To satisfactorily complete each year, and to progress to the next year or to graduation, a student must meet the following requirements:

1. For Year 1, students must pass all course work, assignments, examinations of each course in the year, as defined by the Course Chair(s).
2. For Year 2, students must pass all course work, assignments, examinations of each course in the year, as defined by the Course Chair(s).
3. For Year 3 (Integrated Clinical Clerkship), students must pass all Clinical Rotations
4. For Year 4, students must pass the Observed Structured Clinical Exam (OSCE), all Clinical Science Electives and must meet the requirements of the Integration & Transition Course (final 12 weeks of the program).

### Course Weights

Course Length	Course Weight
0 - 60 hours	0.5
61 - 160 hours	1.0
161 - 260 hours	2.0
261 - 360 hours	3.0
361 - 460 hours	4.0
52 weeks Clinical Clerkship	8.0
Clinical Science Electives	1.5

### Conditional Progression & Remediation Privileges

In some instances, a student who fails a course, single rotation, the Clerkship or an elective may be provided with remediation at the discretion of the Progression & Awards Committee. Remediation of a course, single rotation, the Clerkship or an elective may only be provided once. A student who does not successfully pass after remediation will be required to withdraw from the program.

1. A student who has failed a single six-week clinical rotation in Year 3 and has been granted permission to remediate, will do so during Clinical Science Electives in Year 4.
2. A student who fails the Observed Structured Clinical Exam (OSCE) and has been granted permission to remediate will do so at the conclusion of the Integration & Transition.
3. Permission for remediation will be considered only when following conditions both exist:
  - a. The total of all failures (FAI) during the Doctor of Medicine program, including failures for which supplemental examination remediation was previously granted, does not exceed three course weights, and:
  - b. One of the following is true regarding performance in the current Year:
    - i. At the end of the first semester in Year 1 and/or the end of Year 1, the student has received grades of PAS in all but one course weight;
    - ii. At the end of the first semester in Year 2 and/or the end of Year 2, the student has received grades of PAS in all but one course weight;

- iii. At the end of Year 3 (Integrated Clinical Clerkship), the student has received grades of PAS in all but one Clinical Rotation;
- iv. At the end of Year 4, the student has:
  - 1. Met all of the objectives for Integration & Transition and Clinical Sciences Elective Rotations with a grade of FAI on the OSCE, or;
  - 2. Met all of the objectives for Integration & Transition with a grade of PAS on the OSCE but with a grade of FAI on no more than one Clinical Science Elective Rotation, or;
  - 3. Met all of the objectives for Clinical Science Elective Rotations with a grade of PAS on the OSCE but with a grade of FAI on Integration & Transition.
  - 4. A student who fails more than one of Clinical Science Elective Rotations, the OSCE, and/or Integration & Transition will be required to repeat Year 4. A student required to repeat Year 4 must be able to do so within the maximum program length of 6 years or will be required to withdraw.
- 4. The maximum period of remediation will be:
  - i. **Years 1, 2:** Supplemental examination(s) (when granted) must be successfully completed by the student within six weeks of the end of the academic year.
  - ii. **Year 3 Integrated Clinical Clerkship:** Supplemental examination(s) (when granted) must be successfully completed within eight weeks of the commencement of Clinical Science Electives.
  - iii. **Year 4 Clinical Science Electives:** Supplemental examination(s) (when granted) must be successfully completed by the student within four weeks, to be completed after the end of Year 4.
  - iv. **Year 4 Integration & Transition:** Supplemental examination(s) (when granted) must be successfully completed by the student within two weeks, to be completed after the end of Year 4.
  - v. **Year 4 OSCE:** Supplemental examination(s) (when granted) must be successfully completed by the student within four weeks, to be completed after the end of Year 4.
- 5. Students who are required to do remedial work at the end of Year 4 may be required to graduate in the subsequent academic year.
- 6. Achievement of pass in a remediation does not delete the original grade from the student record. A grade of SRP (Supplemental Examination/Remedial Work Passed) will be separately recorded on the student record.

#### Requirement to Withdraw

A student who has not met the requirements listed under "Satisfactory Progression" or passed after completion of "Conditional Progression & Remediation Privileges" shall be required to withdraw from the medical program for any of the following reasons:

- i. The student has not met the conditions listed under "Conditional Progression" and, therefore, is not eligible for supplemental examination;
- ii. The student has met the conditions listed under "Conditional Progression" but permission for supplemental examination is not granted;
- iii. The student fails a supplemental examination granted under "Conditional Progression".
- iv. The student has met the requirements under "Satisfactory Progression" may be required to withdraw under the University penalties for Scholastic Offenses or violation of the Student Code of Conduct (Western).
- v. The student has met the requirements under "Satisfactory Progression" but has demonstrated unprofessional or unethical behaviour as defined by the Policies of the of the College of Physicians and Surgeons of Ontario and the Canadian Medical Association Code of Ethics.
- vi. The student has not met the requirements for Immunization and/or Police Record Check/Vulnerable Sector Screening resulting in suspension of clinical privileges, thus failure to complete academic requirements.



- vii.** The student has failed to remit tuition or student fees and has been sent to collection, resulting in the suspension of clinical privileges, thus failure to complete academic requirements.
- viii.** The student has met the requirements under “Satisfactory Progression” but has not adhered to the “Program Regulations” identified in this document, including (but not limited to) absenteeism and professional conduct.

#### Appeals

Students wishing to appeal against a decision of the Schulich School of Medicine & Dentistry should refer to the Undergraduate Medical Education Program Statement on Appeals [http://www.schulich.uwo.ca/medicine/undergraduate/docs/policies\\_statements/linked/1-3-7-Statement-on-Appeals.pdf](http://www.schulich.uwo.ca/medicine/undergraduate/docs/policies_statements/linked/1-3-7-Statement-on-Appeals.pdf) which defers to the process as outlined in the Senate Policy on Academic Rights and Responsibilities.

#### Grading Scales

The criteria for receiving a "passing" grade will be clearly identified at the start of each course. While percentage grades or letter grades may be used within courses for the purpose of student feedback, a Pass/Fail system is used to identify performance for progression and graduation.

The key to this grading scheme is as follows:

**PAS** - Clear competency with regards 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

NEW CALENDAR COPY

**HONORS SPECIALIZATION IN INTEGRATED SCIENCE WITH ASTROPHYSICS**

**Admission Requirements**

Completion of first year requirements with no failures. Students must complete the following courses with an average of at least 70%, with no individual course mark below 60%:

0.5 course: Integrated Science 1000Z;  
2.0 course: Integrated Science 1001X;  
0.5 course: Calculus 1000A/B or 1500A/B;  
1.0 course: Chemistry 1301A/B, Physics 1301A/B or 1501A/B.  
0.5 course: Mathematics 1600A/B\*

\*Students must complete Mathematics 1600A/B by the end of Term 1 in Year 2

**Module**

13.0 courses

2.5 courses: Integrated Science 2001F\*, 2002B\*, 3001F/G\*\*, 3002A/B\*\*, 4001A/B\*\*\*.  
0.5 course from\*: Philosophy 2320F/G (preferred), 2033A/B, 2035F/G, 2078F/G, 2370F/G.  
0.5 course: Science 3377A/B\*\*  
1.5 course: Integrated Science 4999E\*\*\*  
1.0 course: Calculus 2502A/B (preferred) or Calculus 2302A/B, Calculus 2503A/B (preferred) or Calculus 2303A/B.  
0.5 course: Applied Mathematics 2402A.  
3.5 courses: Physics 2101A/B, 2102A/B, 2110A/B, 2910F/G, 3300A/B, 3926F/G, 4351A/B  
0.5 course from: Physics 3151A/B, 3200A/B, 3400A/B.  
1.0 courses: Astronomy 2201A/B, 2801A/B  
1.0 courses from: Astronomy 3302A/B, 3303A/B, 4101A/B, 4602A/B  
0.5 courses from: any Physics and Astronomy course not yet taken numbered 4000 or above

Students must also complete Physics 2950Y, 3950Y (non-credit seminar courses).

**Note:**

\* indicates courses taken in Second Year of Program

\*\* indicates courses taken in Third Year of Program

\*\*\* indicates courses taken in Fourth Year of Program

NEW CALENDAR COPY

**HONORS SPECIALIZATION IN SYNTHETIC BIOLOGY**

**Admission Requirements**

Completion of first year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, with no mark below 60% in any of these half courses, including:

1.0 course from: Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B,  
1.0 course: Chemistry 1301A/B and Chemistry 1302A/B, and  
1.0 course from: Applied Mathematics 1201A/B, Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B or Mathematics 1600A/B, Statistical Sciences 1024A/B.

A minimum mark of 60% is also required in one of the following half courses which is not included in the principal courses:

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

**Module**

10.5 courses

0.5 course: Biochemistry 2280A with a mark of at least 65%

1.0 course: Biology 2290F/G, Biology 2581A/B, with a mark of at least 70% in each

0.5 course: Biology 2382A/B

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B

0.5 course from: Chemistry 2213A/B or Chemistry 2273A

0.5 course from: Chemistry 2223B or Chemistry 2283G

1.5 courses: Biochemistry 3381A, Biochemistry 3382A, Biochemistry 3392F/G

0.5 course from: Biochemistry 3380G or Biochemistry 3390B

1.0 course: Biology 3593A/B, Biology 3596A/B

0.5 course: Science 3377A/B

0.5 course from: Business Administration 2295F/G, or one of Business Administration 1220E or Business Administration 2257 (see note)

0.5 course from: Philosophy 2035F/G, Philosophy 2300F/G, Philosophy 2320F/G, Philosophy 2370F/G, Philosophy 2350F/G, Philosophy 3341F/G

0.5 course: Biology 4260A/B

0.5 course: Biochemistry 4415B

1.5 courses: Biology 4998E (Research Project = 1.5 courses)

Note: the module will be comprised of 11.0 courses if either Business 1220E or 2257 is taken. Business 1220E cannot be used towards both First Year Requirements and modular requirements.



## Proposed Bachelor of Sciences Program Honors Specialization in Synthetic Biology: Final Assessment Report

Faculty / Affiliated University College	Faculty of Science
Degrees Offered	Bachelor of Science (BSc)
Modules Reviewed	Honors Specialization in Synthetic Biology
External Consultants	Dr. Ute Kothe, Professor, Department of Chemistry & Biochemistry, University of Lethbridge Dr. Christopher Boddy, Professor, Department of Chemistry & Biomolecular Sciences, University of Ottawa
Internal Reviewer	Dr. Joseph Michalski, Associate Academic Dean, King's University College at Western
Date of Site Visit	March 8, 2019
Evaluation	<b>Approved to Commence</b>
Approval Dates	SUPR-U: April 17, 2019 SCAPA: May 1, 2019 Senate:
Year of Next Review	2026-27

### Executive Summary

The external reviewers conducted a desk audit of the proposed Honors Specialization BSc in Synthetic Biochemistry at Western University. The reviewers were provided with a detailed description of the proposed program, including the full *Proposal for the New Undergraduate Honors Specialization in Synthetic Biology in Faculty of Science*. In addition, the reviewers examined the curriculum vitae of the three main instructors for the program, as well as general information on the undergraduate program structure, degree outcomes, and the Institutional Quality Assurance Process at Western University.

On March 8th, 2019, the external reviewers participated in a teleconference with the following Western University team members to discuss their proposal: John Doerksen (Vice-Provost, Academic Programs), Jeffrey Hutter (Associate Dean, Science), Mark Bernards (Chair Biology), Antony Percival-Smith (Undergraduate Chair, Biology), David Edgell (Chair, Biochemistry), Derek McLachlin (Undergraduate Chair, Biochemistry), and Joseph Michalski, internal reviewer.

The consultants focused their questions on the logic and rationale of the program, which they have lauded as entirely consistent with Western's institutional goals and general mission "of creating, disseminating and applying knowledge for the benefit of society and training students whose education and leadership serves the public good." The consultants were impressed with the recently funded Interdisciplinary Development Initiative application for Synthetic Microbial Genomes @ Western and the establishment of the Synthetic Biology Club that has advocated for the development of the proposed program. Most of the detailed questions during the

teleconference then focused on the anticipated resource demands and the capacity to deliver an innovative, cutting-edge program consistent with perceived societal demands.

As the program has not yet been implemented, there were no enrolled students with whom to meet. A survey of science students (mainly from Biology or Bachelors of Medical Science modules), however, yielded 429 responses. Some two-thirds (66%) of the respondents indicated that they would be interested in the Honors Specialization in Synthetic Biology program as designed.

### **Significant Strengths of the Proposed Program**

The following program strengths are identified in both the program proposal and the External Consultants' Report:

- The external reviewers stressed the overall importance of the emergent field of synthetic biology in terms of basic and applied research that can build upon “technological advances in DNA sequencing, gene synthesis, and genome editing (that) have provided synthetic biologists with unprecedented power to manipulate biological systems.”
- The consultants championed the interdisciplinary approach, with joint ownership between the Biology and Biochemistry departments, since they view synthetic biology as an interdisciplinary field that serves as the cornerstone for current advances to human knowledge about the molecular foundations of life.
- The graduates and trainees from the program are expected to be in high demand as industry ramps up research and development with respect to renewable chemicals, precision medicine, and various facets of an increasingly green economy.
- The program should fill a niche insofar as there are relatively few comprehensive synthetic biology training programs to meet current and future demands.
- The proposed program definitively meets Western Degree-Level Outcomes (WDOs) for undergraduate programs by providing two years of foundational physical and biological science training and then in-depth synthetic biology training (spanning biochemistry and molecular biology) in the final two years.
- The consultants especially liked the newly proposed Synthetic Biology courses (Biochemistry 3392 and Biology 4998) “that explicitly include entrepreneurship and science translation in Synthetic Biology, and team-based research efforts (to) provide students with exceptional training that fulfils the communication, globalization and community engagement, critical inquiry and creative thinking, and professionalism and ethical conduct.”
- The structure of the program aligns quite well with the specified learning outcomes as proposed across the four years of the program, including most notably the capstone course sequence that requires a team-based approach and experiential learning components consistent with the modern research environment.
- The external reviewers lauded the content of the proposed program as providing optimal training that combines extensive education “in the fundamental areas of molecular life sciences with unique approaches including ethics, business and project management.”
- The proposed program offers an appropriate education training in both the theoretical and applied knowledge bases of Synthetic Biology.
- Existing faculty members constitute a strong core for implementing the program, with established experts in the field already on staff.
- The consultation with the Centre for Teaching and Learning has ensured that the proposed delivery methods will provide students with the proper scaffolding upon which to build the comprehensive knowledge of the field.

- The consultants have determined that the assessment strategies are excellent, focusing on various presentation styles, writing assessments, and especially teamwork components that are “highly appropriate in preparing the students for a collaborative work environment in Synthetic Biology.”
- The program expectedly should draw students mostly from existing modules, which should minimize the impacts upon institutional resources such as information technology and library support.
- At the same time, the program expectedly should attract even more students interested in the intersection of the biological sciences and engineering, for example, and thus may be an intellectual growth area for the university in the future.

### **Opportunities for Program Improvement and Enhancement**

While the reviewers were quite enthusiastic about all aspects of the proposed program in Synthetic Biology, they recommended nevertheless that the following be considered:

- The potential growth of the program should be monitored carefully, as the existing resources could be overwhelmed. The numbers of students in the module may need to be capped accordingly.
- The capstone courses especially should be subjected to maximum limits of 40 students, or risk suffering a substantial loss of quality in training. The reviewers are thus concerned that, if the demand grows too quickly, then the necessity of “(i)dentifying and recruiting additional exceptional quality instructors to deliver and lead these courses will be a challenge.”
- The loss of faculty via recruitment, sabbaticals, or leaves should be acknowledged as a potential threat as well, for the module would quickly be under-resourced, while ensuring the long-term stability almost certainly will require investments in additional personnel with the necessary expertise.
- While sufficient laboratory space and equipment have been identified, there may yet be demands for additional infrastructure depending upon future enrollments and the attractiveness of Synthetic Biology among students who might not have considered Western previously.

### **Summary of the Reviewers’ Key Recommendations and Department/Faculty Responses**

“For all these reasons, this review enthusiastically supports the new proposed Honors Specialization in Synthetic Biology”:

- The proposed HSP in Synthetic Biology at Western University addresses an urgent educational need and societal demands for such a critical, emerging field.
- The student survey confirms a strong student interest, while both students and faculty alike recognize the potentially revolutionary impact of the field in terms of technological developments.
- As one of the first such undergraduate programs in Canada, the program will enhance the reputation of Western as being at the forefront of knowledge-building and should attract even more diverse students in the future.
- The interdisciplinary nature of the program incorporates the synergies of two extant departments, while extending beyond to include courses that should enhance both the development of entrepreneurial and ethical skills among future graduates.
- The program strikes the proper balance among student interests, faculty competencies, existing resources, and multiple pathways for creating leading-edge research.
- If needed, the spaces available for students in the new program will be capped.

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
Limit student enrolment in the module to ensure the highest quality of instruction is provided	<ul style="list-style-type: none"><li>-Cap student enrolment in the module to 40 students per year</li><li>-Revisit increasing the number of students in the module if demands exceed 40 students per year and if additional qualified faculty members are available to deliver capstone courses in Synthetic Biology</li></ul>

### **Removal of Earth Sciences Modules**

#### **REVISED CALENDAR COPY**

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21532&SelectedCalendar=Live&ArchiveID=>

### **HONORS GEOLOGY PROGRAM – FOR PROFESSIONAL REGISTRATION**

Admission to this program is discontinued effective September 1, 2019. Students enrolled in the program will be allowed to graduate until August 31, 2023, upon fulfillment of the program requirements.

Students enrolled in this program who wish to change their enrolment to the new Honors Specialization in Geology – For Professional Registration must contact the Department of Earth Sciences.

#### **REVISED CALENDAR COPY**

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21084&SelectedCalendar=Live&ArchiveID=>

### **HONORS SPECIALIZATION IN GEOLOGY**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the program requirements.

Students enrolled in this module who wish to change their enrolment to the new Honors Specialization in Geology – For Professional Registration must contact the Department of Earth Sciences.

#### **REVISED CALENDAR COPY**

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21087&SelectedCalendar=Live&ArchiveID=>

### **SPECIALIZATION IN GEOLOGY**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the program requirements.

Students enrolled in this module who wish to change their enrolment to the new Specialization in Geology – For Professional Registration must contact the Department of Earth Sciences.

#### **REVISED CALENDAR COPY**

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21534&Keywords=geophysics&SelectedCalendar=Live&ArchiveID=>

### **HONORS GEOPHYSICS PROGRAM – FOR PROFESSIONAL REGISTRATION**

Admission to this program is discontinued effective September 1, 2019. Students enrolled in the program will be allowed to graduate until August 31, 2023, upon fulfillment of the program requirements.

Students enrolled in this program who wish to change their enrolment to the new Honors Specialization in Geophysics – For Professional Registration must contact the Department of Earth Sciences.



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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21086&Keywords=geophysics&SelectedCalendar=Live&ArchiveID=>

**HONORS SPECIALIZATION IN GEOPHYSICS**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the program requirements.

Students enrolled in this module who wish to change their enrolment to the new Honors Specialization in Geophysics – For Professional Registration must contact the Department of Earth Sciences.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21088&Keywords=geophysics&SelectedCalendar=Live&ArchiveID=>

**SPECIALIZATION IN GEOPHYSICS**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the program requirements.

Students enrolled in this module who wish to change their enrolment to the new Specialization in Geophysics – For Professional Registration must contact the Department of Earth Sciences.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21533&Keywords=environmental%20geoscience&SelectedCalendar=Live&ArchiveID=>

**HONORS ENVIRONMENTAL GEOSCIENCE PROGRAM – FOR PROFESSIONAL REGISTRATION**

Admission to this program is discontinued effective September 1, 2019. Students enrolled in the program will be allowed to graduate until August 31, 2023, upon fulfillment of the program requirements.

Students enrolled in this program who wish to change their enrolment to the new Honors Specialization in Environmental Geoscience – For Professional Registration must contact the Department of Earth Sciences.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21083&Keywords=environmental%20geoscience&SelectedCalendar=Live&ArchiveID=>

**HONORS SPECIALIZATION IN ENVIRONMENTAL GEOSCIENCE**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the program requirements.

Students enrolled in this module who wish to change their enrolment to the new Honors Specialization in Environmental Geoscience – For Professional Registration must contact the Department of Earth Sciences.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21090&Keywords=environmental%20geoscience&SelectedCalendar=Live&ArchiveID=>

**SPECIALIZATION IN ENVIRONMENTAL GEOSCIENCE**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the program requirements.

Students enrolled in this module who wish to change their enrolment to the new Specialization in Environmental Geoscience – For Professional Registration must contact the Department of Earth Sciences.

NEW CALENDAR COPY

**HONORS SPECIALIZATION IN GEOLOGY – FOR PROFESSIONAL REGISTRATION**

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada, as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

**Admission Requirements**

Completion of Western's first year requirements with no failures and a minimum average of 70% in the following 3.0 principal courses with no mark below 60% in any principal course:

**3.0 Principal Courses:**

0.5 course: Chemistry 1301A/B

0.5 course from: Physics 1028A/B, Physics 1301A/B, Physics 1401A/B, Physics 1501A/B

1.0 course from: Chemistry 1302A/B, any one of (Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B), any one of (Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B)

0.5 course from: Calculus 1000A/B, Calculus 1500A/B, Mathematics 1225A/B

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Earth Sciences 1083F/G

**\*1.0 additional course from:**

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Calculus 1301A/B, Calculus 1501A/B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B

\*This requirement should be completed by the end of the student's second year.

**Module**

**11.0 courses**

6.0 courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2230A/B, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 2265A/B, Earth Sciences 3313A/B, Earth Sciences 3314A/B, Earth Sciences 3315A/B, Earth Sciences 3350Y

0.5 course from: Earth Sciences 4460A/B, Earth Sciences 4462A/B, Geography 2220A/B

2.5 courses from: Earth Sciences 3310A/B, Earth Sciences 3321A/B, Earth Sciences 3340A/B, Earth Sciences 3341A/B, Earth Sciences 3370A/B, Earth Sciences 3372A/B, Earth Sciences 4431A/B, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4450Y or Earth Sciences 4451Z, Earth Sciences 4472A/B

1.0 course: Earth Sciences 4490E

**1.0 additional course from (not already taken above):**

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Calculus 1301A/B, Calculus 1501A/B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B

NEW CALENDAR COPY

**SPECIALIZATION IN GEOLOGY – FOR PROFESSIONAL REGISTRATION**

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

**Admission Requirements**

Completion of Western's first year requirements and no mark below 60% in any of the 3.0 principal courses:

**3.0 Principal Courses:**

0.5 course: Chemistry 1301A/B

0.5 course from: Physics 1028A/B, Physics 1301A/B, Physics 1401A/B, Physics 1501A/B

1.0 course from: Chemistry 1302A/B, any one of (Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B), any one of (Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B)

0.5 course from: Calculus 1000A/B, Calculus 1500A/B, Mathematics 1225A/B

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Earth Sciences 1083F/G

**\*1.0 additional course from:**

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Calculus 1301A/B, Calculus 1501A/B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.

\*This requirement should be completed by the end of the student's second year.

**Module**

10.0 courses

6.0 courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2230A/B, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 2265A/B, Earth Sciences 3313A/B, Earth Sciences 3314A/B, Earth Sciences 3315A/B, Earth Sciences 3350Y

0.5 course from: Earth Sciences 4460A/B, Earth Sciences 4462A/B, Geography 2220A/B

2.5 courses from: Earth Sciences 3310A/B, Earth Sciences 3321A/B, Earth Sciences 3340A/B, Earth Sciences 3341A/B, Earth Sciences 3370A/B, Earth Sciences 3372A/B, Earth Sciences 4431A/B, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4450Y or Earth Sciences 4451Z, Earth Sciences 4472A/B

**1.0 additional course from (not already taken above):**

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Calculus 1301A/B, Calculus 1501A/B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.

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**HONORS SPECIALIZATION IN GEOPHYSICS – FOR PROFESSIONAL REGISTRATION**

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada, as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

**Admission Requirements**

Completion of Western's first year requirements with no failures and a minimum average of 70% in the following 3.0 principal courses with no mark below 60% in any principal course:

**3.0 Principal Courses**

0.5 course: Chemistry 1301A/B

1.0 course from: (Physics 1028A/B, Physics 1301A/B, Physics 1401A/B, Physics 1501A/B) and (Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B)

1.0 course from: (Calculus 1000A/B or Calculus 1500A/B) and (Calculus 1301A/B or Calculus 1501A/B); or Applied Mathematics 1413

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Earth Sciences 1083F/G

\*1.0 additional course from:

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.

\*This requirement should be completed by the end of the student's second year.

**Module**

11.0 courses

6.0 courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2222A/B, Earth Sciences 2230A/B, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 3320A/B, Earth Sciences 3321A/B, Earth Sciences 4420A/B, Earth Sciences 4423A/B

1.0 course from: Earth Sciences 2123A/B, Earth Sciences 3340A/B, Earth Sciences 3372A/B, Earth Sciences 4421A/B, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4462A/B, Earth Sciences 4472A/B, Geography 2220A/B, Geography 2330A/B

0.5 course: Earth Sciences 4451Z

0.5 course from: Calculus 2302A/B, Calculus 2502A/B

1.0 course: Physics 2110A/B, Physics 2910F/G

1.0 course: Earth Sciences 4490E

1.0 additional course (not already taken above):

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.

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**SPECIALIZATION IN GEOPHYSICS – FOR PROFESSIONAL REGISTRATION**

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada, as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

**Admission Requirements**

Completion of Western's first year requirements and no mark below 60% in any of the 3.0 principal course:

**3.0 Principal Courses**

0.5 course: Chemistry 1301A/B

1.0 course from: (Physics 1028A/B, Physics 1301A/B, Physics 1401A/B, Physics 1501A/B) and (Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B)

1.0 course from: (Calculus 1000A/B or Calculus 1500A/B) and (Calculus 1301A/B or Calculus 1501A/B); or Applied Mathematics 1413

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Earth Sciences 1083F/G

\*1.0 additional course from:

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.

\*This requirement should be completed by the end of the student's second year.

**Module**

**10.0 courses**

6.0 courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2222A/B, Earth Sciences 2230A/B, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 3320A/B, Earth Sciences 3321A/B, Earth Sciences 4420A/B, Earth Sciences 4423A/B

1.0 course from: Earth Sciences 2123A/B, Earth Sciences 3340A/B, Earth Sciences 3372A/B, Earth Sciences 4421A/B, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4462A/B, Earth Sciences 4472A/B, Geography 2220A/B, Geography 2330A/B

0.5 course: Earth Sciences 4451Z

0.5 course from: Calculus 2302A/B, Calculus 2502A/B

1.0 course: Physics 2110A/B, Physics 2910F/G

1.0 additional course from (not already taken above):

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.

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**HONORS SPECIALIZATION IN ENVIRONMENTAL GEOSCIENCE – FOR PROFESSIONAL REGISTRATION**

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

**Admission Requirements**

Completion of Western's first year requirements with no failures and a minimum average of 70% in the following 3.0 principal courses with no mark below 60% in any principal course:

**3.0 Principal Courses**

0.5 course: Chemistry 1301A/B

0.5 course from: Physics 1028A/B, Physics 1301A/B, Physics 1401A/B, Physics 1501A/B

1.0 course from: Chemistry 1302A/B, any one of (Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B), any one of (Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B)

0.5 course from: Calculus 1000A/B, Calculus 1500A/B, Mathematics 1225A/B

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Earth Sciences 1083F/G

\*1.0 additional course from:

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Calculus 1301A/B, Calculus 1501A/B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.

\*This requirement should be completed by the end of the student's second year.

**Module**

**11.0 courses**

6.0 courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2230A/B, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 2265A/B, Earth Sciences 3340A/B, Earth Sciences 3350Y, Earth Sciences 4462A/B, Geography 2330A/B

2.0 courses from: Earth Sciences 2266F/G, Earth Sciences 2281A/B, Earth Sciences 3320A/B, Earth Sciences 3341A/B, Earth Sciences 3370A/B, Earth Sciences 3372A/B, Earth Sciences 4431A/B, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4450Y, Earth Sciences 4460A/B, Earth Sciences 4461A/B, Earth Sciences 4472A/B, Geography 2220A/B

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

0.5 course from: Geography 3350A/B, Geography 3352A/B

1.0 course: Earth Sciences 4490E

1.0 additional course from (not already taken above):

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Calculus 1301A/B, Calculus 1501A/B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.

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**SPECIALIZATION IN ENVIRONMENTAL GEOSCIENCE – FOR PROFESSIONAL REGISTRATION**

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

**Admission Requirements**

Completion of Western's first year requirements and no mark below 60% in any of the 3.0 principal course:

**3.0 Principal Courses**

0.5 course: Chemistry 1301A/B

0.5 course from: Physics 1028A/B, Physics 1301A/B, Physics 1401A/B, Physics 1501A/B

1.0 course from: Chemistry 1302A/B, any one of (Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B), any one of (Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B)

0.5 course from: Calculus 1000A/B, Calculus 1500A/B, Mathematics 1225A/B

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Earth Sciences 1083F/G

\*1.0 additional course from:

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Calculus 1301A/B, Calculus 1501A/B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.

\*This requirement should be completed by the end of the student's second year.

**Module**

**10.0 courses**

6.0 courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2230A/B, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 2265A/B, Earth Sciences 3340A/B, Earth Sciences 3350Y, Earth Sciences 4462A/B, Geography 2330A/B

2.0 courses from: Earth Sciences 2266F/G, Earth Sciences 2281A/B, Earth Sciences 3320A/B, Earth Sciences 3341A/B, Earth Sciences 3370A/B, Earth Sciences 3372A/B, Earth Sciences 4431A/B, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4450Y, Earth Sciences 4460A/B, Earth Sciences 4461A/B, Earth Sciences 4472A/B, Geography 2220A/B

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

0.5 course from: Geography 3350A/B, Geography 3352A/B

1.0 additional course from (not already taken above):

Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Calculus 1301A/B, Calculus 1501A/B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Physics 1029A/B, Physics 1302A/B, Physics 1402A/B, Physics 1502A/B, Statistical Sciences 1023A/B, Statistical Sciences 1024A/B, Earth Sciences 2222A/B, Geography 2210A/B.



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Honors Specialization in **Indigenous Studies** ~~First Nations Studies~~

**Admission Requirements**

Completion of first year requirements. Students must have an average of at least 70% in 3.0 principal courses, including **First Nations Indigenous** Studies 1020E, plus 2.0 additional courses, with no mark in these principal courses below 60%. Anthropology 1025F/G and Anthropology 1026F/G are recommended in first year.

**Module**

9.0 courses:

1.0 course from: **First Nations Indigenous** Studies 2112, **First Nations Indigenous** Studies 2213F/G, **First Nations Indigenous** Studies 2218F/G, the former Anthropology 2217F/G, the former Anthropology 2218F/G, the former First Nations Studies 2217F/G.

2.0 courses from: **First Nations Indigenous** Studies 2101E, **First Nations Indigenous** Studies 2501F/G, **First Nations Indigenous** Studies 2601F/G, **First Nations Indigenous** Studies 2901E, **First Nations Indigenous** Studies 2919F/G, Geography 2411F/G, History 2209E, the former Anthropology 2220E.

1.0 course from: **First Nations Indigenous** Studies 3140F/G, **First Nations Indigenous** Studies 3142F/G, **First Nations Indigenous** Studies 3722F/G, Political Science 3398F/G.

1.0 course: **First Nations Indigenous** Studies 4022E, **First Nations Indigenous** Studies 4023F/G, **First Nations Indigenous** Studies 4903F/G, Geography 3001F/G, the former Anthropology 4402F/G, the former First Nations Studies 4141F/G, the former First Nations Studies 4402F/G, the former First Nations Studies 4901F/G.

4.0 courses in **First Nations Indigenous** Studies at the 2000 level or higher, from the list above, not previously taken, or from: Anthropology 2203F/G, Anthropology 2211F/G, Anthropology 2212F/G, Anthropology 2216F/G, Anthropology 2233F/G, Anthropology 2234F/G, Anthropology 3343A/B, English 3680F/G, **First Nations Indigenous** Studies 2103F/G, **First Nations Indigenous** Studies 2113, **First Nations Indigenous** Studies 2203F/G, **First Nations Indigenous** Studies 2211F/G, **First Nations Indigenous** Studies 2212F/G, **First Nations Indigenous** Studies 2216F/G, **First Nations Indigenous** Studies 2233F/G, **First Nations Indigenous** Studies 2234F/G, **Indigenous Studies 3001F/G**, **First Nations Indigenous** Studies 3306A/B, **First Nations Indigenous** Studies 3500F/G, **First Nations Indigenous** Studies 3880F/G, the former Anthropology 2231F/G, the former Anthropology 2232F/G, the former First Nations Studies 2132F/G, the former First Nations Studies 2231F/G, the former First Nations Studies 2232F/G, the former First Nations Studies 3001 (if taken in Fall 2013 or Fall 2014).

Note: Some courses are offered only in alternate years. Students are advised to consult the **First Nations Indigenous** Studies Program Coordinator when planning their module.

In any academic year, students may not register in more than 0.5 course from: **First Nations Indigenous** Studies 3011F/G, **First Nations Indigenous** Studies 4011F/G.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20996&Keywords=first%20nations%20studies&SelectedCalendar=Live&ArchiveID=>

Major in **Indigenous Studies** ~~First Nations Studies~~

**Admission Requirements**

Completion of first year requirements, including **First Nations Indigenous** Studies 1020E with a mark of at least 60%. Anthropology 1025F/G and Anthropology 1026F/G are recommended in first year.

## Module

6.0 courses:

1.0 course: First Nations Indigenous Studies 2112, First Nations Indigenous Studies 2213F/G, First Nations Indigenous Studies 2218F/G, the former Anthropology 2217F/G, the former Anthropology 2218F/G, the former First Nations Studies 2217F/G.

2.0 courses from: First Nations Indigenous Studies 2101E, First Nations Indigenous Studies 2501F/G, First Nations Indigenous Studies 2601F/G, First Nations Indigenous Studies 2901E, First Nations Indigenous Studies 2919F/G, Geography 2411F/G, History 2209E, the former Anthropology 2220E.

1.0 course from: First Nations Indigenous Studies 3140F/G, First Nations Indigenous Studies 3142F/G, First Nations Indigenous Studies 3722F/G, Political Science 3398F/G.

2.0 courses in First Nations Indigenous Studies at the 2000 level or higher, from the list above, not previously taken, or from: Anthropology 2203F/G, Anthropology 2211F/G, Anthropology 2212F/G, Anthropology 2216F/G, Anthropology 2233F/G, Anthropology 2234F/G, Anthropology 3343A/B, English 3680F/G, First Nations Indigenous Studies 2103F/G, First Nations Indigenous Studies 2113, First Nations Indigenous Studies 2203F/G, First Nations Indigenous Studies 2211F/G, First Nations Indigenous Studies 2212F/G, First Nations Indigenous Studies 2216F/G, First Nations Indigenous Studies 2233F/G, Indigenous Studies 3001F/G, First Nations Indigenous Studies 2234F/G, First Nations Indigenous Studies 3306A/B, First Nations Indigenous Studies 3500F/G, First Nations Indigenous Studies 3880F/G, First Nations Indigenous Studies 4022E, First Nations Indigenous Studies 4023F/G, First Nations Indigenous Studies 4903F/G, Geography 3001F/G, the former Anthropology 2231F/G, the former Anthropology 2232F/G, the former Anthropology 4402F/G, the former First Nations Studies 2132F/G, the former First Nations Studies 2231F/G, the former First Nations Studies 2232F/G, the former First Nations Studies 3001 (if taken in Fall 2013 or Fall 2014), the former First Nations Studies 4141F/G, the former First Nations Studies 4402F/G, the former First Nations Studies 4901F/G.

Note: Some courses are offered only in alternate years. Students are advised to consult the First Nations Indigenous Studies Program Coordinator when planning their module.

In any academic year, students may not register in more than 0.5 course from: First Nations Indigenous Studies 3011F/G, First Nations Indigenous Studies 4011F/G.

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Minor in Indigenous Studies First Nations Studies

## Admission Requirements

Completion of first year requirements, including First Nations Indigenous Studies 1020E with a mark of at least 60%. Anthropology 1025F/G and Anthropology 1026F/G are recommended in first year.

## Module

4.0 courses:

1.0 course from: First Nations Indigenous Studies 2112, First Nations Indigenous Studies 2213F/G, First Nations Indigenous Studies 2218F/G, the former Anthropology 2217F/G, the former Anthropology 2218F/G, the former First Nations Studies 2217F/G.

1.0 course from: First Nations Indigenous Studies 3140F/G, First Nations Indigenous Studies 3142F/G, First Nations Indigenous Studies 3722F/G, Political Science 3398F/G.

2.0 courses in First Nations Indigenous Studies at the 2000 level or higher, from the list above, not previously taken, or from: Anthropology 2203F/G, Anthropology 2211F/G, Anthropology 2212F/G, Anthropology 2216F/G, Anthropology 2233F/G, Anthropology 2234F/G, Anthropology 3343A/B, English

3680F/G, First Nations Indigenous Studies 2101E, First Nations Indigenous Studies 2103F/G, First Nations Indigenous Studies 2113, First Nations Indigenous Studies 2203F/G, First Nations Indigenous Studies 2211F/G, First Nations Indigenous Studies 2212F/G, First Nations Indigenous Studies 2216F/G, First Nations Indigenous Studies 2233F/G, First Nations Indigenous Studies 2234F/G, First Nations Indigenous Studies 2501F/G, First Nations Indigenous Studies 2601F/G, First Nations Indigenous Studies 2901E, First Nations Indigenous Studies 2919F/G, Indigenous Studies 3001F/G, First Nations Indigenous Studies 3306A/B, First Nations Indigenous Studies 3500F/G, First Nations Indigenous Studies 3880F/G, First Nations Indigenous Studies 4022E, First Nations Indigenous Studies 4023F/G, First Nations Indigenous Studies 4903F/G, Geography 2411F/G, Geography 3001F/G, History 2209E, the former Anthropology 2220E, the former Anthropology 2231F/G, the former Anthropology 2232F/G, the former Anthropology 4402F/G, the former First Nations Studies 2132F/G, the former First Nations Studies 2231F/G, the former First Nations Studies 2232F/G, the former First Nations Studies 3001 (if taken in Fall 2013 or Fall 2014), the former First Nations Studies 4141F/G, the former First Nations Studies 4402F/G, the former First Nations Studies 4901F/G.

Note: Some courses are offered only in alternate years. Students are advised to consult the First Nations Indigenous Studies Program Coordinator when planning their module.

In any academic year, students may not register in more than 0.5 course from: First Nations Indigenous Studies 3011F/G, First Nations Indigenous Studies 4011F/G.

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**HONORS SPECIALIZATION IN FOOD MANAGEMENT AND MARKETING**

**Admission Requirements**

5.0 first-year courses:

*After first year*, students may apply for admission upon completion of first-year requirements with no failures. Students must have an average of at least 73% on, and no grade less than 60% in, the following

3.0 principal courses:

1.0 course: Business Administration 1220E

1.0 course from: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B; Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.

1.0 course **from: Foods and Nutrition 1070A/B, Foods and Nutrition 1241A/B numbered 1000-1999.**

1.0 course: **numbered 1000-1999** ~~Foods and Nutrition 1021 or Foods and Nutrition 1030E~~ **numbered 1000-1999**

1.0 course numbered 1000-1999 from: Leadership Studies, Family Studies, History, Political Science, Psychology, Sociology.

**Module**

**11.0** ~~10.5~~ senior courses

1.0 course: Business Administration 2257.

0.5 course from: MOS 2242A/B; Psychology 2850A/B or Sociology 2205A/B.

**3.0** ~~2.0~~ courses: MOS 2181A/B, MOS **2320A/B** ~~3320A/B~~, **MOS 3330A/B**, MOS 3370A/B; Foods and Nutrition **2130** ~~2132A/B~~.

**1.0** ~~course~~ from: MOS 2205F/G or Human Ecology 2266F/G; MOS 2275A/B, MOS 3250A/B, MOS ~~3330A/B~~, MOS 3350A/B.

**2.5** ~~2.0~~ courses from: MOS 3321F/G, MOS 3322F/G, **MOS 3323A/B, MOS 3325A/B**, MOS 3470F/G, MOS 4411A/B, MOS 4415A/B.

2.0 courses: **Foods and Nutrition 2266A/B**, Foods and Nutrition 3310A/B, ~~Foods and Nutrition 3320A/B~~, **Foods and Nutrition 3361A/B, Foods and Nutrition 3380A/B, Foods and Nutrition 3400A/B, Foods and Nutrition 3450F/G, Foods and Nutrition 3348A/B, Foods and Nutrition 4458A/B.**; **Psychology 2054A/B.**

1.0 courses from: **Any MOS course level 2000 or higher with appropriate prerequisite**, Leadership Studies 2233A/B; Philosophy 2074F/G; Political Science 2236E, Political Science 2246E; Psychology 2720A/B, Psychology 3721F/G; Sociology 2172A/B

1.0 course: MOS 4410A/B, MOS 4400A/B.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21492&Keywords=food%20management&SelectedCalendar=Live&ArchiveID=>

**SPECIALIZATION IN FOOD MANAGEMENT AND MARKETING**

**Admission Requirements**

5.0 first year courses:

- 1.0 course: Business Administration 1220E.
- 1.0 course from: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B; Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.
- 1.0 course: Foods and Nutrition **1070A/B** ~~1021~~ or, Foods and Nutrition **1241A/B** ~~1030E~~.
- 1.0 course numbered 1000-1999 from: Leadership Studies, Family Studies, History, Political Science, Psychology, Sociology.
- 1.0 course numbered 1000-1999.

MOS 1021A/B and MOS 1023A/B may be substituted for Business Administration 1220E for students transferring from other campuses.

*After first, second or third year, to enter a BMOS SPECIALIZATION students must have:*

- a) Achieved an overall average of 70% on the last 5.0 courses, and
- b) Have a cumulative average of 65%.

**Module**

**10.5** ~~10.0~~ senior courses

- 1.0 course: Business Administration 2257.
- 0.5 course from: MOS 2242A/B; Psychology 2850A/B or Sociology 2205A/B.
- 3.0** ~~2.0~~ courses: MOS 2181A/B, MOS **2320A/B** ~~3320A/B~~, **MOS 3330A/B**, MOS 3370A/B; Foods and Nutrition **2130** ~~2132A/B~~.
- 1.0 course from: MOS 2205F/G or Human Ecology 2266F/G; MOS 2275A/B, MOS 3250A/B, MOS ~~3330A/B~~, MOS ~~3350A/B~~.
- 2.5** ~~2.0~~ courses from: MOS 3321F/G, **MOS 3322F/G**, **MOS 3323A/B**, MOS 3325A/B, MOS 3470F/G, MOS 4411A/B, MOS 4415A/B.
- 2.0 courses: **Foods and Nutrition 2266A/B**, Foods and Nutrition 3310A/B, ~~Foods and Nutrition 3320A/B~~, **Foods and Nutrition 3361A/B**, **Foods and Nutrition 3380A/B**, **Foods and Nutrition 3400A/B**, **Foods and Nutrition 3450F/G**, ~~Foods and Nutrition 3348A/B~~, ~~Foods and Nutrition 4458A/B~~, **Psychology 2054A/B**
- 1.0 course(s) from: **Any MOS course level 2000 or higher with appropriate prerequisite**, Leadership Studies 2233A/B; Philosophy 2074F/G; Political Science 2236E, Political Science 2246E; Psychology 2720A/B, Psychology 3721F/G; Sociology 2172A/B, ~~Sociology 3314F/G~~, ~~the former Dimensions of Leadership 2233A/B~~.
- 0.5 course: MOS 4410A/B.

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**MAJOR IN FOOD MANAGEMENT AND MARKETING**

**Admission Requirements**

5.0 first year courses:

*After first year*, students may apply for admission upon completion of first-year requirements with no failures. Students must have an average of at least 70% on, and no grade less than 60% in, the following:

3.0 principal courses:

1.0 course: Business Administration 1220E

1.0 course from\*: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B; Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.

1.0 course **Foods and Nutrition 1070A/B, Foods and Nutrition 1241A/B** ~~numbered 1000-1999.~~

1.0 course: **numbered 1000-1999** ~~Foods and Nutrition 1021 or Foods and Nutrition 1030E.~~

1.0 course numbered 1000-1999 from: Leadership Studies, Family Studies, History, Political Science, Psychology, Sociology.

MOS 1021A/B and MOS 1023A/B may be substituted for Business Administration 1220E for students transferring from other campuses.

*After second year*, students applying for a BMOS HONORS DOUBLE MAJOR must:

- a) have achieved an average of at least 70% on the last 5.0 courses,
- b) have achieved an average of 70% on the 3.0 principal courses required for the module,
- c) have obtained a minimum grade of 60% in each course required for the module,
- d) have obtained a passing grade in each elective course, and
- e) have a minimum cumulative average of 65%.

In addition to meeting MOS Admission Requirements, students must successfully complete the Admission Requirements for a Major module in a discipline other than MOS. If Admission Requirements are not met in either or both of the Majors, students will not be allowed to register in a BMOS Honors Double Major and will be required to apply to a BMOS Specialization or to another program.

**Module**

7.0 senior courses

1.0 course: Business Administration 2257.

0.5 course from: MOS 2242A/B; Psychology 2850A/B or Sociology 2205A/B.

1.5 courses: Foods and Nutrition **2130 2132A/B**, MOS **2320A/B 3320A/B**, MOS 3370A/B.

2.0 courses from: MOS 3321F/G, MOS 3322F/G, MOS 3470F/G, MOS 4411A/B, MOS 4415A/B.

1.5 courses from: **Foods and Nutrition 2266A/B**, Foods and Nutrition 3310A/B, ~~Foods and Nutrition 3320A/B, Foods and Nutrition 3348A/B, Foods and Nutrition 4458A/B.~~ **Foods and Nutrition 3361A/B, Foods and Nutrition 3380A/B, Foods and Nutrition 3400A/B, Foods and Nutrition 3450F/G; Psychology 2054A/B**

0.5 course: MOS 4410A/B.

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**HONORS SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT – BA (HUMAN ECOLOGY)**

**Admission Requirements**

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

1.0 from Family Studies and Human Development 1000-level courses or the former Family Studies 1000-level courses; 1.0 from Sociology 1000-level courses or Psychology 1000, plus 1.0 additional course. Psychology 1000 is needed for those students wishing to take Psychology 2410A/B or Psychology 3434E instead of Psychology 2041.

**Module**

9.0 courses:

0.5 course from: Writing 1020F/G, Writing 2101F/G, to be taken no later than the 3rd year, and preferably during 1st or 2nd year.

1.5 courses: Family Studies and Human Development 2300F/G or the former Family Studies 2300F/G, Family Studies and Human Development 3325A/B or the former Family Studies 3325A/B; Psychology 2850A/B or Sociology 2205A/B.

1.0 courses from: any of the Family Studies and Human Development (formerly Family Studies) 2000-level courses.

1.0 courses from: any of the Family Studies and Human Development (formerly Family Studies) 3000-level courses.

2.5 courses from: any Family Studies and Human Development (formerly Family Studies) 2000-level or above course, Human Ecology 2222A/B, Psychology 2041, Psychology 2050, Psychology 2054A/B, Psychology 2075, Psychology 2410A/B, Psychology 2620A/B, Religious Studies 2151A/B or Religious Studies 2266F/G, Sociology 2267A/B.

1.5 courses from: any Family Studies and Human Development (formerly Family Studies) 3000- or 4000-level course, Human Ecology 3033A/B, Human Ecology 3338A/B, Human Ecology 3343A/B, Psychology 3434E, Sociology 3341F/G, Sociology 4496E.

1.0 courses: Family Studies and Human Development 3230A/B or the former Family Studies 3230A/B, Family Studies and Human Development 4220A/B or the former Family Studies 4220A/B.

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**HONORS SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT – BSc (HUMAN ECOLOGY)**

**Admission Requirements**

Completion of first-year requirements with no failures and an average of at least 70% in the following principal courses with no mark less than 60%:

1.0 from Family Studies and Human Development 1000-level courses or the former Family Studies 1000-level courses; 1.0 from Sociology 1000-level courses or Psychology 1000; Chemistry 1301A/B and Chemistry 1302A/B or the former Chemistry 1100A/B and the former Chemistry 1200B or the former Chemistry 1050; Foods and Nutrition 1030E or Foods and Nutrition 1021.



## Module

9.0 courses:

0.5 course from: Writing 1020F/G, Writing 2101F/G, to be taken no later than the 3rd year, and preferably during 1st or 2nd year.

1.0 courses: Family Studies **and Human Development** 2300F/G **or the former Family Studies 2300F/G**; Psychology 2850A/B or Sociology 2205A/B.

1.5 courses: Chemistry 2003A/B, Physiology 2130.

1.0 courses: Any of the Family Studies **and Human Development** 2000-level courses **or any of the former Family Studies 2000-level courses**.

1.0 courses: Any of the Family Studies **and Human Development** 3000-level courses **or any of the former Family Studies 3000-level courses**.

1.0 courses: Any of the Family Studies **and Human Development** 4000-level courses **or any of the former Family Studies 4000-level courses**.

2.0 courses from: Foods and Nutrition 2232, Foods and Nutrition 2245A/B, Foods and Nutrition 3344A/B, Foods and Nutrition 3361A/B, Foods and Nutrition 3364A/B, Foods and Nutrition 3373A/B.

1.0 courses from: any of Family Studies **and Human Development** 2000-, 3000-, or 4000-level courses, **any of the former Family Studies 2000-, 3000-, or 4000-level courses**, Human Ecology 2222F/G, Human Ecology 2266F/G, Human Ecology 3343A/B, Psychology 2041, Psychology 2050, Psychology 2054A/B, Psychology 2075, Psychology 2410A/B, Psychology 2620A/B, Psychology 3434E, Sociology 2235, Sociology 2267A/B, Sociology 3341F/G, Sociology 4496E.

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## SPECIALIZATION IN FAMILY STUDIES **AND HUMAN DEVELOPMENT** – BA (HUMAN ECOLOGY)

### Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 60% with no mark below 60% in the following principal courses:

1.0 from Family Studies **and Human Development** 1000-level courses **or the former Family Studies 1000-level courses** and 1.0 from Sociology 1000-level courses or Psychology 1000, plus 1.0 additional course. Psychology 1000 is needed for those students wishing to take Psychology 2410A/B or Psychology 3434E instead of Psychology 2041.

## Module

9.0 courses:

0.5 course from: Writing 1020F/G, Writing 2101F/G, to be taken no later than the 3rd year, and preferably during 1st or 2nd year.

2.0 courses: Family Studies **and Human Development** 2300F/G **or the former Family Studies 2300F/G**, Family Studies **and Human Development** 3230A/B **or the former Family Studies 3230A/B**, Family Studies **and Human Development** 3325A/B **or the former Family Studies 3325A/B**; Psychology 2850A/B or Sociology 2205A/B.

1.0 courses from: any of the Family Studies **and Human Development (formerly Family Studies)** 2000-level courses.

1.0 courses from: any of the Family Studies **and Human Development (formerly Family Studies)** 3000-level courses.

3.0 courses from: any Family Studies **and Human Development (formerly Family Studies)** 2000-level or above course, Human Ecology 2222A/B, Psychology 2041, Psychology 2050, Psychology 2054A/B, Psychology 2075, Psychology 2410A/B, Psychology 2620A/B, Religious Studies 2151A/B or Religious Studies 2266F/G, Sociology 2267A/B.



1.5 courses from: any Family Studies **and Human Development (formerly Family Studies)** 3000- or 4000-level course, Human Ecology 3033A/B, Human Ecology 3338A/B, Human Ecology 3343A/B, Psychology 3434E, Sociology 3341F/G.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20820&Keywords=family%20studies&SelectedCalendar=Live&ArchiveID=>

**SPECIALIZATION IN FAMILY STUDIES **AND HUMAN DEVELOPMENT** – BSc (HUMAN ECOLOGY)**

**Admission Requirements**

Completion of first-year requirements with no failures and an average of at least 65% in the following principal courses with no mark less than 60%:

1.0 from Family Studies **and Human Development** 1000-level courses **or the former Family Studies 1000-level courses**; 1.0 from Sociology 1000-level courses or Psychology 1000; Chemistry 1301A/B and Chemistry 1302A/B or the former Chemistry 1100A/B and the former Chemistry 1200B or the former Chemistry 1050; Foods and Nutrition 1030E or Foods and Nutrition 1021.

**Module**

9.0 courses:

0.5 course from: Writing 1020F/G, Writing 2101F/G, to be taken no later than the 3rd year, and preferably during 1st or 2nd year.

1.0 courses: Family Studies **and Human Development** 2300F/G **or the former Family Studies 2300F/G**, Psychology 2850A/B, or Sociology 2205A/B.

1.5 courses: Chemistry 2003A/B, Physiology 2130.

1.0 courses from: any of the Family **Studies and Human Development** 2000-level courses **or any of the former Family Studies 2000-level courses**.

1.0 courses from: any of the Family Studies **and Human Development** 3000-level courses **or any of the former the Family Studies 3000-level courses**.

2.0 courses from: Foods and Nutrition 2232, Foods and Nutrition 2245A/B, Foods and Nutrition 3344A/B, Foods and Nutrition 3361A/B, Foods and Nutrition 3364A/B, Foods and Nutrition 3373A/B.

2.0 courses from: any of Family Studies **and Human Development** 2000-, 3000-, or 4000-level courses **or any of the former Family Studies 2000-, 3000-, or 4000-level courses**, Human Ecology 2222F/G, Human Ecology 2266F/G, Human Ecology 3343A/B, Psychology 2041, Psychology 2050, Psychology 2054A/B, Psychology 2075, Psychology 2410A/B, Psychology 2620A/B, Psychology 3434E, Sociology 2235, Sociology 2267A/B, Sociology 3341F/G.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20816&Keywords=family%20studies&SelectedCalendar=Live&ArchiveID=>

**MAJOR IN FAMILY STUDIES **AND HUMAN DEVELOPMENT** – BA (HUMAN ECOLOGY)**

**Admission Requirements**

Completion of first-year requirements including 1.0 from Family Studies **and Human Development** 1000-level courses **or the former Family Studies 1000-level courses**; 1.0 from Sociology 1000-level courses or Psychology 1000, with a mark of at least 60% in each of these courses. Psychology 1000 is needed for those students wishing to take Psychology 2410A/B or Psychology 3434E instead of Psychology 2041.

### Module

6.0 courses:

0.5 course from: Writing 1020F/G, Writing 2101F/G, to be taken no later than the 3rd year, and preferably during 1st or 2nd year.

1.0 course: Family Studies **and Human Development** 2300F/G **or the former Family Studies 2300F/G**, Family Studies **and Human Development** 3325A/B **or the former Family Studies 3325A/B**.

1.0 courses from: any of the Family Studies **and Human Development (formerly Family Studies)** 2000-level courses.

1.0 courses from: any of the Family Studies **and Human Development (formerly Family Studies)** 3000-level courses.

2.5 courses from: any Family Studies **and Human Development (formerly Family Studies)** 2000-level or above courses, Human Ecology 2222A/B, Human Ecology 3033A/B, Human Ecology 3338A/B, Human Ecology 3343A/B, Psychology 2041, Psychology 2050, Psychology 2054A/B, Psychology 2075, Psychology 2410A/B, Psychology 2620A/B, Psychology 3434E, Religious Studies 2151A/B or Religious Studies 2266F/G, Sociology 2267A/B, Sociology 3341F/G.

#### REVISED CALENDAR COPY

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### MINOR IN FAMILY STUDIES **AND HUMAN DEVELOPMENT**

#### Admission Requirements

Completion of first-year requirements including 1.0 from Family Studies **and Human Development** 1000-level courses **or the former Family Studies 1000-level courses**; 1.0 from Sociology 1000-level courses or Psychology 1000, with a mark of at least 60% in each of these courses. Psychology 1000 is needed for those students wishing to take Psychology 2410A/B or Psychology 3434E instead of Psychology 2041.

### Module

4.0 courses:

1.5 courses from: any of the Family Studies **and Human Development (formerly Family Studies)** 2000-level courses.

0.5 course: Family Studies **and Human Development** 3325A/B **or the former Family Studies 3325A/B**.

2.0 courses from: English 2033E, any Family Studies 2000- or 3000-level courses, Human Ecology 2222A/B, Human Ecology 3033A/B, Human Ecology 3338A/B, Human Ecology 3343A/B, Psychology 2041, Psychology 3434E.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20814&Keywords=honors%20specialization%20in%20family%20studies&SelectedCalendar=Live&ArchiveID=>

**HONORS SPECIALIZATION IN FAMILY STUDIES – BSc (HUMAN ECOLOGY)**

**ADMISSION REQUIREMENTS**

Completion of first-year requirements with no failures and an average of at least 70% in the following principal courses with no mark less than 60%:

1.0 from Family Studies 1000-level courses; 1.0 from Sociology 1000-level courses or Psychology 1000; Chemistry 1301A/B and Chemistry 1302A/B ~~or the former Chemistry 1100A/B and the former Chemistry 1200B or the former Chemistry 1050;~~ **Foods and Nutrition 1070A/B and 1241A/B or** Foods and Nutrition 1030E or Foods and Nutrition 1021.

**MODULE**

9.0 courses:

~~0.5 course from: Writing 1020F/G, Writing 2101F/G, to be taken no later than the 3rd year, and preferably during 1st or 2nd year.~~

1.0 courses: Family Studies 2300F/G; Psychology 2850A/B or Sociology 2205A/B.

1.5 courses: Chemistry 2003A/B, Physiology ~~1021 2130.~~

~~1.0 courses: Any of the Family Studies 2000-level courses.~~

~~1.0 courses: Any of the Family Studies 3000-level courses.~~

~~1.0 courses: Any of the Family Studies 4000-level courses.~~

~~2.0~~ **1.5** courses from: Foods and Nutrition 2232, **Foods and Nutrition 2230A/B.** ~~Foods and Nutrition 2245A/B, Foods and Nutrition 3344A/B, Foods and Nutrition 3361A/B, Foods and Nutrition 3364A/B, Foods and Nutrition 3373A/B.~~

**3.0 courses from: Foods and Nutrition 2266A/B, Foods and Nutrition 3361F/G, Foods and Nutrition 3364A/B, Foods and Nutrition 3373A/B, Foods and Nutrition 3380A/B, Foods and Nutrition 3450F/G.**

~~1.0~~ **2.0** courses from: ~~any of Family Studies 2000-, 3000-, or 4000-level courses,~~ Human Ecology 2222 ~~A/B F/G,~~ Human Ecology 2266F/G, **Human Ecology 3033A/B, Human Ecology 3338A/B,** Human Ecology 3343A/B, Psychology 2041, Psychology 2050, Psychology 2054A/B, Psychology 2075, Psychology 2410A/B, Psychology 2620A/B, Psychology 3434E, Sociology 2235, Sociology 2267A/B, Sociology 3341F/G, Sociology 4496E.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20820&Keywords=specialization%20in%20family%20studies&SelectedCalendar=Live&ArchiveID=>

**SPECIALIZATION IN FAMILY STUDIES – BSc (HUMAN ECOLOGY)**

**ADMISSION REQUIREMENTS**

Completion of first-year requirements with no failures and an average of at least 65% in the following principal courses with no mark less than 60%:

1.0 from Family Studies 1000-level courses; 1.0 from Sociology 1000-level courses or Psychology 1000; Chemistry 1301A/B and Chemistry 1302A/B ~~or the former Chemistry 1100A/B and the former Chemistry 1200B or the former Chemistry 1050;~~ **Foods and Nutrition 1070A/B and 1241A/B or** Foods and Nutrition 1030E or Foods and Nutrition 1021.

**MODULE**

9.0 courses:

~~0.5 course from: Writing 1020F/G, Writing 2101F/G, to be taken no later than the 3rd year, and preferably during 1st or 2nd year.~~

1.0 courses: Family Studies 2300F/G, Psychology 2850A/B, or Sociology 2205A/B.

1.5 courses: Chemistry 2003A/B, Physiology ~~1021~~ **2430**.

~~1.0 courses from: any of the Family Studies 2000-level courses.~~

~~1.0 courses from: any of the Family Studies 3000-level courses.~~

~~2.0~~ **1.5** courses from: Foods and Nutrition 2232, **Foods and Nutrition 2230A/B**, Foods and Nutrition 2245A/B, Foods and Nutrition 3344A/B, Foods and Nutrition 3361A/B, Foods and Nutrition 3364A/B, Foods and Nutrition 3373A/B.

**3.0 courses from: Foods and Nutrition 2266A/B, Foods and Nutrition 3361F/G, Foods and Nutrition 3364A/B, Foods and Nutrition 3373A/B, Foods and Nutrition 3380A/B, Foods and Nutrition 3450F/G.**

2.0 courses from: any of Family Studies 2000-, 3000-, or 4000-level courses; Human Ecology 2222 ~~A/B F/G~~, Human Ecology 2266F/G, **Human Ecology 3303A/B, Human Ecology 3338A/B**, Human Ecology 3343A/B, Psychology 2041, Psychology 2050, Psychology 2054A/B, Psychology 2075, Psychology 2410A/B, Psychology 2620A/B, Psychology 3434E, Sociology 2235, Sociology 2267A/B, Sociology 3341F/G.

NEW CALENDAR COPY

**Certificate in the Teaching and Practice of Writing**

The Certificate in the Teaching and Practice of Writing, restricted to students enrolled at the Affiliate Colleges, is designed to support and complement King's programs such as Social Work, Social Justice and Peace Studies, Thanatology, Catholic Studies for Teachers, Childhood and Social Institutions, and Disability Studies. It aims to provide students with theoretical frameworks and practical experiences related to rhetoric and composition, with a view to improving both their own communication skills and their ability to provide pedagogic, critical, and editorial feedback to others. The courses will include both lectures and practica. All degree courses may be credited toward other undergraduate programs. Undergraduate students from the Affiliate Colleges may apply for admission, subject to prerequisites and general admission requirements.

**Admission Requirements**

Completion of first year requirements, including Writing 1020F/G or Writing 1022F/G with a minimum grade of 65% or Writing 2101F/G with a minimum grade of 60%, or permission of the Department. This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.

**Program Requirements**

To qualify for the Certificate in the Teaching and Practice of Writing, students must achieve an overall average of 65% in the following **3.5 courses**:

**0.5** Writing 1020F/G, 1022F/G or 2101F/G

**2.0** courses from: Writing 2260F/G, 2301F/G, 2208F/G, and 0.5 additional Writing at the 2000 level or higher.

**1.0** course from: Any Writing at the 2000 level or higher, Speech 2001, English 3998E, English 3999F/G and any 0.5 English at the 2200 level or higher. Students may substitute a maximum of 1.0 approved non-Writing essay course toward this requirement, and should contact the Writing Program Coordinator (Department of English, French and Writing) for further information and specific course approvals.

**Affiliation Agreement**

**Between**

**The University of Western Ontario**

**and**

**Brescia University College, Huron University College, and King's University College**

**July 1, 2019**

**PREAMBLE**

The purpose of this Affiliation Agreement is to establish a framework for the continuation of the affiliation between the University of Western Ontario (the "University") and its three Affiliated University Colleges, Brescia University College, Huron University College and King's University College (collectively, the "Affiliated University Colleges"). Each of the Affiliated University Colleges creates a distinctive small university community, while contributing to the large, world-class university experience.

The parties to this Affiliation Agreement share the common mission of creating, preserving and transmitting knowledge and thereby contributing to the cultural, social and economic well-being of the people of Ontario, Canada and the world. The parties further remain committed to academic excellence and quality that is the Western brand, in the academic programs offered by the four institutions and in the students who are admitted to and complete those programs. The parties are equally committed to providing the best possible student experience.

This agreement takes into account the historic evolution of its four party institutions and the achievements to which affiliation has contributed since 1878 (Huron), 1919 (Brescia), and 1954 (King's). It promotes both the autonomy as well as the complementary relationship of these four institutions and ensures the continuation of good relations among them. This agreement recognizes the optimal outcomes to be achieved for its four parties, both individually and collectively, through collaboration wherever possible, but particularly in respect of academic offerings and the recruitment of students.

The Affiliation Agreement respects the character of each institution, which remains independent and autonomous, each having exclusive jurisdiction over its own board governance and administration, including the hiring of personnel, finances and the general structure and regulations necessary to the proper functioning and outreach of each institution. This agreement concerns the offering of academic programs, the admission of students intent on working towards completion of the requirements for the University degree and the standards for such completion.

Most recently, the parties entered into an Affiliation Agreement dated June 10, 2013, which addressed various aspects of the relationship among these parties. The parties now wish to enter into this Affiliation Agreement which will supersede and replace the terms of the 2013 Agreement as of the date written above. In addition, the parties agree that the interpretation and application of this Affiliation Agreement is to be guided by the following principles:

- a. that there be demonstrable mutuality of benefit arising from the affiliation that is recognized and celebrated in institutional strategic plans and in Western's Strategic Mandate Agreement;
- b. that recruitment of domestic and international students be collaborative rather than competitive;
- c. that existing courses and programs offered by each of the parties be offered collaboratively rather than competitively, that new courses and programs offered by any of the parties be complementary rather than duplicative, and that all of the courses and programs offered by the parties reflect a commitment to academic quality and excellence;
- d. that student admission standards reflect a commitment to academic excellence, quality, and student success;
- e. that the parties' affiliation be exclusive such that any other defined types of affiliations or arrangements with other institutions require written permission of Western's Board of Governors;
- f. that the parties' actions protect the Western and Affiliated University Colleges brands; and
- g. that the educational mission of the Affiliated University Colleges is primarily at the undergraduate level.

This agreement is subject to the following terms:

1. (a) The term "Affiliated University College" shall mean a university college which is affiliated with the University during the currency of this agreement, and shall include for the purposes of this agreement any college, school, or institution of higher learning which is affiliated with such university college with the specific permission of the Board of Governors of the University on the recommendation of the Senate and under terms which are not in conflict with the University of Western Ontario Act, 1982.  
  
(b) The term "Senate" shall mean the Senate of the University as defined by the University Act.
2. This agreement has been entered into and shall be construed on the premises:
  - (a) that by its Act the University may confer degrees and award diplomas and certificates in any branch of learning, taught in the University or on its behalf in an Affiliated University College, upon persons who, having complied with the requirements, are admitted to such degrees, diplomas and certificates by the Senate including persons registered in an Affiliated University College;
  - (b) that, whereas the University confers the same academic degree on a student who graduates through an Affiliated University College as it does on a student who graduates through the University, the academic standards of teaching, course content, and examinations for degree programs and courses offered in an Affiliated University College must be at least equal to those of the University; and
  - (c) that the University shall have the right to set such academic standards, through such procedures as are approved from time to time by the Senate;

- (d) that Western's Institutional Quality Assurance Process (IQAP) established in compliance with the Quality Assurance Framework (QAF) of the Ontario Universities Council on Quality Assurance makes the Provost of the University responsible and accountable to the Quality Council for the academic quality of all courses and programs offered by the University and the Affiliated University Colleges, and therefore that Western's IQAP applies to the Affiliated University Colleges; and,
- (e) that to reflect the commitment to academic quality and excellence in principle (c) of the Preamble to this Agreement, and to ensure the Provost can meet his or her obligations described in (d) above, the Principal and Academic Dean and/or Provost of each Affiliated University College shall meet with the Provost in the Fall of each year and as necessary to discuss the Affiliated University College's plans and actions in response to the findings of program reviews undertaken under Western's IQAP and other matters related to program aspirations and emerging initiatives.

### **Entrance and Registration Requirements**

- 3. The Affiliated University College shall be bound to admission requirements as are from time to time established by Senate and shall be entitled to such exceptions and exemptions in matters of admission requirements as may be extended to any University Faculty or School. The proposed Senate-approved minimum admission requirements are shown in Appendix 1. Future admission requirements brought to Senate for approval will reflect commitment (d) of the Preamble and the parties' mutual desire for convergence of entrance requirements, retention rates and degree completion rates at Western and the Affiliated University Colleges. If the Affiliated University College elects to admit Preliminary Year students, such students shall be admitted according to the requirements laid down from time to time by the Senate.
- 4. Determination of basis of admission, grade conversions and authentication of supporting documents must conform to best practices and processes used at the University. Students admitted to and subsequently registered at the University or an Affiliated University College must be recorded in the University registration system. The University Registrar's decision on the validity of all admissions shall be final and binding in accordance with the policies on admissions prescribed from time to time by Senate.
- 5.
  - (a) Students may register in each Affiliated University College only in those programs identified in "*Guidelines Governing the Academic relationship Between the Constituent University and the Affiliated University Colleges*", as it is approved and updated from time to time by the University Senate.
  - (b) Students may not register in the Affiliated University College for programs leading to the BSc degree or programs leading to degrees in Business Administration (3rd and 4th year), Communication Sciences & Disorders, Dentistry, Education, Engineering, Law, Medicine, Music, Nursing, Honours Kinesiology - excluding the modules/programs and concurrent programs identified in the document "*Guidelines Governing the Academic relationship Between the Constituent University and the Affiliated University Colleges*", which may be updated from time to time by the University



- (c) A student who is not in good standing academically with the University or the Affiliated University College shall not be permitted to register in another Affiliated University College or in the University without the written consent of the University or the Affiliated University College in which the student was registered.
  - (d) Subject to Clause (c), the transfer of a student from one Affiliated University College to another shall be solely a matter between the Affiliated University Colleges concerned, except that records of the transfer shall be forwarded promptly to the Registrar of the University by the Affiliated University College to which the transfer is made.
- 6. All students pursuing graduate degrees must be registered in the School of Graduate and Post-Doctoral Studies of the University and shall be subject to the rules and regulations of that School.
  - 7. In the summer term, in addition to offering courses that are exclusive to students registered at any of the Affiliated University Colleges, the Affiliated University Colleges may also offer courses as outlined in Appendix 2.

#### **Exceptions and Variations**

- 8. All agreements of affiliation entered into after the date of this agreement between the University and any other college in Ontario shall be substantially in the form hereof, subject to the following specific addition to, substitution for, or modification of the provisions hereinbefore set out:
  - (a)
    - i. All students taking the theology program offered by Huron University College leading to the degree Master of Divinity (MDiv) or Master of Theological Studies (MTS) are required to register in Huron University College. All students taking Theology programs offered by St. Peter's Seminary leading to the degree Master of Divinity (MDiv) or Master of Theological Studies (MTS) are required to register in the Seminary.
    - ii. Insofar as Theology programs are concerned, the standards of admission, the curriculum and the regulations for the programs leading to these degrees in Theology, and the qualifications of new faculty appointees for Theology, shall be in accordance with the standards of membership of the Association of Theological Schools. Curriculum changes shall initially be approved by a joint committee consisting of the full-time theological teaching faculties of Huron University College and St. Peter's Seminary, then forwarded for the information of the Registrar of the Constituent University. Policy issues or proposals for new or discontinued programs will be directed to the Senate Committee on Academic Policy and Awards (SCAPA).
  - (b) The parties acknowledge that notwithstanding the degree nomenclature, the MDiv and MTS are second entry undergraduate degrees that are recognized by the Ministry of Training Colleges and Universities as undergraduate degrees and are funded as such. They are not graduate degrees as defined by the Degree Level Expectations listed in Western's IQAP.
  - (c) Students with a University degree may register in any Affiliated University College to take courses in any of the programs identified in the document "Guidelines Governing the Academic relationship Between the Constituent University and the Affiliated University Colleges", as it is approved and updated from time to time by the University Senate.

### **Programs, Courses and Subjects**

Clauses 9, 10 and 11 shall apply to all programs, courses and subjects, including those offered in alternative delivery formats.

9. In accord with past practice, the following courses shall be offered only by the University:
  - (a) Courses in Natural Sciences (except Mathematics at all Affiliated University Colleges and Preliminary Year courses taught at Brescia University College)
  - (b) Courses in:
    - Business Administration (3rd and 4th year level only)
    - Communications Sciences & Disorders
    - Dentistry
    - Education
    - Engineering
    - Health Sciences
    - Journalism
    - Kinesiology
    - Law
    - Library and Information Science
    - Media, Information and Technoculture
    - Medicine (including courses related to the Bachelor of Medical Sciences program)
    - Music
    - Nursing
    - Occupational Therapy
    - Physical Therapy
10. In accord with past practice, the following courses will only be offered at an Affiliated University College:
  - Food and Nutrition at Brescia University College
  - Theology at Huron University College
  - Religious Studies at Brescia, Huron, and King's University College
  - Social Work at King's University College
  - Thanatology at King's University College
  - (a) Courses in Chinese and Japanese are taught at Huron University College, and junior courses in Japanese are taught at the Constituent University. The parties acknowledge that the expansion of teaching of such courses at the Constituent University would only be in response to student demand beyond the capacity of the University College's courses, or via collaborations as described in Clause 11.
11. Notwithstanding the provisions of Clauses 9 and 10, the parties agree that academic units at the Constituent University and the Affiliated University Colleges may offer courses and/or programs collaboratively. Such collaboration must be sanctioned by the Academic Dean and Principal of the participating Affiliated University College, and by the Provost and the Dean of the participating academic unit within the Constituent University.

12. When an Affiliated University College proposes to establish a new program or to offer subjects or courses for University credit which it has not previously offered, it shall submit the proposal in writing to the University in accordance with regulations approved from time to time by the Senate. Such courses or programs shall be consistent with principle c) listed in the Preamble to this agreement.

### **Examinations**

13. In all courses offered by both a Faculty or School of the University and an Affiliated University College for degree credit, as well as those courses offered in the preliminary year by an Affiliated University College for degree credit, the procedure to be followed in setting and marking examinations, and the policies regarding term grades, shall be as established from time to time by the Senate.

### **Degrees**

14. (a) The University shall confer degrees or award diplomas and certificates in all branches of learning taught in the University or in an Affiliated University College, including Theology, upon persons who, having complied with the requirements of the Senate, are admitted to such degrees, diplomas and certificates by the Senate.  
  
(b) By this Agreement, an Affiliated University College suspends any right to confer in-course degrees, but an Affiliated University College having a Faculty of Theology shall retain the right to confer honorary degrees in Divinity in its own behalf.

### **Powers of Senate**

15. The Senate of the University shall have power to:
  - (a) make regulations governing admission to all programs leading to degrees and/or diplomas/certificates;
  - (b) approve the offering by the Affiliated University College of all subjects, or courses taught in the University or on its behalf by the Affiliated University College subject to the conditions of Clause 12;
  - (c) establish regulations regarding the terms whereon new programs, subjects or courses may be established or offered in the Affiliated University College for University credit;
  - (d) authorize the development of diploma/certificate programs by the Affiliated University Colleges. Where the proposed diploma/certificate program includes non-degree credit courses, the Affiliated University College will consult with Western's Centre for Continuing Studies."

### **Library**

16. (a) Primary users, including students, faculty and staff, at the Constituent University or at any Affiliated University College Library shall have library privileges at all Constituent University and Affiliated University College Libraries as per the rules and restrictions of each institution.

- (b) It is recognized by both parties to this agreement that, ideally, full access should be available to all library resources at all Constituent University and Affiliated University College Libraries for the primary users at said institutions. Library License agreements for electronic resources should reflect and help satisfy the above access privileges as determined by the purchasing institution and in consultation with other libraries as is appropriate.

### **Fees and Financial Arrangements**

- 17.(a) Tuition fees charged by the Affiliated University College for programs with government-regular tuition and for international students shall be no lower than those charged by the University for the corresponding program or course.
- (b) Students registered in the Affiliated University Colleges shall be subject to payment of compulsory ancillary fees paid by students registered in the University as established by the Board of Governors. Students at Affiliated University Colleges may opt-out of non-compulsory ancillary fees, which have been so designated by the Board of Governors.
- (c) With the goal of having a standard process for students, during the summer tuition billing will occur in the same manner as fall/winter. Students from the University will be billed by the University regardless of where they take their courses. Students from each of the Affiliated University Colleges will be billed for their tuition by that University College regardless of where they take their courses. In addition, OSAP administration and financial aid support for summer courses will be administered by the student's home institution. Revenues will be reconciled after the fact and be redistributed based on teaching.
- (d) Tuition billing for all E-Learning courses will follow the same processes as any non-E-Learning courses for both full and part-time students. Net crossflow will be reconciled after the fact.
- (e) The financial arrangements between the Affiliated University College and the University shall be as determined from time to time by the Board of Governors in consultation with the Affiliated University College and notice of any proposed change or changes shall be given by the Board to the Affiliated University College not less than eighteen months in advance of the effective date of such changes, except for changes in tuition fees and the student ancillary fees, where reasonable advance notice shall be given to the Affiliated University College.
- (f) The agreement concerning financial arrangements is attached as Appendix 3.

### **Student Activities and Discipline**

- 18. (a) Students registered in the Affiliated University College shall comply with all regulations governing student conduct established by the Senate in relation to Academic Standards and Scholastic Discipline.
- (b) Students registered in the Affiliated University College shall be entitled to representation on the University Students' Council in accordance with its constitution, and all such students shall be subject to the rules and regulations of the University Students' Council and the Board of Governors while on University property.

- (c) To ensure the continuation of the outstanding Western student experience, Student Affairs leadership from the Affiliated University Colleges and the AVP Student Experience commit to meet each academic term to review the complementarity of new and continuing services and initiatives.
  - (d) Students registered in the University while on the property of the Affiliated University College shall remain subject to the regulations of the University Students' Council and of the Board of Governors, and shall also be subject to the rules and regulations of the Affiliated University College.
  - (e) Students of the Constituent University and the Affiliated University Colleges will be subject to the Code of Student Conduct of their institution of registration even if they violate the Code while on the campus of an Affiliated University College or the Constituent University where they are not registered. Notwithstanding, the Constituent University or an Affiliated University College may issue a trespass order against a student registered on another campus; in such circumstances, the institution of registration would notify all campuses; however, the issue leading to the trespass order would be dealt with under the Code of Conduct of the institution of registration.
- 19. Students registered in the Affiliated University College, on payment of the prescribed student ancillary fee, shall be entitled to full privileges of the service supported by that fee.
  - 20. Students representing the Affiliated University College in athletics, literary or other inter-faculty or intramural competition must be duly registered students of the Affiliated University College.
  - 21. The Principal or designate of the Affiliated University College shall be responsible for the discipline of all students registered in the Affiliated University College, as prescribed by this agreement, and responsible for the residential discipline of students of other Affiliated University Colleges and Faculties of the Constituent University while living in residence at the Affiliated University College. Within one week of the Principal or designate implementing a sanction under the Code of Conduct, a report will be sent to the Associate Vice President (Student Experience) of the Constituent University. The report shall name the student and describe the offence and the discipline imposed. Under the Code of Conduct, within 24 hours of the Principal or designate imposing an interim measure on a student, a report shall be sent to the Associate Vice President (Student Experience) of the Constituent University identifying the student, the alleged conduct and the interim measure imposed. As required, by legislation or Constituent University reporting requirements, the Affiliated University College shall report to the Associate Vice-President's (Student Experience) Office any Code of Conduct offences and resulting disciplinary action imposed.

#### **General**

- 22. The Affiliated University Colleges shall by April 15<sup>th</sup> of each year provide the University Registrar with a list of the courses to be taught in the Affiliated University College for University credit. The names of the instructors in each course will be supplied at the same time, or as soon as possible thereafter.
- 23. As the availability of teaching staff, laboratory and lecture room space or the uneven distribution of students among several options compel the Constituent University or the Affiliated University

Colleges at times to impose on its own students enrolment quotas in certain courses and programs, the Constituent University or the Affiliated University Colleges shall have the right to limit the number of students who may be admitted to such courses and programs. Such quotas shall be determined in timely consultation between the Constituent University and the Affiliated University Colleges.

24. The Affiliated University College shall appoint the members of its own faculty in accord with the procedures and practices established through its governance structure, and in accord with the principles listed in the Preamble to this agreement.
25. The Affiliated University College shall be entitled to such representation on the Senate as the University Act from time to time in force shall prescribe.
26. The Principal of the Affiliated University College shall be an ex-officio member of any committee established by the Senate to deal specifically with Affiliated University Colleges. Where a Principal sits on a Senate Committee as an ex officio representative of the Affiliated University Colleges, the confidentiality of the Committee proceedings shall not preclude the Principal from consulting with the other Principals on matters that are before the Committee.
27. All arrangements for all University convocations shall be within the jurisdiction of the Senate, which has heretofore formulated the following policies and regulations governing the holding of such convocations and which shall be binding on the Affiliated University College until changed by the Senate:
  - (a) When convocations are held at the Affiliated University College, the arrangements concerning platform seating, the order of the academic procession, and all other details shall be subject to conference between the Affiliated University College and the Convocation Committee of the Senate.
  - (b) When a meeting of the Convocation Committee of the Senate is called to discuss proposed arrangements for a University convocation at the Affiliated University College, representatives of the Affiliated University College will be invited to submit their proposals for consideration by the Committee.
  - (c) When University convocations are held at the Affiliated University College, they shall be completely separate and distinct from any Affiliated University College ceremony, religious or otherwise, except for the conferment of honorary degrees in Divinity by the Affiliated University College which shall be specified in the program as degrees of the Affiliated University College.
  - (d) When practical considerations of the Affiliated University College require a ceremony on the same occasion as a University convocation at the Affiliated University College, such ceremony shall follow the University Convocation, the conclusion of which will be marked by the removal of the University Mace and the Recessional.
  - (e) Through their representative on the Honorary Degrees Committee of Senate the Affiliated University Colleges shall participate in the choice of honorary degree recipients at Convocations where the Western degree is conferred on Affiliated University College students. The parties agree that every effort will be made to ensure that the scheduling of honorary degree recipients into Convocations where the Western degree is being conferred on Affiliated

University College students is undertaken with sensitivity to the compatibility of the recipient with the values and missions of the Affiliated University Colleges.

28. An academic partnership between an Affiliated University College and another institution shall reflect principles (e) and (f) listed in the Preamble of this agreement.
- a) Prior to an Affiliated University College entering into formal discussion of an academic partnership with another institution of higher learning, the Principal of the Affiliated University College shall consult with the University's Provost.
  - b) An Affiliated University College shall not enter into an academic partnership with any other university, college, school, or institute of higher learning without the specific permission of the University Board of Governors acting on the recommendation of the Senate.
  - c) In the context of this clause, "academic partnership" means a formal, bilateral relationship with another post-secondary institution in which the partner institution delivers a significant portion of the degree requirements and where credit for this is transferred as a block for all students in the program. Academic Partnership also includes international dual degree program agreements, any formal bilateral relationship with another university, college, school, or institute of higher learning in areas pertaining to the granting of degrees.
  - d) For policy relating to articulation, admissions and/or transfer credit, please refer to the policy on **Articulation Agreements with External Colleges**.
  - e) Contingent on approval by Senate, an articulation agreement will be signed by the appropriate signing officer of the External College, the Affiliated University College in question and the University's Vice-Provost (Academic Programs).
  - f) This clause does not apply to transfer credit assessed on an individual student basis.
29. The parties agree to hold discussions with the University's Provost or designate about possible educational agreements and academic partnerships with other institutions that fall outside those defined in Clause 28. Refer to **Administrative Policy 1.26 – Establishing International Academic Partnerships**. Such agreements are understood to include admission agreements with language schools, student exchange agreements with other post-secondary institutions, teaching initiatives, faculty and staff exchanges, opportunities for study and work experiences, library and document exchange, or other exchanges in pedagogical, scientific or laboratory material. These discussions will occur before any such educational agreement is signed.
- The University's Provost or designate will share with the Affiliated University Colleges information about similar educational agreements and academic partnerships that may be of interest to all parties.
30. In the event of a disagreement over the interpretation of the language of this Agreement, the signatories or their successors will meet to agree on an interpretation.
31. (a) Either party may terminate this Agreement upon giving three academic years' notice in writing in advance addressed to the President of the University or to the Principal of the Affiliated University College, as the case may be.

- (b) On the recommendation of the Senate, this agreement may be terminated or amended in part or in whole at any time by mutual agreement upon the giving of consent in writing by both parties.
32. In the event that an Affiliated University College ceases to be a denominational institution or should its denominational status be threatened, it shall immediately notify the University. The affected Affiliated University College and the University shall then meet to discuss the implications of this change in status or potential change in status to the University and the Affiliated University College. If the University has reason to believe that such change in status is detrimental to the University, the University may elect to terminate this agreement with immediate effect as it pertains to the Affiliated University College. The parties agree to meet to discuss transition under this circumstance.
33. This agreement shall come into force and effect on the date hereinbefore stated and all earlier agreements, supplementary agreements and amendments to the same shall be null and void.
34. This agreement shall be reviewed on the 5th anniversary of the signing of date.

*For the University of Western Ontario*

*For the Affiliated University Colleges*

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Dr. Andrew Hrymak  
Provost and Vice-President (Academic),  
The University of Western Ontario

---

Dr. Susan Mumm  
Principal, Brescia University College

---

Kathleen Kwan  
University Secretary

---

Dr. Barry Craig  
Principal, Huron University College

---

Dr. Sauro Camiletti  
Interim Principal, King's University College

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Date



## **Appendix 1**

### **Entrance Standards for First-Year Undergraduate Admissions Affiliated University Colleges**

#### **A. Constituent University**

##### **Background/Context**

At its November 2010 meeting, Senate approved SUEPP's recommendation on Western's enrolment strategy. The recommendations specific to undergraduate admissions included the following elements:

1. Western maintain the current (i.e. fall 2010) minimum entrance requirement for first-year admission at 83% mid-year grade (and 81% final grade). For selected limited-enrolment programs, based on annual reviews by the Provost and the Deans, the entrance requirements could be higher.
2. The approach of using the common entrance requirement be continued. The result of this approach is that student demand/choice drives program-specific enrolments.
3. We continue to monitor the gap in entrance requirements between Western and the Ontario average – with the objective of maintaining the current gap.
4. We continue to monitor the size of our overall first-year class -- in order to ensure that the undergraduate population does not reach a level that cannot be accommodated within our current physical infrastructure.

The Constituent University has followed these recommendations.

Western's current Strategic Plan – *Achieving Excellence on the World Stage* (January 2014) – includes the following key metrics and targets associated with undergraduate enrolments:

- a. Attract the brightest students as demonstrated through the highest entering grade average and the highest number of students with external awards among Canada's leading research-intensive universities.
- b. Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.

The Constituent University's enrolment planning is based on these priorities.

##### **Current Status**

- The minimum entrance requirement (final grade) for fall 2018 admissions was 83.5%. The requirements ranged from this minimum 83.5% for some programs to 85% in others.

### **Looking Forward**

In the coming years, the above strategies and priorities will guide the Constituent University's approach to first year admissions – and it is expected that the minimum entrance requirement will be no less than 83.5% final grade average.

### **B. Affiliated University Colleges**

As a follow up to the Constituent University's enrolment planning priorities and strategy, the Affiliated University Colleges have committed to narrowing the gap in minimum entrance requirements between the Colleges and the Constituent University. For fall 2018, entrance requirements (final grades) at the Affiliated University Colleges were as follows:

Brescia	78.0%
Huron	78.0%
King's	78.0%

1. Going forward, by 2022-23, the Affiliated University Colleges will increase their minimum entrance requirements (final grades) to 80%, as follows:

2019-20	78.5%
2020-21	79.0%
2021-22	79.5%
2022-23	80.0%

2. Similar to the current arrangement, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum requirement – but down to only 2.5% points below the minimum requirement for a particular year. The proportion of new admits in the entering class with final averages below the minimum requirement (e.g. below the 78.5% in 2019-20 – and down to 76.0%) shall not exceed 5%. The specific boundaries for each year are as follows:

	Minimum Requirement	Floor Requirement for up to 5% of new admits
2019-20	78.5%	76.0%
2020-21	79.0%	76.5%
2021-22	79.5%	77.0%
2022-23	80.0%	77.5%

3. Agreed-upon Indigenous student admissions will be exempt from the above requirement criteria.
4. The Affiliated University Colleges will be bound by the minimum entrance requirements established by the Constituent University for limited-enrolment programs, where applicable, including BHSc and Kinesiology.
5. The assessment of qualifications for international applicants to the Affiliated University Colleges will be conducted using the Constituent University methodology and conversions. The Registrar at the Constituent University should be consulted at the beginning of each admissions cycle.

6. Applicant Referrals - We are committed to work together to build a referral process that is reflective of the spirit of this agreement and works towards supporting both main campus and affiliate recruitment goals. Representatives from the Affiliated University Colleges and the University will meet early in February each year to work out the appropriate process based on receipt of grades, calculation dates, quality of the current applicant pool, and past experience. The referral process will begin early in March each year with the applicants the University believes are unlikely to receive an offer. This process will be repeated after the May round of offers for other students who will not be receiving an offer from the University.

## Appendix 2

### Summer Course Offerings

1. Summer term is treated as a single term - i.e. intersession, summer day, summer evening, and distance/on-line are, for these purposes, a single term.
2. The Affiliated University Colleges can offer unique courses across all programs, and courses in programs which are exclusive to the Affiliated University Colleges as identified in the document "*Guidelines Governing the Academic relationship Between the Constituent University and the Affiliated University Colleges*", which may be updated from time to time by the University Senate.
3. For all other courses, the following process shall be followed:
  - The Constituent University shall inform the Affiliated University Colleges, by November 1st of each year, the planned course offerings for the following summer term.
  - The Affiliated University Colleges shall respond by the end of November with their list of planned summer course offerings - with no duplication of the Constituent University courses, unless clause #4 below is followed.
  - Changes shall be made by all institutions until mid-December - on a first-come first-serve basis - but with no duplication of offerings between the Constituent University and the Colleges, except under the terms of clause 4 below.
4. The Affiliated University Colleges may offer duplicate summer courses (i.e. courses offered by the Constituent University), but only students registered across the Affiliated University Colleges and students on Letter of Permission (LOP) from other universities shall be allowed to enroll in such duplicate courses. The Constituent University offering of such a duplicated course will then be restricted to students registered at the Constituent University and to students on LOP from other universities.

Constituent University courses offered as distance/on-line may duplicate Affiliated University College courses during the summer term. In such a case, both Constituent University students and Affiliated University College students would be eligible for registration in the distance/on-line courses.

5. If an Affiliated University College offers a course newly developed by that Affiliated University College (i.e. a course that has not been offered previously at either the Affiliated University College or the Constituent University- and is not mutually anti-requisite to any existing course offered by the Constituent University) in a given summer term, that Affiliated University College has the first right to offer that course in subsequent summers. When that Affiliated University College does not offer that course during a summer term (i.e. the course is not identified in the College's list submitted by November 14th), rights to that course shall be available to the Constituent University (i.e. the University may include it in its November 1st list in subsequent years).

6. If an Affiliated University College offers an existing course (i.e. a course that has been offered previously in a fall/winter term at the Affiliated University College) never before offered during the summer term, that Affiliated University College has the first right to offer that course the following two summers. Other institutions shall have the right to offer the course, if it has not been identified in the Affiliated University College's list due on November 14th.

### **Appendix 3**

#### **Affiliation Fee Agreement**

##### **Between The University of Western Ontario and the Affiliated University Colleges**

#### **Background**

As part of the previous Affiliation Agreement, Western and the Affiliated University Colleges agreed to a new model/arrangement to address the financial flow associated with Service Fees (i.e., fees to be paid by the Colleges for services provided by Western) and Cross-Teaching (i.e. the financial transfer associated with the “net” teaching of students by Western). The new model was the implementation of a simpler approach based on a single “Affiliation Fee” that would incorporate both the Service Fees and the Cross-Teaching Transfer.

The Affiliation Fee was based on a consideration of the following:

- The services – both at Western and the Affiliates – that should be included in the financial arrangement.
- The level of relevant services – both at Western and the Affiliates.
- Cross-Teaching levels (i.e., the flow of cross-teaching FCEs in both directions).
- Enrolment related revenues at the institutions, compared to the level of cross-teaching transfers.
- The impact of the University’s Science Breadth Requirement on Cross-Teaching levels.
- Overall enrolment-related revenues at the Affiliates.

The Parties affirm the principle as outlined in the *Guidelines Governing the Academic Relationship Between the Constituent University and the Affiliated University Colleges* – of maintaining a healthy and mutually beneficial cross-flow of students between Western and the Affiliates.

For the period of this Affiliation Agreement, the “Affiliation Fee” structure shall continue.

#### **The Affiliation Fee**

1. There shall be an Affiliation Fee paid by each Affiliate to Western calculated at a rate of 12% of the individual Affiliate’s undergraduate and graduate enrolment-related grants and tuition revenues.

The enrolment-related grants included are as follows: the Core Operating Grant and the Differentiation Grant, netted against the Provincial Government’s International Student Recovery. In the future, if the Provincial Government changes the structure of enrolment-related grant envelopes, the Parties shall discuss the effect of the change on the Affiliation Fee Agreement.

Since graduate enrolment-related grants and tuition revenue are included in the Affiliation Fee calculation, no Graduate Service Fee shall be levied.

Tuition revenue shall be calculated as the sum of (i) actual summer tuition revenue collected by the Affiliates, (ii) actual graduate tuition revenue transferred to the Affiliates, and (iii) fall/winter undergraduate tuition revenue calculated based on November 1 and February 1 official enrolment counts discounted by 1.8% to account for student withdrawals. The 1.8% discounting factor shall be reviewed from time to time. Tuition revenues used in calculating the Affiliation Fee shall exclude the government required minimum tuition set-aside funds.

The 12% Affiliation Fee Rate shall be in place for the duration of this Affiliation Agreement. As part

of the next renewal of the Affiliation Agreement, the rate shall be reviewed and adjusted if/as necessary to reflect the services and associated costs at that time.

2. A slip-year approach shall be used in calculating the Affiliation Fee Transfer (i.e., the Affiliation Fee for year X shall be based on the Affiliates' enrolment-related grants and tuition in year X-1).
3. **Services.** Under this Affiliation Fee Agreement, currently-provided services shall continue without additional fees. Services currently provided by Western's Units on a cost-recovery basis (e.g., services provided through Campus Police, Western Technology Services, Facilities Management, Communications & Public Affairs, Registrar's Office, Student Success Centre, and Western International) shall continue under the cost-recovery model – with the necessary cost escalations. During the period of this Affiliation Agreement, if new services are introduced by either side, the Parties shall discuss the effect of the new services on the Affiliation Fee Agreement. Services provided by Western's ancillary units are not covered by this Affiliation Fee Agreement.
4. **Cross-Teaching.** Under this Affiliation Fee Agreement, cross-teaching shall include only undergraduate course FCEs. The flow of cross-teaching FCEs from each *Affiliate to Western* shall be capped at the weighted average of the 2010-11 and 2011-12 undergraduate FCE cross-flow course registrant per Affiliate FTE student (*note that the baseline years reflect the time period prior to the introduction of the Affiliation Fee*). During the period of this Affiliation Agreement, for each FCE above this cap, the Affiliate shall pay Western the undergraduate domestic year 1 Arts tuition, calculated on the slip-year (i.e., for 2019-20, the FCEs and Arts tuition rate would be the 2018-19 figures).

The flow of cross-teaching FCEs from *Western to each Affiliate* shall be capped at the average of the 2010-11 and 2011-12 undergraduate FCE flow. During the period of this Affiliation Agreement, for each FCE above this cap, Western shall pay the affected Affiliate the undergraduate domestic year 1 Arts tuition, calculated on the slip-year (i.e., for 2019-20, the FCEs and Arts tuition rate would be the 2018-19 figures).

Cross-flow calculations shall continue to exclude courses offered in Spring/Summer.

It is acknowledged that a cross-teaching adjustment to recognize the existing Science Breadth Requirement has been taken into consideration in the implementation of the Affiliation Fee. If, in the future, any Senate-mandated requirements force an increase in the cross-flow from the Affiliates to Western, the Parties shall discuss the effect of the change on the Affiliation Fee Agreement.

5. This Affiliation Fee Agreement is part of this Affiliation Agreement (as an Appendix) and represents the entire basis of understanding amongst the Parties related to financial matters associated with services and cross teaching.
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REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/admission/englishadm.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/admission/englishadm.pdf)

*The first part of the policy is unchanged*

**ENGLISH LANGUAGE PROGRAMS ACCEPTED IN LIEU OF ENGLISH PROFICIENCY TESTS**

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

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

**Level Ten – Fanshawe College EAP Program**

Successful completion of Level 10 of the Fanshawe College English for Academic Purposes Program (ESL4) with no final grade lower than an “A” (80%) may be used as proof of English language proficiency. For more information visit: <http://www.fanshawec.ca/programs-courses/international/english-second-language-esl>

**Level “D” Cultureworks ESL Program**

Successful completion of the level “D” of the English as a Second Language Program at CultureWorks may be used as proof of English language proficiency. For more information visit: <http://cultureworkstheschool.com/>

**Preliminary Year Program at Brescia University College**

Successful completion of the courses English 0005W/X, Speech 0005W/X, Writing 0005W/X, Writing 0010F/G, and Writing 0015F/G with a minimum grade of 75% in each course may be used as proof of English language proficiency. Students with a 6.0 IELTS score are required to take only Writing 0015F/G and English 0005W/X. For more information visit <http://brescia.uwo.ca/admissions/admission-requirements/preliminary-year-program/>.

*The remainder of the policy is unchanged*



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[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/coursenumbing.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenumbing.pdf)

**Course Numbering Policy, Essay Courses, and Hours of Instruction**

*The first part of the policy is unchanged*

**UNDERGRADUATE COURSE OFFERINGS**

1. Course Designations

In most cases:

- a) A full course (1.0 course) will have no suffix or will have an E suffix. A full course has a minimum of **48 52** contact hours.
- b) A half course (0.5 course) will have an A, B, F, G, Y or Z suffix. Two 0.5 courses are the equivalent of one 1.0 course, whether or not they have been taken in the same subject. A half course has a minimum of **24 26** contact hours.
- c) A quarter course (0.25 course) will have a Q, R, S, T or U suffix to indicate the term. A quarter course has a minimum of **12 13** contact hours.

Other designations have also been approved, as follows:

- d) C and D courses are offered by the Faculty of Law
- e) H and J courses are offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program
- f) K courses are offered by the Richard Ivey School of Business
- g) V courses are offered by the Faculty of Education
- h) W and X courses are accelerated full courses (often language courses) which are offered in one term only. They may not be designated as essay courses and normally will not be scheduled during high demand hours, i.e., Monday to Friday from 10:30 a.m. to 3:30 p.m.

2. Course Inactivation

- a) If a course is not offered for a period of five years, following consultation with the relevant Faculty, School or College, the Office of the Registrar will inform DAP (the Deans: Academic Programs virtual committee) that the course will be withdrawn from course offerings and removed from the calendar and master timetable.
- b) If a Special Topics course has been offered with the same topic for a period of three years, the Faculty, School or College must introduce the course as a regular course offering and include the former course as an antirequisite for the years it was offered as a Special Topics offering, e.g., "Geography 1106A/B, if taken in 2001-02, 2002-03, 2003-04."

**BLENDED COURSES**

Blended courses have both face-to-face and online instruction, as well as on-campus exams. These course offerings are clearly identified by designated section numbers in the undergraduate academic calendar and lecture timetable. In the identified blended courses, at least 30% of student learning integral to the course occurs in the online interactive learning environment. For example, in a half (0.5) course at the undergraduate level, at least 8 of the required **24 26** contact hours will occur online.

**ESSAY COURSES (Undergraduate Degrees)**

Students are encouraged to take an essay course in first year.

Only Western courses designated as essay courses may be used to fulfil this requirement.

Departments must identify essay courses, and the courses will be designated as such in the Calendar.

However, courses which are not identified as essay courses may require a significant component of course work in the form of essay writing.

The guidelines for the minimum written assignments refer to the cumulative amount of written work in a course but excludes written work in examinations.

An essay course must normally involve total written assignments (essays or other appropriate prose composition, excluding examinations) as follows:

- Full course (1000 to 1999): at least 3000 words
- Half course (1000 to 1999): at least 1500 words
- Full course (2000 and above): at least 5000 words
- Half course (2000 and above): at least 2500 words

and must be so structured that the student is required to demonstrate competence in essay writing to pass the course.

The structure of the essay course must be such that in order to pass the course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course.

The term "essay" is to be understood broadly to include many of the reports, reviews, summaries, critiques, and some laboratory reports that are currently assigned, as well as essays in the strictest sense. The essential point is that the assignments involve assembling information and argument and presenting it in connected prose.

Depending on the course, the language of the essay may be English, French, or any of the foreign languages, but artificial and/or machine languages do not meet this requirement.

Course-wide uniformity of designation is a practical necessity. Where a multisectioned course is identified as an essay course, all sections of that course must include the appropriate essay component.

The alternative of separate courses with different course numbers, differing only in the essay course component (or lack of it), remains. This is consistent with existing regulations but requires "new course" approval through the Dean's Office by means of the Deans: Academic Programs (DAP) committee.

## **HOURS OF INSTRUCTION FOR UNDERGRADUATE COURSES**

The following course prescriptions are established:

- A full (1.0) course at the undergraduate level shall require a minimum of **forty-eight (48)** ~~fifty-two (52)~~ contact hours.
- A half (0.5) course at the undergraduate level shall require a minimum of **twenty-four (24)** ~~twenty-six (26)~~ contact hours.
- A course with a weight of 0.375, offered by the Faculty of Education, shall require a minimum of twenty (20) contact hours.
- A quarter (0.25) course at the undergraduate level shall require a minimum of **twelve (12)** ~~thirteen (13)~~ contact hours.

## **HOURS OF INSTRUCTION - 1000-1999 COURSES**

The hours of instruction for courses at the 1000-1999 level in the Faculties of Arts and Humanities and Social Science shall not exceed three class hours per week, or a combination of class and laboratory hours not to exceed four hours per week in total.

*The remainder of the policy is unchanged*

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**Experiential Learning Career-Related Learning: Internships, Co-Ops, Placements, Etc.**

Experiential learning (EL) is an approach that educators use to intentionally connect learners with practical experiences that include guided reflection. EL allows learners to: increase and apply disciplinary knowledge, develop transferable skills, clarify interests and values, strengthen career engagement and employability, and collaborate meaningfully with communities

**GUIDELINES ON CAREER RELATED LEARNING: INTERNSHIPS, CO OPS, PLACEMENTS ETC.**

Rather than try to make Faculties standardize their use of the terms "internship," "co-op" or "placement", SCAPA approved and informed Senate that, under the heading "Career-related Learning," all courses which are offered by Western to provide students with professional experience, curriculum enrichment and/or extra-curricular experience will be listed on the Registrar's Office website.

The information has been posted on the following website which will be updated, as necessary, by the Office of the Registrar to ensure that it is kept current: <http://www.success.uwo.ca/experience/index.html>

**Principles of Experiential Learning**

1. The experience is designed to enable the application of knowledge and skills in a workplace, or realistic workplace scenario.
2. The experience is designed to strengthen students' transferable skills, career competencies, and citizenship.
3. The experience emphasizes ethical approaches to partnership and student engagement.  
The experience includes learning outcomes.  
The experience includes active, continuous supervision and mentorship (as appropriate) by the institution (and partner, where applicable).
4. The experience is designed to facilitate reciprocal connections between theory and practice.
5. The student engages in guided reflection.  
The experience includes formal evaluation of learning outcomes by the institution (and partner, where applicable).
6. The student receives recognition for the experience on a curricular or co-curricular record.  
**Curricular (For Credit) Experiential Learning Opportunities**

**In order to be experiential learning, the activity must meet all EL principles.**

<b>Case based learning</b>	A learning activity that involves groups of students examining a detailed, real life, authentic, or contextualized situation that requires the group to assess, evaluate, and respond with recommendations (e.g., Business 1220E Case Competition).
<b>Community engaged learning</b>	Students engage in a project, developed collaboratively with a community partner, that has mutually beneficial outcomes.
<b>Co-op</b>	Alternating academic study with paid, supervised work terms. The total amount of a co-op is normally at least 30% of the time spent in academic study.

<b>Creative, performance, physical practice</b>	An experience that enables skill development through intensive practice or performance (e.g., studio course, performance-based course, movement modules).
<b>Entrepreneurship</b>	A course that requires a student(s) to create and manage the development of a product or business idea.
<b>Exchange</b>	A program of study whereby partner institutions establish a reciprocal agreement which enables students to register and study at the host partner institution with credit transferred back to the home institution. Program duration is one or two terms, a summer or short-term study period.
<b>Faculty-led study abroad</b>	A structured group learning activity under the supervision of a home-institution faculty member comprised of credit course(s). Educational activities are centered on a portion of learning taking place abroad, outside of the classroom.
<b>Field experience</b>	An individual or group excursion that requires the student(s) to observe or engage in activities outside the traditional classroom (e.g., field trip, field school).
<b>Independent study abroad</b>	A program of study that enables students to register and study at a host institution with credit transferred back to the home institution. Program duration is one or two terms, a summer or short-term study period.
<b>Industry project</b>	A course that involves students working with an external partner on a specific project to propose strategies that address an organizational challenge or idea (e.g., consulting project).
<b>Internship (long-term)</b>	A supervised, paid, full-time work experience extending beyond a single academic term.
<b>Internship (short-term)</b>	A supervised work experience during a single academic term. May be paid or unpaid.
<b>Lab</b>	A distinct course component that includes the self-directed hands-on application of course concepts in a controlled setting.
<b>Practicum (or Placement)</b>	A mandatory, supervised experience in a discipline in which practice-based experience may be required for professional licensure or certification.
<b>Research/Scholarly Creation</b>	A supervised/mentored project extending over a term or short-term study period, during which the student engages in original research or scholarly creation.
<b>Simulation</b>	A learning exercise that mimics/simulates a real-world process or system (e.g., Faculty of Social Science model UN, School of Nursing Clinical Skills Lab, Faculty of Law moot court).

#### Co-Curricular (Non-Credit) Experiential Learning Opportunities

In order to be experiential learning, the activity must meet all EL principles

<b>Career preparation/Professional development</b>	Intensive work undertaken to explore career interests and develop professional skills (e.g., mentorship, workshop series).
<b>Community engaged learning</b>	Students engage in a non-credit project, developed collaboratively with a community partner, that has mutually beneficial outcomes (e.g., Alternative Spring Break, Western Serves Network).
<b>Entrepreneurship</b>	Engagement in organized activities related to entrepreneurship and innovation (e.g., hack-a-thon, incubator, pitch competition).

<b>Internship (long-term)</b>	<b>A supervised, paid, full-time work experience extending beyond a single academic term.</b>
<b>Internship (short-term)</b>	<b>Paid, supervised work experience during a single academic term.</b>
<b>Living learning community</b>	<b>Residence students live in intentionally-designed learning communities that are framed by shared values, common interests, or academic discipline, and participate in a series of structured learning activities.</b>
<b>On-campus work experience</b>	<b>Paid work experiences offered by a Faculty or administrative unit.</b>
<b>Research assistantships</b>	<b>Paid work experiences offered by the university through which students carry out supervised research-related duties.</b>
<b>Student clubs and associations</b>	<b>Approved or recognized student-led groups based on a shared interest or goal (e.g., Autism Awareness Western, Athletic Clubs).</b>
<b>Student government</b>	<b>Representative bodies of elected students who advocate for constituents, provide leadership and service, facilitate programs, and may potentially oversee student fees (e.g. University Student's Council, Society of Graduate Students, Faculty Councils, Residents' Council).</b>
<b>Student leadership</b>	<b>University-sanctioned opportunities for students to develop their skills while contributing to the Western community (e.g., Orientation Soph, Residence Staff, Leadership &amp; Academic Mentorship Program).</b>
<b>Teaching assistantships</b>	<b>Paid work experiences offered by the university through which graduate students carry out supervised teaching-related duties.</b>
<b>Volunteerism</b>	<b>Students participate in university-sanctioned, unpaid activities or projects with campus or community organizations.</b>
<b>Work study</b>	<b>Paid part-time work experiences offered by the university for eligible students who demonstrate financial need.</b>

## OFF-CAMPUS PLACEMENTS

Externships, Practica, Practice Teaching, Clinical Placements and other such programs, providing students with specialized training under professional supervision in selected institutional and community settings, are an important component of the undergraduate degree programs.

Admission to an off-campus placement is granted by a host institution on the recommendation of the relevant teaching Department, School, or Faculty of the University or Affiliated University College.

Students granted admission to an off-campus placement are subject to all the rules and regulations of the host institution. It is recognized, provided that client confidentiality is maintained, that discussion by the student of the content of his or her professional training placement with the academic faculty involved, is a necessary and desirable feature of such placements.

Ultimate responsibility for evaluating the performance of each student rests with the faculty members of the student's home Faculty, School or Department. Students who fail to meet the requirements of the host institution, or whose performance is judged to be unsatisfactory, or whose behavior places the host institution or its patients or clients at risk, will be reported to the Dean of the student's Faculty. The Dean or his/her designate, on the recommendation of the Department or School concerned, may suspend the student's placement, withdraw the student from the placement, or take such other action as may be warranted.

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**REGISTRATION AND PROGRESSION IN THREE-YEAR, FOUR-YEAR AND HONORS PROGRAMS**

*The first part of the policy is unchanged*

**Post-Degree Modules**

After graduation with an undergraduate degree, students may complete additional Major and/or Minor modules(s) without completing a second degree. Students must consult the Dean's Office of the Faculty in which the module is offered to request permission to register in a Post-Degree module. Permission may be denied if there is significant overlap with courses completed within the first degree. A Post-Degree module must be in a different subject area, not included in the undergraduate degree.

Students must complete the total number of courses required for this additional module with an average on these courses of at least 60%. Courses successfully completed during the first degree that are considered "extra" courses by the Faculty offering the first degree may be considered for use towards the Post-Degree module, at the discretion of the Faculty offering the Post-Degree module. All courses required for the Post-Degree module must be completed through the course offerings of The University of Western Ontario. Completion of Post-Degree modules will be recognized only by a notation on the student's transcript.

**Second Degree (Excluding Professional Degrees)**

Graduates of The University of Western Ontario:

- Students must apply to the appropriate Faculty for permission to pursue a second degree at the same level or higher than the first degree.
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- **It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.**
- ~~Students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.~~
- Western courses determined as "extra" to the first degree may be used towards the second degree only with permission of the Faculty concerned.
- The Faculty will consider the requirements for breadth, essay courses and residency in specifying the courses required to complete the second degree.
- At least 5.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honors degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60% with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-honors) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements if not already satisfied within the first degree:
  - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed.
  - Essay: at least 1.0 senior designated essay course must be completed.

Graduates of other accredited universities:

- Students must apply to the Faculty offering the second degree for admission as Special Students.
- The second degree must be at the same level or higher than the first degree.
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- **It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.**
- **Students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.**
- The Faculty will consider the requirements for breadth and residency in specifying the courses required to complete the second degree.
- At least 10.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honors degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60%, with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-honors) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements for graduation:
  - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed if not already satisfied within the first degree.
  - Essay: at least 1.0 senior designated essay course must be completed through The University of Western Ontario.



The chart below indicates the possibilities for upgrading to an Honors Bachelor Degree:

First degree	Second degree
Three-year degree containing:	Honors degree
Major	Honors Specialization in either the same subject or a different subject than either the Major or Minor module completed in the previous degree
Minor + Minor	Double Majors in a different subject than the Major module completed in the previous degree
Major + Minor	Double Majors in either the same subject(s) or different subject(s) as the Minor module(s) completed in the previous degree
Four-year degree (non-honors) containing:	Honors Degree
Specialization	Honors Specialization in either the same subject or a different subject than the Specialization or Major or Minor module completed in the previous degree
Specialization + Major	Double Majors in different subjects than the Specialization or Major or Minor module completed in the previous degree
Specialization + Minor	Double Majors, one of which is in the same subject as the Minor module completed in the previous degree
Major	Honors Specialization in either the same subject or a different subject than a Major or Minor module completed in the previous degree
Major + Major	Double Majors in different subjects than the Major or Minor module(s) completed in the previous degree
Major + Minor	Double Majors in the same subject(s) as the Minor module(s) completed in the previous degree
Major + Minor + Minor	
Honors degree containing:	Honors degree
Honors Specialization	Honors Specialization in a different subject than the Honors Specialization or Major or Minor module completed in the previous degree
Honors Specialization + Major	Honors Specialization in the same subject as either the Major or Minor module completed in the previous degree
Honors Specialization + Minor	Double Majors in different subjects than the Honors Specialization or Major or Minor module(s) completed in the previous degree
	Double Majors, one of which is in the same subject as the Minor module completed in the previous degree
Major + Major	Honors Specialization in either the same subject or a different subject than a Major module completed in the previous degree
	Double Majors in different subjects than the Major module(s) completed in the previous degree



The chart below indicates the possibilities for upgrading to a Four-Year Bachelor Degree:

First degree	Second degree
Three-year degree containing:	Four-year (non-honors) degree
Major Minor + Minor Major + Minor	Specialization in either the same subject or a different subject than the Major or Minor module completed in the previous degree
	Major(s) in the same subject(s) as the Minor module(s) completed in the previous degree.
	Major(s) in a different subject(s) than the Major or Minor module completed in the previous degree
Four-year degree (non-honors) containing:	Four-year (non-honors) degree
Specialization Specialization + Major Specialization + Minor	Specialization in a different subject than the Specialization or Major or Minor module completed in the previous degree
	Specialization in the same subject as the Major or Minor module completed in the previous degree
	Major in the same subject as the Minor module completed in the previous degree
	Major(s) in a different subject(s) than the Major or Minor module completed in the previous degree
Major Major + Major Major + Minor Major + Minor + Minor	Specialization in either the same subject or a different subject than the Major or Minor module completed in the previous degree
	Major(s) in the same subject(s) as the Minor module(s) completed in the previous degree.
	Major(s) in a different subject(s) than the Major or Minor module completed in the previous degree

**Notes:**

Students applying to upgrade their previous degree conferred under the “old” University of Western Ontario regulations should consult their Faculty regarding permissible upgrades.

Students whose previous degree is a professional degree (BA Honors Business Administration, BEd, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW(Hons), DDS, LLB, MD, MDiv, MTS) should consult the “Sequential Degree” section for information.

**Second Degree (When One Degree is a Professional Degree)**

Professional Degrees:

BA Honors Business Administration, BEd, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW (Hons), DDS, LLB, MD, MDiv, MTS

**1. Sequential Degree**

- **Students who have completed a professional degree and are seeking a Three or Four-Year or Honors Bachelor Degree**

Students who have been awarded a professional degree by this or another accredited university may be granted advanced standing for a maximum of 10.0 courses toward fulfillment of graduation requirements for a Three or Four-Year Bachelor Degree or a four-year Honors Bachelor Degree. **Students must consult the Faculty offering the second degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.**

- **Students who have completed a Three or Four-Year or Honors Bachelor Degree and are seeking a professional degree**

Students who have received a Three or Four-Year or Honors Bachelor Degree from this or another accredited university may be granted advanced standing toward a professional degree. **Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.**

- **Students who have already completed a professional degree and are seeking a second professional degree**

Students who have already received a professional degree from this or another accredited university may be granted advanced standing towards the fulfillment of graduation requirements of a second professional degree. **Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.**

## **2. Concurrent Degrees - One Professional and One Bachelor Degree Taken at the Same Time**

Students who are currently registered in a professional degree may apply for permission to register concurrently in a Bachelor degree. Tuition fees applicable to the professional degree will be assessed and primary registration will reflect the Faculty offering the professional degree.

Students must consult the Dean's office of both Faculties for permission to register in, progress in and graduate with a second undergraduate degree with an Honors Specialization, Specialization or Major module.

A complete statement by the Dean of the Faculty offering the Three or Four-Year or Honors Bachelor Degree must be forwarded to the student, with a copy to the Office of the Registrar specifying:

- a) The courses that may be credited towards both degrees to a maximum of 10.0, with no more than 5.0 courses from faculties other than Arts and Humanities, Health Sciences (excluding Nursing), Information and Media Studies, Science and Social Science.
- b) The number and kind of courses required to complete graduation requirements for the second degree including all senior courses for the Honors Specialization, Specialization or Major.
- c) These Concurrent Degree regulations do not apply to Senate-approved Combined or Joint degrees.

The Faculty of Engineering is allowed to offer a Concurrent Degree Program where graduating students will receive two Bachelor of Engineering Science (BESc) degrees: one degree for professional accreditation purposes in either Chemical Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one in Biomedical Engineering.

**NOTE:** In the case of professional degrees for which normal admission requires one or two years of study in a Bachelor degree, the courses taken as part of such a degree must be included among the 10.0 courses Double credited towards both degrees.

Students are encouraged to obtain academic counselling from the Dean of each Faculty during the course of their concurrent degree. Students who fail to meet the progression requirements of either degree will be required to withdraw from the concurrent degree.

### 3. Combined / Joint Degrees

- **Students who wish to complete Combined or Joint Degrees**

Combined or Joint Degrees are Senate-approved degrees created by two Faculties where one or both degrees are professional degrees. Normally, these academic options are listed within departmental or Faculty degree availability sections. Some examples are as follows:

Bachelor of Engineering Science and Bachelor of Laws (BESc/~~JDLLB~~) [~~Note: from 2009 LLB=JD~~]  
Doctor of Medicine and Doctor of Philosophy (MD/PhD)

*The rest of the policy is unchanged*

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## **GRADUATION REQUIREMENTS FOR HONORS BACHELOR DEGREES**

### **General Requirements**

#### **First-Year Requirements**

Satisfactory completion of 5.0 courses numbered 1000-1999. At least 1.0 course must be selected from each of two of Categories A, B and C. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. (See [Breadth Requirements for Bachelor Degrees](#))

#### **Module Requirements**

The Honors Bachelor Degree must include at least an Honors Specialization module or double Major modules. The Honors Specialization module or each double Major module must be completed with a minimum cumulative average of 70% and a minimum mark of 60% in each course of the module. Any additional Major or Minor modules taken within the degree must be completed with a minimum cumulative average of 60%. In exceptional circumstances, a student who completes the Honors Specialization module with an average of at least 68% and a mark of at least 60% in each course of the module may graduate with an Honors Degree only with the permission of the Dean on the recommendation of the Department concerned. No concessions are allowed for average and mark requirements for graduation with double Major modules in an Honors Bachelor Degree.

The majority of the courses in each module must be completed through Western. For the purposes of this requirement, courses completed while participating in one of Western's International Exchange Programs are deemed to be courses completed through Western **but may only account for fewer than half of the courses required in the Honors Specialization, or Major module(s).**

#### **Average Requirements**

Minimum mark and average requirements must be met for each module. See "Module Requirements" above.

A mark of at least 50% must be achieved in each of the 20.0 courses used to fulfill graduation requirements.

An overall average of at least 65% must be achieved in the 20.0 successfully completed courses used to fulfill graduation requirements.

#### **Senior Course Requirements**

At least 13.0 senior courses (numbered 2000 - 4999) must be completed satisfactorily.

At least 1.0 course numbered 3000 – 4999 must be completed satisfactorily in each Major module leading to an Honors Bachelor Degree – Double Major.

#### **Essay Course Requirements**

Satisfactory completion of at least 2.0 designated essay courses, at least 1.0 of which must be senior (numbered 2000 - 4999). The 2.0 essay courses must be completed through Western or through one of its Affiliated University Colleges.

Exception: Students who are admitted with 10.0 advanced standing credits are required to complete 1.0 designated senior essay course (numbered 2000 - 4999) through Western or one of the Affiliated University Colleges.

### **Residency Requirement**

Of the 20.0 required courses used to fulfill graduation requirements, a minimum of 15.0 courses must be completed through Western or one of the Affiliated University Colleges. A maximum of 5.0 courses may be taken at another university on a Letter of Permission or on Exchange.

Exception: Students who are admitted to Western with transfer credits, and who are admitted with advanced standing must complete a minimum of 10.0 courses including at least 5.0 senior courses (numbered 2000 - 4999) through Western. In case of transfer students, courses taken on Letter of Permission or Exchange are not to be counted as part of the necessary 10.0 courses taken at Western. The majority of courses in each module must be completed through Western or one of the Affiliated University Colleges.

### **Breadth Requirements**

At least 1.0 course from each of Categories A, B, and C must be included (see [Breadth Requirements for Bachelor Degrees](#)). No more than 14.0 courses in one subject may be counted among the 20.0 successfully completed courses used to fulfill graduation requirements.

### **Additional Requirements for the Honors Bachelor of Science and the Honors Bachelor of Medical Sciences Degrees**

For the Honors Bachelor of Science or the Honors Bachelor of Medical Sciences degree, the general requirements listed above for Honors Bachelor Degrees must be met, in addition to the following Science course requirements:

Of the 20.0 courses required for the Honors Bachelor of Science or the Honors Bachelor of Medical Sciences degree, at least 11.0 must be from the offerings of the Faculty of Science or approved courses from the Schulich School of Medicine & Dentistry. Approved courses are those listed under Medical Sciences in Category C.

Certain modules allow particular courses outside of Category C to count toward this requirement for the purpose of those modules only. These cases are detailed in the relevant module descriptions.

## **GRADUATION REQUIREMENTS FOR BACHELOR DEGREES (FOUR-YEAR)**

### **General Requirements**

#### **First-Year Requirements**

Satisfactory completion of 5.0 courses numbered 1000-1999. At least 1.0 course must be selected from each of two of Categories A, B and C. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. (See [Breadth Requirements for Bachelor Degrees](#))

#### **Module Requirements**

The Bachelor Degree (Four-Year) must include at least a Specialization module or at least one Major module. The Specialization module or Major module must be completed with a minimum cumulative average of 60%. Any additional Major or Minor modules taken within the degree must be completed with a minimum cumulative average of 60%. The majority of courses for each module must be completed through Western. For the purposes of this requirement, courses completed while participating in one of Western's International Exchange Programs are deemed to be courses completed through Western **but may only account for fewer than half of the courses required in the Specialization, or Major module(s).**

*The rest of the policy is unchanged*

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## Structure of the Academic Year

### HOURS OF INSTRUCTION

The hours of instruction at The University of Western Ontario will be:

8:00 a.m. to 11:00 p.m. Monday to Thursday  
8:00 a.m. to 6:00 p.m. Friday

As a subcategory of the above, the hours of instruction for first-entry undergraduate programs at The University of Western Ontario will be:

8:30 a.m. to 10:00 p.m. Monday to Thursday  
8:30 a.m. to 5:30 p.m. Friday

Notes:

- Exceptions, for sound academic reasons, may be made for make-up classes with the consent of the Dean of the Faculty.
- Classes during the 5:30 p.m. to 7:00 p.m. time period are scheduled only at the request of the department.
- Evening classes begin at 6:30 p.m. or 7:00 p.m. (6:00 p.m. start time is possible only in exceptional cases with the approval of the Dean)
- Graduate and second-entry professional programs and scholar's elective programming may have classes that deviate from this schedule from time to time based on the needs of the instructor or students.
- Class lectures, laboratories, tutorials, clinics and seminars always finish 10 minutes before the end times that appear in the Master Timetable, e.g., the timetable may indicate that a class begins at 8:30 a.m. and ends at 9:30 a.m. but, in fact, the class will end at 9:20 a.m. to allow students 10 minutes to get to the next class.

### GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

The following Guidelines apply only to those faculties, schools and colleges which operate on a 26-week teaching term, i.e., they do not apply to the Richard Ivey School of Business, Faculty of Education, Faculty of Law, Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

1. Scheduling the Start Date of Classes and Length of the First and Second Terms

- Classes in the first term will begin on the Thursday following Labour Day.
- Classes in the second term will begin on the first Monday following January 2. Second term classes will begin no earlier than twelve days following the last day of the mid-year examination period.
- The last day of registration for either the Fall or Winter term will be seven days from and including the start date of the session (excluding weekends).
- Each term will be twelve weeks in length, comprising at least 60 "lecture days."

- The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days results in a term of less than 60 "lecture days." In that case, classes will proceed as usual.

2. Scheduling Study Days and Examinations

- There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination.
- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.
- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.
- No examinations are to be scheduled on Good Friday or Easter Sunday.
- No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students are required to request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

3. Scheduling Spring and Fall Reading Week

- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at midnight on the subsequent Sunday.
- A Fall Reading Week will be scheduled to begin on the 3<sup>rd</sup> Monday after Thanksgiving and end at midnight on the subsequent Sunday.
- a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
- b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
- c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g. travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

4. Scheduling Convocation Ceremonies

- The in absentia February Convocation will be scheduled for the last Friday in February.
- June Convocation ceremonies will be scheduled from Monday to Friday in the second and third full week in June.
- October Convocation ceremonies will normally be scheduled on the fourth Wednesday, Thursday and Friday in October. (If October 1 is a Friday, it will not count as week 1).

## REMEMBRANCE DAY POLICY

That two minutes of silence be observed on November 11 at 11:00 a.m. throughout the University and that, where this is not possible, two minutes of silence be observed between 11:00 a.m. and 12:00 noon.

That students be permitted to be absent from class to attend a Remembrance Day Service, provided the instructor is informed in advance of the intended absence.

	2013-2014	2014-2015	2015-2016	2016 - 2017	2017-2018
Labour Day	Sept. 2	Sept. 1	Sept. 7	Sept. 5	Sept. 4
Registration	Sept. 3 – 4	Sept. 2 – 3	Sept. 8 – 9	N/A	N/A
Rosh Hashanah	Thurs, Sept. 5	Sept. 25	Sept. 14	Oct. 3	Sept. 21
First Term	<b>Mon</b> , Sept. 9 - Dec. 6 (62 days)	Sept. 4 - Dec. 3 (64 days)	Sept. 10- Dec. 9 (64 days)	Sept. 8 – Dec. 7 (62 days)	Sept. 7–Dec. 8 (62 days)
Thanksgiving Monday	Oct. 14	Oct. 13	Oct. 12	Oct. 10	Oct. 9
Fall Study Break/Fall Reading Week	Oct. 31 – Nov. 1	Oct. 30 – 31	Oct. 29 - 30	Oct. 27 – 28	Oct. 10 – 13
October Convocation	Oct. 31– Nov. 1	Oct. 23-24	Oct. 22-23	Oct. 27 - 28	Oct. 25 – 27
December Study Days	Dec. 7	Dec. 4-5	Dec. 10	Dec. 8 – 9	Dec. 9
Exams	Dec. 8 - 19 (12 days)	Dec. 6-17 (12 days)	Dec. 11-22 (12 days)	Dec. 10 – 21 (12 days)	Dec. 10 – 21 (12 days)
Holiday	Dec. 20-Jan. 5 ( 17 days)	Dec. 18-Jan. 4 (18 days)	Dec. 23 - Jan. 3 (12 days)	Dec. 22 – Jan 4 (15 days)	Dec. 22 – Jan. 7 (17 days)
Second Term	Jan. 6-Apr. 8 (62 days)	Jan. 5-Apr. 8 (62 days)	Jan. 4 - Apr. 6 (62 days)	<b>Thur.</b> Jan. 5 – Apr. 7 (62 days)	Jan. 8. – Apr 11 (62 days)
Family Day	Feb. 17	Feb. 16	Feb. 15	Feb. 20	Feb. 19
Reading Week	Feb. 17-21	Feb. 16-20	Feb. 15-19	Feb. 20 - 24	Feb. 19 – 23
In Absentia Convocation*	Feb. 28	Feb. 27	Feb. 26	Feb. 24	Feb. 23
Good Friday	Apr. 18	Apr. 3	Mar. 25	Apr. 14	Mar. 30
Easter Sunday	Apr. 20	Apr. 5	Mar. 27	Apr. 16	Apr. 1
Passover	Apr. 15	**	Apr. 23 - 24	Apr. 11 – 12	**
Study Days	Apr. 9-10	Apr. 9-10	Apr. 7-8	Apr. 8	Apr. 12 – 13
Exams	Apr. 11-30 (17 days)	Apr. 11-30 (20 days)	Apr. 9-30 (20 days)	Apr. 9 – 30 (18 days)	Apr. 14 – 30 (17 days)
June Convocation***	June 10 – 13 and 16 - 18	June 9 – 12 and 15 - 17	June 14 – 17 and 20 - 22	June 13 – 16 and 19 - 21	June 12 – 15 and 18 - 20



	2018-2019	2019-2020	2020-2021
Labour Day	Sept. 3	Sept. 2	Sept. 7
Rosh Hashanah	Sept. 10	Sept. 30	Sept. 19
First Term	Sept. 6 – Dec. 7 (62 days)	<del>Sept. 5-Dec. 6</del> (62 days) <b>Sept. 5 - Dec. 5</b> (60 days)	<del>Sept. 8 (Tues) - Dec. 9</del> (62 days) <b>Sept. 9 (Wed) - Dec. 9</b> (60 days)
Thanksgiving Monday	Oct. 8	Oct. 14	Oct. 12
Fall Study Break/Fall Reading Week	Oct. 9-12	<del>Oct. 15-18</del> <b>Nov. 4-10</b>	<del>Oct. 13-16</del> <b>Nov. 2-8</b>
October Convocation	Oct. 24-26	Oct. 23-25	Oct. 21-23
December Study Days	Dec. 8-9	<del>Dec. 7-8</del> <b>Dec. 6-7</b>	Dec. 10
Exams	Dec. 10-21 (12 days)	<del>Dec. 9-20</del> <b>Dec. 8-19</b> (12 days)	Dec. 11-22 (12 days)
Holiday	Dec. 22 – Jan. 6 (16 days)	Dec. 21 - Jan. 5 (16 days)	Dec. 23 - Jan. 3 (12 days)
Second Term	Jan. 7 – Apr. 9 (62 days)	<del>Jan. 6-Apr. 8</del> (63 days) <b>Jan. 6 - Apr. 3</b> (60 days)	<del>Jan. 4 – Apr. 7</del> (62 days) <b>Jan. 4 – Apr. 5</b> (60 days)
Family Day	Feb. 18	Feb. 17	Feb. 15
Reading Week	Feb. 18-22	<del>Feb. 17-21</del> <b>Feb. 15-23</b>	<del>Feb. 15-19</del> <b>Feb. 13-21</b>
In Absentia Convocation*	Feb. 22	Feb. 28	Feb. 26
Good Friday	Apr. 19	Apr. 10	Apr. 2
Easter Sunday	Apr. 21	Apr. 12	Apr. 4
Passover	Apr. 20	Apr. 9-10	**
Study Days	Apr. 10	<del>Apr. 9-10</del> <b>Apr. 4-5</b>	<del>Apr. 8-9</del> <b>Apr. 6-7</b>
Exams	Apr. 11-30 (17 days)	<del>Apr. 11-30</del> (19 days) <b>Apr. 6-26</b> (18 days)	<del>Apr. 10-30</del> (21 days) <b>Apr. 8-24</b> (17 days)
June Convocation***	June 10-14 and June 17-21	June 8-12 and 15-19	June 14-18 and 21-25

\* Application deadline for the In Absentia Convocation is January 22. No ceremony is held.

\*\* Passover does not fall during the examination period this year. No accommodation necessary.

\*\*\* Application deadline for graduation at Spring Convocation is April 30.

\*\*\*\* Application deadline for graduation at October Convocation is September 8.

## **GUIDELINES FOR THE ORGANIZATION OF THE ACADEMIC YEAR: DENTISTRY**

Dentistry has adopted a two-term curriculum with an examination week(s) at the end of each term as follows:

- For I, II and III year, a fall term shall comprise 14 weeks of classes plus a one week examination period\* and a winter term would comprise 16 weeks of classes plus a three week examination period.
- For IV year, a fall term shall comprise 15 weeks of classes and a winter term would comprise 16 weeks of classes with final examinations interspersed in weeks 9 and 10 of that term.

The fall term, including the examination week, shall not extend beyond December 22 in any year.

The winter term shall begin on the Monday of the first full week in January.

No lectures, seminars, laboratory or clinical sessions shall be scheduled for Years I, II and III during the examination week(s).

Term tests which are not mid-terms are to be scheduled at times normally assigned to a course for lectures, seminars and/or laboratories but not within two weeks of the examination week(s).

A conference or study week shall be scheduled to coincide with the Reading Week of the Faculty of Medicine.

\* During this examination period, only mid-term and/or final written and/or practical examinations will be held.

## **GUIDELINES FOR THE STRUCTURE OF SPRING/SUMMER SESSIONS**

1. The Spring/Summer Session shall be comprised of three periods:
  - Twelve-week period - May to August (Summer Evening and Spring/Summer Distance Studies)
  - Six-week period - May to June (Intersession)
  - Six-week period - July to August (Summer Day)
2. The last day of online registration for Summer Evening, Spring/Summer Distance Studies, Intersession and Summer Day will be two days before the start of classes.
3. Scheduling of classes will be within the hours of 8:00 a.m. to 9:40 p.m. for the May/June period and 8:00 a.m. to 3:40 p.m. for the July/August period, and between the hours of 5:30 p.m. and 10:30 p.m. for the May to August period. No classes will be held on statutory holidays.
4. A first-term full (1.0) or half (0.5) course (comprising twelve or six weeks for Summer Evening and Spring/Summer Distance Studies, and six weeks for Intersession and Summer Day) will begin:
  - for Summer Evening and Spring/Summer Distance Studies, the first Monday in May after May 2
  - for Intersession, on the Monday following the first day of Summer Evening
  - for Summer Day, on the first Monday in July after Canada Day.

A second-term half (0.5) course for Summer Evening and Spring/Summer Distance Studies will begin six weeks after the start of the Summer Evening and Spring/Summer Distance Studies Session.

5. There will be two study days for Summer Evening, Summer Day and Distance Studies courses between the end of classes and the examination period (including weekends). For Intersession, there will be two study days.
6. Examinations for Summer Evening, Intersession and Summer Day will be held over two days and for Distance Studies, over four days, with the exception of the School of Nursing's Accelerated Year 4 program.

## **TROIS-PISTOLES SESSIONAL DATES**

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](http://frenchimmersion.uwo.ca/courses/five_week.html)

FOR INFORMATION

**The University of Western Ontario**  
Undergraduate Sessional Dates, Western Application & Graduation Dates  
2019

These dates are derived from University approved guidelines and academic policies.

\* Note: Any of the following deadlines that occur on a Saturday or Sunday or Statutory holiday will be extended to the next working day.

+ Administrative dates. Subject to change.

*The preceding dates are unchanged*

September	2	Labour Day.
September	5	Fall/Winter Term classes begin.
September	8	Deadline for applications for graduation: Autumn Convocation.
September	9	First day of first-term, first-quarter ('Q') courses. (Kinesiology).
September	13	Last day of registration. Last day to add a first-term first quarter ('Q') course (Kinesiology). Last day to add a full course, a first-term half course, a first-term full course, or a full-year half course on campus and Distance Studies.
*September	15	Deadline to apply for relief against a final grade in a Summer Day course.
September	20	Last day to drop a first-term first quarter ('Q') course without academic penalty (Kinesiology).
*October	1	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation.
+October	1	Deadline for admission applications: Medicine for 2020.
October	14	Thanksgiving Holiday.
*October	15	Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course.
<del>October</del>	<del>15-18</del>	<del>Fall Reading Week</del>
<b>October</b>	<b>22</b>	<b>First day of first-term second quarter ('R') courses (Kinesiology).</b>

October	23-25	Autumn Convocation.
<b>October</b>	<b>28</b>	<b>Last day to add a first-term second quarter ('R') course (Kinesiology).</b>
October	28	First day of first-term second quarter ('R') courses (Kinesiology).
November	1	Deadline for admission applications: Law for 2019.
		<del>Last day to add a first-term second quarter ('R') course (Kinesiology).</del>
*November	1	Last day that students registered in 'W' accelerated language courses may transfer to the equivalent full-year course with the permission of their Faculty.  Deadline for official transcripts for courses taken on Letters of Permission during the academic year 2018-19 and the Spring/Summer Terms of 2019.
<b>November</b>	<b>4-10</b>	<b>Fall Reading Week</b>
November	<b>8</b> <b>11</b>	Last day to drop a first-term second quarter ('R') course without academic Penalty (Kinesiology)
*November	12	Last day to drop a first-term half course or a first-term full course (2019-20 Fall/Winter Term) without academic penalty.
*November	30	Last day to drop a full course and full-year half course [on campus day and evening and Distance Studies] without academic penalty.
December	1	Deadline for admission applications: Dentistry for 2020.
+December	1	Deadline for admission applications, transcripts, and supporting documentation: Education for 2020. (If December 1st falls on a weekend or holiday, then the deadline date will be decided by the Association of Education Registrar's of Ontario).
December	<b>6</b> <b>5</b>	Fall/Winter Term classes end.
December	<b>7-8</b> <b>6-7</b>	Study Days.
December	<b>9-20</b> <b>8-19</b>	Mid-year examination period.

**The University of Western Ontario**  
Undergraduate Sessional Dates, Western Application & Graduation Dates  
2020

These dates are derived from University approved guidelines and academic policies.

**Note:**

- \* Any of the following deadlines that occur on a Saturday, Sunday or Statutory holiday will be extended to the next working day.
- \*\* The following dates diverge from prescribed guidelines as stated in academic policy in order to accommodate Western hosting the [Congress of the Humanities and Social Sciences](#).
- + Administrative dates. Subject to change.

January	6	Classes resume.
January	10	Last day to add a second-term first quarter ('S') course (Kinesiology).
January	14	Last day to add a second-term half course or a second-term full course.
January	17	Last day to drop a second-term first quarter ('S') course without academic penalty (Kinesiology).
*January	22	Deadline for applications for graduation: In Absentia February Convocation.
January	31	Deadline for admission applications: Business Administration.
*January	31	Deadline to apply for relief against a final grade in a first-term course.
February	15	Deadline for admission applications: Compressed Time Frame BScN Program. Deadline for admission applications: Collaborative Nursing Program.
<b>February</b>	<b>15-23</b>	<b>Spring Reading Week.</b>
February	17	Family Day.
<del>February</del>	<del>18-21</del>	<del>Spring Reading Week.</del>
February	24	First day of second-term second quarter ('T') course (Kinesiology).

February	28	Last day to add a second-term second quarter ('T') course (Kinesiology).  In Absentia February Convocation.
March	1	Deadline for admission applications for Spring/Summer Distance Studies, Summer Evening and Intersession courses from students applying for the first time. All supporting documentation must be submitted within seven days of this date.  Deadline for admission applications from CEGEP applicants. Early Consideration admission application deadline for full-time first year studies for the Fall/Winter 2020-21 term.
+March	1	Deadline for admission applications: Social Work (King's University College).
March	6	Last day to drop a second-term second quarter ('T') course without academic penalty (Kinesiology).
*March	7	Last day to drop a second-term half course, or a second-term full course without academic penalty.
April	8 3	Fall/Winter Term classes end.
April	9-10 4-5	Study Days.
<b>April</b>	<b>6-26</b>	<b>Final Exam Period.</b>
<b>April</b>	<b>9-10</b>	<b>Passover.</b>
April	10	Good Friday.
<del>April</del>	<del>11-30</del>	<del>Final examination period.</del>
April	12	Easter Sunday.
April	30	Deadline for applications for graduation: Spring Convocation.

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*The Summer dates are unchanged.*

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September	7	Labour Day.
<del>September</del>	<del>8</del>	<del>Fall/Winter Term classes begin.</del>
September	8	Deadline for applications for graduation: Autumn Convocation.

<b>September</b>	<b>9</b>	<b>Fall/Winter Term classes begin.</b>
September	14	First day of first-term, first-quarter ('Q') courses. (Kinesiology).
*September	15	Deadline to apply for relief against a final grade in a Summer Day course.
September	<del>16</del>	Last day of registration.
	<b>17</b>	Last day to add a full course, a first-term half course, a first-term full course, or a full-year half course on campus and Distance Studies.
September	18	Last day to add a first-term first quarter ('Q') course
September	25	Last day to drop a first-term first quarter ('Q') course without academic penalty (Kinesiology).
*October	1	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation.
+October	1	Deadline for admission applications: Medicine for 2021.
October	12	Thanksgiving Holiday.
<b>October</b>	<b><del>13-16</del></b>	<b>Fall Reading Week</b>
*October	15	Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course.
October	21- 23	Autumn Convocation.
<b>October</b>	<b>27</b>	<b>First day of first-term second quarter ('R') courses (Kinesiology).</b>
November	1	Deadline for admission applications: Law for 2021.
*November	1	Last day that students registered in 'W' accelerated language courses may transfer to the equivalent full-year course with the permission of their Faculty.  Deadline for official transcripts for courses taken on Letters of Permission during the academic year 2019-20 and the Spring/Summer Terms of 2020.
<b>November</b>	<b>2-8</b>	<b>Fall Reading Week</b>
<b>November</b>	<b>2</b>	<b>First day of first-term second quarter ('R') courses (Kinesiology).</b>



November	<del>6</del> 9	Last day to add a first-term second quarter ('R') course (Kinesiology).
*November	12	Last day to drop a first-term half course or a first-term full course (2020-21 Fall/Winter Term) without academic penalty.
November	<del>13</del> 16	Last day to drop a first-term second quarter ('R') course without academic Penalty (Kinesiology)
*November	30	Last day to drop a full course and full-year half course [on campus day and evening and Distance Studies] without academic penalty.
December	1	Deadline for admission applications: Dentistry for 2021.
+December	1	Deadline for admission applications, transcripts, and supporting documentation: Education for 2021. (If December 1st falls on a weekend or holiday, then the deadline date will be decided by the Association of Education Registrar's of Ontario).
December	9	Fall/Winter Term classes end.
December	10	Study Day.
December	11-22	Mid-year examination period.

FOR INFORMATION

**Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20**

<b>2019</b>	
August 26,27,28	HBA Pre-Ivey Program (Optional but recommended)
August 29	HBA1 Transfer Orientation Program
August 30	HBA1 Begins (Mandatory)
September 3-13	Add/Drop (A/B, Q,R,S,T (Ivey Term 5, 6, 7 and 8) courses)
September 3-6	HBA2 IFP Classes (MANDATORY)
September 9	HBA2 Elective Classes Begin
September 20	Last Day to drop Q (Ivey Term 5) course without penalty
October 10	Q (Ivey Term 5) Courses End
October 14	Thanksgiving (no classes)
October 15 – 19	HBA2 Exam Period (including Saturday)
October 21-22	IFP Workshop Days (Mandatory)
October 23 – October 29	Add/Drop (B, R,S,T (Ivey Term 6, 7 and 8) courses)
October 23	R (Ivey Term 6) Courses Begin
October 29, October 30 & Nov 1	IFP Client Meetings (Evenings and November 1 <sup>st</sup> all day)
November 4-8	Fall Break Week
November 12	Last Day to drop A (Ivey half course) without penalty
November 12	Last Day to drop R (Ivey quarter T6) course without penalty
November 13-15	HBA2 IFP Work Days (Mandatory)
November 22	HBA2 IFP NVP Presentations (Mandatory)
December 5	HBA2 Classes End
December 4	HBA1 Classes End
December 4, 5 and 6	IFP Client Meetings (Evenings and December 6 All day)
December 7-13	HBA2 Exam Period (including Saturday)
December 6-13	HBA1 Exam Period (including Saturday)
<b>2020</b>	
January 6	HBA1 Classes Resume
January 6	HBA2 Classes Resume
January 6-10	Add/Drop (B, S,T (Ivey Term 7 and 8) courses)
January 17	Last Day to drop S (Ivey Term 7) course without penalty
February 6	S (Ivey Term 7) courses End
February 9-14	HBA2 Exam Week (including Saturday)
February 17-21	Spring Break Week
February 24	T (Ivey Term 8) Courses Begin
February 24-28	Add/Drop (T (Ivey Term 8) courses)
March 6	Last Day to drop T (Ivey Term 8) course without penalty
March 6	Last day to drop B (Ivey half ) course without penalty
March 26	HBA2 Classes End
March 28 – April 3	HBA2 Exams
April 3	HBA1 Classes End
April 6-9	HBA1 Exams



## Classical Studies Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Faculty of Arts and Humanities
<b>Degrees Offered</b>	BA
<b>Modules Reviewed</b>	Honors Specialization in Classical Studies, Specialization in Classical Studies, Major in Classical Studies
<b>External Consultants</b>	Dr. Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts Associate Professor, Department of History and Classics, University of Alberta  Dr. Peter Toohey, Professor, Department of Classics and Religion, University of Calgary
<b>Internal Reviewer</b>	Dr. Stephanie Horsley, Acting Associate Director, eLearning and Curriculum, Centre for Teaching and Learning
<b>Date of Site Visit</b>	March 6-7, 2019
<b>Evaluation</b>	<b>Good Quality</b>
<b>Approval Dates</b>	SUPR-U: May 15, 2019 SCAPA: May 29, 2019 Senate (For FYI): June 7, 2019
<b>Year of Next Review</b>	2026-27

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses, and assessment and evaluation of the undergraduate modules delivered by the Department of Classical Studies. This report considers the following documents: the program's self-study, the external consultants' report, and the responses from the Department and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the undergraduate cyclical

review process that is made public, all other documents are confidential to the Program/Faculty and SUPR-U.

### **Executive Summary**

The site visit took place March 6-7, 2019 and consisted of a series of meetings with University, Faculty, and Department administrative members. This included the Vice-Provost (Academic Programs), the Faculty of Arts and Humanities' Dean and Associate Dean (Academic), and the departmental and undergraduate chairs. The reviewers also met with departmental faculty, current undergraduate students, administrative support staff, and staff from Western Libraries. The reviewers toured the Department's classrooms, faculty offices, meeting areas, and shared common areas. The Department provided the reviewers with an extensive self-study prior to their visit.

The external consultants' report describes Classical Studies as an "outstanding department," currently considered second in Ontario and poised to become a leader on the national and international stage. The reviewers largely attribute this "vibrant and successful" undergraduate program to its collegial, motivated, and energetic faculty; strategic large-enrolment course offerings; recent curricular revisions to its language courses; and the "transformative" learning opportunities facilitated through several experiential courses offered at the 3000 and 4000 level.

The reviewers noted that the human, physical, and financial resources supporting the department were generally quite good, but identified some areas where recent work could be built upon to support an already strong Department. Both the Department and Faculty were generally in agreement with the recommendations, resources permitting.

### **Significant Strengths of the Program**

The following program strengths are identified in both the self-study and the External Consultants' Report:

- A strong sense of collegiality among faculty, students, and staff
- Demonstrated teaching excellence and faculty who are devoted to their roles as instructors and mentors
- Demonstrated research excellence
- Outstanding management and leadership within the department
- Good support for the department at the Faculty and University level
- The Department's strong national and international reputation
- Thoughtfully designed language courses and course progression
- Flexible 1000 and 2000-level large enrolment course options that do not require pre-requisites. These classes allow students from across other disciplines the opportunity to explore issues in Classical Studies and have served as an effective entryway into the Department's modules. These larger classes also allow the Department to maintain the smaller language classes that are integral to the Hon. Specialization and Specialization modules.
- Three experiential learning courses (CS 4580F/G Vindolanda Field School, CS 3010F/G Study Tour to Greece, and CS 3050F/G Study Tour to Italy) that support Western's strategic priorities in the area of experiential learning and internationalization. The reviewers also noted that these three courses "increase the feeling of community and shared intellectual enterprise" among faculty and students. Students are made aware of financial assistance that can support inclusion in at least one of these courses. These field and study courses were characterized as "transformative" by the reviewers.

- The inclusion of Classical Studies faculty in the delivery of interdisciplinary courses in the School for Advanced Studies in the Arts and Humanities (SASAH)

### **Summary of the Reviewers' Key Recommendations and Department/Faculty Responses**

The reviewers' key recommendations are few. Below is a summary of their key suggestions in approximate rank order.

1. Change the assessment structure of an existing 2000-level course focused toward material culture to attract very high enrolments like enrolments in myth and sport
  - a. The reviewers noted that a fourth large enrolment course would "widen the Classical Studies moat" by diversifying the large-enrolment courses on offer. The Department recognized that value of this suggestion and acknowledged that this is already a high priority. They anticipate increased enrolments in CS 2500 in the next few terms and are offering classes with enrolments over 100 that already utilize multiple choice exams. They also noted that additional large scale offerings are currently constrained by space and exam scheduling limitations (see Recommendation 5).
2. Experiment with conversational Latin to enrich the classroom experience at the introductory level
  - a. The Department agreed with the recommendation and noted that it had already introduced a spoken Latin component to its 2000 level Latin course last year. It plans to expand spoken Latin instruction further through an extracurricular Latin group open to all students in the Department, which will be introduced next year.
3. Maintain Data on Graduates
  - a. The reviewers noted that the Department does not have data on the post degree experiences of undergraduate students. The Department agreed that tracking these students more carefully is important and indicated that they have already begun to do so through the use of social media sites and informal continued contact with individual faculty members. They believe that there is still room for improvement in this area and will continue to explore and develop tracking options.

### **Other Opportunities for Program Improvement and Enhancement**

A number of other opportunities for consideration were also raised by the reviewers.

4. Make an appointment in Greek material culture
  - The reviewers observed that the current faculty compliment was just adequate for the program as it stands, but they were concerned that there is a gap in course offerings related to Greek material culture. The Department commented that maintaining current teaching loads is challenging as there have been no course release for graduate students and postponed sabbaticals, and an upcoming retirement will increase this strain. The Faculty noted that it takes such departmental needs into consideration when making decisions about appointments.
5. Improve access to suitable spaces or develop digital testing services for testing in the very large lecture classes.
  - The Department agreed that finding suitable space in which to hold their large classes and scheduling the related exams and make up exams is a serious concern. It noted that lack of space and burdensome exam scheduling logistics are the primary reason why adding more large classes at the 2000 level is problematic at this time, and that it hopes that the University will develop a solution to this campus-wide need.
6. Continue to support student access to experiential learning through programs like the Global Opportunities Awards and the International Learning Awards.

- The Department acknowledged the important role these awards and the Boarding Pass initiative have played in creating access to their experiential learning courses. In the future, it hopes to guarantee that none of the Major, Specialization, and Hon. Specialization students will be prevented by financial constraints from participating in at least one of these courses, but recognizes that this is also contingent up on continued or increased support for such awards.
7. Encourage applications to SSHRC
    - The Department noted that engagement with SSHRC funding has been growing more active and that the site visit took place before the results of this year's SSHRC results were announced. It reported that, since the site visit, 5 faculty have been awarded 7 SSHRC or WSS-SSHRB grants across various competitions.
  8. Schedule more frequent meetings between the Faculty's staff in Academic Counselling and the Undergraduate Assistants in the program
    - a. The reviewers commented that more frequent meetings among the members of Faculty staff in these areas would help to develop a shared community and opportunities to share best practices. The Department responded that it saw few, if any, impediments such meetings if there was Faculty support. The Faculty is willing to discuss the issue further at their EPC meetings.
  9. Create materials for the 1000- and 2000-level students to use in the digital learning spaces which are being developed in Western's Library
    - The Department noted that it has had ongoing discussions about how digital learning platforms and media can enhance students' classroom experience. They will continue to investigate how the Weldon Library Digital Commons might be incorporated into their modules as more information about that developing space becomes available.

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
1. Experiment with conversational Latin to enrich the classroom experience at the introductory level	Continue to implement conversational Latin in 2000-level courses; introduce an extracurricular Latin group open to all students
2. Change the assessment structure of an existing 2000-level course focused toward material culture to attract very high enrolments like enrolments in myth and sport	Build enrolment in existing large enrolment courses at the 2000 level courses



## Computer Engineering Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Faculty of Engineering
<b>Degrees Offered</b>	BESc
<b>Modules Reviewed</b>	Computer Engineering
<b>External Consultants</b>	<p>Dr. Michael Greenspan, Professor and Department Head Department of Electrical and Computer Engineering Queen's University</p> <p>Dr. Vincent Gaudet, Professor and Chair Department of Electrical and Computer Engineering University of Waterloo</p>
<b>Internal Reviewer</b>	<p>Dr. John D. Cuciurean, Associate Professor Associate Dean (Undergraduate Admissions and Programs) Don Wright Faculty of Music</p>
<b>Date of Site Visit</b>	November 26, 2018
<b>Evaluation</b>	<b>Good Quality</b>
<b>Approval Dates</b>	<p>SUPR-U: May 15, 2019 SCAPA: May 29, 2019 Senate (For FYI): June 7, 2019</p>
<b>Year of Next Review</b>	2026-27

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules delivered by the Department of Electrical and Computer Engineering. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public, all other documents are confidential to the Program/Faculty and SUPR-U.

## **Executive Summary**

The Computer Engineering program is one of the three undergraduate programs offered by the Department of Electrical and Computer Engineering. The program has been continuously accredited by the Canadian Engineering Accreditation Board (CEAB) since 2001. The current IQAP review was being done concurrently with a CEAB review. The IQAP Reviewers were provided with the self-study brief which included: course descriptions, class sizes, module information, teaching evaluations, percentage of courses taught by full-time faculty, library resources, and the curriculum vita of faculty members.

On the day of the review, the reviewers met with the Vice Provost (Academic Programs), the Acting Chair of the Department of Electrical and Computer Engineering, the Associate Dean (Undergraduate Studies), and the Acting Dean of Engineering. Group meetings were held separately with faculty members, students, administrative staff and technical staff. Overall, the reviewers' impression of the program was positive, and they were particularly impressed by "the new Engineering building, including its inviting student study spaces" which they posit, "appears to have given new energy to the department." The reviewers also positively acknowledged the technical staff who, "appear to be very highly engaged and supportive."

The reviewers did not have any concerns with the consistency of the program in relation to Western's mission, values, strategic priorities, academic plans, nor did they express any concerns regarding the clarity and appropriateness of the program's requirements and associated learning outcomes in relation to Western's Degree Outcomes.

The reviewers commented on how the curriculum, which has been revised and modernized since the last IQAP review in 2013, now provides "a greater focus on higher-level aspects of computing, reflecting a contemporary approach to computer engineering." However, they expressed concerns that some courses may be out of sequence and that further revision is still warranted. They also liked the innovative focus on "ubiquitous computing", which they felt "serves to distinguish the Computer Engineering program from both the Electrical Engineering and Software Engineering programs at Western, as well as other similar programs at other universities." But they also felt that the term "ubiquitous" was not being used to its full potential in the curriculum and program structure. (More to follow on this concern below.)

They felt that the modes of delivery (ie. lectures, laboratories) and the modes of assessment were appropriate and effective in meeting the program's identified learning outcomes. They were particularly impressed by the fact that "exams are reviewed by faculty colleagues in order to ensure quality (and as a mechanism to provide guidance to more junior members)." Concerning evidence of the appropriateness and effectiveness of the methods of teaching and assessment in demonstrating achievement of the program learning objectives and the degree level expectations, the reviewers had no concerns. However they did observe that the students they spoke with expressed "a desire to be formally exposed to a greater range of programming languages throughout their program, which is currently heavily slanted toward Java."



The reviewers had some concerns with the “large number of courses that appear to be delivered by non-regular faculty members” (as reported below), but otherwise they had no concerns with the other resources for the program, including the library, information technology, and laboratories. Nor did they have any concerns about the class sizes in relation to the learning objectives or opportunities for, and supervision of, experiential learning.

### **Significant Strengths of the Program**

The following program strengths are identified in both the self-study and the External Consultants’ Report:

- New Engineering building and associated facilities/laboratories
- Greater focus on higher-level aspects of computing reflecting a contemporary approach to the field
- Focus on “ubiquitous computing” as distinguishing and unique approach in the field
- Dedicated and enthusiastic technical staff and laboratories
- High-quality delivery of courses by engaged faculty
- Recently redesigned/introduced first and second year courses that engage students in professional behavior and introduce significant design activity earlier in the program
- Recent increases in program enrollment figures to “healthy levels”

### **Summary of the Reviewers’ Key Recommendations and Department/Faculty Responses**

1. The reviewers were “concerned about the large number of courses that appear to be delivered by non-regular faculty members. ... Since the Computer Engineering program has grown significantly in the past few years, it should be supported by a greater number of regular faculty members with expertise in the area.” The departmental response indicates that they continue to “work with the University administration on expanding the number of regular faculty members.” Moreover, they have “undertaken an initiative to streamline the many programs and options that are offered and expect to find efficiencies as well as being able to quickly respond to student demands in removing courses that lack sufficient enrolment as well as offer new courses that address long-term industry needs.”
2. As indicated above under the ‘Executive Summary’ section, the reviewers felt that “the term ‘ubiquitous’ does not appear to have been specifically included in any course content or title.” They believe that “there is the potential to enhance the prominence of this theme in the program, and toward this end it may be worthwhile having one course per year that is more closely aligned with this innovative theme.” The department responded by acknowledging that “several courses include significant amount of content that covers principles of ubiquitous computing. Examples are: Mobile Networks (ECE 4436) and Digital Communications systems (ECE 4437).” However, the department agrees with the reviewers that “the visibility of this unique characterization can be substantially improved. We will include this aspect as an action item for the Computer Engineering Curriculum Committee (CECC).”
3. The reviewers observed that “the Computer Engineering program appears to have many commonalities with both the Electrical Engineering and the Software Engineering

programs.” They “suggest finding ways to make each program more distinct in nature.” In their response, the department reiterated the fact that they are “undertaking a comprehensive review of all the programs and initial recommendations are slated to be discussed within the program during this summer.”

There were no additional responses at the Faculty level to the External Consultants’ Report for any of the recommendations listed above. The Associate Dean of Engineering considered both the External Consultants’ Report and the Departmental Response Letter to be “fair reflections of the state of the Computer Engineering program,” and believes that the Acting Chair of the Department of Electrical and Computer Engineering “has addressed the comments and suggestions of the Reviewers in a comprehensive manner and I find nothing that would require additional comment from a Faculty perspective.”

### **Other Opportunities for Program Improvement and Enhancement**

1. In their conclusion under “Quality Enhancement,” the reviewers noted that one item that might be considered for further program enhancement “is to further expand and entrench the theme of ubiquitous computing into the curriculum. Also, it would be of benefit to realign some of the fundamental software courses to provide a better flow.” This suggestion for further improvement overlaps significantly with recommendations 2 and 3 above. The Department acknowledged that there remains room for improvement and they are currently reviewing all programs within the Department of Electrical and Computer Engineering. They expect this effort will provide “significant quality enhancements.” They expressed some regret in “not including information about these planned quality enhancements” in the documentation provided to the reviewers.
2. The reviewers reported that “some students expressed concerns about the very low number of female students in the program. [While] this is certainly not unique to Western’s Computer Engineering program, more efforts should be put into recruitment as well as support.” They also pointed out that “there is the opportunity to better promote to the undergraduate cohort the opportunities and benefits of continuing on to a graduate degree.” In response, the department acknowledged that “Western Engineering has deemed this as a key priority and substantial effort has been put toward recruitment of female students. The department recruited two new female faculty members in 2017 and they have been enthusiastically supporting these recruitment efforts.” The department also indicated that they agree “with the need to better promote the opportunities and benefits of continuing-on to graduate studies and will continue building up the promotion activities.”
3. Concerning TA support, the reviewers felt that current support of ca. one TA per fifty undergraduate students is merely sufficient and suggested that “it may be worthwhile considering making use of upper-year undergraduate TA s to aid in the delivery of lower year labs.” Neither the department nor the faculty responded to this suggestion.
4. The reviewers also observed that the three administrative staff members in the student services area, while lean, are well supported by the faculty-level staff and processes. However they recommended that “it would be worthwhile monitoring to make sure that this level of departmental staffing is not too lean, as can happen during cyclically busy

periods, or if someone is on leave.” Again, neither the department nor the faculty responded to this suggestion.

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans’ Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
1. Ensure appropriate faculty resources with expertise in Computer Eng for program delivery purposes	Chair to discuss faculty needs with the Dean and Provost
2. Further expand and entrench the theme of ‘ubiquitous computing’ into the curriculum	Computer Eng Faculty examine their program structure and course outlines with a view toward further updating the program and course offerings such that ‘ubiquitous computing’ is emphasized at the curriculum level across the entire program
3. Find ways to make the Computer Eng program more distinct in nature from both the Electrical & Software Eng programs	ECE Department Faculty Members examine curriculum and respective program structures with the view toward further distinguishing the 3 programs offered by the department



## B.E.Sc. Electrical Engineering Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Faculty of Engineering
<b>Degrees Offered</b>	B.E.Sc. in Electrical Engineering, Combined B.E.Sc in Electrical Engineering and HBA; Combined B.E.Sc in Electrical Engineering and Law
<b>Modules Reviewed</b>	Electrical Engineering; Electrical Engineering - Biomedical Signals and Systems; Electrical Engineering - Power Systems Engineering; Electrical Engineering - Wireless Communication
<b>External Consultants</b>	Prof. Francois Bouffard, Electrical and Computer Engineering, McGill University, Montreal, Quebec  Prof. Tim Davidson, Chair, Electrical and Computer Engineering, McMaster University, Hamilton, Ontario
<b>Internal Reviewer</b>	Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies
<b>Date of Site Visit</b>	November 26, 2018
<b>Evaluation</b>	<b>Good Quality</b>
<b>Approval Dates</b>	SUPR-U: May 15, 2019 SCAPA: May 29, 2019 Senate(For FYI): June 7, 2019
<b>Year of Next Review</b>	2026-27

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules delivered by the Department of Electrical and Computer Engineering. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

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### **Executive Summary**

The Electrical Engineering program is offered through the Department of Electrical and Computer Engineering (ECE) and is one of the oldest programs in Engineering at Western. It has been accredited by the Canadian Engineering Accreditation Board (CEAB) since 1965, and as of 2017-18, there were 192 students registered in Electrical Engineering, making it the largest program in the ECE suite of programs. The program was being reviewed for accreditation by the CEAB at the same time as the IQAP review, and the documents provided included and attempted to address both review and accreditation, with the CEAB document forming the bulk of the report. These self-study documents included: course descriptions, module information, teaching evaluations, library resources, student satisfaction survey data, institutional data related to course size, faculty and staff complement, and faculty CVs. On the day of the review, the reviewers met with the Vice Provost (Academic Programs), the Acting Department Chair individually, and had group meetings separately with faculty members, students, administrative staff and technical staff. The reviewers did not meet with either the Associate Dean or the Acting Dean (these meetings were planned, but did not happen due to a miscommunication).

The reviewers were, overall, positive about the programs being reviewed, and noted that program was a well-structured program, with clear progression, that was delivered by research active faculty members, concluding that students were "exposed to a program that will allow them to learn how to become good and adaptable thinkers, communicators, designers, and problem solvers." They also indicated that the program met many of the learning outcomes associated with the Western Degree Outcomes, though they observed that the ones that were most actively integrated were those related to Knowledge, Communication, and Critical Enquiry and Critical Thinking. They did express concern that the program offered a relatively large number of designated options which seemed to make switching between options difficult and, because of the relatively large number of required courses, put strain on an already stretched faculty complement.

### **Significant Strengths of the Program**

The following program strengths are identified in both the self-study and the External Consultants' Report

- common first year
- comprehensive laboratory experience across all 4 years of the program
- dual degree options with Law and Ivey School of Business
- high level of student satisfaction with the program
- outstanding new facilities

### **Summary of the Reviewers' Key Recommendations and Department/Faculty Responses**

1. The reviewers suggested that the program be streamlined by reducing the number of options offered. The rationale for this is that the current program, with its many fixed options, is at odds with current practice at other Canadian engineering schools, and, more importantly, might put students at a disadvantage once they enter the workforce given the increasing overlap between engineering, software engineering and computer engineering. As well, the reviewers suggested that reducing the number of options or decreasing the number of discrete required courses in each (allowing more flexibility) will help ease some of the demands on teaching resources. The Department agrees with the overall recommendation and has already reduced the number of options by closing enrolment on several of the options (Power Systems, Communications, and Biomedical Signals and Systems). A further option was eliminated when the Biomedical Engineering concurrent degree came on stream this year.
2. The reviewers identified concerns with respect to the current faculty complement, noting that there is an ongoing FTE deficit which is exacerbated by sabbatical or research absences. The challenge is particularly acute in terms of ensuring that LD replacement teaching is adequate to support the accreditation requirements for the program. The Department concurs with this assessment, and while there does not seem to be any additional probationary hires planned for the unit, the program has undertaken both reducing the number of options (and thus required course offerings) taught and is looking into how electives shared across programs might facilitate the delivery of a robust program without an increase in Limited Duties instruction. It should be noted that the full extent of relief felt from reducing the program options may only be felt once the current cohort of students in these options graduates.
3. The reviewers identified three specific concerns raised by students during the meeting with them.
  - a. The first concern was that, despite overall strong reviews for the amount of laboratory access in the program, the students noted that the move to the new building has meant that "maker space" access for Y4 capstone projects was lost. This has since been rectified, with a temporary space set up in December 2018 and plans to assign a permanent space by Summer 2019.
  - b. The second concern was that students did not feel that there was adequate institutional support for obtaining internships, though it was difficult from the conversation to determine if they understood this to lie within the Faculty of Engineering or if it was something that was located in a larger Western context. The Department recognizes the importance of internships and industry partnerships in facilitating experiential learning and future employment opportunities, and has committed to work with career services (not sure if "career services" here are located in the Faculty or University) to streamline students' experiences with setting up internships. A related issue was the students' desire that there be increased opportunity for industry involvement in the capstone projects, something which the department indicated was also a priority.
  - c. The final concern raised by the students was that they felt that their software development training did not prepare them for the types of software-oriented jobs and internships they were seeing advertised. The Department response was that this would be addressed as part of a proposed curriculum review in Summer 2019.
4. The reviewers noted that EE should have in place, as part of CEAB, a process for continual program evaluation and improvement. While this is not entirely the remit of the IQAP review, the Department noted that the unit has developed this process, but it has not yet been through a full cycle.

### Other Opportunities for Program Improvement and Enhancement

- Related to the student concerns, and one of the recommendations from the previous IQAP, which was to “improve communications between students and academic representatives of the program,” there still seems to be ongoing issues with the involvement of students in the program, both as recipients of communication and as participants in EE initiatives (curriculum, academic programming). While this might have been a function of the relatively small number of students the reviewers met with, or the relatively large program size, the lack of engagement between the program and the students is something that might benefit from more focused attention to ensure that the improvements put in place for the last review remain effective.

### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
1. Program to be streamlined by reducing the number of options offered	Review existing options and discontinue admission where necessary
2. Identify cross program elective courses	Work with other units to determine which courses are suitable cross program electives
3. Need for Year 4 capstone lab space	Interim space designated in December 2018; permanent space to be designated in summer 2019
4. Facilitate student engagement with industry partners	Department to explore increased opportunities for partnerships
5. Review software training	Curriculum review, summer 2019



## Integrated Engineering Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Faculty of Engineering
<b>Degrees Offered</b>	BESc
<b>Modules Reviewed</b>	Integrated Engineering
<b>External Consultants</b>	Prof. Vishwanath Baba Don Pether Chair in Engineering and Management McMaster University  Prof. Anders Nygren Associate Dean, Academic and Planning Schulich School of Engineering University of Calgary
<b>Internal Reviewer</b>	Mary Weil Faculty Director, HBA Program Ivey Business School
<b>Date of Site Visit</b>	November 26, 2018
<b>Evaluation</b>	<b>Good Quality with Report in Two Years</b>
<b>Approval Dates</b>	SUPR-U: April 17, 2019 SCAPA: May 1, 2019 Senate (FYI only): June 7, 2019
<b>Year of Next Review</b>	2026-27

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules delivered by the Department of Integrated Engineering. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.



The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public, all other documents are confidential to the Program, Faculty and SUPR-U.

### **Executive Summary**

The site visit took place on November 26, 2018, the same day as site visits for all Engineering programs and coinciding with the Canadian Engineering Accreditation Board (CEAB) site visit.

During the one-day visit, the team of reviewers met with the following individuals and groups:

- Vice-Provost (Academic Programs)
- Acting & Former Directors
- Dean & Associate Dean of Engineering
- Director of Centre of Engineering Leadership & Innovation
- Undergraduate Services Team
- Faculty members
- Librarians
- Students

The external reviewers noted the recent redesign of the IE program from one focusing on multi-disciplinary engineering "to one focusing on engineering applied to business and innovation is aligned with current trends, as well as with Western's priorities." They added that this focus on business and innovation appears to resonate with students in the program, as shown by the number that chose to participate in the Ivey and Engineering combined degree program.

The report discusses the innovative curriculum components including four Engineering Innovation courses "which provide a clear innovation "spine" through the upper years of the program," but note that the sense of the program is less strongly articulated in second year. Adding to that, while the report notes that student satisfaction in general is high, it also says that a stronger sense of community would benefit IE students as it does in all engineering programs, and that sense of belonging is especially important in smaller programs such as this one.

### **Significant Strengths of the Program**

The following program strengths are identified in both the self-study and the External Consultants' Report

- Opportunities for experiential learning
- A clear focus on entrepreneurship through the redesign of the program to focus on business and innovation
- A high level of participation in the business and engineering combined degree program with Ivey
- Innovative components of the curriculum, specifically the four Engineering Innovation courses in third and fourth years as well as the final year capstone course which integrates the knowledge and skills acquired throughout the engineering program through a full-year design project
- The recent opening of the Chakma Engineering Building which has benefitted the faculty, adding modern teaching and other space to the engineering facilities
- Extensive study spaces in the library both for collaborative work and quiet study space

- Alignment of the program with Western's strategic priorities and values

### **Summary of the Reviewers' Key Recommendations and Department/Faculty Responses**

The reviewers made six recommendations and the Department responded positively to them:

1. Appoint a dedicated program director for the IE program
  - The Department fully agrees with this recommendation, noting an active search is ongoing for a dedicated Program Director.
2. Consider mechanisms for adding a multi-disciplinary team design experience to the IE curriculum.
  - The Department noted that the Faculty Undergraduate Committee has been discussing the capstone design experience in each of its nine programs with a view to creating a multi-disciplinary experience for students. That new structure that will permit students from other disciplines to partake in the IE capstone course, thereby creating truly multi-disciplinary teams.
3. Establish a formal and regular feedback mechanism for student input in the IE curriculum.
  - The Department responded that this used to happen through regular meetings with second-, third- and fourth-year students. This will be reinstated immediately.
4. Establish a sustainable target for the number of IE students, and ensure that recruitment activities are sufficient to achieve the target.
  - The Department agrees that a target of 25-30 new students entering IE in Year 2 is an appropriate target.
5. Encourage the creation of a student club or society for the IE program.
  - The Department agrees that this is a good suggestion; beginning in the 2019-2020 school year, the idea will be proposed to the incoming second-, third- and fourth-year classes with the goal of creating a self-organized Undergraduate Club/Society for Integrated Engineering students similar to those that exist in other programs.
6. Create a second-year design and innovation course to provide context to the IE curriculum for new students.
  - The Department said the goal of providing IE context to second-year students is wholly appropriate. The addition of a new course, however, would require the removal of another course to make room. The Department said it is not clear how this would be accomplished, but that this would be a subject for consideration by the IE Curriculum committee.

### **Other Opportunities for Program Improvement and Enhancement**

Within the discussion about ensuring there is a sustainable number of students, the reviewers also noted that active recruitment of female students would serve the diversity mission of Western. They suggest that this may require targeted recruitment activities to raise awareness of the program among first-year students especially among females, with an eye to filling the program with first-choice students.

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
1. Ensure appropriate academic leadership is provided to the program	An active search is ongoing for a dedicated Program Director.
2. Consider adding a multi-disciplinary team design experience to the IE curriculum	This has been under discussion and a new structure will now permit students from other disciplines to partake in the IE capstone course, thereby creating truly multi-disciplinary teams.
3. Establish a formal and regular feedback mechanism for student input in the IE curriculum.	Regular meetings with the Director/Acting Director and second-, third- and fourth-year students will be reinstated
4. Establish a sustainable target for the number of IE students, and ensure that recruitment activities are sufficient to achieve the target.	Appropriate outreach to first year students. Ensuring clear placement at events such as Fall Preview Day with IE in the room with other programs.  The Department agrees that a target of 25-30 new students entering IE in Year 2 is an appropriate target.
5. Encourage the creation of a student club or society for the IE program.	Work with incoming second-, third- and fourth-year students toward creating a self-organized Undergraduate Club/Society for Integrated Engineering students.



## Software Engineering Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Faculty of Engineering
<b>Degrees Offered</b>	Bachelor of Engineering Science (BESc) in Software Engineering
<b>Modules Reviewed</b>	Software Engineering
<b>External Reviewers</b>	<p>Patrick Lam, Associate Professor, Associate Director of Software Engineering, University of Waterloo</p> <p>Stéphane S. Somé, Associate Professor SEG Co-op Coordinator School of Electrical Engineering and Computer Science, University of Ottawa</p>
<b>Internal Reviewer</b>	Joan Finegan, Associate Dean Faculty of Social Science
<b>Date of Site Visit</b>	November 26, 2018
<b>Evaluation</b>	<b>Good Quality with Report in Two Years</b>
<b>Approval Dates</b>	<p>SUPR-U: April 17, 2019 SCAPA: May 1, 2019 Senate (FYI only): June 7, 2019</p>
<b>Year of Next Review</b>	2026-27

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate Software Engineering module delivered by the Department of Electrical and Computer Engineering. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

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### **Executive Summary**

The Software Engineering program is one of the undergraduate engineering programs offered by the Department of Electrical and Computer Engineering. The program has been continuously accredited by the Canadian Engineering Accreditation Board (CEAB) since 2001. The most recent ICAP review was done at the same time as the CEAB review. The Reviewers were provided with the self-study which included: course descriptions, class sizes, module information, teaching evaluations, percentage of courses taught by full-time faculty, library resources, and the vita of faculty members

On the day of the review, reviewers met with the Vice Provost (Academic Programs), the Department Chair, the Associate Dean, and the Acting Dean of Engineering. Groups meetings were held separately with faculty members, students, administrative staff and technical staff. Overall, the reviewers' impression of the program was positive, and they were particularly impressed by the students.

They felt the curriculum satisfied the requirements for software engineering programs as expressed in the IEEE/ACM Curriculum Guidelines for Undergraduate Degree Programs in Software Engineering. The program has adopted the CEAB graduate attributes model in the current round of accreditation. The 12 graduate attributes of the CEAB map appropriately to the seven Western Degree Outcomes. Indeed, the reviewers believe that amongst the four strategic priorities of Western, software engineering excelled in experiential learning particularly because of its project-focused curriculum and opportunities for internships and co-op. Another area that stood out was academic counselling. Students were effusive in their praise for their counsellors.

### **Significant Strengths of the Program**

The following program strengths are identified in both the self-study and the External Consultants' Report:

- Strong program that meets CEAB accreditation
- A very strong experiential learning component. (For example, the third-year project is organized with the active collaboration of an industrial partner. Students are asked to develop a solution to a real-world problem submitted by the partner.)
- Helpful and supportive academic counsellors
- Excellent well-trained professors with established research records. Teaching excellence has been recognized by teaching awards.
- The virtual computer lab and IT resources
- Excellent, newly-built physical environment

### **Summary of the Reviewers' Key Recommendations and Department/Faculty Responses**

1. Enrolment in software engineering is exploding. The reviewers expressed concerns about long-term viability of the program at current staffing levels. They suggested either hiring additional faculty or implementing smaller enrolment caps. Since the program is popular, enrolment caps are likely to be met with opposition. Thus, hiring one or two additional faculty was seen as the preferred solution. The Department concurs, and in the short-term, has asked for permission in 2019-2020 budget submission to hire one Limited-Term Faculty Member in the Software Engineering Area for three years. The Department hopes to hire eventually a regular faculty member.
2. Computer Science and Software Engineering share common interests, and although a previous IQAP report suggested there be more collaboration between the two groups, there is still room for improvement. At the time of the review, prerequisites and registration barriers made it difficult for Software Engineering students to take required computer science technical electives. The Department is aware of these problems and has introduced proposals to facilitate registration in courses and to allow cross flow so that computer science students can take software engineering courses. To facilitate collaboration, the reviewers recommended that a person from Computer Science be on their curriculum committee. The Department prefers regular meetings with the Computer Science Chair and Undergraduate Chair.
3. The reviewers were impressed by the students' enthusiasm for the program and their insights. Currently, the undergraduate committee includes a student representative in a non-voting role. However, the reviewers recommended that the Department publicize the role of the student on the curriculum committee and ensure regular input from students.
4. The reviewers felt that curriculum modernization efforts emphasizing agile processes should accelerate. "The current state-of-the-art in software development process employs the so-called "agile development model," which is iterative. Previously, software engineering academic curricula tended to teach the "waterfall model", which involved sequentially carrying out discrete steps in the development process; it was originally intended as a straw man and was never viable. Program faculty are aiming to teach the agile model, but the students perceive still too much waterfall-style content, especially in the context of the software requirements course. Specifically, faculty asserted that the design courses employ iterations, but the students do not agree. We believe that the development processes taught and applied in the design projects are still waterfall-type and oriented towards the production of exhaustive quantities of documentation. We strongly recommend that the faculty introduce newer iterative, incremental, customer-centered processes." The Department has examined the three project based-design courses to try to reduce the perception of the waterfall model.
5. Another suggestion to improve the curriculum was to add another course on algorithms. Currently there is one standard course (SE 2205) offered in second year. Given that algorithms is a fundamental computer-science topic and other programs include two courses, the reviewers suggested that the curriculum committee consider adding a second course on design and analysis of algorithms. The Department endorsed this recommendation.

### **Other Opportunities for Program Improvement and Enhancement**

1. Alumni serve important roles. Their success is a measure of the quality of the program. Moreover, they are a valuable resource for students. Though there are good reasons to establish relationships with alumni, it has been difficult to do so. Faculty believe that contact with alumni must go through the Department of Alumni Relations & Development. It was recommended that they be given more ownership of relationships with alumni.
2. Career Services plays a vital role in helping students get internships and co-ops. Yet students felt that they did not get enough help and reported long wait times to meet with career counsellors. Thus, the reviewers recommended that additional resources be made available to the Career Services office. That said, the Department reports that to address the growth in students looking for placements, an Employer Relationship Specialist has been hired to work with software students and the companies that hire them. They plan to hire a second Career Services Office- Student Specialist. The department's records show that on average a student can have an appointment in a week.

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
1. Ensure alignment of faculty resources with student enrolment	-consider an additional faculty appointment or implement a cap on student enrolment
2. Establish stronger ties with computer science	-include a member from computer science in undergraduate meetings -establish regular meetings
3. Solicit feedback from students	-ensure students know that they have representation on undergrad committee -consider whether they should be voting members
4. Emphasize 'agile process' in curriculum	-examine curriculum and course outlines with the view to modernizing it
5. Introduce a second course on algorithms	-prepare course outline and DAP to introduce new course





## Surgery Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Department of Surgery, Schulich School of Medicine & Dentistry	
<b>Degrees Offered</b>	Master of Science	
<b>Approved Fields</b>	None	
<b>External Consultants</b>	Dr. Markku Nousiainen, Associate Professor, University of Toronto	Dr. Fred Berry, Associate Professor, University of Alberta
<b>Internal Reviewer</b>	Dr. Kamran Siddiqui, Professor (SUPR-G member)	Anna Kornmuller (Graduate Student)
<b>Date of Site Visit</b>	January 14-15, 2019	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-G: April 15, 2019 SCAPA: May 1, 2019 Senate (FYI only): June 7, 2019	
<b>Date of Next Review</b>	Year of next cyclical review 2025/2026	

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Schulich School of Medicine and Dentistry. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department/School and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required, and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available in a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

### Executive Summary

The graduate program in Surgery offers a Master of Science degree. The program is going through its first cyclic review. MSc in Surgery is a 12-month program that requires the completion of 2.5 course credits (two full-courses and one half-course) and a thesis. The graduate program is tailored for physicians and most of the students enrolled in the program are residents or fellows in the Department of Surgery.

The graduate program is regarded as a strong program based on the quality of the faculty, supporting resources and student progress. A major strength of the program is its uniqueness. The learning outcomes are clearly articulated and program's requirements properly address the Graduate Degree Level Expectations. The program is well-structured and the earlier engagement of students (prior to the beginning of the program) maximizes the effective utilization of their time during graduate studies to ensure successful completion while they are still engaged in clinical activities. The program is highly regarded by both the faculty members and graduate students. Students have acknowledged that the program content has prepared them well for careers as clinician-researchers. The program has been recognized as an excellent model to train clinicians in basic scientific research and can be adapted in other clinical departments in the Schulich School of Medicine. The only weakness related to the program has been identified as the lack of visibility or exposure of the program beyond the Department of Surgery.

### Significant Strengths of the Program

The following program strengths are identified in the self-study and the External Consultants' Report

- Uniqueness of the program
- Strong faculty complement and their engagement
- Program's admission requirements ensure high quality of students in the program
- Program is well-structured with well-defined milestones and early engagement of students to allow timely completion (12-month program that includes a thesis)
- Excellent research productivity of the program
- Excellent support from the Graduate office (Grad Chair and administrative staff)

### Summary of the Reviewers' Key Recommendations and Department/Faculty Responses

	Reviewers' Recommendation	Program/Faculty Response
1. Recommendations requiring implementation	The description of course Surgery 9100 should be further defined to explain its 1.0 weighting	The course outline for Surgery 9100 will be revised to provide further clarification on the course structure and content, prior to the beginning of the next student cohort in Sept. 2019
	Increase participation in Faculty and University-wide scientific programs to raise the profile of program	Encourage students to attend and participate in, 1. Department of Surgery Research Day 2. London Health Research Day

		3. Western's 3MT competition
	Develop standardized procedures and duties to lessen some of the administrative roles performed by the Graduate Chair	Develop standard role descriptions for examination chairs, supervisory committee members and evaluators for colloquium presentations.
	Leverage all resources available to promote this graduate program	1. Update the MSc in Surgery program brochure. 2. Continue to send individual emails about the MSc in Surgery program to incoming Fellows and current residents and fellows in the Department. 3. Present information on the MSc in Surgery to all incoming surgical residents.
2. Supplementary recommendations for program improvement	Encourage students to apply for scholarships well in advance of their application to the Graduate program	Advertise to all incoming students and potential students about the scholarship opportunities available by direct email correspondence, and by the department newsletter and website.
	Consider and plan for potential expansion, whether this occurs in the form of increased enrollment or the development of a PhD degree	Prepare for potential future program growth by continuing to build collaborations with basic scientists across Western. This recommendation will also be considered and discussed when our program undertakes a strategic planning process.

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Graduate Program Chair and/or Department Chair/Director, in consultation with SGPS and the Dean of the Faculty will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Dean's Annual Planning Document.

Recommendation	Proposed Action and Follow-up
1. The description of course Surgery 9100 should be further defined to explain its 1.0 weighting	The course outline for Surgery 9100 will be revised to provide further clarification on the course structure and content
2. Increase participation in Faculty and University-wide scientific programs to raise the profile of program	Encourage students to attend and participate in, 1. Department of Surgery Research Day 2. London Health Research Day 3. Western's 3MT competition
3. Develop standardized procedures and duties to lessen some of the administrative roles performed by the Graduate Chair	Develop standard role descriptions for examination chairs, supervisor committee members and evaluators for colloquium presentations.
4. Leverage all resources available to promote this graduate program	1. Update the MSc in Surgery program brochure. 2. Continue to send individual emails about the MSc in Surgery program to incoming Fellows and current residents and fellows in the Department. 3. Present information on the MSc in Surgery to all incoming surgical residents.
5. Encourage students to apply for scholarships well in advance of their application to the Graduate program	Advertise to all incoming students and potential students about the scholarship opportunities available by direct email correspondence, and by the department newsletter and website.

### Other Opportunities for Program Improvement and Enhancement

- none

### **New Scholarships and Awards**

#### **Dr. Argyrios Margaritis Memorial Scholarship (Engineering)**

Awarded annually to an undergraduate student graduating from the Department of Chemical & Biochemical Engineering at Western, with a minimum 80% average, who has applied for a graduate Chemical & Biochemical engineering program at Western. An online application must be completed through the Engineering Undergraduate Services website (<http://www.eng.uwo.ca/undergraduate>) and submitted by April 30th. The recipient will be selected by the Undergraduate Scholarship and Awards committee in the Faculty of Engineering. This scholarship was made possible by the family, friends and colleagues of Dr. Argyrios Margaritis, (PhD. P.Eng., FCIC, Order Hon. PEO, FEC, and FCAE).

Value: 1 at \$1,000

Effective Date: 2018-2019 academic year

*Dr. Argyrios "Gerry" Margaritis was born and raised in Greece. As a teenager, he immigrated to Canada to pursue his dreams. He attended the University of Waterloo and in 1966 received his Bachelor of Science degree in Chemical Engineering. He received his Master of Science in Chemical Engineering in 1968 and his PhD in Biochemical Engineering in 1975, both from the University of California at Berkeley. He began his career as a Chemical and Biochemical Engineer at The University of Western Ontario, where he spent over forty years immersed in what he loved the most – teaching and research. He had a wide range of interests and areas of focus in his research, including biopolymer nanoparticles for drug delivery, biomedical engineering, bioenvironmental engineering, biofuels (ethanol, butanol and hydrogen gas), and fermentation. As a Professor, Argyrios was respected by his students as a caring mentor and a dedicated researcher. Dr. Margaritis died in 2019.*

#### **Shaun Finnie LLB '89 Bursary (Law)**

Awarded annually to a full-time undergraduate student in any year of the Faculty of Law, based on demonstrated financial need. Online financial assistance applications are available through the Office of the Registrar's website and must be completed by October 31st. The Office of the Registrar will select the recipient. This bursary is made possible by a generous gift from Shaun (LLB '89) and Selme Finnie.

Value: 1 at \$5,000

Effective Date: 2019-2020 to 2023-2024 academic years (with review of award value in final year)

#### **Geoffrey Marshall Cross Country Award (Any Undergraduate or Graduate Program, Athletic Award - Cross Country)**

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 Cross Country Team, with preference given to someone who is also on the Track and Field 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 based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established with a generous gift from Mr. Geoffrey Marshall (BA '94).

Value: 1 at \$2,000

Effective Date: 2019-2020 to 2023-2024 academic years inclusive

#### **Professor Antonio M. Marti Scholarship (Modern Languages and Literatures)**

Awarded annually to a Faculty of Arts and Humanities undergraduate student completing fourth year in any Modern Languages and Literatures program, based on academic performance (minimum 80% average). The scholarship committee in the Department of Modern Languages and Literatures will select the recipient. This scholarship was established with a generous gift from the Estate of Mrs. Hanna Marti (MLS '79, MA '69 Spanish), in honour of her husband, Professor Antonio M. Marti.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

*Hanna was born in Europe and met Antonio, while studying in Spain. They immigrated to Ontario, where she studied at Western University and began working in the School of Library and Information Science as a specialist in rare books. Antonio taught in the Department of Modern Languages and Literature at Western for over three decades, published widely, and served in a variety of senior administrative positions, including Assistant Vice President Academic and Chair of the Department of Modern Languages. Hanna will be remembered as an exceptionally talented linguist who was totally at home in Finnish, Swedish, Spanish and English. Hanna Martí died in 2018, predeceased by Antonio in 2007.*

Dr. Douglas Drummond Award in Medicine (Schulich School of Medicine & Dentistry)

Awarded to a full-time undergraduate student entering first year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by September 30th. Preference will be given to a student from a rural area. The Office of the Registrar will select the recipient. This award was established with a generous gift from Dr. Douglas C. Drummond (MD '75, BA '71).

Value: 1 at \$2,000

Effective Date: 2019-2020 to 2023-2024 academic years inclusive

George W. VanOstrand Music Award (Music)

Awarded annually to a full-time undergraduate student in any year of a Bachelor of Music or Bachelor of Musical Arts program in the Don Wright Faculty of Music who demonstrates strong musical performance ability on a brass, percussion or woodwind instrument and has achieved a minimum 70% average in the prior year. Preference will be given to a woodwind student. The Scholarship/Awards Committee in the Faculty of Music will select the recipient each fall. This award was established with a generous gift from Ms. Jan Devereux, in memory of her husband Dr. George VanOstrand.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

*Dr. George VanOstrand received his Doctor of Musical Arts degree from Eastman School of Music in Rochester, N.Y. After coming to Canada, he taught saxophone performance and music education at Western University for over twenty-eight years (from 1969-1997). He was a loving husband, father and grandfather with varied interests in wood-fired pottery, tennis and golf. Dr. VanOstrand died in 2018 at the age of 86.*

Maxena Hollingsworth Award in Music (Music)

Awarded annually to a full-time student entering first year of any undergraduate program in the Don Wright Faculty of Music, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Scholarship and Awards committee in the Don Wright Faculty of Music will select the recipient after the Registrar's Office assesses financial need. This award was established with a generous gift from the Estate of George Donald Hollingsworth in honour of his wife, Maxena Jean Hollingsworth.

Value: 1 at \$2,000

Effective Date: 2019-2020 academic year

*Having met as high school sweethearts, 'Jean' and 'Don' were married for 66 years. Jean was a graduate of Alma College in St. Thomas. Together, they ran Don Hollingsworth Men's Wear in Watford for many years. Jean was a gifted musician and singer. Don served as Captain of the Watford Fire Department and President of the Watford Rotary Club. Don passed away in 2018 at the age of 90 and was predeceased by Jean in 2014 at the age of 87.*

Dr. Elmer Butt Medical Award (Schulich School of Medicine & Dentistry)

Awarded annually to full-time undergraduate students in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by September 30th. The Office of the Registrar will select the recipients. This award was established with a generous gift from the Estate of Dr. Elmer Butt (MD '43).

Value: 3 at \$6,500

Effective Date: 2019-2020 academic year

*Dr. Butt worked as a Diagnostic Radiologist in Windsor, Ontario. In 1971, he started the Windsor Association of Riding for the Handicapped, after observing horses being used for therapy with physically challenged children in England. This Association was a first in Canada. In 1995, the name was officially changed to the Windsor-Essex Riding Association (WETRA). Over the years, thousands of children and adults with cerebral palsy, spina bifida, head injuries, post stroke and learning disabilities have enjoyed the physical and psychological benefits of equine assisted therapies. Dr. Butt died in 2001 at the age of 83.*

Dr. Saulius Kizis Medical Bursary (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate student in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31st. The Office of the Registrar will select the recipient. This bursary was established with a generous gift from the Estate of Dr. Saulius Kizis (MD '71).

Value: 1 at \$1,600

Effective Date: 2019-2020 academic year

*Dr. Saulius Kizis worked in Family Medicine in Windsor, Ontario for many years, serving many generations of the same family. He was known to make house calls and signed his emails with "Hugs and Kizis". He was loved by his family and patients. Dr. Kizis died in 2018 at the age of 72.*

Dr. Eleanor Deinum Medical Award (Schulich School of Medicine & Dentistry)

Awarded annually to full-time undergraduate students in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by September 30th. The Office of the Registrar will select the recipients. This award was established with a generous gift from the Estate of Dr. Eleanor Jeanne Deinum (MD '55).

Value: 5 at \$6,600

Effective Date: 2019-2020 academic year

*After graduating from Medicine in 1955, Dr. Eleanor Jeanne Deinum, known as "Jeanne" interned at Victoria Hospital in London. She completed her psychiatric training at the University of Toronto and was the first woman in Canada to earn her Fellowship in Psychiatry from the Royal College of Physicians and Surgeons of Canada. She joined the staff at the London Psychiatric Hospital in 1956 and served as Medical Director from 1978 to 1983. She was also a Clinical Associate Professor in the Department of Psychiatry at Western. Dr. Deinum enjoyed theatre and opera and travelled extensively. She died in 2017 at the age of 84.*

Professor Donald H. Thain MBA Award (Ivey Business School)

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. 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 by Ralph M. Barford (LLD '87) through The Ralph M. Barford Foundation.

Value: 1 at \$40,000

Effective Date: May 2019

Dr. Andrew N. Hrymak International Scholarship in Engineering (Engineering)

Awarded annually to an international full-time undergraduate student in Year 2 of any program in the Faculty of Engineering, based on academic achievement (on Dean's Honor List in Year 1) and volunteer and leadership ability, as demonstrated by participation in extracurricular activities or community involvement. An online application must be submitted through the Engineering Undergraduate Services website (<http://www.eng.uwo.ca/undergraduate>) by September 30th and must include a one-page statement outlining the applicant's involvement in extracurricular activities, or the community. The recipient will be selected by the Scholarship and Awards Committee in the Faculty of Engineering. This scholarship was made possible by a generous gift from Tim Kwan (BESc '73), and his wife Jane, in honour of Dr. Andrew N. Hrymak's leadership as Dean of the Faculty of Engineering from 2009 to 2018.

Value: 1 at \$2,500

Effective Date: 2019-2020 to 2028-2029 academic years inclusive

Maureen Ryan Bursary in Geography (Geography)

Awarded annually to an undergraduate student registered in Year 2, 3 or 4 in Geography in the Faculty of Social Science, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31<sup>st</sup>. The Office of the Registrar will select the recipient. This bursary was established through a generous estate gift from Maureen E. Ryan.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

*Maureen received her Master's of Library Science degree from the University of Toronto and began a life-long professional career at D.B. Weldon Library, Western University. She participated in dancing, Tai Chi, language and literacy tutoring, and historical acting. She was a great supporter of London's Jane Austen Society of North America. Maureen died in 2018 at the age of 68.*

Dean's Graduate Music Scholarship (Music)

Awarded annually to graduate students entering any of the Master level degree programs in the Don Wright Faculty of Music, based on merit (academic and/or performance). A committee within the Graduate program of the Don Wright Faculty of Music will select the recipients. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was established with a generous gift from Dr. Betty Anne Younker, Dean in the Don Wright Faculty of Music.

Value: 2 at \$1,000

Effective Date: May 2019 to April 2020



Mario Paura Award in Law (Law)

Awarded annually to a full-time student entering Year 1 in the Faculty of Law, based on academic achievement and demonstrated financial need. Online financial assistance applications must be submitted through Student Center by May 31. Preference will be given to a student who has displayed an interest or background in real estate related matters. The recipient will be selected by the scholarship and awards committee in the Faculty of Law after the Office of the Registrar assesses the financial need. This award is made possible by a generous gift from Mr. Mario Paura (LLB '92) in appreciation of the support and education he received at Western.

Value: 1 at \$1,500

Effective Date: 2019-2020 to 2023-2024 academic years inclusive

Dr. W. Gregory Chernoff Impactful Presentation Award (Schulich School of Medicine & Dentistry, Otolaryngology)

Awarded annually to the Resident in the Department of Otolaryngology (Head and Neck Surgery) who is deemed to have made the most impactful presentation (ie. most skillful at presenting their research) at the Annual Department of Otolaryngology - Head and Neck Surgery's Resident Research Day. The Resident Research Day adjudicators will select the recipient. The recipient cannot be a recipient of the *Peter Cheski Innovative Research Award* or the *C.A. Thompson Scientific Achievement Award*. This award was established with a generous gift from Dr. W. Gregory Chernoff.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

John M. & Anne Geddes Bursary in History (History)

Awarded annually to a full-time undergraduate student in Year 2, 3 or 4 in an Honors Specialization, Major or Minor in History, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31<sup>st</sup>. The Office of the Registrar will select the recipient. This bursary was established with a generous gift from the Estate of Mrs. Anne Geddes and her husband Mr. John M. Geddes.

Value: 1 at \$2,700

Effective Date: 2019-2020 to 2022-2023 academic years inclusive (with value to be reviewed in final year 2022-2023)

Triumph Tool Ltd. Football Scholarship (Any Undergraduate or Graduate Program, Football)

Awarded annually 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 Mr. John E. Duffy (MBA '02, BSc '85).

Value: 1 at \$2,000

Effective Date: 2019-2020 to 2023-2024 academic years inclusive

Dr. John Patrick Duffy Memorial Award in Mathematics (School of Mathematical & Statistical Sciences)  
Awarded annually to a full-time undergraduate student in any year of an Honours Specialization offered by the School of Mathematical & Statistical Sciences (SMSS), or a double Major in an Honours degree that includes a SMSS major, with a minimum 70% average and who is involved in volunteer mentoring programs (which could include, but are not limited to, academic or mental-health related mentoring or coaching) in school or in the community. A one-page statement outlining this involvement must be submitted to the Dean's Office in Science by September 30th. The scholarship and awards committee in the Faculty of Science will select the recipient. This award was established by a generous gift from friends and colleagues in honour of Dr. John Patrick Duffy (BESc '61).

Value: 1 at \$1,000  
Effective Date: 2019-2020 academic year

*Dr. John Patrick Duffy grew up in a rural community. He and his sister, Maureen, were exceptional students who helped their classmates. Both attended Western University however, Maureen was killed in a traffic accident in 1960. John received his Bachelor of Engineering Science degree from Western in 1961. He worked as a chemical engineer and in 1988, patented a manufacturing process for butyl rubber while working at Polysar Rubber Corp. in Sarnia. Throughout his life, John continued to help young people — the children of coworkers, friends, neighbours -- further their education. He died in 2013 at the age of 74.*

Dr. James J. Talman Scholarship in Local History (History)  
Awarded annually to a full-time undergraduate student in Year 3 or 4, who is enrolled in a Major or Honours Specialization in History, based on academic achievement (minimum 80% average), and the submission of either a course assignment or a one-page statement relating to the history of London and Southwestern Ontario. The course assignment could be an essay, pamphlet, poster, or a digital assignment. The one-page statement could be a description of an internship or extra-curricular experience relating to historical works about London and Southwestern Ontario. Submissions can also be accepted that use a local history methodology in reference to a geographically specific area anywhere in Canada. Students are asked to make their submissions to the Departmental Office in History by September 30th. Students may submit work from the previous academic year. A committee designated by the Chair in History will select the recipient. This scholarship was established by a generous gift from Mrs. Ragnhild Talman and members of the Talman family in memory of Dr. James J. Talman (BA '25, MA '27, PhD '30, Doctor of Laws '72).

Value: 1 at \$1,300  
Effective Date: 2019-2020 academic year

*Dr. James J. Talman graduated in History from Huron College, Western University in 1925. He completed his Doctorate in History at the University of Toronto in 1930. He began his career as the Toronto Provincial Archivist and Acting Legislative Librarian. He served Western University for almost 50 years, 23 of them as Chief Librarian. Dr. Talman retired as Chief Librarian in 1970 and from teaching at Western in 1987. He received Honorary Doctorate degrees from the University of Waterloo in 1960 and Western University in 1972. He also served as the President of the Ontario Historical Society. In 1969, Dr. Talman received the Cruikshank Medal for his major contributions to the study of Ontario history and in 1970 he was honoured as an Officer of the Order of the British Empire. Dr. Talman died in 1993 at the age of 89.*

Judy Alaszkievich Women's Volleyball Award (Any Undergraduate or Graduate Program, Women's Volleyball)

Awarded annually 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 Women's Volleyball 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 Ms Therese Quigley (MA '84 University of Alberta, BEd '77, BA '75), Mrs. Fran (Wigston) Eberhard (MA '79, BA '57) and Dr. Ellen Singleton.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year (with value to be reviewed in 2020-2021)

CCPartners Award in Labour Law (Law)

Awarded annually to a student in Year 2 or 3 in the Faculty of Law who achieves the highest academic standing in the Labour Law course. The recipient will be selected by the Scholarship and Awards Committee in the Faculty of Law. This award was established with a generous gift from Crawford Chondon & Partners LLP.

Value: 1 at \$1,500

Effective Date: 2019-2020 to 2023-2024 academic years inclusive

Harte Law Award (Law)

Awarded annually to a full-time student in Year 3 in the Faculty of Law, based on academic achievement and demonstrated financial need. Preference will be given to a student who has demonstrated academic promise and aptitude for health law. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Scholarship and Awards Committee in the Faculty of Law will select the recipient once the Office of the Registrar has determined financial need. This award was established by a generous gift from Paul Harte (BA'88, LLB/MBA '92) at Harte Law PC.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

Law Class of 1993 Bursary (Law)

Awarded annually to a full-time undergraduate student in any year in the Faculty of Law, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31<sup>st</sup>. The Office of the Registrar will select the recipient. This bursary is made possible by a generous gift from the Alumni members of the Law Class of 1993, in honour of their 25th reunion year.

Value: 1 at \$3,000

Effective Date: 2019-2020 to 2023-2024 academic years inclusive

Dr. Charles and Daisy Bell Medical Award (Schulich School of Medicine & Dentistry)

Awarded annually to full-time undergraduate students in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by September 30th. The Office of the Registrar will select the recipients. This award was established with a generous gift from the Estate of Joseph F. Buchan and his wife, Ruth E. Buchan in honour of Ruth's parents, Dr. Charles (MD 1911) and Daisy Bell.

Value: 3 at \$5,300

Effective Date: 2019-2020 academic year

*Joseph Buchan, the son of immigrant Scottish parents, grew up in a small town in Pennsylvania. He attended Carnegie Tech and joined the Detroit Consulting Staff of the CPA firm that became Touche Ross. He married Ruth Bell in 1953. They moved to New York and Joseph started a Minneapolis consulting practice in 1964 where he worked until his retirement in 1986. Joseph died in 2016 at age 88, predeceased by his wife Ruth in 2000.*

Jon and Roberta Hall Continuing Bursary (Any Undergraduate Program)

Awarded to two full-time students (one male and one female) entering first year, in any first-entry program, who have demonstrated financial need. Preference will be given to a student graduating from a London or Middlesex County high school. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipients. These bursaries will continue into Year 2, 3 and 4 as long as the student continues to demonstrate financial need each year. Only two students can hold these bursaries at any one time. If a student fails to retain the bursary for any reason, then a replacement student in the same year will be selected. This bursary was established through a generous gift from Jon and Roberta Hall, long-time friends and supporters of Western.

Value: 2 at \$3,100 continuing for up to 4 years

Effective Date: 2019-2020 academic year

*Jon Hall, a successful entrepreneur in London, Ontario, dreamed of attending university, but never had the opportunity. Jon and Roberta's belief in the transformational power of education will ensure generations of students with financial need will be successful in fulfilling their dreams of attaining a university education. Jon died in 2017 at the age of 92.*

Indigenous Student Travel Award (Any Undergraduate Program, except Ivey)

Awarded annually to Indigenous undergraduate students (First Nations, Métis or Inuit ancestry) participating in a formal outbound exchange program to one of the following partner institutions: Monash University, Australia or University of Otago, New Zealand. This award is designed to encourage students to participate in exchange programs by offering financial assistance for the costs related to their exchange program. Students will be considered for the award upon acceptance into their exchange program by Western International and the partner institution. The recipients and award values will be determined by Western International. Students registered at Ivey Business School or affiliate university colleges are not eligible.

Value: Number and value will vary based on the funds available and the cost of the exchange program

Effective Date: 2019-2020 academic year

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING**  
**(SCUP)**

Contents	Consent Agenda
Faculty of Arts and Humanities – Proposed Name Change: the Department of Modern Languages and Literatures to the Department of Languages and Cultures	No
Faculty of Social Science – Proposed Name Change: “First Nations Studies” Program to “Indigenous Studies” Program	No
Lucas Family Women in Science Distinguished Scholar	Yes
John M. Thompson Centre for Engineering Leadership and Innovation	Yes
Annual Report of the Working Group on Information Security (WGIS) 2018	Yes
Report on Promotion and/or Tenure – Faculty 2018-2019 and LA 2008-2019	Yes

**FOR APPROVAL**

1. **Faculty of Arts and Humanities – Proposed Name Change: the Department of Modern Languages and Literatures to the Department of Languages and Cultures**

**Recommended:** That Senate approve, and recommend to the Board, that effective July 1, 2019 the name of the Department of Modern Languages and Literatures within the Faculty of Arts and Humanities be changed to the Department of Languages and Cultures.

And

That pending Board approval, the Constitution of the Faculty of Arts and Humanities be amended to reflect the name change from the Department of Modern Languages and Literatures to the Department of Languages and Cultures.

Background:  
See [Appendix 1](#).

2. **Faculty of Social Science – Proposed Name Change: “First Nations Studies” Program to “Indigenous Studies” Program**

**Recommended:** That Senate approve, and recommend to the Board, that effective July 1, 2019 the “First Nations Studies” Program within the Faculty of Social Science be changed to the “Indigenous Studies” Program.

**Background:**  
The First Nations Studies Program recently underwent IQAP review. The Reviewers suggested changing the name of the Program to Indigenous Studies to reflect that the Program is not limited to the study of First Nations Peoples, but also other groups such as Metis and Inuit.

3. **Lucas Family Women in Science Distinguished Scholar**

**Recommended:** That the Lucas Family Women in Science Distinguished Scholar, shown in Appendix 2, be established and appointed in the Faculty of Science.

**Background:**  
See [Appendix 2](#).

4. **John M. Thompson Centre for Engineering Leadership and Innovation**

**Recommended:** That the Centre of Engineering Leadership and Innovation within the Faculty of Engineering be named the John M. Thompson Centre for Engineering Leadership and Innovation.

**Background:**  
See [Appendix 3](#).

**FOR INFORMATION**

5. **Annual Report of the Working Group on Information Security (WGIS)**

The Annual Report of the Working Group on Information Security (WGIS) 2018 is provided in [Appendix 4](#).

6. **Report on Promotion and/or Tenure – Faculty 2018-2019 and LA 2008 – 2019**

The Report on Promotion and/or Tenure – Faculty 2018-2019 and LA 2008 – 2019 is provided in [Appendix 5](#).

FOR APPROVAL

**Faculty of Arts and Humanities - Proposed Name Change: the Department of Modern Languages and Literatures to the Department of Languages and Cultures**

**Background:**

The Department of Modern Languages and Literatures has a long-standing history within the University and the Faculty of Arts and Humanities. The Department currently offers a variety of program options in Languages (German, Italian and Spanish), as well as in Literature and Culture. Additionally, a wide range of other language courses are taught in the department including Hindi, Japanese, Arabic, and Portuguese.

Throughout the years the department has evolved, and continues to do so in order to meet the needs of its students, striving to provide them with a solid intellectual formation, new critical perspectives, and strong language skills in a rapidly changing and interconnected-world.

The aim of the Department of Modern Languages and Literatures is to create courses that offer students new cultural perspectives. After long consideration, the department concluded that the name Modern Languages and Literatures no longer reflects the curriculum and composition of its programs.

The newly proposed name for the department — “Languages and Cultures”— better reflects the scope of curriculum offered and is more inclusive of all languages and cultures. The name change will encourage the department to reinforce existing programs and an interdisciplinary teaching approach in areas as diverse as language, literature, art, film and music from around the world.

The following people were consulted when discussing the proposed name change:

Arts and Humanities Dean, Chairs, Directors

EPC Members

King's University College

VP and Academic Dean, Sauro Camiletti - sauro.camiletti@kings.uwo.ca

Huron University College

Geoff Read, Dean Arts and Social Science, Huron University College - gread4@huron.uwo.ca Paul

Nesbitt-Larking (Huron University College, Associate Dean, (Acting) Arts and Social Science) - pnesbitt@uwo.ca

Marke Franke (Huron University College, Centre for Global Studies Director) - mfranke@huron.uwo.ca

Brescia University College

Principal, Susan Mumm - bucprincipal@uwo.ca

Vice Principal and Academic Dean, Laretta Frederking - lfederk@uwo.ca

Vice Principal Students, Marianne Simm - msimm@uwo.ca

School of Humanities Chair, James Doelman - jdoelman@uwo.ca

Weldon Library

Peggy Ellis (Weldon Library, Modern Languages, Linguistics, Theory and Criticism) pellis3@uwo.ca

Joan Finegan (Social Science, Associate Dean Academic) finegan@uwo.ca

Gail Wright (Social Science, Manager Student Affairs) wright@uwo.ca

Susan Knabe (FIMS, Associate Dean Undergraduate) sknabe@uwo.ca

Kathie Hess (FIMS, Senior Academic Counsellor) khess@uwo.ca

Kathy Hibbert, Associate Dean, Undergraduate and Pre-service Program, Faculty of Education

khibbert@uwo.ca

FOR APPROVAL

**Lucas Family Women in Science Distinguished Scholar**

**Donor and Funding:**

The Lucas Family's gift of \$225,000 will be expended over nine years (non-endowed) to support the creation of this academic position in the Faculty of Science.

**Effective Date:**

July 1, 2019

**Purpose:**

In keeping with Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships [https://www.uwo.ca/univsec/pdf/policies\\_procedures/section2/mapp222.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf) the Faculty of Science will appoint a holder based on policies related to Faculty Fellowships.

Additionally, appointments to the position will be:

- Open to any full time faculty member in the Faculty of Science
- A selection committee in the Faculty of Science will be responsible for choosing the Scholar from a pool of applicants.
- The applicants would produce a CV and a 2-5 page proposal of what they want to accomplish during their 3-year term.
- Funding will provide \$25,000 a year for three years allowing three people to hold the position over a nine-year period.
- The Scholar would retain their faculty responsibilities with a percentage of their service time allocated to the Scholar position.

**Criteria:**

This Distinguished Scholar position will develop and oversee initiatives in the Faculty of Science to recognize, encourage and promote women in science. The incumbent will provide thought leadership to develop and execute a plan to increase women in science in underrepresented disciplines and work across campus with other faculties/clubs related to women in science, STEM etc. This Scholar will also examine current issues facing women faculty members and graduate students and develop initiatives to address the issues so identified.

The gift shall be held and administered by the University and will be used for the exclusive purpose outlined above.

Expenses may include but are not limited to activities and events to further the promotion, recruitment, retention and recognition of women in science as well as teaching or administrative release for the holder of the position. In the event that funds are put towards teaching release, funds might be utilized to support, for instance by hiring a limited duties faculty member, obtaining alternative teaching resources to cover some teaching duties of the Lucas Distinguished Scholar. In the event that funds are put toward administrative release, some funds might be released to appropriate projects in the incumbent's home department.

The administration of the spending of resources will be the responsibility of the Dean of the Faculty of Science.

**Reporting:**

The University, through the Faculty of Science will report to the Donor regarding the activities of the holder of the Lucas Family Women in Science Distinguished Scholar.

**Background:**

David Lucas is the past president and owner of Seresco Technologies Inc. David's company was sold in 2018 to a Specified Air Solutions for an undisclosed amount of money. Specified Air Solutions is a market



leading manufacturer of commercial and industrial HVAC equipment. The company is a subsidiary to Madison Industries, a Chicago based holding company.

In addition to his MBA'88 from Ivey, David has a BESC'81 from Queen's University.

**Reputational Risk:**

None.

FOR APPROVAL

**John M. Thompson Centre for Engineering Leadership and Innovation**

**Background:**

The Centre of Engineering Leadership and Innovation was approved by the Board of Governors on April 26, 2018, and the new academic unit became effective July 1, 2018.

The Center Director is also the current holder of the John M. Thompson Chair in Engineering Leadership and Innovation, which was established with a gift of \$3 million from John M. Thompson in 2017 that generated matching funds of \$1.5 million.

John M. Thompson has made a new commitment of \$3 million in 2019 to establish the John M. Thompson Chair in Information Technology and Innovation, which is also being matched with \$2.5 million from the University's endowed chair matching fund that will generate a total new investment of \$5.5 million.

John M. Thompson's total investment in academic positions, student awards and programming for the Centre for Engineering Leadership and Innovation, along with matching funds, will have generated a total investment of \$10 million.

In recognition of this total contribution the proposal is for the Centre for Engineering Leadership and Innovation to be named the John M. Thompson Centre for Engineering Leadership and Innovation. The effective date for the name change would be July 1, 2019.

**John Thompson**

Dr. John M. Thompson (BESc'66; Hon. LLD'94) served as Western's 20th chancellor from 2008-12, in addition to serving on the President's Council, chairing the Western Engineering's advisory board and co-chairing Western's Renaissance Campaign from 1989-94. His professional career has included leadership positions with IBM and TD Bank Financial Group.

John has been a leading innovator in the information technology sector in Canada with worldwide impact through his career, fostering the link between industry and academia in practice and research. His leadership has been shown through university governance appointments and his leadership and philanthropic support for the Hospital for Sick Children.

John has also provided advice and leadership to groups including the Canadian Business Council, Corporate Higher Education Forum and the Conference Board of Canada. His leadership and contributions to Canada were recognized with the Order of Canada in 2013.

FOR INFORMATION



## **The Working Group on Information Security (WGIS)**

### **2018 Annual Report**

The Working Group on Information Security (WGIS) is a multi-disciplinary team representing a broad cross-section of the University community. The primary role of WGIS is to pursue proactive strategies designed to manage security risk within our information systems and the technologies that safeguard them. Further, WGIS has provided valuable advice and access to distributed resources to Western Technology Services (WTS) on implementing cyber security initiatives within the organization.

Oversight over a number of information security related initiatives has been provided by WGIS, including coordination of activities during Cyber-Awareness month in October, technical risk assessments of Western's Faculties/Departments/Support Units, raising awareness about Western's Data Classification policy, and review of recommendations regarding cyber security incidents.

## Executive Summary

Primarily led by WTS, with advice from WGIS, a number of ongoing initiatives including Multi- Factor Authentication (MFA), self-phishing initiatives, password management practices, and expansion of use of the Security Incident & Event Management (SIEM) system have been implemented within the institution over the past number of years with several initiatives planned over the course of 2019/2020.

In 2018, Western introduced a function (Cyber Security and Business Services) within Western Technology Services (WTS) to better equip the institution with the leadership and tools it needs to advance efforts related to protecting the organization from a wide array of cyber threats.

In 2019, Cyber Security and Business Services and WGIS will collaborate in information security awareness campaigns, stakeholder engagement, technical and policy advisement, and ongoing resourcing of several sub-initiatives such as CyberSmart and technology risk analysis within Western.

The contents contained within this report include details related to the tasks and initiatives WTS and WGIS are engaged in, but a few items should be highlighted:

- Information Security Awareness (ISA) Education platform:

In 2019, an ISA platform will be configured and implemented for various groups across the Western landscape to login and work through modules related to cyber security topics.

- Multifactor Authentication (MFA) for Microsoft Office 365

In 2019, an MFA solution will be configured and implemented for the purpose of further securing Western's cloud-based electronic messaging and document repository solution.

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# Summary of Activities

## Office of Cyber Security and Business Services

Recognizing the importance of the cyber security file and the emergent threat that exists within the organization, sector, nation, and globe, Western University has invested in the creation of a unit within Western Technology Services (WTS) called Cyber Security and Business Services. This unit is led by a Director and has (in part) been implemented to examine and remediate organizational practices, procedures, and risk exposures and to develop a comprehensive strategy and enhanced operational posture to better equip the institution against myriad threat vectors associated with cyber security.

The emergence of this function within WTS affects WGIS and its own mandate and will require analysis to better understand how these areas work together to achieve their respective goals.

## 1. Risk Assessment

WTS and WGIS have adopted a Risk Management Framework (RMF) from the National Institute of Standards and Technology (NIST) to identify cyber threats to Western's information security environment. Through this adoption, several institutional needs have been identified:

- Need for a consistent approach to securing information shared within the University community;
- Requirement for formal information security programs, honouring both a central position as well as local, unit-level concerns (to build on existing unit-specific ad-hoc procedures that may be specific in orientation);
- Need for cyber awareness programs within Faculties and Support Units;
- Need for an overall institutional cyber-security framework and strategy;
- Need for an overall risk management-oriented approach to cyber-security.

During 2018, WTS and WGIS addressed a number of these information threats through activities that are described in this report and will continue to consult on information security risks with faculties, support units, and respective departments. Further, coordination of activities meant to highlight where risk exists within the environment will continue.

In 2018, following a NIST interview framework, the approach was continued for the following units\*:

1. Faculty of Social Sciences
2. Faculty of Engineering

3. Faculty of Information and Media Studies
4. Housing and Ancillary Services

\*this past year saw significant changes within WTS and on the security file which has temporarily affected the number of groups the group has met with in 2018.

These interviews have been critical in helping to shape the institution's understanding of technological and cyber-related risks. They have also been helpful in identifying critical information systems that are deployed throughout the organization. In the final analysis, this process has been designed to produce an institutional inventory of critical information systems (and their associated risk factors) that exist across the campus.

In 2019, a revitalized plan to conduct interviews with the following units is in early stages of finalization:

1. Office of the Registrar
2. Student Experience
3. Brescia University College
4. Huron University College
5. King's University College
6. Windermere Manor
7. Faculty Association
8. Book Store

## 2. Policies, Procedures, and Best Practices

### **Security Policy Review (Data Classification Standards)**

Final approval from University's governance was received in 2017 and the introduction of the new MAPP 1.13 was communicated by way Web, mass email, targeted information presentations, and updates to key groups across campus.

This new MAPP 1.13 Computing, Technology, and Information Resources policy achieved the following:

- Consolidation of the previous MAPP Policies; 1.13 (Code of Conduct), 1.20 (Computing Resources Security), 1.21 (Wireless Networking), and 1.45 (Email) into a more cohesive and accessible format;
- Formally incorporates Data Classification Standards into Western's IT Policy framework as part of our ongoing shift toward an information-oriented (rather than technology-oriented) cyber security strategy
- Positions Western to be more agile with the implementation of detailed procedures (supplemental to this overarching Policy) that may arise due to new or emergent technologies.

While these updates have been integrated into Western's MAPP framework, there are remaining updates related to password management, data governance, and overall information management that will need to work through the process over the course of 2019/2020.

### 3. Cyber Protection

#### **A. Information Security Awareness (ISA)**

Over the course of 2018, information security awareness was once again an important focus for both WTS and WGIS. Over the past year, WGIS's subgroup, the CyberSmart Committee, worked closely with WTS and other partners on the following activities:

- Through the committee's investigation into creating an online information security awareness training course it became clear that it would be most efficient and effective to engage an external vendor to provide mandatory, online training for staff, faculty, and students rather than develop a course in-house.
  - CyberSmart subgroup has made a formal recommendation to WTS/WGIS to pursue external vendors for this training. WTS initiated an RFP to engage an external vendor and the process resulted in the organization selecting Terranova Security to provide the technology and training material.
- On October 30, 2018, WTS, with support from the Office of the Registrar and the University Students' Council (USC), ran a Halloween-themed cyber security information booth in the UCC where we engaged with students, faculty, and staff. Visitors to the booth were encouraged to "Spin to Win" to find out if they were cyber smart. Each person who spun the wheel won either candy or another prize that had a cyber security message attached to it. This culminating activity, held during Cyber Awareness month, capped off a successful run of activities within the organization;
- As a new initiative, instead of only promoting cyber security during Cyber Awareness month (October), promotion of cyber awareness each month from October 2018 through May 2019 has been implemented. Using posters and social media messaging that can be shared on Facebook and Twitter, each month a different aspect of cyber security (e.g. the importance of backing up your files, turning on your firewall, not opening attachments from unknown senders) is being highlighted. See below for a sample of the communications.



CYBERTIP NO.002

**YOUR ONLINE PAST CAN HAUNT YOU.**



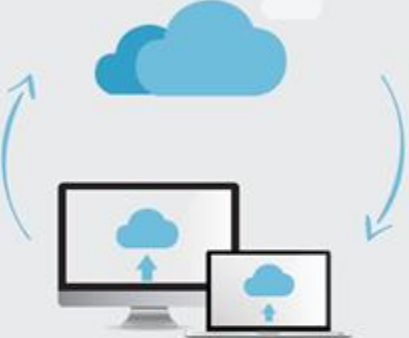
**WHAT  
YOU SHARE ONLINE  
CAN BE  
IMMORTAL.**

Keep in mind almost everything on the Internet is traceable.

Western 


**CYBERSMART.UWO.CA** #protectu  
Discover, Share, Protect

CYBERTIP NO.004

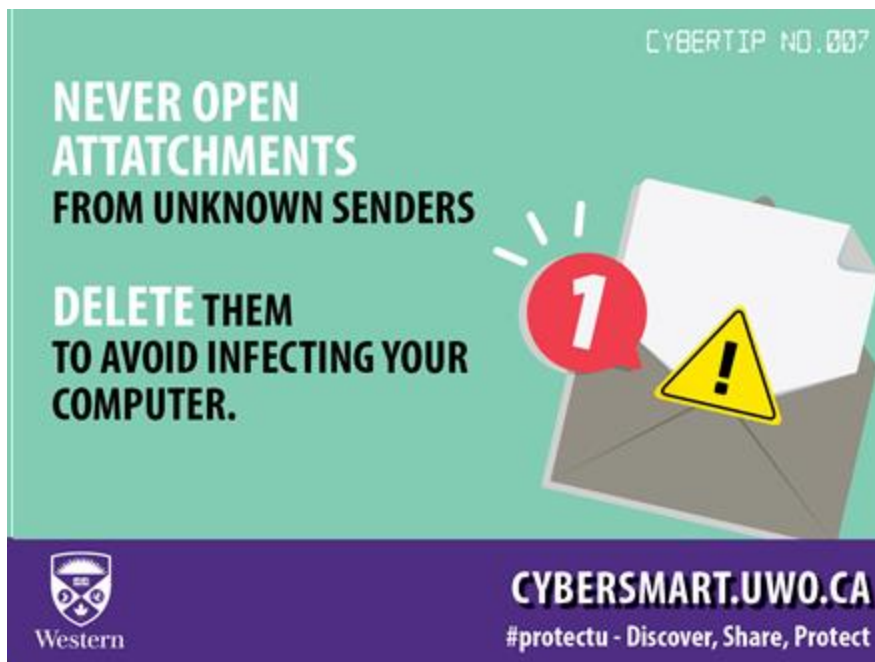


**BACK UP YOUR FILES**

**PROTECT THEM  
FROM  
VIRUSES AND  
DAMAGE**

Western 

**CYBERSMART.UWO.CA**  
#protectu - Discover, Share, Protect



### **B. Security Incident Event Management Tool (SIEM)**

For the last few years, Western has employed a SIEM tool which combines real-time analysis of security alerts generated by network hardware and applications with security event management. As our expertise with the tool has grown, additional data sources have been included – thus increasing the capability of the SIEM. Additional investment was made to accommodate this increase in capacity and performance. This tool has introduced a tremendous capability to track and proactively manage security and event information.

Use of this tool has improved our understanding of phishing attacks and it assists in identifying members of Western's community who have fallen victim to spam/phishing. It also provides greater insight into the environment through the development of various security related statistics such as:

Average Number of Phishing Victims / day – 9.2

Average Number of Machines Locked (for security reasons) / month – 10.3

### **C. Multi-Factor Authentication (MFA)**

A Multifactor Authentication methodology utilizes a second required item to be provided when logging into a system. Usernames and passwords are the first factor and the second is typically a generated code that is provided to the user through myriad delivery options (text, mobile app, etc.). Example: when logging

into your email with a username and password, a secondary message is sent to a configured destination asking you to confirm that it is you.

The first Multifactor Authentication (MFA) initiative at Western started in 2017 with the procurement of a product called “DUO” and is being used for critical-access systems such as PeopleSoft for select users with administrative (or elevated) access to Human Resources (HR), Finance (FIN), and Higher Education (HE). The DUO solution was also implemented in select cases for access to Western’s VPN solution ROAMS (an application that provides secure access to our network from off campus) as well.

A project is currently underway to **implement MFA into our email system** (Office 365), designed to minimize spamming and PHISHing within our environment as well as provide deeper and required security for Western’s user accounts, distributed systems, and to further protect user privacy overall. The project is currently in Phase 1, which involves conducting impact analyses, configuration testing across multiple platforms and clients, and developing an implementation project plan. Phase 1 will conclude in May 2019 and an implementation project will begin preparation within the summer months.

Note: Multifactor Authentication (MFA) for email will affect all users who utilize the Microsoft Office 365 platform via Western’s implementation (myoffice.uwo.ca), whether the connection is over a web browser, email client, or mobile device. Further and more detailed communications are forthcoming with a goal of implementation over the course of 2019.

#### **D. Ongoing “Phishing” Attack Mitigation Efforts**

A series of activities to mitigate the effect of PHISHing on our community were undertaken in 2018:

- Continued use of a self-phishing process to test specific, unit-level responses to and awareness of various PHISHing attacks. With each mock PHISHing scenario executed, results overwhelmingly indicate that more work around cyber security awareness needs to be in place;
- Reducing the number of aged passwords process started in January 2017 to ensure passwords older than 5 years (at that time) were changed (impact was 8683 accounts). This process continues as WTS reaches out to users of the oldest passwords in the organization on a regular basis (approximately 100 users per week);
  - Password management will continue to be a topic of discussion with a recommendation from WTS and WGIS to move towards an **annual institution-wide password expiry process**. Work on this

policy is still required, but initial research indicates that an annual password change is required;

### **E. Email and SPAM Management**

The migration to Microsoft Office 365 (O365) has significantly improved Western's email capabilities. We are pleased to report that the move of Western's online Exchange environment to Canadian Data Centres was completed on Dec 12, 2017. Mail for staff, students, and faculty already in Office 365 is now in Canada. Throughout 2018, WTS has completed moving all remaining mailboxes from our legacy system to the Microsoft Office 365 environment.

A project has been initiated to determine the necessity to replace List Guardian, the organization's mailing list management application. The move to a new system would both improve constituents' user experience in managing distribution lists and WTS's ability to better manage SPAM generated through email lists.

Phishing via email continues to be the most prominent attack vector against our credentials. As stated in the SIEM section, the tool detects an average of 9.2 accounts per day as being compromised. The SIEM can assist in electronically detecting compromise of account before a user is aware that their account has been compromised.

Western uses several techniques to detect and block approximately 95% of incoming messages identified as spam. This equates to tens of millions of message per month. Robust spam management minimizes the phishing threat because it prevents high risk emails from being delivered to an inbox where it has the potential to be acted upon.

Unauthorized access to individual's credentials allows perpetrators to gain access to Western's resources like Library on-line journals, provides a venue to conduct fraud through the Human Resources system, etc. Due to these serious consequences, it is critical that we address this risk through technical and non-technical (i.e. CyberSmart campaign) mechanisms.

As can be appreciated, there is much work to do on reducing the annoyance associated with email spam messaging and in managing the risks associated with the ever-increasing PHISHing threat vector. MFA, better tools within Office 365, and cyber awareness projects are important aspects of building a robust cyber resilient culture, but WTS and WGIS will spend much of 2019 investigating other approaches to better manage our environment.

\*It is also recommended that action be taken to further protect the Western directory from bot-scraping (automated processes that gather credentials and

emails from public online directories). From these lists, organizational structure can be inferred which can lead to targeted spear PHISHing campaigns. The recommended course of action is to place the Western directory behind a credential prompt, so that only employees and/or students can utilize. Most Faculties have online research profiles for their members and those apparatuses would serve as public means for interested parties to connect.

#### **F. Financial Information Protection: Payment Card Industry (PCI) Compliance**

Several WTS and WGIS members are actively involved with ensuring Western University is PCI compliant. The Western Bank Card Committee is ultimately responsible for this activity, but WTS and WGIS are differently imbricated with this process and need to be informed of emergent developments and security practices in the payment card industry. Emerging payment technologies, new e-commerce solutions on campus, and a changing payment card security standard require that Western's payment card environment be reviewed regularly to determine the implications to Western's PCI status.

In 2018, Western again achieved Level 1 compliance under version 3.2.1 of the Payment Card Industry Data Security Standards (PCI DSS). This was the third successful validation of compliance for Western, the first being in 2010. Western is one of two Canadian universities to attest, at the highest level, compliance with these stringent standards.

In 2019, the Bank Card Committee will continue to ensure Western remains PCI compliant, review all payment-related processes associated with the Western ONE card, and review the Bank Card Policy.

#### **G. Technology Risk Assessments**

Over the course of the past year or more, a process has been introduced known as Technology Risk Assessment (TRA). This process is separate from the Risk Assessment section earlier in this document.

The purpose of Technology Risk Assessments (TRA) is to provide for the organization the due diligence required to ensure that software, hardware, and data-provisioning initiatives are adequately protected, and/or that the risks involved are understood and accepted by the required stakeholders within Western University.

While the approach is geared towards technological initiatives, there is great variability in the types of solutions that are within scope. Some projects might require a formal Request for Proposal (RFP) based on the costs involved and others might be cloud-based solutions that have no fees at all. Some solutions may require ecommerce transactions and others may not be geared as such.

And others may deal with Personally Identifiable Information (PII), while many may not. In each scenario, (significant) risk may exist and this process is meant to help our partners across the organization understand these components and to assist in mitigating and/or accepting the understood risks.

Western University has a legal obligation and an ethical responsibility to protect the information and processes related to our operational, academic, and research portfolios. One of the ways that we accomplish this goal is through a Technology Risk Assessment (TRA) for any initiative being brought forward at Western University that has some sort of technological (in a broad sense) dimension.

This process is geared towards Western and its partners, employees, researchers, and operations to understand the risks associated with technology-related solutions. The advent of web-based, cloud-oriented applications, along with traditional client/server applications, has grown tremendously and there has been an acute increase in how these technologies use data (Western's or others'), interact with other systems, and transmit information. Each process may be vulnerable and the Technology Risk Assessment is Western's due diligence in understanding the risks.

Primarily, the TRA process is comprised of 5 central functions at Western: Legal Counsel, Privacy Office, Financial Services (if commerce is involved), Procurement Services, and Western Technology Services (WTS).

The TRA Group is co-chaired by the Director of Procurement Services and the Director of Cyber Security and Business Services.

Other members include representation from Research Services and Western's Internal Audit Group.

## 4. Incident Response & Investigations

Western Technology Services (WTS) and relevant partners across the institution are finalizing an organizational cyber incident response framework (CIRF) that, once ratified, will be adopted throughout the operational landscape. A cohesive CIRF will enable Western to act quickly and with the appropriate resources to mitigate any potential issues these incidents may cause.

In 2018, Western was attacked on average 630,000 times per day as recorded and measured by the organizational firewall. The vast majority of these are repelled through infrastructure and monitoring mechanisms.

In terms of events that rise to the level of investigated incidents, Western experienced a similar number in 2018 (23) when compared to 2017 (24).

## 5. 2019 Plans

WGIS will focus on the following initiatives in 2019.

- Primary initiative going forward in 2019 is the implementation of a **Cyber Security Strategy** for Western.
  - An engagement of an external vendor (Quick Intelligence) to assist in the assessment of the current state of the organization is concluding and will inform the strategy;
  - The Cyber Security Strategy will be further informed by a landscape analysis of higher education institutions in Canada and around the globe, as well as best practices within industry. In addition, a broad engagement with various stakeholder groups around Western is underway with a plan to see these processes conclude by late Spring 2019;
  - The Cyber Security Strategy will include, among other items: a cyber incident response framework (CIRF), guidelines for cyber security considerations when travelling, information repository guidelines, and commentary on the ubiquitous use of cloud systems;
- As indicated earlier, a project to implement MFA for Microsoft Office 365 is underway;
- Risk Assessments and Data Classification discussions across the organization which will include setting of security priorities and providing advice on best way to protect the critical information housed in the units and identification of “Crown Jewel Assets”;
- A review and refresh of the Working Group for Information Security (WGIS) role and mandate will conclude and will be documented accordingly;
- Continued improvements to Cyber Security education and awareness. These improvement activities will include implementation of a mandatory cyber security training program for the members of our community.

## Appendix A – Current WGIS Members

Glen Tigert (Chair)

University Registrar

Erika Basile

Research Ethics

Rob Brennan

Western Technology Services

James Ciesla

Schulich School of Medicine & Dentistry

Colin Couchman

Western Technology Services

Jim Dunkin

Housing and Ancillary Services

Paul Eluchok

General Counsel

Aleks Essex

Faculty of Engineering

Sharon Farnell

Internal Audit

Dave Ghantous

Western Technology Services

Ed Gibson

Western Technology Services

Lisa Latif

Office of Registrar

Scott May

Communications and Public Affairs

Geoff Pimlatt

University Students' Council

Dan Redmond

Campus Community Police Service

Chris Wedlake

Robarts Research Institute

Julie Whitehead

Faculty of Health Sciences

Ed Zuidema (Scribe)

Western Technology Services



**TO:** Faculty Relations

**FROM:** Equity & Human Rights Services

**DATE:** May 17, 2019

**SUBJECT:** *Reports on Promotion and/or Tenure – 2018-2019*

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Attached you will find reports summarizing the information requested on the designated group status of those individuals considered for Promotion and/or Tenure under the Collective Agreements for 2018/2019.

As in previous years, the data is provided with the following notes:

- The information related to the designated groups – with the exception of gender – was provided by Equity & Human Rights Services (EHRS).
- The information provided by EHRS is in aggregate form only and was drawn from the employment equity database.
- All information in the database is obtained through self-identification surveys sent to employees; therefore, information is only available for those individuals who have completed surveys.
- Where the information is unknown, it is considered to be a “no” response (i.e. not a member of designated group).
- For reasons of confidentiality, the information provided by EHRS is suppressed in cases where there are fewer than 5 individuals in the group considered for Promotion and/or Tenure and/or where deemed necessary by EHRS.

The information related to the designated groups - with the exception of gender - was provided by Equity & Human Rights Services. This information was provided, in aggregate form only, from the Employment Equity database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed the equity survey. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality, with the exception of gender, equity data is suppressed (s) in cases where there were fewer than 5 individuals considered in a group (i.e. under a given Clause). The equity data for the total cases considered has not been suppressed.

**2008-2019 REPORT ON PROMOTION AND CONTINUING APPOINTMENT CASES CONSIDERED UNDER THE LIBRARIANS AND ARCHIVISTS COLLECTIVE AGREEMENT**  
(as required under the Article *Promotion and Continuing Appointment*)

Total cases considered Promotion or Continuing Appointment							
Men	8						
Women	19						
Aboriginal Persons	0						
Visible Minorities	3						
Persons with Disabilities	1						
<b>Probationary Appointees and/or Members holding Continuing Appointments considered for Promotion</b>							
	Process initiated by Vice Provost and Chief Librarian or Dean within the first month of the last year of probationary period	Process initiated by the Vice Provost and Chief Librarian or Dean	Process initiated by Member	Positive Committee recommendation	Negative Committee recommendation	Positive Provost recommendation	Negative Provost recommendation
Men	1	2	0	3	0	3	0
Women	3	0	2	5	0	5	0
Aboriginal Persons	s	s	s	s	0	s	0
Visible Minorities	s	s	s	s	0	s	0
Persons with Disabilities	s	s	s	s	0	s	0
<b>Probationary Appointees considered for Continuing Appointment</b>							
	Process initiated by Vice Provost and Chief Librarian or Dean within the first month of the last year of the Member's probationary period at the General Rank	Process initiated by Vice Provost and Chief Librarian or Dean within the first month of the last year of probationary period <b>combined with</b> Process initiated by Member	Process initiated by Vice Provost and Chief Librarian or Dean at any time prior to final six months of probationary period	Positive Committee recommendation	Negative Committee recommendation	Positive Provost recommendation	Negative Provost recommendation
Men	0	5	0	5	0	5	0
Women	1	11	2	14	0	14	0
Aboriginal Persons	s	0	s	0	0	0	0
Visible Minorities	s	2	s	2	0	2	0
Persons with Disabilities	s	1	s	1	0	1	0
<b>Total cases considered for Promotion and Continuing Appointment</b>							
27							

The information related to the designated groups - with the exception of gender - was provided, in aggregate form only, from the Employment Equity Database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed and returned the surveys. Those who have not completed a survey and who were considered for tenure and/or continuing appointment are counted as not being members of a designated group. For reasons of confidentiality data is suppressed (s) in cases where there were less than 5 individuals considered in a group and/or where deemed necessary by EHRSS. Please note that Clause numbers have been removed from this report, as they have varied across the Collective Agreements (i.e. between 2008-2019). The equity data for the total cases considered has not been suppressed.

**REPORT OF THE UNIVERSITY RESEARCH BOARD**  
**(URB)**

<b>Contents</b>	Consent Agenda
<b><a href="#">Approval of the Institute for Earth and Space Exploration</a></b>	No

**FOR APPROVAL**

1. **Approval of the Institute for Earth and Space Exploration**

**Recommended:** That Senate approve and recommend to the Board of Governors the establishment of the Institute for Earth and Space Exploration, effective July 1, 2019.

**Background:**

The Application to establish the Institute for Earth and Space Exploration is provided in [Appendix 1](#).



Application for designation as a Research Institute

## Institute for Earth and Space Exploration

for  
Research, Innovation and Training in  
Earth and Space Exploration



**PREPARED BY THE DIRECTORS AND EXECUTIVE COUNCIL OF THE CENTRE FOR PLANETARY SCIENCE AND EXPLORATION ON  
BEHALF OF FACULTY MEMBERS FROM ARTS AND HUMANITIES, EDUCATION, ENGINEERING, HEALTH SCIENCES, LAW,  
SCHULICH MEDICINE AND DENTISTRY, SCIENCE, AND SOCIAL SCIENCE**

*"By aiming for the Moon, we allow our children to reach for the stars. Space represents limitless possibilities and endless discoveries. For every astronaut we send to space, there are thousands of Canadians who are part of the journey. Canada's space strategy will foster our next generation of astronauts, engineers and scientists and will ensure Canadians and Canadian businesses benefit from the growing opportunities in the space economy."*

*- The Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development, Feb. 28<sup>th</sup> 2019 -*

**WESTERN UNIVERSITY, LONDON, CANADA**

**June 07, 2019**

**Rationale, Justification, and Scope:** Understanding the Universe through the exploration of frontiers on Earth and in space is a major scientific endeavour that involves tackling some of the major outstanding scientific questions of our time. In parallel, developing the technology required for space exploration represents one of the most challenging engineering opportunities of our time and is an economic and innovation driver for advanced technologies.

The world of space exploration is rapidly evolving and, for the first time since the Apollo missions of the late 1960s and early 1970s, NASA has made a firm commitment to return humans to the surface of the Moon in the 2020s and on to Mars in the 2030s. Here in Canada, there have been several recent major announcements related to space; most notably, on February 28<sup>th</sup> 2019, the Prime Minister of Canada committed \$2.4 billion in funding, focused on the Lunar Gateway initiative, the Lunar Exploration Analysis Program, and the Junior astronauts initiative. At the same time, there are increasing commonalities in the techniques and technologies being applied to the exploration of remote and/or extreme locations on Earth, such as Arctic Canada, and deep underground mines, and the exploration of Space. Space also provides a unique way to attract the brightest young minds to Science, Technology, Engineering, and Math (STEM) fields and engage them in research.

Western is currently home to several outstanding research groups active in different aspects of Earth and space exploration. Together, we have set out future directions for growth and expansion and identified new opportunities in interdisciplinary research and training that will further establish this group as an internationally recognized centre of excellence in Earth and space exploration. Our vision is to be Canada's Leader in Earth and Space exploration research, training and outreach. To sail this course, we first need to be recognized by Western as an interdisciplinary and inter-faculty structure with the necessary administrative support. We therefore propose to establish the **Institute for Earth and Space Exploration**. The *mission* of the Institute is to lead in interdisciplinary research and innovation in Earth and Space Exploration, and to strengthen and grow the Canadian Earth and Space exploration communities through inspiring and training the next generation of scientists, engineers, social scientists and entrepreneurs. The Institute will thus concentrate on:

- **Problem-based Interdisciplinary Research:** The close interdisciplinary collaboration between engineers, scientists, and social scientists from different fields will result in innovative techniques and technologies that will be used for both Earth and space research.
- **National and International Leadership:** The Institute will provide national and international leadership in the exploration of Earth and Space by leading the development of training initiatives, by enhancing research intensity, and by promoting national linkages through industry, government, space advocacy groups and all levels of academia.
- **Training and Education:** The Institute is driven by a strong and unwavering commitment to offer "research and training for 21<sup>st</sup> century explorers" at the undergraduate, graduate, postdoctoral and professional levels, including research skills, leadership, mentoring and teaching training.
- **Public Engagement and Outreach:** The Institute will share the excitement of Earth and space exploration with the Canadian public, and attract the brightest young minds to STEM fields.

The Institute will work toward the following long-term *objectives*:

1. **Launch Western into Space:** We will propose, develop, and fly Western-led space missions through a scaled program of high-altitude balloon flights, instrument development, and small satellite (Cubesat) projects.

2. **Bring Space Down to Earth:** We will develop technologies and techniques to explore remote, difficult to reach, and/or dangerous locations on Earth (e.g., the high Arctic, deep mines, inside nuclear reactors, etc.) based on engineering solutions developed for Space research.

The Institute will promote and support problem- and team-based research by developing the following key *Interdisciplinary Research Competencies*:

- 1) **Remote Science:** Investigating objects and places where people can't go, from the centre of the Earth to distant galaxies; includes observational, theoretical and numerical studies.
- 2) **Contact Science:** Investigating samples *in situ* from the Earth and other objects in the Solar System (i.e., astromaterials), including the necessary laboratory work in support of such science.
- 3) **Autonomous Science:** Enabling remote and contact science to be conducted autonomously on Earth and in Space.
- 4) **Exploration Science:** The science of human exploration of the Solar System, including the science to enable humans to explore, and survive, as well as the science enabled by human exploration.

**Relationship to complementary initiatives:** *Planetary Science and Exploration* has been recognized by Western as one of ten Signature Research Areas. The research carried out by the Institute is not, however, restricted to this one signature research area with significant contributions to the *Imaging, Materials and Biomaterials*, and *Environmental Sustainability and Green Energy* areas. Through two successful Interdisciplinary Development Initiatives, CPSX has developed various programs, including the *Collaborative Specialization in Planetary Science and Exploration* – the country's only graduate program in planetary science and exploration that attracts some of the best and brightest young minds to Western. Beyond Western, CPSX has established a leadership role nationally. Several national networking and collaborative initiatives are led by CPSX faculty, most notably the *Canadian Lunar Research Network* – a member of the NASA Solar System Exploration Research Virtual Institute.

**Western Faculties, Departments, and Schools directly involved in the Institute:** Historically, CPSX has been administered through the Faculty of Science, where its membership base originated in 2008. The proposed Institute will draw members from **8** Faculties and **19** departments and schools. Team members are at various stages of career and include several Chairs. This group has an outstanding record in research and in training that will be taken to the next level with the establishment of the Institute.

**Expected contributions to the University's mission:** The establishment of this Institute will significantly strengthen the University's strategic objective to maintain and enhance Western's stature as a leading Canadian research-intensive University "through strategic investment in areas of established and emerging research strength." Western's Strategic Research Plan further outlines five core priorities: Going Global, Mobilizing Knowledge, Preparing Global-Ready Graduates, Partnerships with Impact, and Leadership Through Interdisciplinary Research. The Institute is poised to contribute in all areas.

**Operations and governance:** The proposed administrative structure of the Institute aligns fully with Western's policy requirements. The Institute will have a Director, two Associate Directors, an Executive Council, Governing Board, as well as an external Advisory Committee.

**Financing and sustainability:** At start-up, base funding for the Institute will be provided by the Office of the Vice-President Research and by participating Faculties. Once established, the Institute will seek sustained funding from partner institutions (government and industry), fundraising, and external funding from provincial and federal agencies.

Once established, the **Institute for Earth and Space Exploration** will position Western and Canada as an *international* hub for Earth and Space exploration research, development and training.

**REPORT TO SENATE OF THE ACADEMIC COLLEAGUE, COUNCIL OF ONTARIO UNIVERSITIES**

<b>Contents</b>	<b>Consent Agenda</b>
<b>Academic Colleague Report on the April 2019 Meeting</b>	No

**FOR INFORMATION**

The COU Academic Colleagues and full Council held a meeting on 3-4 April at Queen's University. The following items may be of interest to Senators.

**Sexual Violence Survey**

The government released data from the Student Voices on Sexual Violence survey in March. Universities and colleges were provided a summary of the results (including aggregate and institution-specific results to some questions) but have not received more detailed data (e.g. information about whether incidents happened on or off campus, perpetrator information, etc.). The information is currently with the Privacy Commissioner for a decision on whether it can be released.

The government also announced a number of immediate actions for post-secondary institutions, including:

- Requirement to report annually to Boards on measures related to the experiences of and supports for students who have experienced sexual violence;
- Increasing the Women's Campus Safety Grant to \$6M (shared across all colleges and universities – 44 campuses in total);
- Requirement for universities to have a task force devoted to the issue, including student representatives;
- Requirement for all institutions to review their sexual violence policies by September 2019.

**Tuition Fee Framework and Ancillary Fee Guidelines**

Universities have now received guidance on what will be considered "compulsory" fees. These include: athletics and recreation, career services, student buildings, health and counselling, academic supports, student ID cards, student achievement and records, financial aid offices, campus safety programs, and transit passes if established prior to January 2019. All other fees will be subject to the Student Choice Initiative (opt-out).

**Campus Freedom of Expression**

The COU has asked HEQCO for consultation regarding the reporting that will be required in fall 2019.

**Program Approvals**

MTCU approvals for new academic programs have been delayed for a year or more. This means that programs that have received Quality Council approval are still awaiting the MTCU decision as to whether they will be funded.



**ANNOUNCEMENTS AND COMMUNICATIONS**

<b>Contents</b>	<b>Consent Agenda</b>
<b>Senate Committee Election Results – April 2019</b>	Yes
<b>Academic Administrative Appointments</b>	Yes
<b>Report from the Board of Governors (April 25, 2019)</b>	Yes

**FOR INFORMATION**

1. **Senate Committee Election Results – April 2019**

The results of the elections held for membership on various Senate Committees are as follows. The results certified by Simply Voting are attached as **Appendix 1**.

a. **Vice-Chair of Senate**

**Required:** One member of Senate

**Nominee Elected:** Michael Milde (AH)

b. **Nominating Committee**

**Required:** Four regular Senate members, including one graduate student. One alternate student Senator.

**Nominees Elected:** Amanda Myers (Graduate Student) *acclaimed*  
Jane Toswell (AH)  
John Wilson (Ivey)  
Sophie Roland (Music)

L. Ghattas (UDGR) – alternate

c. **Senate Committee on Academic Policy and Awards (SCAPA)**

**Required:** Eight members:  
One graduate student  
One undergraduate student  
Six members (at least three of whom are members of Senate at the time of appointment; one of whom shall be a faculty member from Science; one of whom shall be from the School of Graduate and Postdoctoral Studies; and one from Arts & Humanities to complete the term of J. Hatch)

**Nominees Elected:** Wesam AbdElhamid Mohamed (Graduate Student) *acclaimed*  
Erin Anderson (Undergraduate Student)  
Matthew Heath (SGPS) – Senator *acclaimed*  
John Cuciurean (Music) – Senator *acclaimed*  
Angela Borchert (AH) – Senator, one-year term *acclaimed*  
Mark Workentin (Sci) *acclaimed*  
Beth MacDougall-Shackleton (SGPS)  
Miriam Capretz (Engg)

d. **Senate Committee on University Planning (SCUP)**

**Required:** Ten members:  
Two graduate students  
One undergraduate student  
One postdoctoral fellow  
One administrative staff  
Five members of faculty, one of whom to complete the term of A. Bowlus

**Nominees Elected:** Jina Kum (Graduate Student) *acclaimed*  
Ari Vangeest (Graduate Student) *acclaimed*  
Matthew Grenier (Undergraduate Student) *acclaimed*  
Kate Parham (Postdoctoral Fellow) *acclaimed*  
Valerie Sarkany (Administrative Staff)  
Bob Andersen (SS)  
Philip Jones (Schulich)  
Lauren Briens (Engg)  
Daniel Brou (SS)  
Glen Belfy (HSci)

e. **Selection/Review Committee for the Dean of Social Science**

**Required:** Three faculty or staff, from outside the Faculty concerned and only one of whom may be a Dean

**Nominees Elected:** Angie Mandich (HSci)  
Matt Davison (Sci) (Dean)  
Alison Hearn (FIMS)

2. **Academic Administrative Appointments**

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors during the month of March 2019:

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Denise Connelly		Health Sciences	Associate Dean (Grad, Post Doc)	2019-07-01	2022-06-30
Carolyn McLeod	Philosophy	Arts and Humanities	Department Chair	2019-07-01	2022-06-30
Tracy Isaacs		Arts and Humanities	Associate Dean (Academic Affairs)	2020-09-01	2022-06-30
Candace Gibson		Schulich	Acting Vice Dean (Basic Medical Science)	2019-07-01	2019-12-31
Hesham El Naggar	Civil & Environmental	Engineering	Department Chair	2019-07-01	2020-06-30
Jackie Sadi	Physical Therapy	Health Sciences	School Director	2019-07-01	2020-06-30

3. **Report from the Board of Governors (April 25, 2019)**

The Board of Governors met on April 25, 2019. [Appendix 2](#) contains a full list of items received for approval or information from the Board's standing committees and from Senate. Documentation for these items can be found at:

[https://www.uwo.ca/univsec/pdf/board/minutes/2019/a19apr25bg%20 ALL.pdf](https://www.uwo.ca/univsec/pdf/board/minutes/2019/a19apr25bg%20ALL.pdf)

The reports and proposals received were standard items of business.

April 22, 2019

Western University Secretariat  
Western University  
Room 4101, Stevenson Hall  
London, ON  
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,



Brian Lack  
President  
Simply Voting Inc.

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## Results - 2019/20 Senate Committee Elections (April 17-18)

**Start:** 2019-04-17 08:00:00 Canada/Eastern

**End:** 2019-04-18 20:00:00 Canada/Eastern

**Turnout:** 71 (70.3%) of 101 electors voted in this ballot.

### Vice-Chair of Senate

Option	Votes
Michael Milde (AH)	37 (52.1%)
Amanda Grzyb (FIMS)	34 (47.9%)

### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	0 (0.0%)

### Nominating Committee

Option	Votes
Jane Toswell (AH)	48 (26.1%)
John Wilson (Ivey)	38 (20.7%)
Sophie Roland (Music)	34 (18.5%)
James Compton (FIMS)	33 (17.9%)
Marlys Koschinsky (Schulich)	31 (16.8%)

#### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	4 (5.6%)

### Senate Committee on Academic Policy and Awards (SCAPA) - Undergraduate Student

Option	Votes
Erin Anderson	39 (67.2%)
Charles Ma	19 (32.8%)

#### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	13 (18.3%)

### Senate Committee on Academic Policy and Awards (SCAPA) - Faculty

Option	Votes
Beth MacDougall-Shackleton (SGPS)	48 (42.1%)
Miriam Capretz (Engg)	41 (36.0%)
Robert Klassen (Ivey)	25 (21.9%)

#### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	7 (9.9%)

### Senate Committee on University Planning (SCUP) - Staff

Option	Votes
Valerie Sarkany (Office of the Registrar)	36 (50.7%)
Arzie Chant (Biology)	35 (49.3%)

#### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	0 (0.0%)

### Senate Committee on University Planning (SCUP) - Faculty

Option	Votes
Bob Andersen (SS)(Dean)	51 (18.9%)
Phillip Jones (Schulich)	48 (17.8%)
Lauren Briens (Engg)	47 (17.4%)
Daniel Brou (SS)	45 (16.7%)
Glen Belfry (HS)	45 (16.7%)
Sam Trosow (FIMS)	34 (12.6%)

#### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	4 (5.6%)

### Selection/Review Committee for Dean of Social Science

Option	Votes
Angie Mandich (HS)	51 (28.8%)
Matt Davison (Sci) (Dean)	47 (26.6%)
Alison Hearn (FIMS)	40 (22.6%)
John Wilson (Ivey)	39 (22.0%)

#### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	1 (1.4%)



**SUMMARY OF AGENDA ITEMS – APRIL 25, 2019 - OPEN SESSION**

Adoption of Agenda	ACTION
Report of the President	INFORMATION
Unanimous Consent Agenda – <a href="#">Appendix I</a>	ACTION
Minutes of the Meeting of January 24, 2019 – Open Session	ACTION

**Report of the Property & Finance Committee – [Appendix II](#)**

Budgets and Fees <ul style="list-style-type: none"> <li>• 2019-20 University Operating and Capital Budgets and Tuition Fees</li> <li>• Student Fee-Funded Units and Academic Supports</li> <li>• Student Organization Fees 2019-2020</li> </ul>	ACTION
Annual Report and Recommendations of the Student Services Committee	ACTION
Revisions to MAPP 1.16: Smoking, Vaping & Tobacco Use	ACTION
New MAPP PolicyXX: Use of Cannabis, Alcohol, and Other Substances	ACTION
Scholarships, Awards, Prizes	INFORMATION
Peter C. Maurice Research Fellowship in Biomedical Engineering	INFORMATION
Daryl T. Bean Professorship in Law and Women's Studies	INFORMATION
Report of the Investment Committee	INFORMATION
Quarterly Ratio Report – Non-Endowed Funds	INFORMATION
Credit Rating Review: February 13, 2019	INFORMATION
2018-19 Operating Budget Update as of January 31, 2019 (Quarterly Report)	INFORMATION

**Senior Policy & Operations Committee – [Appendix III](#)**

Code of Student Conduct Revisions	ACTION
Committee Appointment	INFORMATION

**Fund Raising and Donor Relations – [Appendix IV](#)**

Western Athletics Coaching Matching Fund	ACTION
Fund Raising Activity Quarterly Report to January 31, 2019	INFORMATION

**Items Referred by Senate – [Appendix V](#)**

Renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program	ACTION
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2019-20 University Operating and Capital Budgets	INFORMATION
2019 Entrance Standards for Undergraduate First-Year Admissions	INFORMATION
Five-Year Enrolment Projections	INFORMATION
Report on Year One Class and Entering Averages	INFORMATION
Report of the Academic Colleague	INFORMATION
Academic Administrative Appointments	INFORMATION
Teaching Award Recipients 2018-19	INFORMATION
Spring Convocations 2019 – Honorary Degree Recipients	INFORMATION
Questions from Members	