

Senate attendees are reminded that as per section IV.6 of the Senate By-Laws, only Senators or official Senate Observers may speak at Senate. The By-laws provide a process where, in exceptional circumstances, a guest may be granted speaking privileges at Senate. The Senate By-Laws are available on the Secretariat website: <https://uwo.ca/univsec/pdf/senate/bylaws.pdf>.

## **SENATE AGENDA**

**Thursday, February 15, 2024, 1:30 p.m. – 4:30 p.m.**  
**Meeting to be held electronically via Zoom videoconference.**

Members of Senate may access the Zoom link through the OWL Senate site.  
 Members of the public who wish to attend Senate are invited to contact the University Secretary at [senate@uwo.ca](mailto:senate@uwo.ca)

- |     |                                                                                                  |  |             |
|-----|--------------------------------------------------------------------------------------------------|--|-------------|
| 1.0 | <a href="#">Land Acknowledgement</a>                                                             |  |             |
| 2.0 | <a href="#">Minutes of the Meeting of January 19, 2024</a>                                       |  | Approval    |
| 2.1 | <a href="#">Business Arising from the Minutes</a>                                                |  | Information |
| 3.0 | <a href="#">Report of the President</a>                                                          |  | Information |
| 4.0 | <a href="#">Report of the Provost</a>                                                            |  | Information |
| 5.0 | <a href="#">Report of the Vice-President (Research)</a>                                          |  | Information |
| 6.0 | <b>Report of the Operations / Agenda Committee (E. Chamberlain) –</b><br>Refer to Consent Agenda |  |             |
| 7.0 | <b>Report of the Nominating Committee (J. Toswell)</b>                                           |  |             |
| 7.1 | <a href="#">Membership – Senate Committee on Academic Curriculum and Awards (ACA)</a>            |  | Action      |
| 7.2 | <a href="#">Membership – Senate Committee on University Teaching Awards (SUTA)</a>               |  | Action      |
| 7.3 | <a href="#">Membership – Subcommittee on Program Review – Undergraduate (SUPR-U)</a>             |  | Action      |

7.4	<a href="#">Membership – Convocation Task Force</a>	Action
8.0	<b>Report of the Senate Committee on Academic Policy (WG Pearson)</b>	
8.1	<a href="#">Revisions to the “Structure of the Academic Year” Policy</a>	Approval
9.0	<b>Report of the Senate Committee on Academic Curriculum and Awards (S. Roland)</b>	
9.1	<a href="#">Introduction of a Master of Teaching and Learning (MTL)</a>	Approval
9.2	Faculty of Arts and Humanities: <a href="#">Introduction of an Arts and Humanities Internship Program (AHIP)</a>	Approval
9.3	Faculty of Arts and Humanities: <a href="#">Introduction of a Subject Area in “School for Advanced Studies in Arts and Humanities”</a>	Approval
10.0	<b>Report of the Senate Committee on University Planning (D. Laird)</b>	
10.1	<a href="#">Subcommittee on Enrolment Planning and Policy (SUEPP) Report</a>	Approval
10.2	<a href="#">Update on Budget and Planning Process</a>	Information
11.0	<b>Report of the University Research Board (P. Pexman) – No Report</b>	
12.0	<a href="#">Report of the Academic Colleague (P. Barmby)</a>	Information
13.0	<b>The Unanimous Consent Agenda</b>	
13.1	Items from the Operations / Agenda Committee	
13.1(a)	<a href="#">Appointment of Officers of Convocation</a>	Information
13.1(b)	<a href="#">Senate membership – Vacancies Filled by Appointment</a>	Information
13.2	Items from the Senate Nominating Committee	
13.2(a)	<a href="#">Senate Membership – General Community Members</a>	Information
13.2(b)	<a href="#">Temporary Replacement for Senate Committee on University Teaching Awards (SUTA)</a>	Information
13.3	Items from the Senate Committee on Academic Curriculum and Awards	
13.3(a)	Faculty of Health Sciences, School of Kinesiology: School of Kinesiology: <a href="#">Revisions to the Admission and Program</a>	Approval

Requirements of the Honours Specialization in Kinesiology – BA, Honours Specialization in Kinesiology – BSc, Honours Specialization in Clinical Kinesiology, and Major in Kinesiology

13.3(b)	Faculty of Health Sciences, School of Health Studies:	
13.3(b)(i)	Withdrawal of the Honours Specialization in Health Sciences – Health and Aging	Approval
13.3(b)(ii)	Withdrawal of the Honours Specialization in Health Sciences – Health Promotion	Approval
13.3(c)	School of Graduate and Postdoctoral Studies:	
13.3(c)(i)	Major Modification to the Master of Professional Education (MPed) and Doctor of Education (EdD)	Approval
13.3(c)(ii)	Major Modification to the Master of Arts (MA) in Education Studies	Approval
13.3(c)(iii)	Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology	Approval
13.3(c)(iv)	Major Modification to the Doctor of Philosophy (PhD) in Political Science	Approval
13.3(c)(v)	Major Modification to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration	Approval
13.3(c)(vi)	Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Sociology	Approval
13.3(d)	SUPR-G Report: Cyclical Review of the Graduate Program in Music	Information
13.3(e)	Revised 2024-25 Sessional Dates for Medicine, Schulich School of Medicine & Dentistry	Information
13.3(f)	New Donor-Funded Scholarships, Awards and Prizes	Information

14.0 Items removed from Consent Agenda

Senate Agenda  
February 15, 2024

15.0 [Discussion and Question Period](#)

16.0 New Business

17.0 Adjournment

**ITEM 1.0 – Land Acknowledgement**

**ACTION:**    ☐ APPROVAL        ☐ INFORMATION        ☐ DISCUSSION

Aleksandra Zecevic will offer a land acknowledgement or other observance.

Offering a land acknowledgment was adopted as a standard practice at Senate on December 9, 2016.

Dr Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated that it is important to remind ourselves regularly of our commitment to reconciliation and decolonisation, and to ensure that these objectives remain central in our collegial decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was extended to Senate's committees.

Members of OAC were broadly supportive of this practice, while also being mindful that land acknowledgments should be meaningful and dynamic, and not simply a rote exercise.

Some suggestions for practices that might be most meaningful and relevant to Senate and committee meetings are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating to education
- a reminder of elements of Western's Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

**ITEM 2.0 – Minutes of the Meeting of January 19, 2024**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**                      That the minutes of the meeting held on January 19, 2024, be approved as circulated.

**ATTACHMENT(S):**

[Minutes of the January 19, 2024 Meeting](#)

---



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

**January 19, 2024**

---

The meeting was held at 1:30 p.m. in **Great Hall, Somerville House**

### **SENATORS:**

M. Adler	J. Herrera	K. Olson
E. Ansari	R. Heyden	T. Orchard
G. Arku	A. Hodgson	I. Paul
K. Arora	S. Hodgson	G. Philip
P. Barmby	J. Hutter	S. Pitel
M. Bassnett	J. Ijam	A. Puvirajah
J. Beecroft	J. Jin	L. Rehmann
I. Berry	M. Joannis	C. Robinson
J. Binoy	I. Johnsrude	D. Robinson
N. Borradaile	A. Jokhu	B. Rubin
A. Bryson	E. Kalaydjian	M. Sanita Lima
J. Campbell	Z. Kamal	G. Santos
E. Chamberlain	H. Kirk	L. Shaw
B. Cheadle	K. Kirkwood	A. Shepard
S. Clarke	D. Kotsopoulos	Z. Sinel
M. Cleveland	D. Laird	D. Smith
K. Coley	K. Lawless	C. Steeves
R. DeKoter	C. Lengyell	F. Strzelczyk
S. Feagan	L. Lewis	J. Sutton
D. Ferri	J. Li	J. Toswell
L. Frederking	A. Liu	J. Welch
J. Garland	D. Malloy	S. Whitehead
B. Gillies	M. McGrath	J. Wild
M. Green-Barteet	M. H. McMurran	J. Yoo
N. Harney	K. Meyer	A. Zecevic
L. Henderson	J. Minac	
K. Henricus	M. Modeski	

**Observers:** S. Ajak, L. Cho, J. Doerksen, R. Isard, S. Lewis, M. Machado, M. McGlynn, O. Oloya, V. Sarkany

**LAND ACKNOWLEDGEMENT**

K. Meyer offered a Land Acknowledgement.

**MINUTES OF PRIOR MEETING**

S.24-1 **ITEM 2.0 – Minutes of the Meeting of December 1, 2023**

It was moved by B. Cheadle, seconded by L. Henderson,

That the minutes of the meeting of December 1, 2023, be approved as circulated.

CARRIED

S.24-2 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: Brescia-Western Integration, enrollment, Western's ranking among the top 10 for sustainability, the 2023 Ontario Research Fund, an \$8.5 million donation from MED-EL, accolades, and a leadership update.

In his remarks, A. Shepard, President & Vice-Chancellor additionally commented on the following items:

- The recent release of admission application numbers for the year. Gratitude was extended to volunteers for their participation and efforts at the Ontario Universities' Fair held in Toronto and Open Houses on campus, as well as to the Office of the Registrar.
- An update on Western's upcoming campaign.

S.24-3 **REPORT OF THE PROVOST**

F. Strzelczyk, Provost & Vice-President (Academic) provided a verbal report on the updates and initiatives under her portfolio. The Provost began her report with an update on the budget and planning, highlighting ongoing consultations with academic and non-academic support units. She announced an upcoming budget-related town hall. Additionally, the subsequent stages of the budget planning process were outlined.

The Provost advised Senators on the ongoing searches for several senior leaders. She announced that Lisa Daniels has been named Director of the McIntosh Gallery.

The Provost continued her report by thanking Senators and Official Observers for their support and feedback in respect of the Brescia-Western integration. She advised that the Board of Governors for both Western and Brescia University College signed the binding Memorandum of Agreement, and that job offers will be extended to the faculty members and non-academic staff at Brescia University College. She commented on the ongoing efforts to support students during the transitional period, including with respect to course registrations. In her closing remarks, the Provost expressed her gratitude to the members of the Provost Advisory Committee for their diligent efforts and valuable contributions.

S.24-4 **REPORT OF THE VICE-PRESIDENT (RESEARCH)**

J. Burkell, Associate Vice-President (Research), provided a verbal update on the research security file, informing Senate that the Government of Canada has issued a Policy on Sensitive Technology Research and Affiliations of Concern, along with a list of research organizations that may pose a risk to Canada's national security. J. Burkell commented on the process of implementation and outlined the timeline associated with it. Additionally, she advised that the Policy applies only to academic research institutions. In her closing remarks, J. Burkell commented on the ongoing efforts to support researchers at Western.

\$.24-5 **REPORT OF THE BOARD CHAIR**

K. Gibbons, Chair of the Board of Governors, presented the first verbal Board Chair's report to the Senate and announced that, based on the feedback received, this report would be presented twice per year. K. Gibbons acknowledged Board members who are also members of the Senate and provided insight into the work of the Board of Governors (Appendix A).

K. Gibbons continued his report with information on the items that Senate had submitted to the Board, highlighting that they were approved without any suggested changes. He also provided information on the specific focus and priority areas that are under purview of the Board of Governors.

In his closing remarks, K. Gibbons commented on the role of the Board of Governors with respect to the Brescia-Western integration.

**REPORT OF THE SENATE NOMINATING COMMITTEE**

S.24-6 **ITEM 8.1 – Membership – Honorary Degrees Committee**

Jenna Beecroft was acclaimed to the Honorary Degrees Committee as a student Senator representative for a term ending June 30, 2024.

J. Toswell, Chair of the Nominating committee, provided comments on the committee's work in filling positions that were reported under the consent agenda.

**REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY**

S.24-7 **ITEM 9.1 – Revisions to the Policy on “Progression Requirements – Dentistry”**

On behalf of the Senate Committee on Academic Policy, Melissa Adler presented the revision to the Policy on “Progression Requirements – Dentistry”.

A Senator raised a question with respect to the proposal, inquiring about the rationale behind designating every grade from 65 up to 100 as a "pass". Additionally, they emphasized the need to outline the method for assessing the top 10%, who will be named to the Dean's Honour List.

J. Yoo, Dean of the Schulich School of Medicine & Dentistry, advised that revised policy reflects that grades between 80-100 percent is no longer “Pass with Honours”, aligning with other schools of Medicine. He also explained the method by which the passing grade will be gradually increased and clarified that the policy designates “Dean’s Honour List” for the top 10% of graduates. J. Yoo proposed a friendly amendment to correct the listed grades. The Chair suggested tabling the motion for further consideration.

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Progression Requirements – Dentistry” be revised as shown in Item 9.1, and

That effective September 1, 2024, the “Dean’s Honour List and Graduation “With Distinction”” policy be revised as shown in Item 9.1.

TABLED

S.24-8 **ITEM 9.2 – Revisions to the “Structure of the Academic Year” Policy**

S. Lewis, Vice-Provost (Academic Programs), provided a brief overview of the revision to the “Structure of the Academic Year” Policy. She informed that additional consultations with students are currently in progress, and the revised policy will be presented once the consultation is completed.

**REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)**

S.24-9 **ITEM 10.1 – School of Graduate and Postdoctoral Studies: Major Modification to the Course-Based Master of Arts (MA) and Master of Science (MSc) in Kinesiology**

On behalf of the Senate Committee on Academic Curriculum and Awards, S. Roland presented the Major Modification to the Course-Based Master of Arts (MA) and Master of Science (MSc) in Kinesiology for Senate approval.

It was moved by S. Roland,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the course-based Master of Arts (MA) and Master of Science (MSc) in Kinesiology be revised as shown in Item 10.1.

CARRIED

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)**

S.24-10 **ITEM 11.1 – EDID Strategic Plan**

O. Oloya, Associate Vice-President (Equity, Diversity & Inclusion) and L. Oliver, EDI Specialist, provided a presentation on the draft EDID Strategic Plan (Appendix B).

O. Oloya outlined the guiding framework for the Equity, Diversity & Inclusion (EDI) Office in developing the EDID Strategic Plan and highlighted the initiatives undertaken by the EDI Office.

L. Oliver described the process used in the development of the EDID Strategic Plan and highlighted the significant insights and findings that were obtained during the extensive consultations that took place. She shared a high-level overview of the EDID Strategic Plan by outlining the strategic priorities, vision, and outcomes.

O. Oloya invited Senators to submit their feedback subsequent to the meeting, with assurance that all received input would be compiled for evaluation by the Steering Committee. The launch of the EDID Strategic Plan is anticipated in February.

A Senator expressed gratitude for recognizing the efforts of student organizations dedicated to establishing inclusive and safe spaces on campus.

S.24-11 **ITEM 11.2 – National Survey of Student Engagement Results**

S. Lewis, Vice-Provost (Academic Programs), provided a presentation on the updated high-level results generated from the National Survey of Student Engagement (NSSE) (Appendix C). Additionally, she pointed out that there were no major concerns regarding the Western results, and they are more or less comparable to those of comparator groups, including 22 colleges and universities in Ontario, the U15 and 18 comparable US institutions. S. Lewis outlined steps detailing how to enhance student participation and provide valuable support.

A Senator raised a question regarding whether, along with the increase in student participation, the primary definitions could be further clarified, given that students' perceptions of certain aspects directly influenced the outcomes. S. Lewis recognized that aligning data definitions is the primary objective for future work.

In response to a question of clarification, S. Lewis noted that the PowerPoint presentation would be circulated with the Senate minutes.

The Chair made an observation that initially, the use of NSSE was controversial in Canada, given its stronger alignment with US university culture, which had a notable impact. However, the prospect of having our own data for comparison with other institutions was seen as potentially beneficial.

A Senator commented on the prospective approaches that could be adopted to address the lack of engagement with internship and research opportunities for students at Western.

In response to a question with respect to the survey results, in an area where Western was underperforming compared to other institutions in Ontario, S. Lewis noted that this discrepancy may be due to different perceptions. More detailed information on the indicators associated with writing assignments and the feedback provided by instructors will be presented at a future meeting.

S.24-12 **ITEM 11.3 – Revisions to the Terms for Faculty Scholars**

On behalf of the Senate Committee on University Planning, D. Laird presented for approval Revisions to the Terms for Faculty Scholars.

It was moved by D. Laird,

That, on the recommendation of the Senate Committee on University Planning, Senate approve and recommend to the Board of Governors, that effective September 1, 2024, the terms for Faculty Scholars be revised as shown in Item 11.3.

CARRIED

**REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)**

S.24-13 **ITEM 12.1 – Western’s Research Funding Performance and Ranking**

K. Coley, Vice-Chair of the University Research Board, provided a presentation on Western performance on research funding and global rankings (Appendix D). He noted that among all the categories contributing to the ranking, Western is underperforming in the research component. Information on Western's standing in Tri-Agency and CFI funding was presented in comparison to other U-15 institutions.

In his report, K. Coley acknowledged that Western was underperforming in the number of funding applications in the past years; however, in the past year, Western has moved towards the trendline. He mentioned that discussions on ways to enhance Western's position in research funding are ongoing.

A Senator expressed appreciation for the report and voiced strong support for addressing the highlighted issue.

A Senator raised a question as to whether the URB could identify the action points to start addressing the issues. K. Coley advised that the work is underway, but it's not a new problem for the university.

Questions of clarification regarding the presented data and the primary issue leading to the current situation were addressed by K. Coley.

A Senator made an observation, recognizing the role of librarians, archivists, and the library system in general in supporting the culture of research.

S.24-14 **REPORT OF THE ACADEMIC COLLEAGUE**

P. Barmby presented the Report of the Academic Colleague referring to materials in the agenda for information.

S.24-15 **CONSENT AGENDA ITEMS**

**REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)**

**S.24-16 Information Items Reported by OAC on Unanimous Consent:**

- ITEM 14.1(a) – Annual Report on Convocation Statistics – 2023

**REPORT FROM THE SENATE NOMINATING COMMITTEE**

**S.24-17 Information Items Reported by the Nominating Committee on Unanimous Consent:**

- ITEM 14.2(a) – Senate Vacancy in the Graduate Student Constituency
- ITEM 14.2(b) – Distinguished University Professor Selection Committee

**REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)**

**S.24-18 ITEM 14.3(a) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Program Requirements of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), the Compressed Time Frame Bachelor of Science in Nursing (BScN), and the RPN Pathway within the Compressed Time Frame Bachelor of Science in Nursing (BScN)**

It was moved by B. Cheadle, seconded by D. Ferri,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the program requirements of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), the Compressed Time Frame Bachelor of Science in Nursing (BScN), and the RPN Pathway within the Compressed Time Frame Bachelor of Science in Nursing (BScN) be revised as shown in Item 14.3(a).

CARRIED BY UNANIMOUS CONSENT

**S.24-19 ITEM 14.3(b) – Faculty of Arts and Humanities, Department of English and Writing Studies: Revisions to the Admission and Program Requirements of the Honours Specialization in Creative Writing and English Language and Literature**

It was moved by B. Cheadle, seconded by D. Ferri,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the admission and program requirements of the Honours Specialization in Creative Writing and English Language and Literature, offered by the Department of English and Writing Studies in the Faculty of Arts and Humanities, be revised as shown in Item 14.3(b).

CARRIED BY UNANIMOUS CONSENT

**S.24-20 ITEM 14.3c(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Music (MMus) in Music Education**

It was moved by B. Cheadle, seconded by D. Ferri,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Music (MMus) in Music Education be revised as shown in Item 14.3c(i).

CARRIED BY UNANIMOUS CONSENT

S.24-21 **ITEM 14.3c(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) in Computer Science**

It was moved by B. Cheadle, seconded by D. Ferri,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Science (MSc) in Computer Science be revised as shown in Item 14.3c(ii).

CARRIED BY UNANIMOUS CONSENT

S.24-22 **Information Items Reported by ACA on Unanimous Consent:**

- ITEM 14.3(d) – Annual Report on Scholastic Offences
- ITEM 14.3(e) – Report of the Subcommittee on Undergraduate Academic Courses
- ITEM 14.3(f) – Faculty-Specific Sessional Dates
- ITEM 14.3(g) – New Donor-Funded Scholarships, Awards and Prizes

**REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANING (SCUP)**

S.24-23 **Information Items reported by the Senate Committee on University Planning on Unanimous Consent:**

- ITEM 14.4(a) – Western Office of the Ombudsperson Annual Report 2022/23
- ITEM 14.4(b) – Designated Chairs, Professorships and Faculty Fellowships Approved on Behalf of Senate in 2022 and 2023 by the Senate Committee on University Planning

S.24-24 **ITEM 14.4(c) – Evolution of Work Teaching Scholar**

It was moved by B. Cheadle, seconded by D. Ferri,

That, on the recommendation of the Senate Committee on University Planning, Senate approve the establishment of the Evolution of Work Teaching Scholar with an appointment in the Ivey Business School.

CARRIED BY UNANIMOUS CONSENT

**ANNOUNCEMENTS AND COMMUNICATIONS**

S.23-25 The following items reported through Announcements and Communications were received for information by unanimous consent:

- ITEM 14.5(a) – Academic Administrative Appointments

S.23-26 **DISCUSSION AND QUESTION PERIOD**

The full text of a question submitted in advance of the meeting was posted in the Agenda at Item 16.0 prior to the meeting. The questions and responses are summarized below:

1. A Senator raised a question of clarification concerning the hiring practices in relation to the forthcoming implementation of the new EDID Strategic Plan.

The Chair stated that the recruitment for faculty members with a focus on diverse representation and engagement in 2024 will be sourced from the Provost Academic Renewal Fund (PARF).

A Senator made a comment about the upcoming hosting of the CUBA conference by Western and proposed the idea of inviting a representative from the broader Western community to address the Brescia-Western integration.

In response to a question regarding the financial difficulties in the university sector in Ontario, K. Gibbons advised that Western is not experiencing financial difficulties, which is attributed to the financial discipline that the university has consistently adhered to over the course of many years. Additionally, he commented on the situation in universities that claimed structural deficits and discussed potential strategies aimed at steering these institutions toward a more positive trajectory. The Chair highlighted the significant anticipation surrounding the government response to the recommendation of the Blue Ribbon Panel.

In response to a question of clarification regarding the representation from the Affiliates on Western's Board of Governors, K. Gibbons noted that this is defined by The University of Western Ontario Act and that each Affiliate has their own Board.

In his closing remarks, the Chair informed Senate that the schedule of regular meetings of Senate and its committees for the 2024-25 academic year has been delayed due to the proposal to revise the Structure of the Academic Year Policy.

**ADJOURNMENT**

The meeting adjourned at 3:51 p.m.

---

A. Shepard  
Chair

---

A. Bryson  
University Secretary

## Bicameral Governance

### BOARD

Responsible for:

- Property & financial matters
- Participating in setting strategic direction
- Appointing the President and Vice-Chancellor
- Appointing senior management

### SENATE

Responsible for:

- Academic policy
- Courses of study and admission standards
- Exams
- Scholarships
- Convocation

1

## Membership

### Board of Governors

27 Voting Members  
63% of whom are "external"

Voting Representation:  
Board of Governors



■ Internal ■ External

Voting Representation:  
Senate



■ Internal ■ External

### Senate

102 Voting Members  
93% of whom are "internal"

2

## Responsibilities of the Board

- Ensure accountability and effective scrutiny, e.g. review of financial statements. **HINDSIGHT**
- Ensure obligations of the University are being met. **OVERSIGHT**
- Ensure strategy and risk are appropriate and the talent is in place to keep the University functioning well into the future. **FORESIGHT**

## Board Committees

Audit

Fund Raising and Donor Relations

Governance and By-laws

Investment

McIntosh Gallery

Property and Finance

Senior Policy and Operations

University Discipline Appeals



1

# Western's EDID Strategic Plan

January 19, 2024



Office of Equity, Diversity & Inclusion

2

## Today's Agenda

TOPIC	Presenter
Introduction <ul style="list-style-type: none"> <li>What is guiding the work of the EDI Office?</li> <li>Key highlights of the EDI Office to date</li> </ul>	Opiyo Oloya
Strategic Planning Process <ul style="list-style-type: none"> <li>Review of the timeline</li> <li>Key Findings</li> </ul>	Anne Becker
Where we are and moving forward	Anne Becker
Feedback	Opiyo Oloya
Wrap-up	Opiyo Oloya

3

## What Is Guiding Our Work?

### 'TOWARD WESTERN AT 150' Strategic Commitments

1. Create a welcoming and inclusive campus community.
2. Increase diversity and equity in Western's workforce and student population.
3. Invest to combat racism and all forms of discrimination.
4. Engage diverse Western communities.

### President's Anti-Racism Working Group Final Report – May 2020

1. Institutional Policy Response & Action
2. Policy, Structures & Leadership
3. Institutional Communications
4. Hiring & Supports
5. Curriculum, Education, Training & Programming
6. Scholarship & Community

4

## EDI Office: Highlights To Date

- Created meaningful working relationships with Equity Deserving (ED) student groups as well as Western and London ED communities.
- Initiated EDID Census Survey for Students, Staff and Faculty in October 2021. Will launch new and improved EDID Census in January 2024.
- Delivered interactive/experiential training for leaders, faculty, staff, students and alumni.
- Established EDI Central Working Group for sharing best practices and action priorities.
- Launched the successful Western B.L.U.E. program in October 2022, 2023.
- Launched the Black Student Scholarships initiative.
- Delivered many successful Black History Month speakers' series, 2022 and 2023

## EDI Strategic Planning Process

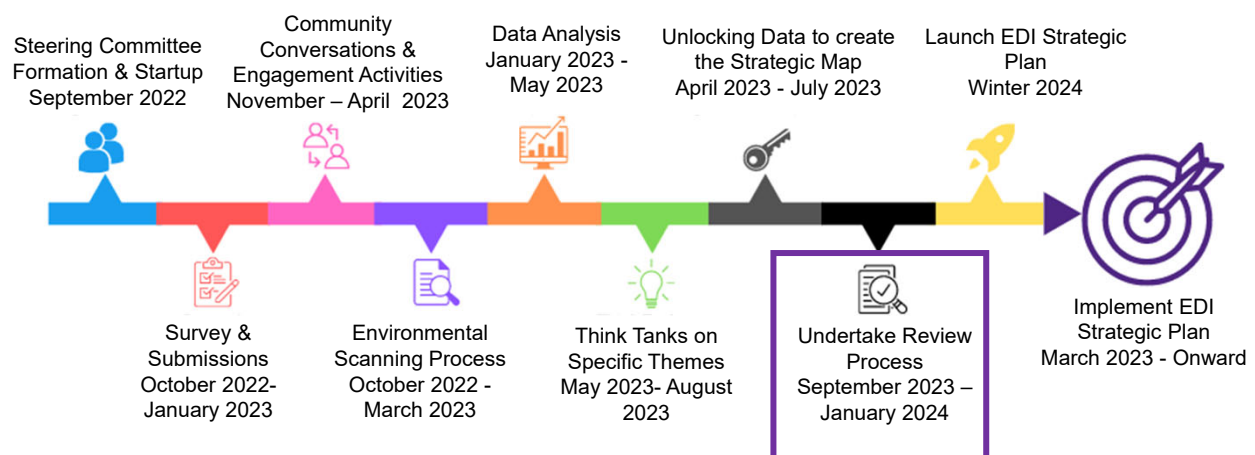


## Steering Committee Members

- Adeyemi Opeyemi (Student Experience – Wellness Education Team)
- Chris Alleyne (Housing)
- Christy Bressette (Office of Indigenous Initiatives)
- Waliu Alaka (SOGS President)
- Erica Lawson (Faculty/ED)
- Erin Huner (Ivey)
- Sunday Ajak (USC President)
- Eunjung Riauka (Western International)
- Jane O'Brien (Human Resources)
- Kyle Gervais (Faculty/ED)
- Mariam Hayward (Western Research)
- Mark Daley (Chief Artificial Intelligence Officer)
- Melanie Katsivo - Schulich
- Nancy Stewart (Office Of the President )
- W.G. Pearson (Faculty/ED)
- Tracy Isaacs (Special Advisor to the Provost in Gender-Based and Sexual Violence)

7

## Timeline



8

## EDI Community Conversations Themes

- Positive change is happening and making a difference.
- Exclusion, racism and discrimination continue to occur in systems, policies, practices, places, and behaviours.
  - Micro and macro-aggressions are still a reality for many.
  - Individual and system-wide cultural biases and beliefs.
  - Experiences of isolation and being ignored.
- Inconsistent commitment and action across Western to create and sustain real EDI change.
- Inadequate cultural competence and sensitivity of leaders, staff and faculty.
- Persistent accessibility barriers: physical, communication, attitudinal (stigma), financial, accommodation access, etc.

## Key Survey Findings

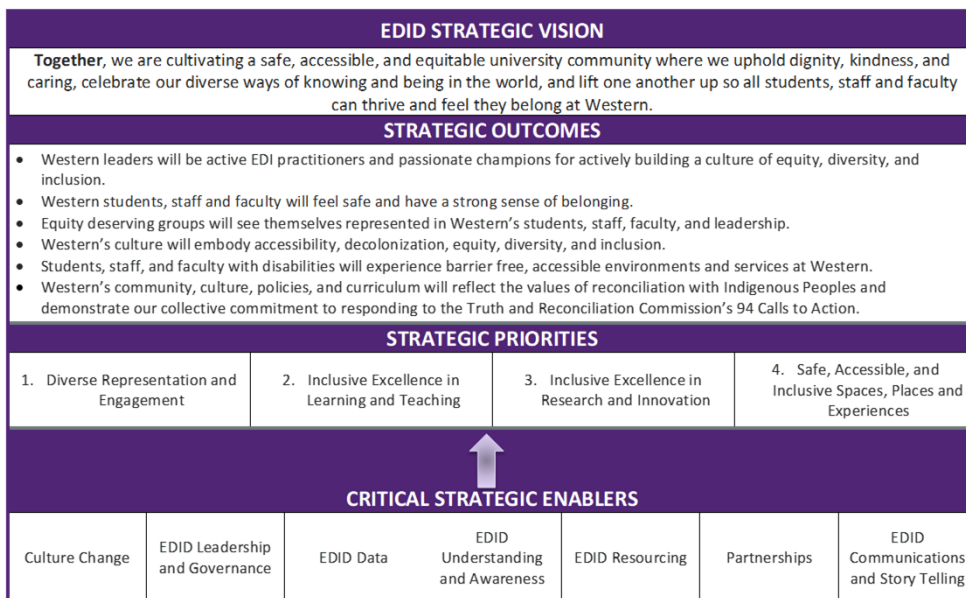
- Students, staff, faculty, and leaders have a strong sense of inclusion, belonging, and community.
- Most equity deserving groups perceive **some** degree of belonging, community, and inclusion at Western.
- Individuals who are cisgender, white, heterosexual, and do not have a disability have highest perceptions of belonging, community, and inclusion.
- Equity deserving groups feel included in consultation processes for institutional decisions but see many of these and other EDI processes as performative.

# EDI Strategic Planning Where We Are and Next Steps



Office of Equity, Diversity & Inclusion

11



← Strategic Goals are nested within each Strategic Priority and each Strategic Enabler



Office of Equity, Diversity & Inclusion

12

## Moving Forward

1. Incorporate input from staff / faculty associations and reconvene with our EDI Steering committee to finalize report and discuss strategic priorities and enablers and how they can be operationalized.
2. Identify accountability leads for key strategic goals & actions and develop KPIs for strategic priorities. Engage the next levels of leaders to support sustainable change.
3. Create an integrated action framework to drive collective and individual action toward embedding equity, inclusion and diversity across Western University.

## Questions & Feedback



**Are we missing anything?**



**Is there anything that concerns you?**

*Submit your ideas to: [lolive@uwo.ca](mailto:lolive@uwo.ca)*

## National Survey of Student Engagement 2023 Update

Presentation to Senate  
January 19, 2024

Susan Lewis  
Vice-Provost (Academic Programs)



1

## What is the NSSE

• National Survey of Student Engagement (NSSE)  
assesses:

- extent to which students engage in programs & activities that post-secondary institutions provide for learning & development
- estimate of how undergraduate students spend their time & what they gain from post-secondary education



2

## More about the NSSE

- Focus 1<sup>st</sup> and Senior year undergraduate students
- First administered @ Western in 2004
- Now administered @ Western in Winter/Spring every 3 years (e.g., 2020, 2023)



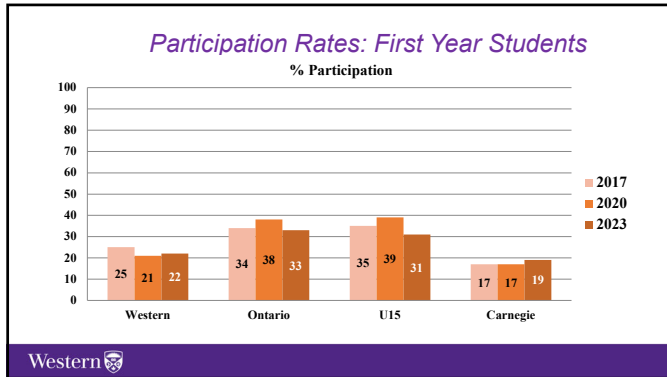
3

## Comparison Groups

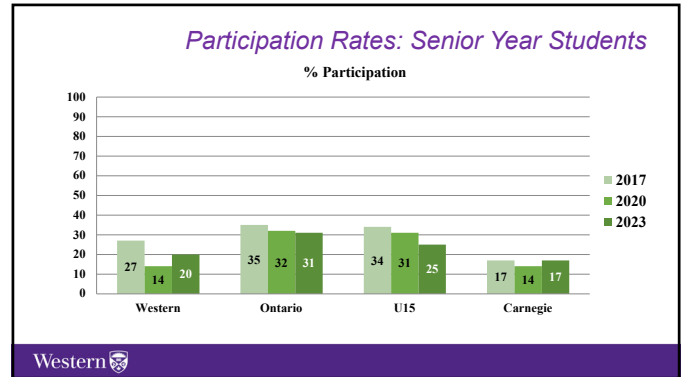
- Ontario: 22 universities across the province (Western excluded from this group when compared)
- U15: 15 universities across Canada (Western excluded from this group when compared)
- Carnegie: 18 comparable US institutions, Research Universities (Very High Research Activity), Enrolment > 20,000



4



5



6

*Next Step: Increase Participation*

- Help students better understand what NSSE is and the importance of participation
- Promote within first-year courses
- Social media engagement (ex. USC Instagram)
- More accessible
- Incentivize participation
- Best practices among Ontario and U15 peers

Western

7

*NSSE Reports*

- NSSE Reports on:
  - 10 Engagement Indicators (e.g., Higher Order Learning, Supportive Environment)
  - 6 High Impact Practices (e.g., Service Learning, Research)

Western

8

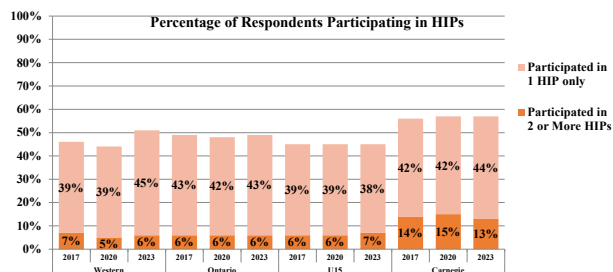
### Summary: Engagement Indicators

- No major red flags
- Comparable to U15 and Ontario groups (no meaningful differences in any engagement indicator categories)
- Western meaningfully different than Carnegie group in the following areas:
  - 1<sup>st</sup> year student-faculty interaction
  - 1<sup>st</sup> year and senior effective teaching practices
  - 1<sup>st</sup> year quality of interaction
  - 1<sup>st</sup> year and senior supportive environment

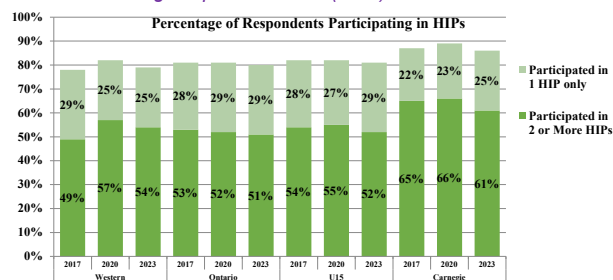
### Key Engagement Indicators

Reflective and Integrative Practices	Discussions with Diverse Others	Supportive Environment
<ul style="list-style-type: none"> <li>• Western significantly lower than all comparison groups for 1<sup>st</sup> year students</li> <li>• <b>Strategic Plan:</b> Personalizing the Learning Experience and Learning by Doing</li> </ul>	<ul style="list-style-type: none"> <li>• Significantly higher than U15 and significantly lower than Carnegie group in 1<sup>st</sup> year</li> <li>• Significantly higher than U15 and Ontario comparison groups in senior students</li> <li>• <b>Strategic Plan:</b> Create a More Equitable and Inclusive Western</li> </ul>	<ul style="list-style-type: none"> <li>• Significantly and meaningfully lower than Carnegie group in 1<sup>st</sup> year and senior students</li> <li>• <b>Strategic Plan:</b> Thriving Through Belonging</li> </ul>

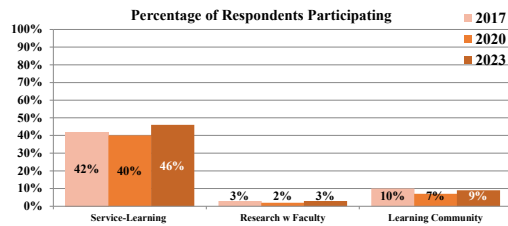
### High Impact Practices (HIPs) – First-year Students



### High Impact Practices (HIPs) – Senior Year Students



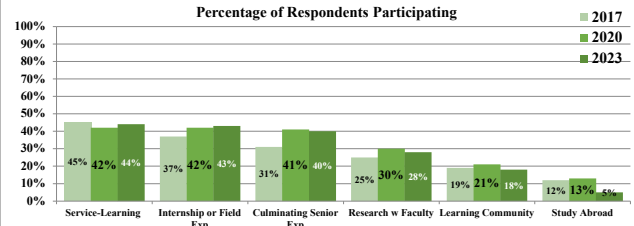
### High Impact Practices (HIPs): Western First-year Students



Western

13

### High Impact Practices (HIPs): Western Senior Year Students



Western

14

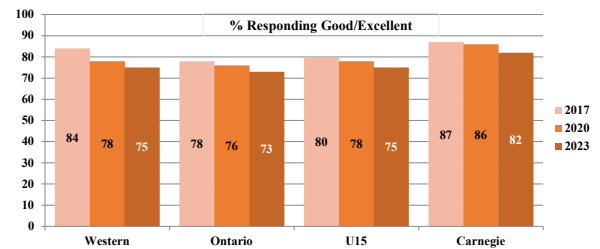
### Summary: High Impact Practices

- Large drop in percentage of senior students participating in study abroad experiences (13% in 2020 to 5% in 2023)
  - Strategic plan:** Double the number of international learning experiences for our students
  - Strategic plan:** Offer a variety of learning experiences in strategic locations around the world
- Western (43%) well behind Ontario (48%), U15 (52%) and Carnegie peers (53%) in senior students participating in an internship or field experience
  - Strategic plan:** Offer every undergraduate intensive experiential learning opportunities
  - Strategic plan:** Fund summer research opportunities for undergraduates
  - Strategic plan:** Invest in more hands-on applications including more work-integrated learning

Western

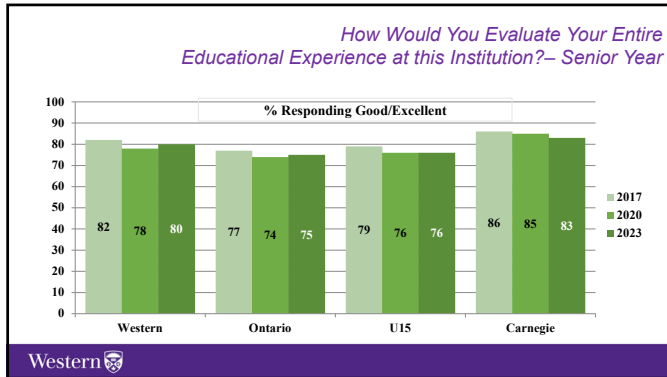
15

### How Would You Evaluate Your Entire Educational Experience at this Institution?– 1<sup>st</sup> Year



Western

16



17



18

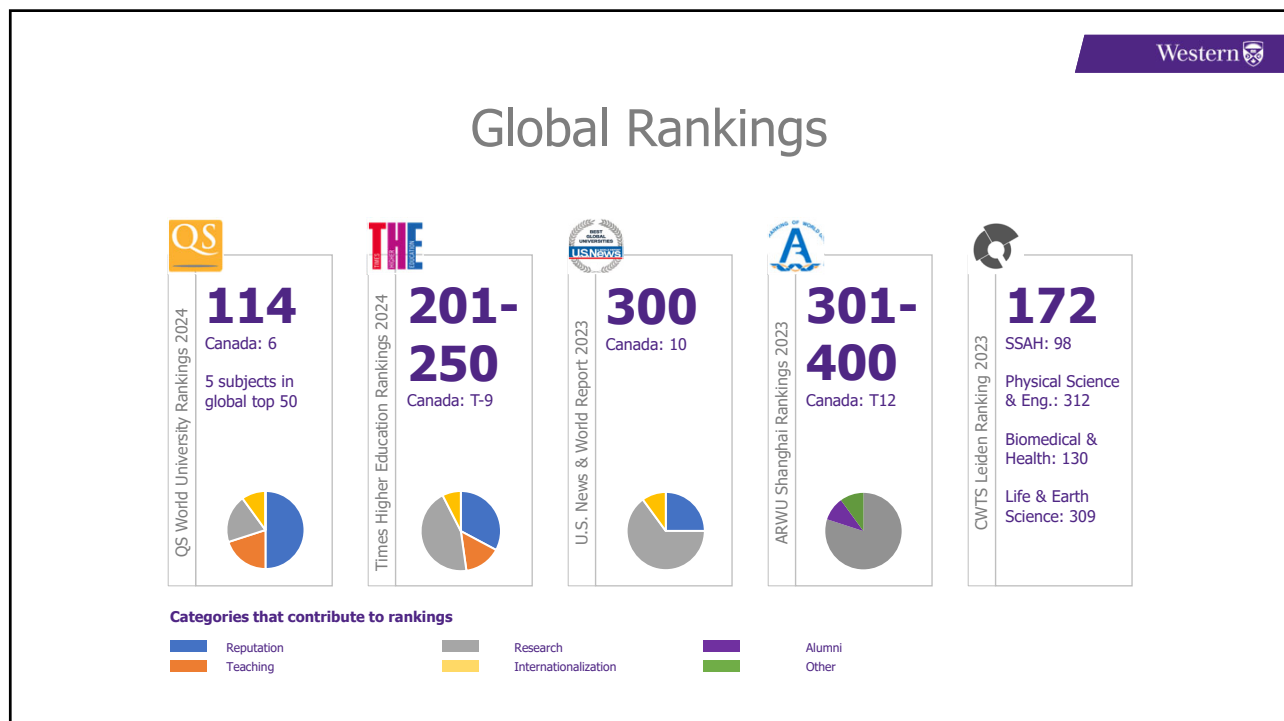
Western 

## Report of the University Research Board

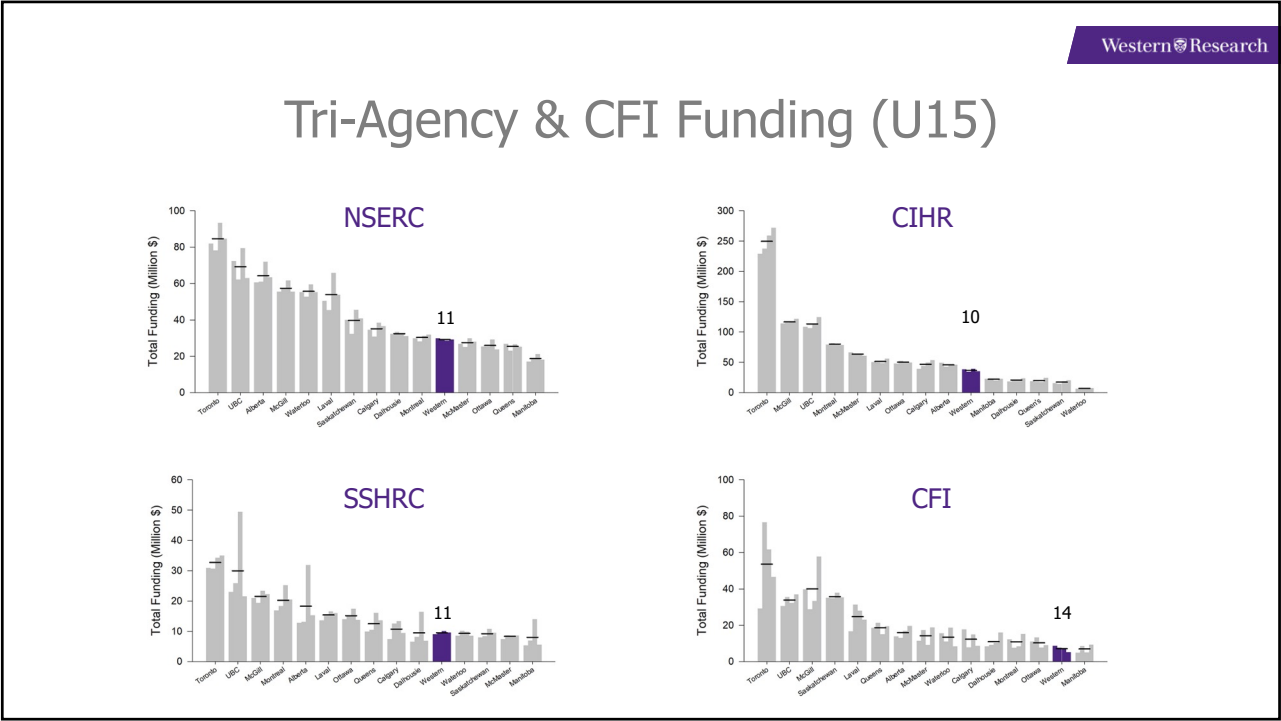


January 19, 2024

1



2



3



4

**ITEM 2.1 – Business Arising from the Minutes**

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

S. Lewis, Vice-Provost (Academic Programs), will provide a verbal update on results generated from the National Survey of Student Engagement (NSSE).

---

To: Senators

From: Alan Shepard

Date: February 8, 2024

Re: Monthly report for February 2024

---

Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of January 19, 2024.

**International student cap and new provincial requirements:** On January 22, the Ministry of Immigration, Refugees, and Citizenship announced [measures intended to stabilize growth and decrease the number of new international student permits](#). These include a two-year cap on international study permits and requiring institutional letters of attestation, among other requirements. On January 26, the [Ontario Ministry of Colleges and Universities announced provincial measures](#), including a review of program quality, and a requirement to guarantee that housing options are available to international students. We are engaged in advocacy for the sector and for Western. Meanwhile the Office of the Registrar and Western International are working to respond to the new measures and implement strategies to ensure international students have the support they need and continue to be an essential part of our campus community.

**\$4.89 million in CIHR funding:** 13 applications received funding through the Fall 2023 CIHR Project Grant Program. Congratulations to principal investigators: Dean Betts, Pavlos Bobos, Jörn Diedrichsen, Emma Duerden, David Edgell, Sisira Sarma, Shannon Stewart, Stephen Barr, Jennifer Guthrie, Patrick Lajoie, Kun Ping Lu (two projects), and Piotr Wilk.

**Canada's first multi-disciplinary climate risk graduate program:** Launching in fall 2024, the Graduate Diploma in Climate Risk Assessment and Opportunity will prepare students to understand and mitigate climate uncertainties. It is the first multi-disciplinary climate risk graduate program in Canada. Offered fully online, it is driven by Western's leading experts in climate risk and climate change.

**New scholarships support globally minded students in SASAH:** A \$500,000 donation from the John Dobson Foundation has created the School for Advanced Studies in the Arts and Humanities Scholarship Program. Five recipients will be chosen annually to receive \$5,000 to offset tuition costs in each of the four years of their studies, and an additional \$5,000 to support an internship experience or cover educational travel opportunities.

**Western named one of Southwestern Ontario's best employers:** Western is one of the [top employers in Southwestern Ontario](#), according to the inaugural list released January 16 by Mediacorp Canada. Western is one of only four organizations in London on the list, which features 40 companies/organizations in total with a head office in the "519" area code region.

**Accolades:** Congratulations to the following Western community members who, among others, have received special honours and awards in recent weeks:

- Congratulations to the following staff receiving *2023 Western Awards of Excellence*:
  - **Diane Mills** (Don Wright Faculty of Music)
  - **Erika Hill** (Department of Geography & Environment)
  - **Fay Harrison** (BrainsCAN)
  - **Heidi Van Galen** (Department of History)
  - **Louise Koza** (Human Resources)
  - **Sridhar Ramamurthy** (Surface Science Western)
  - **Sylvia Kontra** (Department of Languages & Cultures)
  - **Western Technology Services Moves, Adds & Changes Team: Chris Hromlak, Dallas Heywood, Heather Woods, Kifle Mekuria, Levi Otten, Paul Hill, Ricky Price, Robert Vanderminnen, and Sarah Hodgson**
- **Opiyo Oloya** named to the *100 Most Influential Black Canadians* list for 2023-2024 by AfroGlobal Television.
- *Western Gazette* student newspaper nominated for 10 national *John H. McDonald Awards*. Nominees include **Estella Ren** (Editor), **Adshayah Sathiaseelan**, **Manan Joshi**, **Miles Bolton**, **Sonia Persaud**, **Sophia Schiefler**, and **Sophie Bouquillon**.
- The *Canadian Association for Medical Education* (CAME) recognized the following:
  - **Taylor Miller** (3<sup>rd</sup> year, Medicine), 2024 Rising Star – Certificate of Excellence
  - **Shahnaza Hamidullah** (MD/PhD candidate), 2024 Rising Star – Certificate of Excellence
  - **Shanil Narayan** (Schulich) – Certificate of Merit
  - **Yvonne Leong** (Schulich) – Certificate of Merit
  - **Aldo Espinosa Tadeo** (Schulich) – Certificate of Merit
- **Yolanda Hedberg** (Science) received the 2024 Fred Beamish Award from the *Chemical Institute of Canada* for innovation in the field of analytical chemistry.
- As part of Team Ontario, **Julie McMullin** (Social Science) won the *Canadian Senior Women's Curling Championship* and will represent Canada at the world championship.
- **Francine Lemire** (current student, Master of Clinical Science in Family Medicine) appointed member of the *Order of Canada*.

- **Michael J.B. Carnegie** (LLB'98) and **Evelyn Ten Cate** (LLB'92) appointed judges of the *Superior Court of Justice of Ontario* in London.
- **Anuj Ranjan** (MBA'06) appointed CEO of Brookfield Asset Management.
- Named to the *Mayor's New Year's Honour List*:
  - **Evelyn Chertkow** (BA'82)
  - **Don Pollock** (HBA'73)
  - **Jamie Walls** (BA'14)

**Leadership updates:**

**Julian Birkinshaw** has been selected as the next [Dean of Ivey Business School](#), effective August 1, 2024. We thank Sharon Hodgson for her leadership as Dean of Ivey over the past five years.

Effective March 4, 2024, [Lisa Daniels will assume leadership of Western's McIntosh Gallery](#).

As of February 1, 2024, **Jan Plug** has returned as Acting Dean, Faculty of Arts & Humanities. We thank **Ileana Paul** for stepping in as Acting Dean while Jan was on a leave of absence.

Meanwhile, searches remain underway for our next Dean of Arts & Humanities, our next Vice-President (University Advancement), and the Executive Director of Government Relations. A review/selection committee is also underway for the Vice-Provost (Libraries)/Chief Librarian.

**ITEM 4.0 Report of the Provost**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

Florentine Strzelczyk, Provost & Vice-President (Academic) will provide a verbal report.

**ATTACHMENTS:**

---

**ITEM 5.0 Report of the Vice-President (Research)**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

Penny Pexman, Vice-President (Research), will provide a verbal report.

---

**ITEM 7.1 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)**

**ACTION:**    ☒ ACTION                      ☐ INFORMATION                      ☐ DISCUSSION

*Workload: Meets monthly on Wednesday at 2:30 p.m. in the week prior to Senate.*

- Composition:**        Thirteen (13) members elected by Senate, including:
- Eleven (11) faculty members, at least seven (7) of whom must be members of Senate. No more than two (2) may be from the same Faculty, School, or Affiliated University College. No more than one (1) may be a Dean. At least four (4) must have membership in the School of Graduate and Postdoctoral Studies.
  - Two (2) students:
    - One (1) graduate student
    - One (1) undergraduate student

**Current Senate-Elected Members:**

**Terms continuing to June 30, 2024:**

Godwin Arku (SS), Nicole Campbell (Schulich), Ken Kirkwood (HS), Susan Knabe (FIMS), Shahnaz Shahid (GRAD), Anne Schuurman (AH), Chloe Vanderlugt (UNDG)

**Terms continuing to June 30, 2025:**

Jose Herrera (Eng), Aaron Hodgson (Music), Jisuo Jin (Sci), Sophie Roland (Music), Lynn Shaw (HS)

**Required:**        One faculty member who must be a member of Senate for a term vacant due to a resignation (to June 30, 2024):

- No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College
- No more than one (1) faculty member may be a Dean

**Nominees:**        Anton Puvirajah (Edu) (Faculty, Senator)    Term to June 30, 2024

**ITEM 7.2 – Membership – Senate Committee on University Teaching Awards (SUTA)**

**ACTION:**    ☒ ACTION                      ☐ INFORMATION                      ☐ DISCUSSION

*Workload: Next meeting will be held on March 11, from 1:30 – 3:30p.m.*

**Composition:**      Four (4) members of faculty, full-time appointments / Academic Clinicians appointed under Conditions of Appointment for Physicians (2017), elected by Senate

One (1) graduate student, elected by Senate

*Note: Members of SUTA may not, during their term of membership, prepare dossiers or write letters of support for nominees for the awards.*

**Current Senate-Elected Members:**

**Term continuing to June 30, 2024:**

Daniel Arauz Nunez (GRAD), Danielle Sirek (Edu)

**Term continuing to June 30, 2025:**

Mark Cleveland (SS), José Herrera (Eng)

**Required:**      One (1) faculty member, full-time appointments / Academic Clinicians appointed under Conditions of Appointment for Physicians (2017) to complete a term vacant due to a resignation (to June 30, 2024).

**Nominees:**    Aleksandra Zecevic (HS)                      (Faculty)                      Term to June 30, 2024

**ITEM 7.3 – Membership – Subcommittee on Program Review – Undergraduate (SUPR-U)**

*Workload: SUPR-U meets monthly on Wednesdays at 2:00 p.m.*

**Composition:** Three (3) undergraduate students elected by Senate

**Current Senate-Elected Members:**

**Terms ending June 30, 2024:**

Sarah Tribe (UNDG), Alexandra Agyapong (UNDG)

**Required:** One (1) undergraduate student to complete the term vacant due to a resignation (to June 30, 2024)

**Nominees:** Tunajjina Mahboob (Student, UNDG) Term to June 30, 2024

### **ITEM 7.4 – Membership – Convocation Task Force**

**ACTION:**    ☒ ACTION                      ☐ INFORMATION                      ☐ DISCUSSION

The Office of the University Secretariat (the Secretariat) is charged with coordinating Convocation ceremonies for the university. They have identified the following challenges impacting the continued use of Alumni Hall as the venue for Convocation ceremonies:

- Accessibility challenges with the current facility.
- The university's strategic plan, *Towards Western at 150*, includes plans for strategic enrollment growth over the next few years. While not all growth is expected to be in degree programs, it will result in additional graduates, putting further pressure on the number of ceremonies required to accommodate them.

As a result of these considerations, the Secretariat and the Office of the President identified the need to explore options for an alternate venue with the aim of addressing accessibility needs and increasing the number of students graduating at each ceremony, ultimately reducing the number of ceremonies and accommodating future enrollment growth.

As the Provost and Vice-President (Academic) is the lead in respect of strategic enrollment planning and in respect of the university's operating budget, the President requested that the Provost initiate a task force to begin this exploration.

The task force has conducted initial research and identified the need to engage in consultation to guide the scoping and assessment of possible venues for future Convocation ceremonies.

The task force will then collate its research and the results of the consultations and make recommendations to the Provost on a venue that will optimize the number of ceremonies and dates required, address issues of accessibility, and ensure a smooth and seamless experience for the increasing number of graduates and their families and friends.

Recognizing that we are entering into a period of consultation that builds on the Provost's Task Force's existing research, the Provost is making changes to the Task Force structure to streamline planning. The changes are noted below and some members will transition from members to resources to the Task Force.

#### **Composition of the Convocation Task Force**

- Provost's designate (Chair)
- Two officers of Convocation appointed by the Convocation Board
- University Secretary
- Associate University Secretary/Associate Director of Convocation

- Associate Vice-President (Alumni Relations)
- Associate Vice-President (Housing & Ancillary Services)
- Representative from the Office of the Registrar appointed by the Registrar
- One faculty member who has been engaged with Convocation in at least one of the past two years, elected by Senate
- One undergraduate student appointed by the University Students' Council
- One graduate student appointed by the Society of Graduate Students

**Required:** One (1) Faculty member who has been engaged with Convocation in at least one of the past two years

**Nominees:**                      Pauline Barnby (Sci) (Faculty)

**ITEM 8.1 – Revisions to the “Structure of the Academic Year” Policy**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024 to August 31, 2026, the “Structure of the Academic Year” policy be revised as shown in Item 8.1.

**EXECUTIVE SUMMARY:**

The Senate Committee on Academic Policy (Policy) considered this matter at its January and February meetings and a further special meeting on February 9, 2024.

This proposed policy revision is to address the need for meeting instructional days and exam period requirements alongside the addition of non-instructional days into the fall term.

The Fall term contains policy requirements that present the following scheduling parameters:

- a minimum of 60 instructional days,
- non-instructional days for holidays and observances,
- Fall Reading Week,
- a minimum December exam period of 12 days ending December 22,
- at least one study day in December, and
- a minimum of 24 contact hours per half (0.50) course.

Further, there is a need to maintain a balance between the number of instructional days for each day of the week.

Under current Senate policy, Western's Fall Reading Week starts on the third Monday after Thanksgiving.

In Fall 2024, this results in an inequitable distribution of instructional days: there are only 10 Mondays of instruction compared with 13 Thursdays. While not impacting every year, the same impact will arise regularly in future years.

Consultations with academic and administrative leaders focused on three options:

- Option 1: Fall term ending on Monday December 9<sup>th</sup> (changed from December 6<sup>th</sup>); December study days reduced from 2 to 1; December exam period reduced from 14 to 12 days; total of 11 Mondays of instruction for Fall term.
- Option 2: Fall Reading week moved to week of Thanksgiving, October 12-20 (changed from November 4-10); December study remain at 2 and exam period of 14 days; total of 11 Mondays of instruction for Fall term

- Option 3: Fall Reading week moved to week of Thanksgiving, October 12-20 (changed from November 4-10); fall term ends Monday December 9 (changed from December 6); December study days reduced from 2 to 1 and exam period reduced from 14 to 12 days; total of 12 Mondays of instruction for Fall term

**Option 1: reducing the number of December study days and reducing the length of December exam period**

While this option retains the placement of Fall Reading Week, this option presents significant challenges for students.

The December exam period is intense for students. For reference, the December exam period has 16,000 sittings in a minimum 12 days.

By contrast, the April exam period has 18,000 sittings in a minimum of 17 days.

The Office of the Registrar has noted an increasing number of requests for accommodated exams. The university has a legal obligation to make appropriate arrangements for students making such requests.

This past December there were ~6600 requests for accommodated exams. Reducing the exam period puts additional pressure on the ability to schedule these accommodated exams.

**Options 2 and 3: both options involve moving Fall Reading Week**

In Fall 2023, U6 universities scheduled their Fall Reading Week during the week following Thanksgiving except for the University of Ottawa (Oct. 22-28) and Western (Nov. 4-10). The U6 universities include Western, McMaster University, the University of Ottawa, Queens University, the University of Toronto, and the University of Waterloo. There may be benefit to aligning our Fall Reading Week with peer institutions.

The difference between Options 2 and 3 is that Option 3 extends the term to include another Monday, which would reduce the number of study days to one prior to an exam period of 12 days. Reducing the exam period brings challenges to students who already face a compressed exam period and the challenges around supporting accommodated exams (as outlined in feedback to Option 1).

It is worth noting that we received a range of feedback on these options and there is no single ideal solution. The consultations led to a preference for Option 2: The proposal is to revise the "Structure of the Academic Year" policy to move Fall Reading week to the week of Thanksgiving. This provides 11 Mondays of instruction, preserves two study days in December, and a December exam period of 14 days.

Feedback from Academic Advisors and Associate Deans (Academic) suggests that:

- the loss of a study day would negatively impact students,
- the ability to go home for the Thanksgiving holiday has mental health and financial benefits for students, as well as the opportunity to reconnect with their peers who are also on Reading Week from other institutions, and supports a schedule that maximizes both the exam period and the number of study days that precede it.

A survey was deployed to all undergraduate students via the University Students' Council the last week of January for a one-week period. Approximately 10% of the undergraduate student body responded. More than 75 percent of respondents shared that they did not want the Fall Reading Week to move from the current November placement, for a variety of reasons, including mental health, financial concerns, and academic preparedness. The survey questions and results are attached.

In consideration of student feedback, the Policy Committee is recommending the proposed changes for a period of two academic years to provide for an opportunity for continued consultation and consideration of all the complexities surrounding the structure of the academic year.

*Notes:*

- Unless this policy revision is extended or an alternative revision is approved prior to September 1, 2026, the policy immediately prior to this revision will come back into effect.
- The “Five-Year Cycle of Sessional Dates” contained in the Procedures for the “Structure of the Academic Year” policy will be updated following approval of the 2024-25 Undergraduate Sessional Dates by the Senate Committee on Academic Curriculum and Awards (ACA).

**ATTACHMENT(S):**

[Revisions to the “Structure of the Academic Year” Policy](#)

[Undergraduate Student Survey Questions](#)

[Undergraduate Student Survey Results](#)

---

## Structure of the Academic Year

<b>Policy Category:</b>	General
<b>Subject:</b>	Structure of the Academic Year
<b>Subsections:</b>	<a href="#">Hours of Instruction</a> ; <a href="#">Guidelines for the Structure of the Academic Year</a> ; <a href="#">Remembrance Day Policy</a> ; <a href="#">National Day for Truth and Reconciliation Policy</a> ; <a href="#">Guidelines for the Structure of Undergraduate Spring/Summer Sessions</a> ; <a href="#">Sessional Dates</a>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	<a href="#">Procedures for the Structure of the Academic Year Policy</a>
<b>Officer(s) Responsible for Procedures:</b>	Vice-Provost (Academic Programs), Vice-Provost (Graduate and Postdoctoral Studies), University Registrar
<b>Related Policies:</b>	*
<b>Effective Date:</b>	TBD <del>September 1, 2023</del>
<b>Supersedes:</b>	<b>September 1, 2023</b> ; September 1, 2022, January 1, 2022

## 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

## Structure of the Academic Year

### 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 Electives 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.
- For scheduling of examinations see:  
[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/scheduling.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/scheduling.pdf)

## GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

### Undergraduate Fall/Winter Teaching Terms

Not applicable to: Ivey Business School, Faculty of Education, Faculty of Law, certain programs in the Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

#### 1. Scheduling and Length of the First and Second Terms

- Each term will be comprised of at least 60 "lecture days."
- The last day of registration for either the Fall or Winter term will normally be seven days from and including the start date of the session (excluding weekends).
- 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 would result 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 in December and April.

## Structure of the Academic Year

- 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 may request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

### 3. Scheduling ~~Thanksgiving Weekend~~, Fall Reading Week and Spring Reading Week

- ~~Thanksgiving Weekend~~ A Fall Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to Thanksgiving and end at 11:59 p.m. on the Sunday following Thanksgiving. ~~No lectures, tutorials, labs or other regularly-scheduled course-related academic activities or evaluations may be held during Thanksgiving Weekend. No undergraduate evaluations may be scheduled or have a deadline during Thanksgiving Weekend. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.~~
- ~~A Fall Reading Week will be scheduled to begin as of 12:00 a.m. on the third Monday after Thanksgiving and end at 11:59 p.m. on the subsequent Sunday.~~
- 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 11:59 p.m. 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.

## Structure of the Academic Year

### School of Graduate and Postdoctoral Studies

- The academic year in the School of Graduate and Postdoctoral Studies consists of three terms:
  - Fall term, normally beginning September 1 and ending December 31;
  - Winter term, normally beginning January 1 and ending April 30;
  - Summer term, normally beginning May 1 and ending August 31.
- Term dates do not necessarily coincide with the beginning of classes, therefore students should contact their program for the specific date when courses start.

### 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.

### NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY

That September 30 be recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries. September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, the Office of Indigenous Initiatives will be consulted as to when to observe the National Day for Truth and Reconciliation.

### GUIDELINES FOR THE STRUCTURE OF UNDERGRADUATE 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)

## Structure of the Academic Year

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 following hours:
  - a) 8:00 a.m. to 9:40 p.m. for the May/June (Intersession) period;
  - b) 8:00 a.m. to 3:40 p.m. for the July/August (Summer Day) period;
  - c) 5:30 p.m. to 10:30 p.m. for the May to August (Summer Evening) period; and
  - d) no classes will be held on statutory holidays.

Note: Scheduling of classes in the undergraduate Spring/Summer Sessions may vary from the Hours of Instruction noted above.

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 normally 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 Spring/Summer 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 Spring/Summer Distance Studies, over four days, with the exception of the School of Nursing's Accelerated Year 4 program.

## SESSIONAL DATES

~~Due to the COVID-19 world pandemic, dates within the January 1, 2022 to August 31, 2022 timeframe may be temporarily amended. For updated information check <https://www.registrar.uwo.ca>~~

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, will compile all applicable sessional dates for the academic year and recommend them to the Senate Committee on Academic Curriculum and Awards (ACA) for approval. ACA will provide the approved sessional dates to Senate for information.

## Structure of the Academic Year

### 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 fourth 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)



Given that Western University recognizes Truth and Reconciliation Day and does not schedule classes on that day, the University must make revisions to the structure of the academic year to ensure that we are meeting policy requirements for both class days and exam period requirements, alongside the addition of noninstructional days into the fall term. We are seeking feedback from students to help inform decision-making.

These are the constraints we have to work within when it comes to scheduling the academic year:

1. A minimum of 60 instructional (i.e. class) days
2. Fall Reading Week
3. A minimum December exam period of 12 days ending December 22
4. At least one study day in December
5. Maintaining a balance between the number of instructional days for each day of the week

We've been hearing that students want to share their perspective on the timing of the Fall Reading Week Break to coincide with Thanksgiving weekend. Your University Students' Council is committed to amplifying your voices to decision makers at Western.

What year of study are you in?

- ☐ First
- ☐ Second
- ☐ Third
- ☐ Fourth
- ☐ Fifth or higher

What faculty or affiliate are you enrolled at?

- ☐ Arts and Humanities
- ☐ Brescia University College
- ☐ Education
- ☐ Engineering
- ☐ FIMS
- ☐ Graduate and Postdoctoral Studies
- ☐ Health Sciences
- ☐ Huron University College
- ☐ Ivey School of Business
- ☐ Kings University College
- ☐ Law
- ☐ Music
- ☐ Science, including BMSc
- ☐ Schulich School of Medicine and Dentistry
- ☐ Social Science

**Moving Fall Reading Week up to Thanksgiving Weekend would have some implications for the academic term. Please review these likely outcomes before making your choice...**

**Option A: YES  
(Fall Reading Week from October 14 – 18, 2024)**

- 14 day exam period
- 2 study days
- 11 Mondays for classes in the fall term
- Last day of class is Dec 6th

### **Option B: NO**

#### **(Fall Reading Week from November 4 – 8, 2024)**

- 12 day exam period
- 1 study days
- 11 Mondays for classes in the fall term
- Last day of class is Dec 9th

Would you like to see Reading week moved up to Thanksgiving weekend?

- ☐ Yes
- ☐ No
- ☐ Unsure

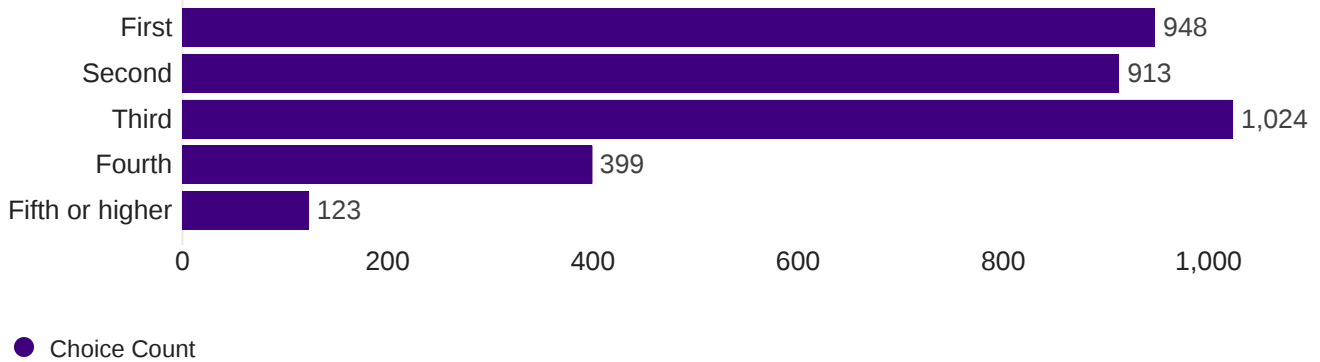
## How would moving Fall Reading Week to Thanksgiving Weekend impact you?

	Positive Change	Neutral / No Change	Negative Change
Mental Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time with Family / Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

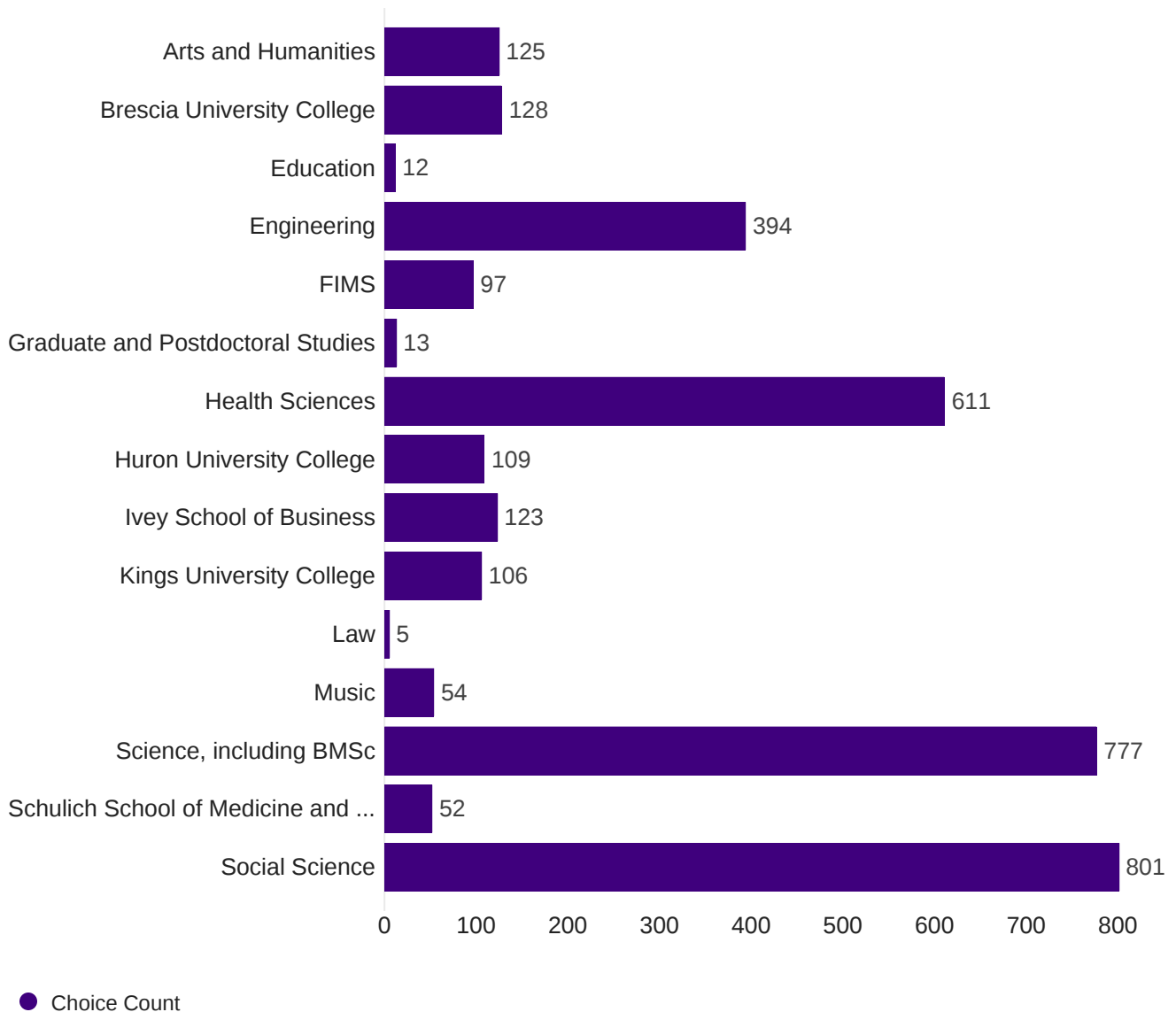
Other comments pro or con?

Powered by Qualtrics [↗](#)

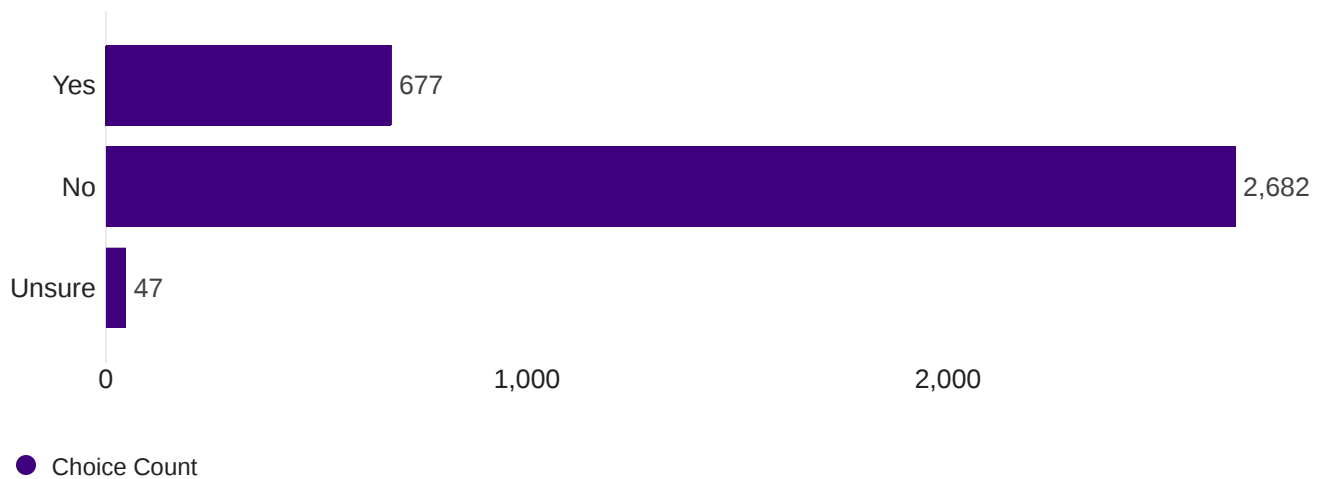
## Q1 - What year of study are you in?



## Q2 - What faculty or affiliate are you enrolled at?



## Q4 - Would you like to see Reading week moved up to Thanksgiving weekend?



## Q4 - Would you like to see Reading week moved up to Thanksgiving weekend?

Field	Choice Count
Yes	677
No	2,682
Unsure	47
Total	3406

## Q5 - How would moving Fall Reading Week to Thanksgiving Weekend impact you?

Field	Positive Change	Neutral / No Change	Negative Change
Mental Health	524	567	2,286
Financial Concerns	260	1,995	1,097
Time with Family / Friends	633	595	2,123

**ITEM 9.1 – School of Graduate and Postdoctoral Studies: Introduction of a Master of Teaching and Learning (MTL)**

**ACTION:**    ☒ APPROVAL      ☐ INFORMATION      ☐ DISCUSSION

**Recommended:**                      That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve and recommend to the Board of Governors that effective September 1, 2024, a Master of Teaching and Learning (MTL) be introduced as shown in Item 9.1.

**EXECUTIVE SUMMARY:**

The Master of Teaching and Learning (MTL) is a cohort graduate-level teacher education program that aligns with Western's status as a research-intensive university, and the profession's need to prepare teacher candidates for a research-based, research-led practice. It will consist of six fields:

- 1) Primary-Junior
- 2) Junior-Intermediate
- 3) Intermediate-Senior
- 4) Primary-Junior French
- 5) Junior-Intermediate French
- 6) Intermediate-Senior French

Teacher Candidates will also select from a number of specialization areas in the program (for example, globalization, urban education, early childhood).

A version of a Master of Teaching degree was offered at Western until 1975, at which time, the degree was changed to a Bachelor of Education to align with other teacher education programs in Ontario at the time. The proposed MTL will replace the existing Bachelor of Education degree at Western University.

Board of Governors approval is required for the introduction of the MTL degree designation.

SUPR-G requested an external review of the program per Western's Institutional Quality Assurance Process (IQAP) for the introduction of new programs. The Final Assessment Report from the external review is attached.

**ATTACHMENT(S):**

[Extracted from the Brief for the Proposal of a Master of Teaching and Learning \(MTL\)](#)

[Final Assessment Report](#)

***Extracted from the Brief for the Proposal of a  
Master of Teaching and Learning (MTL)***

**INTRODUCTION**

The requirements for Initial Teacher Education have changed significantly over the years. In 2015, Initial Teacher Education in Ontario doubled from two terms to four terms. Clinical teaching practicum was doubled from a minimum of 40 days to a minimum of 80 days. Despite the expansion of the program, the degree awarded to teacher candidates remained the same: a second entry undergraduate Bachelor of Education (B.Ed.) in all universities except the Ontario Institute for Studies in Education (OISE) at the University of Toronto. OISE's pre-existing Master of Teaching (MT) was grandfathered into the expanded Initial Teacher Education offering.

The Ontario Universities Council on Quality Assurance lays out 'Degree Level Expectations' (DLEs) for Bachelor's degrees, Honours Bachelor's degrees, Master's degrees and Doctoral degrees. Western's Initial Teacher Education program admits students who have already completed an undergraduate degree, thus having already satisfied the DLEs for undergraduate expectations prior to entering the professional program. According to the Council of Ontario Universities (COU), "A master's degree program builds on knowledge and competencies acquired during related undergraduate study, and requires more specialized knowledge and intellectual autonomy than a bachelor's degree program."<sup>1</sup>

The knowledge, skills and competencies required of teachers has intensified. Some reasons for this include:

- advances and pace of change in technologies;
- increasing expectation for STE(A)M prioritization;
- ongoing curriculum reform;
- increasing social issues such as students experiencing mental health challenges, systemic racism, transphobia, poverty leading to food and housing insecurity, environmental crises; and
- ongoing marginalization/colonization of Indigenous peoples.

As professionals, teachers are expected to be lifelong learners, and transformative, reflexive practitioners informed by research. Pedagogical decision making that meets the needs of increasingly diverse student populations calls for teachers to be scholars of their practice.

The proposed Master of Teaching and Learning (MTL) is a cohort *graduate-level* teacher education program that aligns with Western's status as a research-intensive university, and the profession's need to prepare teacher candidates for a research-

---

<sup>1</sup> Council of Ontario Universities, (nd) Ensuring the Value of University Degrees in Ontario: A Guide to Learning Outcomes, Degree Level Expectations and the Quality Assurance Process in Ontario, p. 17, Council of Ontario Universities,

based, research-led practice. It will consist of six fields:

- 1) Primary-Junior
- 2) Junior-Intermediate
- 3) Intermediate-Senior
- 4) Primary-Junior French
- 5) Junior-Intermediate French
- 6) Intermediate-Senior French

Teacher Candidates will also select from a number of specialization areas in the program (for example, globalization, urban education, early childhood).

A version of a Master in Teaching degree was offered at Western until 1975, at which time, the degree was changed to a B.Ed. to align with other teacher education programs in Ontario at the time. The proposed MTL will replace the existing B.Ed. at Western University.

Western is appropriately positioned to be the second program in the province of Ontario to make this change, given the research-intensive focus of the program, the Faculty, and the institution. Western is consistently one of the top ranked Faculties of Education in Ontario and is the top-ranking Faculty in the TIMES higher education rankings at Western University. The MTL extends the expansive professional graduate program offerings currently offered at the Faculty of Education.

The MTL will be comprised of four terms taken consecutively across 16 months. This will ensure that its graduates enter the field more quickly thereby supporting the desperate need for schools struggling to find qualified teachers to fill their required teaching complements.

## **RATIONALE**

Beginning in 2019, the Teacher Education program adopted a process of annual programmatic research to ensure that its own knowledge and governance was guided by quality data for research and decision-making, engaging community members including faculty researchers, instructors, board partners, graduate students, staff and teacher candidates as collaborators, co-designers and co-authors of the program changes, research and dissemination.

Engaging in collaborative inquiry over the past five years helped the program see how critically important it is to engage its entire student body in inquiry as a meaningful way to bridge the frequently cited gaps between theory and practice.

### ***Potential Market***

There is an existing and healthy market of students who apply to the B.Ed. and the Faculty anticipates application numbers to at a minimum remain stable, but likely rise with the MTL. Based on the extensive consultation of Teacher Candidates, board and community partners and Advisory groups, the Faculty anticipates that this change will be a very attractive alternative.

OISE at the University of Toronto is currently the only institution permitted to offer a Masters that also licenses teachers through the OCT. The decision was made when the province went to the expanded Initial Teacher Education program in 2015. Since they had an existing program, permission was 'grandfathered in'.

Consistent with the current B.Ed., an MTL requires applicants to have completed an undergraduate degree to qualify. However, given the increasing professional accountability, continual need to synthesize and analyze evidence-based approaches, doubling the length of the program required to be licensed and aligning with the strategic plans, it is time to acknowledge the degree level outcomes the program's students are required to meet, align with the Graduate Degree Level Expectations.

The need for teachers in Ontario and elsewhere has grown and is expected to continue to grow as it has elsewhere in the world. To date, the Faculty has a healthy number of applicants to the program, but are limited by the number of students it is permitted to take in the B.Ed. version of the degree. The Faculty hopes to be able to expand that number in a graduate degree.

### ***Demand***

The Ontario College of Teachers publishes an annual survey, titled, 'Transition to Teaching' that summarizes the market for graduates annually. The most recent 2021 report signals:

Teacher shortages over the next few years will reach beyond the already challenging French-language shortages of the past several years. This situation warrants early action to increase the province's annual supply of new teachers to staff daily occasional rosters, long term occasional contracts, and permanent teaching positions in Ontario's French, French as a second language and English language elementary and secondary classrooms.

Surveys and consultations for the past two year with Teacher Candidates, Board partners, and mandatory governance committees (that include Ministry of Education officers and Ontario Federation Affiliates) have overwhelmingly supported this development to see a two-year post-undergraduate degree be redesigned and recognized as a Master's degree. The need for graduates to engage as professionals who understand how to read, apply and produce research is long overdue.

The local school board Directors see this as an opportunity to create a joint campaign to attract candidates to the city where they can recruit them into full time jobs.

Linda Darling-Hammond, President and CEO of the Learning Policy Institute, argues that “an important contribution of teacher education is its development of teachers’ abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom”<sup>2</sup>. An inquiry-based Initial Teacher Education program prepares teachers to be reflective practitioners, expected to engage in practitioner research. This will help ensure that they are better able to make informed, research-based decisions about their classroom and pedagogical practices.

Being a scholar or research practitioner allows teachers to develop and deepen their understanding of the subject matter that they are teaching this in turn enables them to better connect with their students and create more engaging and in fact of learning experiences. Similarly, “close collaboration between researchers and teachers could decrease researchers’ challenges concerning legitimacy and relevance of their work and increase teachers’ use of research in educational practice”<sup>3</sup>.

A Master’s degree fundamentally affects the organization of the teacher education program and what teacher education is about. For example, the preparation of teachers in Finland, often held up to be a global model in teacher preparation and student outcomes, has embedded a research-based approach for more than 30 years.

Research demonstrates that teachers with advanced degrees are more effective in the classroom and had a significant positive affect on student achievement.

Since education is a constantly evolving field what was considered best practice a few years ago may no longer be relevant. By staying informed about the latest developments teachers can ensure that they are providing their students with the most effective and up-to-date education possible.

The quality of teachers is one of the most frequently cited factors explaining the quality of an education system. In 2004, as part of a European-wide Bologna process, teacher education in many European countries shifted to a harmonized process of 3-year undergraduate and 2-year (Graduate initial teacher training) = 5 years and recognition as *Masters*.

98-99% of teacher candidates in Ontario come in with 4-year undergraduate degrees + 2 years (Undergraduate initial teacher training) = 6 years and recognition as *Bachelor*.

---

<sup>2</sup> Darling-Hammond. (2022). Reimagining American Education: Possible Futures. *Phi Delta Kappan*, 103(8), 54–57, p.166

<sup>3</sup> Groothuisen, S.E.A., Bronkhorst, L. H., Prins, G. T., & Kuiper, W. (2020). Teacher-researchers’ quality concerns for practice-oriented educational research. *Research Papers in Education*, 35(6), 766–787.  
<https://doi.org/10.1080/02671522.2019.1633558>

Graduating with an MTL does not change the initial pay governed by the Qualifications Evaluation Council of Ontario (QUCO). Advancing on the pay scale will require graduates to take courses through either Additional Qualifications (AQ) for Teachers, or courses from the suite of Master's in Professional Education that will be available to them. This is consistent with the MT offered by OISE.

## DESCRIPTION OF THE PROGRAM

Consistent with Regulation 347 (Accreditation of Teacher Education Programs) and aligned with the research-intensive mission of the University and the Faculty, the MTL emphasizes *current research in teacher education* and *the integration of theory and practice in teacher education*.

The MTL is guided by six overarching pillars and major objectives:

Pillar	Objective
Research Practitioner	Teaching is an evidence-based practice.
Pedagogy	Evidence gathered from learners and scholarly inquiry shape effective approaches to instruction.
Learners and Inclusive Education	Effective learning environments support opportunities for growth for all learners.
Social Foundations	Education is shaped by society, culture, and policy.
Community	The practices of teaching and learning are engaged in, with, and by community.
Decolonization, Equity, Diversity, & Inclusion	Through education, injustices to those most marginalized can be ameliorated.

An inquiry-based Initial Teacher Education program prepares teachers to be reflective practitioners, expected to engage in practitioner research. This will help ensure that they are better able to make informed, research-based decisions about their classroom and pedagogical practices.

### ***Conceptual Framework***

Given the complex nature of the practice of teaching, the Faculty has taken a dynamic approach to developing a conceptual framework to guide its planning with coherence and comprehensive connections centering the students and their learning. The approach includes four interconnected areas:

1. **Structural:** understanding and interrogating the systems, institutions and learning environments that they are learning in, will be working in, and will be contributing to shaping as they move into professional practice;
2. **Community:** recognizing that the preparation of teachers as professionals is accomplished through the combined efforts of our Course Instructors, Associate Teachers and Alternative Field Experience hosts. Theory and practice in this view are integrated in ways that bring new understanding and better practice as we engage in learning together;
3. **Societal:** recognizing the need to be knowledgeable about the socio-cultural and political influences at play at a given time in our histories, and the need to remain open to learning about the ways we can best serve the needs of our students, especially those who have been historically marginalized as well as contemporarily marginalized.
4. **Inquiry Oriented:** recognize and identify the reality that teachers are always engaging in their practice as inquirers and ensuring that they have the skills to analyze and use data effectively and meaningfully<sup>4</sup>.

### ***Theoretical Framework***

#### **Connected Curriculum**

The design of the MTL centers the relationship between teaching and research through the coherent design of a program that provides an integrated series of opportunities for students to build up their knowledge, skills and understanding about the research that informs education. Students in the MTL will develop the capacity to make conceptual connections within and among courses, between various theoretical perspectives that shape the diversity of perspectives about education in society and in doing so, “build better spaces for critical dialogue within and across disciplines.”<sup>5</sup>

This approach, modeled on University College London’s *Institute of Education* idea brings research, education and practice together. It is a means of acculturation into a research disposition through scholarly reflection where teaching is seen as a complex endeavor, emerging from empirical evidence that is iterative and shapes professional discernment. The research has long noted that this approach enables teacher candidates to better integrate their theoretical and practical knowledge.

---

<sup>4</sup> Cochran-Smith, M., & Lytle, S. L. (2015). *Inquiry as stance: Practitioner research for the next generation*. Teachers College Press.

<sup>5</sup> Ibid, p. 1.

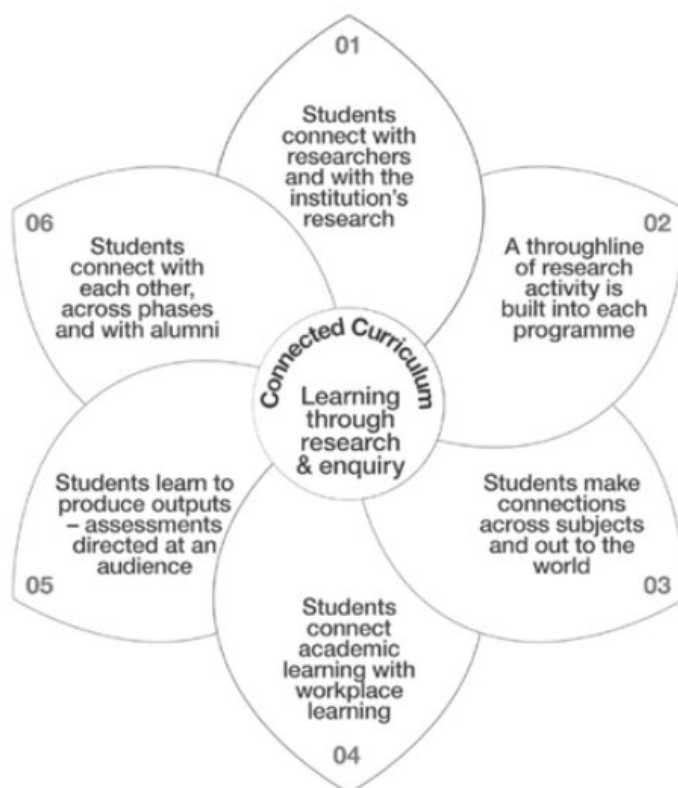


Fig. 1.1 The Connected Curriculum framework

Cochran-Smith and Lytle<sup>6</sup> defined teacher research in the broadest possible sense to encompass,

all forms of practitioner inquiry that involve systematic, intentional, and self-critical inquiry about one's work in K-12, higher education, or continuing education classrooms, schools, programs, and other formal educational settings. This definition includes inquiries that others may refer to as action research, practitioner inquiry, teacher inquiry, teacher or teacher educator self-study, and so on, but does not necessarily include reflection or other terms that refer to being thoughtful about one's educational work in ways that are not necessarily systematic or intentional. (p. 22)

In this program, teacher candidates will shape questions that relate to significant issues in their own practica and alternative field experiences. They will read current research that relates to their topic focus, determine with the support of their Capstone Instructors appropriate actions and try them out, monitor the impact of their action, and then discuss and analyze their data vis-à-vis the research that has informed their inquiry.

---

<sup>6</sup> Cochran-Smith, M. (2002). Learning and unlearning: The education of teacher educators. *Teachers and Teacher Education*, 19, 5–28.

Framework Dimension	Description
<b>1. Students connect with researchers and with the institution's research through their chosen specialty area</b>	-connect with researchers; -learn about research at FoE -affiliated with Research groups/Centres
<b>2. A through line of research is built into each program</b>	-connected sequence of learning activities designed to empower TCs to apply the skills and dispositions needed to undertake inquiry -through both courses and electives; -pattern of assessment and feedback needs to link different aspects of learning and bring it into a curated Professional Practice Record and Teacher Research Capstone Project
<b>3. Connections across subjects and out to world</b>	Conceptual connections between their own subjects and other disciplines through engaging with students and scholars from different backgrounds, disciplinary areas, and experiences (incl international)
<b>4. TCs connect academic learning with professional practice</b>	-explicit connections between the knowledge, skills and approaches needed for professional work and lifelong learning;
<b>5. TCs learn to produce research outputs (assessment activities) to engage with diverse audiences and serve a meaningful contribution to society</b>	-can be authentic assessment activities done in courses but serve a broader audience and purpose
<b>6. TCs connect with each other, across phases and with alumni</b>	-create opportunities for mentoring and being mentored by others at different phases; -cultivate opportunities to host faculty-wide events to bring TCs together with alumni, peers,

*Table 1: Adapted from Fung, (2017) The six dimensions of the framework<sup>7</sup>*

Equipping Teacher Candidates with a solid understanding of the advanced field of educational research, of the need for interdisciplinary and cross-disciplinary practice and with experience engaged in designing, conducting and presenting research will enable them to engage in their professional practice from a scholarly stance.

<sup>7</sup> Fung, D. (2017). A Connected Curriculum for Higher Education. UCL Press.

### ***Differences between B.Ed. and MTL Curriculum***

The Faculty has designed a conceptual framework that guides the development of all courses within the program to ensure that it is positioning students as inquirers, and that over the course of the program, they will learn how to use existing research literature and data as required by the OCT.

Similarly, the Faculty has introduced a culminating Teacher Research Capstone Project which allows teacher candidates to work in collaboration with inquiry teams (including their Associate Teachers) and guided by a faculty member who has research expertise in the area, to pull together a meaningful project that addresses a real 'problem of practice' in the practicum setting that aligns with their area of specialization.

Each course instructor reviewed the courses that they teach alongside two documents:

1. The Graduate Degree Level Expectations (GDLEs);
2. The revised (2023) Accreditation Resource Guide (ARG) requirements.

A Teacher Education Design Group has worked with all full-time faculty over the past two years integrating the GDLE shifts into the courses in meaningful and explicit ways to meet the requirements of the governance documents.

Some course names and descriptions will remain the same. Others will shift and become milestones (Capstone) supported by courses that will serve to introduce both the specialization area and the orientation to research inquiry appropriate for that area. However, what is done in those courses will change in alignment with the conceptual framework that has been put in place and has been described above.

Teacher Education is a fairly prescriptive, sequential program that is designed to ensure that graduates meet all of the accredited expectations of the OCT. The Graduate Level Expectations will be met through ensuring the program and course outcomes integrate opportunities for research-based and research-informed teaching, and the Experiential Learning through the Specialization courses and Capstone project ensure that Teacher Candidates meet the overall outcomes expected for a project-based Masters in Teaching and Learning program.

### **GOALS AND OBJECTIVES OF THE PROGRAM IN RELATION TO THE GRADUATE DEGREE LEVEL EXPECTATIONS**

The MTL aligns with the following competency frameworks:

- Ontario College of Teachers' Standards of Practice
- O. Reg. 283/13 Accreditation of Teacher Education Programs (O. Reg.)
- Graduate Degree Level Expectations
- OECD Global Competencies

Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support learning? (e.g. instructional methods)	How does the program assess the outcome? (e.g. evaluation methods)
<b>Depth &amp; Breadth of Knowledge</b>  A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	<p>Demonstrate breadth of knowledge of the core intersections of the educational areas of critical policy, equity, leadership, globalization, and international education, indigeneity and decolonization.</p> <p>Demonstrate deep knowledge and understanding of at least three of the core areas in terms of analytic approaches and current debates in the most relevant scholarly communities.</p> <p>Demonstrate comprehensive understanding of the scholarly trajectories in relation the focus of inquiry they take with their Teacher Research Capstone Project</p>	<p>a. Compulsory courses;</p> <p>b. compulsory practicum;</p> <p>c. compulsory Alternative Field Experience allowing for specialization and depth of knowledge</p> <p>d) opportunities to engage in electives</p>	<p>A variety of assessment practices including: presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, (e.g., FlipGrid 'Annotated by the Author' Op-Eds) group projects, case studies, literature database, literature review, article critique, narrated slide presentations, blogs, podcasts, wikis, research conducted in formal and informal settings, student-run events, teaching portfolios, reading logs, discussion groups, independent, small group or larger group projects.</p> <p>Problem sets; debates, mock teaching; mini-lessons; micro-practica; simulated problem-solving; mock interviews;</p> <p>Lesson plan deconstruction and reconstruction; Curriculum deconstruction, construction and design;</p>

			Defending criteria used in lessons, practices, workshops, assessment designs and so on.
<p><b>Research &amp; Scholarship</b></p> <p>A conceptual understanding and methodological competence that enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence;</p> <p>and enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: The development</p>	<p>Synthesis, interpretation, evaluation and application of learning across the program, consolidating learning through Courses, T2P, Practicum and AFE</p> <p>Demonstrate ability to conceptualize, design, and implement practitioner research for the generation of new knowledge, applications, or understanding at the forefront of their focus area;</p> <p>Demonstrate, articulate, and apply theoretical frameworks underpinning their Teacher Research Capstone Project.</p> <p>Demonstrate ability to make informed critical judgments on complex issues surfacing in the scholarly debates</p>	<p>a) Experiential Inquiry: Specialization areas;</p> <p>b) compulsory transition to professional practice course spanning the whole program with small group supervision of documentation in Professional Practice Record;</p> <p>c) mandatory Experiential Inquiry courses in a specialization area completed over two semesters: Course 1 introduces theoretical framing; Course 2 is where the TRCP is completed</p>	<p>Teacher Research Capstone Project (TRCP);</p> <p>Demonstration of learning outcomes can take the form of presentations, documentary film (video) making; essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, literature database, literature review, choreographies; narrated slide presentation, article critique, conference and symposium participation, participating in manuscript preparation as part of a research team, blogs, podcasts, wikis, research conducted in formal and informal settings, student-run events, teaching portfolios, reading logs, discussion groups, the creation of resources developed and shared with the professional community</p>

and support of a sustained argument in written form; or originality in the application of knowledge.	<p>requiring new/innovative theories; and</p> <p>Demonstrate ability to engage in the design, implementation, evaluation, and dissemination of practitioner research of a quality to satisfy expectations for a Teacher Research Capstone Project.</p>		Documentation of competencies through the Pedagogical Practice Record
<p><b>Level of Application of Knowledge</b></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Demonstrate capacity to:</p> <p>Undertake and critically evaluate research in scholarship at an advanced level; and</p> <p>Contribute to the development of knowledge, critique, academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials in Education.</p> <p>b) The intellectual independence and curiosity required for continuing professional learning;</p> <p>c) Ethical behavior consistent with academic and</p>	<p>a. compulsory practicum;</p> <p>b. compulsory Alternative Field Experience allowing for specialization and depth of knowledge</p> <p>a) Experiential Inquiry: Specialization areas;</p> <p>b) compulsory transition to professional practice course spanning the whole program with small group supervision of documentation in Professional Practice Record;</p> <p>c) mandatory Experiential</p>	<p>A variety of assessment practices including:</p> <p>presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, (e.g., FlipGrid 'Annotated by the Author' Op-Eds) group projects, case studies, literature database, literature review, article critique, narrated slide presentations, blogs, podcasts, wikis, research conducted in formal and informal settings, student-run events, teaching portfolios, reading logs, discussion groups, the creation of resources developed and shared with the professional community</p>

	<p>professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct of research;</p> <p>d) The ability to critically appreciate the broader implications of applying knowledge to educational contexts;</p> <p>e) The program is designed to support incremental learning to support professional capacity and competencies.</p>	<p>Inquiry courses in a specialization area: Course 1 introduces theoretical framing; Course 2 is where the TRCP is completed</p>	<p>Documentation of competencies through the Pedagogical Practice Record (This is an e-portfolio that includes documents, video, audio, artwork, photographs, performance records/videos; samples of coursework) all synthesized and assessed by instructors and peers and in relationship to attainment of OCT competencies appropriate for the stage of learning.</p>
<p><b>Professional Capacity / Autonomy</b></p> <p>The qualities and transferable skills necessary for employment requiring the exercise of initiative, personal responsibility and accountability;</p> <p>decision-making in complex situations;</p>	<p>Demonstrate qualities and transferable skills and knowledge necessary for research, scholarship, advocacy, and leadership requiring the exercise of initiative, ability to collaborate, professional responsibility, and creativity in all curricular endeavors;</p>	<p>a. compulsory practicum;</p> <p>b. compulsory Alternative Field Experience allowing for specialization and depth of knowledge;</p> <p>c) Specialization areas;</p> <p>d) compulsory transition to professional practice course spanning the</p>	<p>A variety of assessment practices that provide opportunities for in depth, sustained engagement with ideas including:</p> <p>Oral presentations/assessment, essays, video essays, self-assessments, self and peer assessments, design of assessment rubrics, reflective journals;</p> <p>technology enhanced</p>

<p>the intellectual independence required for continuing professional development;</p> <p>the ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research;</p> <p>and the ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>Demonstrate critical intellectual independence to be academically and professionally engaged across scholarly and professional communities; Demonstrate ethical behavior consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct and promotion of research; and Demonstrate ability to critically evaluate the broad implications of applying knowledge to educational contexts and make appropriate recommendations and/or actions.</p> <p>b) The intellectual independence and curiosity required for continuing professional learning;</p> <p>c) Ethical behavior consistent with academic and professional integrity and the</p>	<p>whole program with small group supervision of documentation in Professional Practice Record;</p>	<p>learning assignments, (e.g., FlipGrid 'Annotated by the Author' Op-Eds; multimedia essays; photographic sequences)</p> <p>group projects, case studies, literature database, literature review, article critique, narrated slide presentations, blogs, podcasts, wikis, research conducted in formal and informal settings, student-run events, teaching portfolios, reading logs, discussion groups, the creation of resources developed and shared with the professional community</p> <p>Documentation of competencies through the Pedagogical Practice Record</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	use of appropriate academic and professional guidelines and procedures for responsible conduct of research;		
<b>Level of Communication Skills</b>  The ability to communicate ideas, issues and conclusions clearly.	Effectively communicate ideas, concepts, issues and arguments using the most appropriate genres and modes to a variety of audiences and for a variety of purposes.	a. Compulsory courses; b. compulsory practicum; c. compulsory Alternative Field Experience allowing for specialization and depth of knowledge d) Specialization areas;	A variety of assessment opportunities including: -practicum teaching; -peer assessments and Associate Teacher Assessments -Lesson planning -Developing teaching and curriculum materials in courses and in practicum or AFE contexts Participation in professional organizations, community service, community partnerships.  Documentation of competencies through the Pedagogical Practice Record  Providing and receiving constructive, growth-oriented feedback on PPR, and TRCP (including external reviews by Board Partners)  Public/Faculty-wide virtual poster presentation of TRCP

<p><b>Awareness of Limits of Knowledge</b></p> <p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p>Demonstrate in-depth knowledge of how frames, filters, biases and/from larger social, political conditions, forces and mentalities enable, shape and constrain the production, legitimating and mobilization of knowledge</p> <p>Students will be cognizant of the complexity and implications of curriculum knowledge, including the potential contributions of other interpretations, methods, and disciplines.</p>	<p>a. Compulsory courses</p> <p>b. Experiential inquiry: Specialization areas</p> <p>c. Transition to Practice: Professional Practice Record</p>	<p>Presentations, critical reading response logs, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, article critique, conference and symposium participation, participation in manuscript preparation, poster presentation,</p> <p>Participation in research conducted in formal and informal settings, participation in Capstone Teacher Research Project Presentation, community service, community partnership.</p> <p>Documentation of competencies through the Pedagogical Practice Record</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **ASSESSMENT IN THE MTL**

Assessment in the MTL is Pass/Fail. A 'pass' will be judged using a single point rubric, in which pass is equivalent to 76% in the numerical grading system.

Four practica totaling a minimum of 80 days are completed and are evaluated as either 'satisfactory or unsatisfactory'. Four successful practica must be completed before the Faculty can recommend a teacher candidate for licensing through the OTC.

The principal function of assessment of candidates in the Teacher Education program is to model the process of assessing *for* learning, *of* learning and *as* learning and assessment *as* scholarship. This function is critical to developing the knowledge, skills and abilities that teacher candidates must learn deeply and apply in their professional practice in order to meet the standards of the profession. All assessment will align with the *Ontario College of Teachers* (OCT) standards (and their associated competencies) at defined stages over the two-year program.

Assessment across the Program curriculum will include:

### **1. Formative Assessment for Learning:**

Formative assessment is a process of gathering information that accurately documents how well a teacher candidate is meeting the standards for the profession. Its primary purpose is to improve the learning of the teacher candidate. Information may be gathered through a variety of means including observations, discussions, learning conversations, demonstrations, group work, inquiry projects, professional practice records, performances, peer and self-assessment, self-reflection, essays, tests and a culminating Capstone Project. The process provides meaningful information to instructors about how they need to adjust their teaching to strengthen the new learning as it is taking place and teacher candidates are practicing developing skills.

### **2. Summative Assessment of Learning:**

Summative assessments in each course must be successfully completed as delineated in the clear criterion of a single point rubric. Like the leveled assessment system in Ontario schools, success is determined by the most consistent level of success in the course. Individual course components that are identified as weaknesses may require a resubmission if further development is needed, or where necessary, candidates will be asked to redo the assignment(s). Even where a candidate has passed a course, areas that can be strengthened will be moved into the Professional Practice Record (PPR) where they will form a part of the individual teacher candidate's personal growth plan to be developed, monitored and documented through the duration of the two year Program in small groups of 12 led by paid Master Teacher Mentors.

### **3. Assessment as Learning:**

Teacher Candidates engage in assessment as learning to help them develop the professional competencies to be independent, agentic, autonomous learners able to set individual goals, monitor their own progress, determine next steps, and reflect upon their own learning and teaching.

### **4. Assessment as Scholarship:**

Assessment activities become scholarship when they become public<sup>[3]</sup>. Teacher candidates' need to understand how to critically review and evaluate the most recent educational research, as well as each other within a professional learning community so that they can then begin to use, build upon and develop the creative acts of collaborative inquiry. The purpose serves the ongoing growth of the professional, in a culture where a continuum of experiences and dialogue leads to improved professionalism and practice.

The practice of ungrading is growing in the literature, which is suggesting that this move contributes to highly meaningful learning environments<sup>8</sup>.

## **DELIVERY METHOD OF THE MTL**

The program will be offered in a blended format over four consecutive terms. Terms one and two will be offered on campus and be fully on-site (with the occasional course having blended components). Terms three and four will be offered fully online (with the exception of Practica and Alternative Field Experiences, which will be on-site). The Faculty is aware that there is an acute teacher shortage that is unlikely to resolve quickly. The online portion in the latter half of the program will meet the needs of teacher candidates who opt to teach on temporary certificates (for example) to complete their education. When the temporary certification provision expires, it will still allow Teacher Candidates to work part-time, something that they have been asking for to address the pressures of high inflation, rent increases and those who are coming into teaching from an earlier career and have family obligations. The pool of candidates has changed over the past decade, and the Faculty is seeing almost a third of its Teacher Candidates entering teaching as a second career. The flexibility of terms three and four will support Teacher Candidates' abilities to engage in quality online learning, while carrying out their final milestones and courses as they experience increased expectations in the practicum settings.

The design of a robust online course provides opportunities for Teacher Candidates to work in small groups, whole class and independent contexts. The courses are designed to have a mix of asynchronous and synchronous opportunities for Teacher Candidates to engage with their Experiential Learning cohort in their specialization area, while being

---

<sup>8</sup> Guberman, D. (2021). Student Perceptions of an Online Ungraded Course. *Teaching and Learning Inquiry*, 9(1), 86–98. <https://doi.org/10.20343/teachlearningqu.9.1.8>

supported by faculty and doctoral student Graduate Teaching Assistants with experience and expertise in those specializations.

## **ADMISSION REQUIREMENTS**

Applicants require a minimum 70% average on their best 10.0 university courses from an accredited university program. Normally, students will have completed four-year undergraduate degrees (20 full undergraduate credits). Exceptions may be made where the program is working to increase diversity from historically marginalized populations.

Admissions to an 'Initial Teacher Education" program are strongly influenced by requirements of the OCT. Within those requirements, the Faculty has consulted with its Board partners to prioritize areas of need in the profession annually, and have then collaborated with its university partners to create pathways for a set number of candidates to ensure diversity of high needs subject areas. Each year the Faculty reviews and renews or adds or concludes pathway agreements based on need.

### **Program Prerequisites**

Note: These prerequisites are requirements of the Ontario College of Teachers to register in particular fields of the professional program (e.g., Primary-Junior, Junior-Intermediate, Intermediate-Senior in English and French). In order to teach in the secondary school system, applicants must have a predetermined number of prerequisites in 'two teachable' areas. (e.g., Math and Science, or English and History). There are additional pre-requisites for courses in each field.

#### *E10 – Primary/Junior Field (P/J)*

You will receive preferred status if you complete at least 1 half-undergraduate or graduate credit in 4, 5 or 6 of the following areas:

- English (courses in English Culture, Linguistics, Essay Writing and Writing for Business or Science are not acceptable)
- Fine Arts (courses include Dance, Drama, Music and Visual Arts)
- Health & Physical Education
- Mathematics
- Science
- Social Science/Humanities (Canadian History/Geography preferred)

#### *E11 – Primary/Junior –French as a Second Language Field (FSL)*

You must possess oral and written fluency in French and a thorough knowledge of grammar. You must also meet all minimum requirements for the Primary/Junior program.

Normally, 5 full-French courses (or the equivalent) with a 70% average, at least 2 of which should be language courses, are required for admission to the FSL program. One or more full-course equivalents in French Literature are desirable for those hoping to teach in French immersion settings.

Fluent French speakers who do not have university-level French courses may apply for special consideration by emailing Western. The Faculty of Education reserves the right to test candidates (fee required) to ensure they meet the required standard.

#### *E20 – Junior/Intermediate Field (J/I)*

Teaching Subjects:

- French as a Second Language (325)
- Music –Instrumental (158)
- Music –Vocal (159)
- Religious Education in Catholic Schools (218)

Four full-undergraduate or graduate courses (or the equivalent) with a minimum average of 70%, are required to support the teaching subject you select. You will be given preferred status if you completed at least 1 half-undergraduate or graduate credit in 4, 5 or 6 of the following areas:

- English (courses in English Culture, Linguistics, Essay Writing and Writing for Business or Science are not acceptable)
- Fine Arts (courses include Dance, Drama, Music and Visual Arts)
- Health & Physical Education
- Mathematics
- Science
- Social Science/Humanities (Canadian History/Geography preferred)

#### *E20 – Requirements and Exceptions*

**French:** You must possess oral and written fluency in French and a thorough knowledge of grammar.

Normally, 5 full-French courses (or the equivalent), at least 2 of which must be language courses, are required for admission. One or more full-course equivalents in French Literature are desirable for those hoping to teach in French immersion settings.

Fluent French speakers who do not have university-level French courses may apply for special consideration by emailing Western. The Faculty of Education reserves the right to test you (fee required) to ensure you meet the required standard.

**Music – Instrumental:** Courses should include at least 1 Instrumental Conducting course, several minor instrument courses in Woodwinds, Brass and Percussion and 1 Music Theory course.

**Music – Vocal:** Courses should include at least 1 Choral or Vocal Techniques course, 1 Choral Conducting course and 1 Music Theory course.

**Religious Education in Catholic Schools:** 5 full courses (or the equivalent) with Roman Catholic content are required. Applicants with course credits in the following areas receive preference for admission to Religious Education in Catholic Schools: Old and New Testament Studies, Catholic Church Teachings in Morality and Social Justice, The Sacraments, Sexuality and Marriage in the Catholic Tradition, Vatican II Theology.

Religious Education is offered as a teaching subject only for Roman Catholic schools; student teaching in this subject area will occur in Roman Catholic schools only.

*E30 – Intermediate/Senior Field (I/S)*

Teaching Subjects:

- Economics (050)
- English (319)
- Environmental Science (447)
- Family Studies (230)
- French as a Second Language (325)
- Geography (740)
- Health & Physical Education (860)
- History (750)
- Law (770)
- Mathematics (652)
- Music –Instrumental (158)
- Music –Vocal (159)
- Philosophy (775)
- Politics (780)
- Religious Education in Catholic Schools (218)
- Science –Biology (412)
- Science –Chemistry (420)
- Science –General (430)
- Science –Physics (470)
- Social Sciences –General (165)

Five full-undergraduate or graduate credits (or the equivalent) with a minimum average of 70% are required to support the first teaching subject.

Three full-undergraduate or graduate credits (or the equivalent) with a minimum average of 70% are needed to support the second teaching subject.

*E30 – Requirements and Exceptions*

**English:** Courses in English Culture, Linguistics and Writing for Business or Science are not acceptable.

**Family Studies:** Applicants with course credits in the following areas receive preference for admission to Family Studies as a first or second teaching subject: Child and Family Development, Clothing and Textiles, Family Resource Management (Consumer Economics), •Foods and Nutrition or Housing and Interior Design.

**French** (as either a first or second teaching subject): You must possess oral and written fluency in French and a thorough knowledge of grammar.

Normally, 5 full-French courses (or the equivalent), at least 2 of which must be language courses, are required for admission as a 1<sup>st</sup> or 2<sup>nd</sup> teachable subject. One or more full-course equivalents in French Literature are desirable for those hoping to teach in French immersion settings.

Fluent French speakers who do not have university-level French courses may apply for special consideration by emailing Western. The Faculty of Education reserves the right to test you (fee required) to ensure you meet the required standard.

**Geography:** Applicants with course credits in Canadian Geography receive preference for admission to Geography as a first or second teaching subject.

**Health & Physical Education:** Courses offered through Kinesiology, Human Kinetics, and Physical Activity best support this teaching subject. Applicants with 3 or more activity course credits receive preference for admission to HPE as a first or second teaching subject.

**History:** Applicants with course credits in Canadian History receive preference for admission to History as a first or second teaching subject.

**Mathematics:** Applicants with at least 1 full-course credit in senior (2<sup>nd</sup> year or above) Mathematics receive preference for admission to Mathematics as a first or second teaching subject.

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

**Music – Instrumental:** Courses should include at least 1 Instrumental Conducting course, several minor instrument courses in Woodwinds, Brass and Percussion, and 1 Music Theory course.

**Music – Vocal:** Courses should include at least 1 Choral or Vocal Techniques course, 1 Choral Conducting course and 1 Music Theory course.

**Religious Education in Catholic Schools:** Five full courses (or the equivalent) with Roman Catholic content are required as a 1<sup>st</sup> or 2<sup>nd</sup> teachable subject. Applicants with course credits in the following areas receive preference for admission to Religious Education in Catholic Schools: Catholic Church Teachings in Morality and Social Justice, Old and New Testament Studies, Sexuality and Marriage in the Catholic Tradition, the Sacraments, Vatican II Theology.

Religious Education is offered as a teaching subject only for Roman Catholic schools; student teaching in this subject area will occur in Roman Catholic elementary schools only.

**Science:** Candidates must select only one teaching option from among the senior science courses of Biology, Chemistry, Environmental Science, and Physics. A senior science choice may be accompanied with either Science-General or a teaching option from another subject area.

**Science – General:** Applicants with course credits in the following areas receive preference for admission to Science –General as a first or second teaching subject: Biology, Chemistry, Earth and Space Sciences, Environmental Science, and Physics.

**Social Sciences – General:** At least 1 full credit from each of the areas of Anthropology, Psychology, and Sociology is preferred. Social Sciences –General is an optional subject in the high school curriculum, and entry to this teaching subject is limited. We advise you to select this as a second teaching subject only.

*Cannot Combine:* History, Politics, Economics, Geography or Law

*Cannot Combine:* Social Sciences-General and Philosophy

### **Other Admission Components**

**CASPer: Computer-Based-Assessment for Sampling Personal Characteristics:** CASPer is a “selection tool run and developed by Altus Assessments Inc. to help assess applicants for non-academic attributes or people skills”. It is described as a situational judgement test. Situational judgement tests are a type of psychological test which presents the test-taker with realistic, hypothetical scenarios and may ask the individual what they would do in the dilemma and why they would do it. Situational judgement tests tend to determine behavioral tendencies, assessing how an individual will behave in a certain situation, and knowledge instruction, which evaluates the effectiveness of possible responses. Students can be accommodated for learning needs.

**CASPer ‘SNAPSHOT’:** SNAPSHOT is a short, one-way video interview. It is made up of three interview-style questions, with two minutes to respond to each. As a part of the application, the Faculty will require applicants to complete a 3-question snapshot

providing it with further insight into applicants' motivations and interests in the teaching profession. The following questions will be included in the Snapshot:

Q 1 – Considering your own education, please describe the value of having different kinds of learning experiences.

Q2 – What area of specialization are you interested in and why?

Q3 – What are some personal competencies you plan to develop as a professional throughout your career?

The Snapshot interviews will be reviewed by numerous teaching professionals in the community. This will include a diverse group of faculty members, staff, associate teachers, teachers, administrators, etc. The results of the scoring of the snapshot will be taken into consideration for admission in combination with grades, and CASPer test scores.

### **Guaranteed Pathways**

Advanced standing or guaranteed entrance agreements continue to be in place for the Teacher Education program with graduates from Arts and Humanities (Music, French), Varsity Athletes, Mathematics, Physics, Brescia, Huron and King's University College.

### **Requirements for Admission**

Applicants require a minimum 70% average on their best 10.0 university courses from an accredited university program. Normally, students will have completed four-year undergraduate degrees (20 full undergraduate credits). Exceptions may be made where the program is working to increase diversity from historically marginalized populations.

Admission to all Faculty of Education programs is competitive; fulfillment of minimum requirements does not guarantee admission. Admission to the program is a holistically based process with equal consideration given to academics, experience (from statement of intent), and professional/personal characteristics (from CASPer).

Experiential qualifications are considered in the final phase of the selection process. Applicants with 4-year degrees (or the equivalent in course work) receive preference in the admissions process. A 4-year degree provides for increased flexibility in program and future career choices.

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

### **Indigenous Access Program**

Indigenous candidates who meet the minimum admission requirements will be given special consideration in the application process. In accordance with the Constitution Act, 1982, an Indigenous candidate is a First Nations, Inuit or Métis person of Canada. Applicants who wish to be considered through the Indigenous Access program must

provide proof of native status (such as a copy of status card or letter from the band). Indigenous Access applicants are invited to contact the Teacher Education Office at the Faculty of Education for further information.

### **Equity Admission**

The Faculty of Education is strongly committed to equity, diversity and inclusivity in all that it does. For a designated number of places in the MTL, preference will be given to members of First Nations, Inuit and Métis Peoples, and to those disadvantaged and discriminated because of their race, religion, gender, sexuality, socio-economic status, ability and/or other factors identified by the applicant. Those wishing consideration under the equity admissions process must submit the Equity Admission Application by the application deadline to the Teacher Education Office.

### **English Language Proficiency**

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

- a) speak English as a first language; OR
- b) provide documentation confirming at least three years of full-time study (or the equivalent in part-time study) in an accredited university or college where the language of instruction and of examination was English and which was located in a country where the first language is English; OR
- c) provide an official statement of results on one of the tests of English language proficiency listed below; the statement is required before an offer of admission can be made, and must indicate at least the following levels of proficiency:

#### **Acceptable language tests**

The College accepts results **only** from these tests.

The Ontario College of Teachers has set minimum acceptable scores for TOEFL and IELTS tests to determine proficiency in English.

**ENGLISH International English Language Testing System** (IELTS) (academic test only) International English Language Testing System Indicator (IELTS) (academic test only) On a single test, you must have an overall score of at least 6.5 on the IELTS (academic test only), with scores of at least 6 in reading, listening, and writing and 6.5 speaking. Test results are valid for two years.

**Test of English as a Foreign Language, Internet-based Test** (TOEFL iBT) Test of English as a Foreign Language, Internet-based Test Online (TOEFL iBT) On a single test, you must have an overall score of 95 with scores of at least 23 in listening, reading, and writing and 25 in speaking. Test results are valid for two years.

## **FRENCH**

**Diplôme approfondi de langue française (DALF)** You will need to achieve an overall classification of C1 (Advanced 1). Test results are valid for life.

**Diplôme d'études en langue française (DELF)** You will need to achieve an overall classification of B1 (Intermediate 1). Test results are valid for life.

**Test de connaissance du français (TCF)** You will need to obtain a score of C1 (Advanced 1 in all four modalities: reading, listening, writing and speaking). Test results are valid for two years.

**Test d'évaluation de français (TEF)** You will need to obtain a score of C1 (Advanced 1 in all four modalities: reading, listening, writing and speaking). Test results are valid for two years.

## **DEGREE REQUIREMENTS**

The program consists of four consecutive terms (16 months). Terms one and two are completed on-site, and consist primarily of the curriculum and pedagogy courses, the core shared courses and mandatory portions of the Transition to Professional Practice. Terms three and four allow candidates to specialize in their field and engage in research inquiry within their specialization as it connects to their practicum and alternative field experiences. They will also have opportunities to take some electives and additional courses in the final two terms. Term three and four are entirely online. Students engage from their practicum placements and alternative field experiences wherever they are in Ontario or internationally.

### **Sequence of Mandatory Core and Elective Courses per field (Primary-Junior, Junior-Intermediate, Intermediate-Senior in both English and French)**

All students will complete a sequence of mandatory, core courses.

Courses will orient the student to: a) becoming a teacher; b) principles and practices of active research; c) standards of the profession and ethical practice and d) principles of Equity, Diversity, Inclusion and Decolonization (EDI-D). They will be organized according to stream (Primary-Junior, Junior-Intermediate, Intermediate-Senior in both English and French).

The courses in the table below will be offered annually.

<b>Course Number</b>	<b>Course Title</b>
TL 9007	Social Foundations
TL 9012	Psychological Foundations
TL 9423	Indigenous Education: Decolonizing Pedagogy for Teachers
TL 9018	Mental Health Literacy and Safe Schools
TL 9173	Curriculum and Pedagogy in Elementary Language Arts
TL 9177	Curriculum and Pedagogy in Elementary Social Studies
TL 9178	Curriculum and Pedagogy in Elementary Science & Technology
TL 9180	Teaching and Learning Mathematics (PJI)
TL 9172	Curriculum and Pedagogy in Elementary Health & Physical Education
TL 9107	French as a Second Language at the Elementary and Secondary Level
EDU 9175	Curriculum and Pedagogy in Elementary Music
TL 9171	Elementary Visual Arts
EDUC 9179	Curriculum and Pedagogy in Elementary Drama & Dance
TL 9437	Adaptive Instruction in Reading and Writing
TL 9439	Supporting English Language Learners
TL 9107	French as a Second Language at the Elementary and Secondary Level
TL 9208	Curriculum and Pedagogy in Intermediate/Senior English
TL 9210	Intermediate/Senior Family Studies
TL 9220	Curriculum and Pedagogy in Intermediate/Senior Health & Physical Education
TL 9136	Teaching and Learning Mathematics
TL 9467	Computational Modelling in Mathematics and Science Education
TL 9236	Mathematics for Teachers
TL 9137	Curriculum & Pedagogy in Elementary Music for Specialists (J/I)
TL 9239	Curriculum & Pedagogy in Instrumental Music (J/I/S)
TL 9237	Curriculum & Pedagogy in Vocal Music (I/S)
TL 9138	Curriculum & Pedagogy in Religious Education for the Intermediate Grades
TI 9238	Curriculum & Pedagogy in Religious Education for the Senior Grades
TL 9223	Intermediate/Senior General Science
TL 9202	Curriculum and Pedagogy in Senior Biology
TL 9205	Curriculum & Pedagogy in Senior Chemistry
TL 9221	Curriculum & Pedagogy in Senior Physics
TL 9241	Curriculum and Pedagogy in Senior Environmental Science
TL 9214	Intermediate/Senior Social Sciences and Philosophy

Course Number	Course Title
TL 9212	Curriculum and Pedagogy in Canadian & World Studies
TL 9107	French as a Second Language at the Elementary and Secondary Level
TL 9439	Supporting English Language Learners
TL 9457	A Pedagogy of Multiliteracies
TL 9425	Teaching Grades 7 & 8
TL 9001	Psychology (Part 1)
TL 9460	Curriculum, Pedagogy, and Learning in Early Childhood (Part 1)
TL 9464	French as a Second Language at the Elementary and Secondary Levels (Part 1)
TL 9470	International Education in a Globalizing World: Toward Cosmopolitan Learning (Part 1)
TL 9485	Designing Aesthetic Experiences for Young Mathematicians (Part 1)
TL 9465	STEM Education (Part 1)
TL 9477	Urban Schools
TL 9445	Teaching in Roman Catholic Elementary Schools
TL 9472	Teaching Abroad: Opportunities and Challenges
TL 9458	2SLGBTQI+ Studies in Education
TL 9499	Parent Engagement and Supporting Newcomer and Minoritized Families
TL 9426	Ecojustice and Climate Action in Education
TL 9424	Teaching for Equity & Social Justice
TL 9440	Supporting Struggling Readers and Writers in the Secondary Classroom
TL 9446	Teaching in Roman Catholic Secondary Schools

## Milestones

### a. Experiential Inquiry: Specialization Areas within Fields

All students will choose an area of specialization, identified in their application to the program. Specialization areas will consist of two half courses, with the first course in their Specialization area providing the *critical theoretical/conceptual framing* for students to develop their own deeper inquiries within the program. Those inquiries will link to their Practica, and/or Alternative Field Experience (AFE) or community outreach. The second course in the specialization *brings their inquiry into a project* designed to be completed collectively in groups, culminating in a 'Teacher Research Capstone Project' (TRCP) alongside their professional competencies. The TRCP represents a milestone of this professional master's degree.

The TRCP may address a problem of practice identified from a year 1 practica or an area of interest they would like to pursue through their AFE and informed by their area of Specialization. The outcome will include possible solutions or adaptations to their practice stemming from their problem of practice that can be implemented to transform their teaching.

The TRCP must align with the OCT Standards of Practice: Commitment to student and student learning, professional knowledge, professional practice, leadership in learning communities, and ongoing professional learning. The TRCP is intended to be completed in teams, building on the Community pillar of the program.

#### **b. Transition to Professional Practice (T2P)**

Presentations, workshops and professional development series are offered throughout the Teacher Education program. “Transition to Professional Practice” (T2P) is designed to supplement course work and provide candidates with additional knowledge and skills necessary to enter the teaching profession. Some components of T2P are COMPULSORY, some are optional. Compulsory examples are provided by the Ontario College of Teachers and Ontario Teachers’ Federation affiliates. The flexibility of the program allows us to address new initiatives introduced by the Ministry of Education (e.g., Math Proficiency Test) and social issues that arise and need a timely response (e.g., Islamophobia, new OCT advisories and so on).

#### **c. Professional Practice Record**

A consistent practice of all Teacher Candidates as part of T2P across all four terms, is the participation in small, interdisciplinary groups of 12 that span the range of levels and specialization under the guidance of a Master Teacher Mentor. In these groups, Teacher Candidates will create and maintain a Professional Practice Record, and ensure that in this space, they are able to consolidate their learning across courses, practicum and AFE. External review of the PPR will be conducted annually with leaders from the Faculty’s board partners serving as external reviewers.

#### **d. Practicum**

Candidates are assigned three practice teaching blocks in assigned schools, one block in each of the first two terms, and an extended block in term 4. At the end of each practicum, the Associate Teacher prepares a written evaluation. The Teacher Education office is responsible for the placement of candidates in a practicum setting. Over the three practicum blocks, candidates will acquire a minimum of 80 and possibly up to 100 days of practice teaching experience.

#### **e. Academic Integrity Module**

All incoming graduate students are required to complete the SGPS Academic Integrity Module in order to progress beyond the first term of their degree.

## **PROGRESSION REQUIREMENTS**

The progress of each Teacher Candidate is subject to formal and informal assessment and evaluation on a regular basis throughout each academic of the four academic terms, at every stage of their professional program to determine attainment of experience specific objectives, learning outcomes and professional competencies. All candidates registered in the program are expected to be in compliance with Western University's Degree Level Expectations, and all other applicable policies or statements governed by Western University, including the Student Code of Conduct, Safe Campus Community, and Non-Discrimination/Harrassment. Teacher Candidates must develop and demonstrate the attributes of a professional educator as outlined and regulated in the Ontario College of Teachers' (OCT) Accreditation standards, and reflect the Standards of Professional Practice and Ethical Standards for the Profession, and as administered and assessed in our program. To remain registered is contingent on maintaining a satisfactory level of performance in all courses and program requirements.

Grade reports are tracked and monitored as per Western policy.

Student progress toward meeting the OCT competencies is documented, monitored and assessed in all components of their program. Candidates document their growth through their Professional Practice Record in their Master Teacher Mentoring groups, under the supervision of a Master Teacher Mentor. Professional Practice Records are reviewed annually by senior leaders in local school boards.

Progress in the Practicum is documented using an approved Practicum report which must be submitted to the Ontario College of Teachers. If students struggle during practicum, either they or their Associate Teacher will reach out to the Practicum Office, and a Practicum Consultant will be engaged to work with the student and the Associate Teacher. A practicum that is deemed unsuccessful will be reported to the Associate Dean, Teacher Education and the student will be place on Conditional Status. An unsuccessful practicum automatically results in ONE makeup practicum.

Progress in the Alternative Field Experience is monitored and tracked by the Program Coordinator in the Teacher Education office and supervised by the Alternative Field Experience placement supervisor. An unsuccessful Alternative Field Experience is a decision made between the Supervisor and the Program Coordinator, resulting in a 'fail' and will be reported to the Associate Dean, Teacher Education. A student who is unsuccessful in the Alternative Field Experience will be placed on Conditional Status, with ONE opportunity to make up an Alternative Field Experience.

Progress in the Transition to Professional Practice Professional Development series is tracked by the Program Coordinator. A student who does not attend the requisite sessions is reported to the Associate Dean, Teacher Education, and will be placed on Conditional Status.

Progress in the Capstone Project is supervised by the Specialty area Faculty member in the course. Like all courses, students who fail to meet the expectations of the course will fail the course, and thus, fail to progress in the program.

A Teacher Candidate who fails to maintain a satisfactory level of performance may at any time be Required to Withdraw or be placed on Conditional Status. This decision will be made following a recommendation to the Dean (or Associate Dean) by the Teacher Education Advisory Board.

Upon the recommendation of the Teacher Education Advisory Board to the Dean (Associate Dean) a student may be denied a school placement for either a practicum or another purpose related to the MTL program.

Reasons for Withdrawal, Conditional Status, or denial of school placements will be provided to the student in writing:

- a. Teacher Candidates who are placed on Conditional Status or denied school placements will be provided with a set of conditions to be met for successful completion of their program.
- b. Teacher Candidates who are required to withdraw will not be considered for readmission until after a hiatus of one full academic year.
- c. Teacher Candidates who withdraw from the program or who are required to withdraw will not retain credit for courses or practica that may have been completed at the time of withdrawal.

### **Progression from Term to Term and Graduation**

1. All courses and practica in each term must be completed satisfactorily before a Teacher Candidate may progress to each subsequent term of the program. An overall pass is required in course work, with a pass being the equivalent of 76% in all courses.
2. Teacher Candidates who do not complete all requirements in the first two terms satisfactorily, (including the Practicum, Alternative Field Experience (AFE), Transition to Practice (T2) and in demonstrations of professional suitability) will be withdrawn from the program.
3. Under exceptional circumstances, a Teacher Candidate may be permitted to defer enrollment for the second two terms for one year in order to complete requirements of terms one and two. Such exceptional circumstances will be adjudicated on a case-by-case basis by the Dean (Associate Dean, Teacher Education).
4. All Term three and four components of the program (courses, practica, T2P and alternative field experiences) must be completed satisfactorily before a Teacher Candidate can qualify for the MTL, and be recommended for certification by the Ontario College of Teachers.

## **Requirements for Participation in Practicum**

Admission to the MTL program entails admission to the practicum program, **provided the following requirements are met:**

1. Essential Skills & Abilities Requirement: Teacher Candidates must be able to demonstrate responsibility for the physical safety, psychological health, and educational well-being of students in schools.
2. Ethical Requirement: Teacher Candidates in Ontario Faculties of Education are Associate Members of the Ontario Teachers Federation and are thereby subject to *Ethical Standards for the Teaching Profession of the Ontario College of Teachers*<sup>1</sup>. Teacher Candidates must demonstrate care, respect, trust, and integrity in all interactions with students, parents, other teachers, school personnel, and members of the public.
3. Police Record Check Requirement: A Police Record Check which includes Vulnerable Position Screening and which is acceptable to the school boards with whom the Faculty of Education works is required before a Teacher Candidate can be placed in a school for a practicum. If information that is unacceptable to school boards appears on a Teacher Candidate's police record check, that Teacher Candidate will not be able to be placed for a practicum and will be required to withdraw from the program.
4. Attendance and meeting program component requirements: Teacher Candidates must maintain a satisfactory record of attendance, satisfactory standing in all program requirements. Unexcused absences, non-participation in classes, AFE, T2P, incomplete or unsatisfactory assignments and not demonstrating professional suitability as outlined by the OCT Standards and Ethical Standards of the profession, are all grounds for denying a practicum placement.

### **Initial Practicum Placement:**

Teacher Candidates who meet the requirements outlined above will be assigned an initial practicum placement.

### **Practicum Progression**

- A minimum of 80 days of successful practicum is required. Experience at each of the two levels in which a Teacher Candidate seeks certification (primary, junior, intermediate, or senior) is required.
- A Teacher Candidate who receives an unsatisfactory practicum evaluation will be allowed to complete ONE makeup practicum.
- A second unsatisfactory practicum evaluation at any point in the program will result in the Teacher Candidate being withdrawn from the program.
- A fee will be charged for practicum placements beyond 100 days.

### **Appeal Process**

For more information about the appeal process, consult the Graduate Student Academic Appeals policy.

---



**Master of Teaching and Learning**  
**Final Assessment Report & Implementation Plan**  
**September 2023**

<b>Faculty / Affiliated University College</b>	Education	
<b>Degrees Offered</b>	Master of Teaching and Learning (MTL)	
<b>Date of Introduction</b>	September 1, 2024	
<b>Approved Fields</b>	Primary-Junior Junior-Intermediate Intermediate-Senior	Primary-Junior French Junior-Intermediate French Intermediate-Senior French
<b>External Reviewers</b>	Dr. Douglas McDougall, Department of Curriculum Teaching and Learning, University of Toronto	Dr. Kirk Anderson, Faculty of Education, Memorial University
<b>Internal Reviewer</b>	Dr. Dianne Bryant, Assistant Dean of Graduate Programs, Faculty of Health Sciences	Julia Brott, PhD Candidate Anatomy and Cell Biology
<b>Date of Site Visit</b>	July 4 & 5, 2023	
<b>Date Review Report Received</b>	August 22, 2023	
<b>Date Program/Faculty Response Received</b>	Program: September 1, 2023 Faculty: September 20, 2023	
<b>Evaluation</b>	Approved to Commence	
<b>Approval Dates</b>	SUPR-G: January 22, 2024 ACA: February 7, 2024 Senate:	
<b>Year of First Review</b>	2031-2032	
<b>Progress Report</b>	June 2027	

## **Overview of Western's Program Proposal and Approval Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of the Master of Teaching and Learning Program to be delivered by the Faculty of Education, Western University.

This FAR considers the following documents:

- the program's proposal brief;
- the external reviewers' report;
- the response from the academic unit; and
- the response from the Dean, Faculty of Education

This FAR identifies the strengths of the proposed program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G), ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

## **Executive Summary**

The Master of Teaching and Learning (MTL) is a cohort graduate-level teacher education program that aligns with Western's status as a research-intensive university, and the profession's need to prepare teacher candidates for a research-based, research-led practice.

A version of a Master in Teaching degree was offered at Western until 1975, at which time, the degree was changed to a Bachelor of Education to align with other teacher education programs in Ontario at the time. The proposed MTL will replace the existing Bachelor of Education (B.Ed.) degree at Western University.

The MTL is a four-term (16 month), blended, graduate-level program. Terms one and two to be completed on-site at Western's Faculty of Education. Terms three and four will be completed virtually, drawing on the faculty's decades of expertise in designing and offering high quality full-distance Continuing Education programs and graduate degrees.

Upon successful completion of the program, teacher candidates will be recommended to the Ontario College of Teachers for a Certificate of Qualification and Registration, which will certify them to teach in Ontario schools. Consistent with current enrolment in the B.Ed. program, the projected intake for the MTL would be 350 Teacher Candidates, with total enrolment at 700.

### **Strengths and Innovative Features Identified by the Program**

- As a new research-based teacher education program working toward the development of reflective and inquiry-oriented teachers, the program aims to:
  - Engage teacher candidates more directly in the ongoing research of its faculty to enable Teacher Candidates to learn through research experience in situ.
  - Equip Teacher Candidates with a solid understanding of the advanced field of educational research, of the need for interdisciplinary and cross-disciplinary practice and with experience engaged in designing, conducting and presenting research that will enable them to engage in their professional practice from a scholarly stance.
- The program's 16-month duration will ensure that graduates enter the field more quickly thereby supporting the need for schools struggling to find qualified teachers to fill their required teaching complements.
- The fully online component in the second half of the program, provides flexibility for teacher candidates who are trying to complete their education while working in this high demand context.
- Expansive practicum agreements with approximately 44 school boards across Ontario, including private and fully virtual schools.
- Faculty researchers, many of whom with international reputation, are well equipped to bridge the frequently cited gaps between theory and practice; which also aligns the department with the University's strategic vision.
- A Teacher Research Capstone Project (TRCP) allows teacher candidates to address a problem of practice identified from a year one practica or an area of interest they would like to pursue through their Alternative Field Experience and informed by their area of Specialization.
- Admission pathways have been created to ensure the recruitment of diverse candidates.

### **Proposal Preparation and Review Process**

Consultations have been ongoing from 2020 to 2023, which includes inquiries with the University's policy governance bodies, a Faculty retreat held in April 2022, and information gathered through surveys. An overview of the groups consulted is presented below:

- All faculty through Academic Research Clusters (Fall, 2021; Spring 2022; monthly in 2023)
- Teacher Education Design Group (representation of Faculty; 2021-2023)
- Ministry of Education, Ministry of Colleges and Universities, April 12, 2021 and in February 2023
- Ministry of Education, May 5, 2021
- Ontario College of Teachers, November 22, 2021 and in January 2023
- Federations (TELC October 26, 2021) monthly from Jan 2022 to Feb 2023
- Education Graduate Student Association in 2022
- Education Students Council: 2022 (survey) 2023 (meetings)
- School Board Partner Advisory Teams (Jan-Feb 2022; Sept-Feb 2023)
- Survey (all teacher candidates and instructors in December 2022)
- Local Board of Education Directors (February 2023)
- Ministry Mandated Teacher Education Advisory Committee, January 31, 2023
- Ongoing programmatic research in Teacher Education (includes Associate Teachers, Advisors, Instructors, Faculty and Teacher Candidates) (from 2020 – present)
- Open Townhall on January 20, 2023

Following approval to proceed with an external review, a review committee was struck comprising two external reviewers, one internal reviewer and one student reviewer. Reviewers were provided with the program proposal brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost, School of Graduate and Postdoctoral studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Dean, Faculty of Education
- Associate Dean, Teacher Education
- Director of Academic Quality and Enhancement
- Director, Thames Valley District School Board
- Teacher Education Design Group
- Teaching Education Liaison Committee
- Faculty Members (Full and Part-time)
- Program Coordinator
- Community Relations and Space Coordinator, Office of Indigenous Initiatives
- Program Staff
- Graduate Student Instructors
- Teacher Candidates
- Head, Collections & Content Strategies, Western Libraries

Following the virtual site visit, the external reviews produced a comprehensive review report with recommendations which was sent to the academic unit and the Dean, Faculty of Education for review and response. These formative documents, including

the new program proposal brief, the external reviewer report, and the Program and Faculty responses, have formed the basis of this summative assessment report of the proposed Master of Teaching and Learning Program.

### **Summative Assessment – External Reviewers’ Report**

External reviewers shared that *“The transition from an undergraduate teacher education program to a master-level graduate teacher education program requires great insight and planning. It is clear that the administration, faculty, staff and students have been engaged in a two-year process to get to this stage. We commend the leadership and faculty for their insights and innovation in the development of the new MTL program.”* And that, *“There seems little doubt that this faculty can achieve this transition”*.

### **Strengths and/or Unique Aspects of the Program**

- Positioning of in-person and online sections balances both program strengths, student learning experiences and reduces economic impact on students and enhance program’s accessibility for persons in rural and Indigenous communities.
  - Core faculty, administration, staff, and specialization chairs were well in tune with this transition and were quite supportive. They are leading practitioners and scholars in this type of learning medium.
- Knowledgeable faculty, staff, adequate technology, and a strong history of distance education aid to ensure the program’s success.
- The upgraded research focus of the program is aligned with the future of teacher education which is likely to be at the graduate level.
- Proposed program components are a creative pedagogical response to emerging modes of delivery – 1) the unique Teacher Research Capstone Project which foregrounds research; 2) impressive variety of courses covering major areas in the field of education.
- The Faculty has a history of gathering data on their program, with regular surveys about the quality of the program. The program also has a strong Teacher Education Advisory Committee that would continue to be a sounding board and a feedback partner through the implementation phase of the new program.
- Competent program administrators, who are effectively managing this transition and are capable of addressing gaps in the implementation process.
- Western University leads in teacher education in many areas and already offers a variety of innovative masters programs as well as doctoral level studies.

### Opportunities for Program Improvement and Enhancement

- There appeared to be some mixed messaging around the use of a statement of intent as part of the admission process – ensure that the approach is clear. (*In relation to Recommendation # 1*)
- Clarify varied understandings across the program community about the role of the Teacher Research Capstone Project (TRCP) and how it might be completed. (*In relation to Recommendation # 2*)
- The faculty may need to review the use of alternative field placements in the MTL to increase students' ability to access these experiences – particularly given the added commitment of the TRCP. (*Tangentially connected to Recommendation # 2*)
- Clarify any concerns or misunderstandings among Faculty in relation to the parts of the program that will be instructed online. (*In relation to Recommendation # 3*)
- If feasible, consider having students back on campus towards the end of Year 2 in relation to the capstone project and to enhance and/or supplement the online learning experience. (*In relation to Recommendation # 4*)
- The change to the MTL may cause some confusion in the use of the word 'master' when referring to "Master teacher Mentors". (*In relation to Recommendation # 5*)
- Ensure a clearly articulated approach to how assessment practices for the field experiences, courses, and the capstone project are changing as part of the transition to a graduate program. (*In relation to Recommendation # 6*)
- Review the use of PASS/FAIL as this could impose limitations on students' access to future advanced academic pursuits which require a numerical grade. (*In relation to Recommendation # 7*)
- Consider ways to mitigate the effects of any potential increases in tuition – the possible result of a transition to a graduate degree. (*In relation to Recommendation # 8*)
- To alleviate the significant workload in association with the capstone courses, consider reducing class sizes or implementing a team-teaching approach (*In relation to Recommendation # 9*)
- Consider ensuring that the capstone project is equivalent to a "Quality Research Paper/Project" which would afford graduates a pathway to future doctoral studies. (*In relation to Recommendation # 10*)
- Review the balance between limited duties instructors and core tenure track faculty, who reflect both strong scholarship and a field experience connected to teacher education. (*In relation to Recommendation # 11*)
- Consider the need for having an in-house educational library, particularly, in the first year of the program. (*In relation to Recommendation # 12*)
- Explore ways to address the loss of any social and educational benefits that exist in face-to-face terms of the program, for the latter two terms of the program when the students will be participating online.

### Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (\*).

Reviewers' Recommendation	Program/Faculty Response
<b>Recommendation #1</b> Consider clarifying the use of a statement of intent.	<p><b>Program:</b> This was an error. The program removed what was used previously (The Experience Profile) in favour of the "Letter of Intent", which is terminology used by the SGPS and aligns with their need to propose a specialization area. It is an error of copy/paste and will be corrected.</p> <p><b>Faculty:</b> The faculty agrees with the program's clarification that a letter of intent will apply to the MTL. The use of a statement of intent is in line with all graduate programs in Education.</p>
<b>Recommendation #2*</b> Consider developing a consistent definition and expectation for the Teacher Research Capstone Project.	<p><b>Program:</b> During extensive consultation, faculty specialty coordinators indicated that there was a uniqueness to each of their areas that required distinction. Expectations re: Number of courses and Expectations for Capstone Projects are consistent. They are all two parts, the same length, and include a milestone for completion.</p> <p>The program will continue to work across specialty areas, and look to other similar kinds of pre-defined projects to clarify expectations for Teacher Candidates to reduce any opportunity for confusion.</p> <p><b>Faculty:</b> Capstone projects and other culminating milestones in a graduate program in Education differ by field within a program. Field academic coordinators and ARC chairs articulate the field specific aspects of capstones and provide respective guidelines for in-course capstone instruction and advice.</p>
<b>Recommendation #3*</b> Seek feedback from faculty and other instructors as to courses needing to be face-to-face and, where possible, alleviate concerns related to the transition to online.	<p><b>Program:</b> Surveys and lengthy conversations took place over two years. Discussion about the format took place within every Academic Research Cluster, and the implications of changing the format were clear when a vote was taken to decide what the format would be.</p> <p>The program recognizes that some may need additional time and support to move to a new model. To ensure everyone is ready for the changes, the program planned for the 2023/24 year, working with its Teacher Education Design Team, the in-house Instructional Design Staff, e-Learning Manager, faculty members and the CTL as a year of preparation. A consistent and clear online environment will be created along with faculty/instructor PD in preparation for the launch of the new program in fall of 2024, with the online component ready for Spring 2025.</p> <p><b>Faculty:</b> The focus is on ensuring instructors and coordinators are well-supported as they make the transition from onsite to online teaching. A list of courses to be taught online will be confirmed once the courses are approved and the schedule is set. Part-time and full-time members teaching or coordinating specialty area courses were consulted and have seen the list of the courses to be delivered online.</p>

<p><b>Recommendation #4*</b> Subject to unit priorities and planning, consider the applicability and feasibility of having students back on campus during toward the end of Year 2 for a set of learnings related to the courses and the capstone project to enhance and/or supplement the online learning experience.</p>	<p><b>Program:</b> It is not feasible to have the students return to London for an in-person 'wrap up'. Instead, the program plans to conduct a hybrid conference/symposium at the end of the last term to showcase the Capstone Projects and celebrate successes.</p> <p>The program also aims to create a virtual resource bank starting with the first cohort that can be shared with future students, Associate Teachers, used in future teaching and so on, depending upon what is created.</p> <p><b>Faculty:</b> The faculty agrees with this recommendation and has planned a hybrid learning experience.</p> <p>The final structure and design of a return-to-campus culminating experience is suitable for supplementing the online learning experience and at the same time considers the current student housing climate in which returning to campus for a few weeks after months of being away in different school districts and communities may cause undue hardship.</p>
<p><b>Recommendation #5*</b> Consider changing the title of Masters Teacher Mentors (MTM) and updating the role consistent with the MTL expectations.</p>	<p><b>Program:</b> A great deal of consultation took place to come up with this name. Our board partners wanted it to signify that there was a status to it; that one had to have reached a level of 'Master Teacher' in order to be able to serve in this role.</p> <p>The program 1) is working towards shifting the role of the MTM in the onboarding this fall, in preparation for the MTL a year from now. Onboarding and support of mentors is coordinated and supported all year by design; 2) will consult with all stakeholders to ascertain whether there is confusion, and if a name change is necessary.</p> <p><b>Faculty:</b> Multiple Faculty-based teams will work together to finalize relevant professional development ahead of the program launch. The proposed design will consider advice by the stakeholders who sit on the teacher education advisory groups.</p>
<p><b>Recommendation #6*</b> Assess and correct any information gaps as the process is implemented and provide additional professional development where needed.</p>	<p><b>Program:</b> The entire proposed program was developed by all full-time faculty. To help with information gaps, the newly hired communication officer will assist with the launching of a new series of internal informational podcasts over the coming year. Professional Development planning has been underway since last year and began in August of this year to prepare everyone more explicitly for the changes.</p> <p><b>Faculty:</b> The Faculty 1) supports assessing and correcting any information gaps as the program is implemented and supplying more Professional development (PD), where needed; 2) will ensure that PD commitments align with the appointments as defined in the new collective agreement of the instructors, including limited duties and standing appointments.</p>

<p><b>Recommendation #7*</b> Revisit and/or better support the PASS/FAIL position with respect to the MTL with a view to modifying it, or providing a more robust defence of the use of the PASS/FAIL grade.</p>	<p><b>Program:</b> A robust defense of the move to Pass/Fail was required when progression requirements were changed. Western is the first in Ontario, and the third in Canada (behind UBC and UPEI) to move to the P/F. It aligns with the way educators are assessed in their professional practice. A numerical grade is not more robust than meaningful feedback. While research supporting the move is available in Higher Education literature, there is none in Teacher Education. The program is conducting programmatic research on the P/F progression requirements (since Jan 2023).</p> <p>A standard (Senate Approved) letter is issued to graduates who need it to apply to programs, secure funding etc., and to date, that letter has satisfied external institutions' needs.</p> <p><b>Faculty:</b> While the Faculty supports revisiting and/or better supporting the PASS/FAIL position, it also trusts the consultation (including at Faculty Council) on this position, and the research planned to further understand this position. The program may review and further update the standard (Senate Approved) letter, which is issued, upon request, to graduates for purposes of awards and competitions in other programs and institutions' that heavily rely on grades in their adjudications and admissions.</p>
<p><b>Recommendation #8*</b> Take steps to prevent, or at least minimize any tuition increases, as well as ameliorate cases of possible hardship related to such increases.</p>	<p><b>Program:</b> Western's data indicates that 58/700 students received a bursary of \$4000. A further 64 applied and did not receive funding because they did not qualify. As graduate students, they will have increased access to support, and the program has 1) multiple sources of bursaries for those who qualify; 2) specific scholarships for students who are Indigenous or who are living with disabilities.</p> <p>Also, the Ministry of Education's change to the Transitional Teaching Certificate (issued August, 2023) was anticipated, and it means that Teacher Candidates will be able to be paid as Occasional Teachers during some part of their practicum (beyond the first 40 days).</p> <p><b>Faculty:</b> The Program will work with the Faculty to explore models for tuition, funding, scholarships, awards, prizes and bursaries for teacher education graduate students. This will be done once MCU decides if a Masters can be offered, and the nature of the funding envelope. The intent will be to increase the existing funding opportunities and ameliorate possible undue hardship especially for teacher education students who self-identify as members of designated EDI groups.</p>
<p><b>Recommendation #9*</b> Consider a reduction in the effective student-instructor ratio for the Capstone courses and process.</p>	<p><b>Program:</b> Enrolment in the specialization courses (where the Capstone is introduced and completed) are already capped now, unlike other courses.</p> <p>The Capstone projects are not intended to be individual projects but will be done in groups by design, as part of the collaboration pillar explained in the proposal. These group projects will serve a need in the field, in their placement, community or alternative field experiences. We want the group projects to reflect the kind of divisional, cross divisional or interdisciplinary inquiry projects and initiatives that educators engage with collaboratively in their professional practice.</p>

	<p><b>Faculty:</b> The program will discuss with the professional Graduate Education programs in which the capstone is implemented. The intent will be to finalize the design of the Capstone projects and the supports for instructors in ways that lead to capstone experiences and products which also serve a need in both the schools and communities where students are placed for practicum and alternative field experiences.</p>
<p><b>Recommendation #10*</b> Consider the option of a Quality Research Paper/Project as part of the capstone process.</p>	<p><b>Program:</b> This option would require more 1:1 supervision and supervisor capacity limits the implementation of this option. If the concern is the ability to move to a research degree (e.g., PhD), then applicants could conduct an individual project as a condition of their acceptance into a doctoral program. This has been the practice for many who apply from a professional graduate degree for decades. As each applicant is assessed individually, it is not always a requirement, but it has been the practice.</p> <p>However, the program will review this recommendation with the Teacher Education Design Group, and Academic Research Clusters in September, 2023 to explore the option of adding this as an alternative for students.</p> <p><b>Faculty:</b> Faculty supports the programs response to engage the TED Group, and ARCs to explore teacher education options, such as: teacher education students taking an independent reading research upon request; and prospective graduate education students seeking bridging opportunities with a potential supervisor, such as taking part of a research team during field experiences or summer research internship. See also the response on Recommendation 2.</p>
<p><b>Recommendation #11*</b> Consider increasing the balance of core faculty in support of practice of teaching in the MTL and as part of the faculty complement.</p>	<p><b>Program:</b> There is an existing expectation that full-time faculty teach in both the Teacher Education program and the Graduate Program. Workload assignments are based on program needs collaboratively between the Associate Dean Grad and the Associate Dean Teacher Education.</p> <p>The program has increased full-time faculty (Music, French, Psychology, Indigenous Education) since the last IQAP report, and are currently interviewing for a teaching scholar in Health and Physical Education. Those positions primarily support the Teacher Education program.</p> <p><b>Faculty:</b> The Dean's office will continue to recommend to Central administration new Faculty hires annually, hoping that an increasing number will be approved to harmonize the ratio of core faculty to non-core faculty. The program will explore ways to improve the presence of core faculty in support of teaching in the MTL.</p> <p>Further, the Ontario College of Teachers, OCT, Accreditation recognizes the benefits of a combination of full-time Faculty members and practitioners in the teaching complement of teacher. The Faculty also recognizes the many benefits of having part-time appointments from the profession teaching in the program.</p>

<p><b>Recommendation #12*</b> Revisit the role of the Education Library with the view to having an in-unit education library/student learning commons concept.</p>	<p><b>Program:</b> This recommendation focuses on what Western Libraries offers; the program has an on-site library/resource centre and the reviewers note on page 1 of their review, that they visited the unit, and it is located just around the corner from the Teacher Education office.</p> <p>The reviewers may have heard that the in-house physical library space is small with reduced dedicated staff on site. That decision was made nearly five years ago, centrally, based on the reduced foot traffic data the library systems noticed across the university and an increase in the usage of online resources. This led to allocation of resources to support that virtual growth in the way that they support faculty and instructors. While the program retains curriculum instructional kits and heavy use items onsite, the rest has moved centrally. It can be ordered online, and gets delivered to a secure locker in the Faculty of Education. The online support provided to faculty and students is exceptional, and continues to grow.</p> <p>The program will share the reviewers' feedback with the central library administration, and continue to collect data with a focus on the new program to monitor ongoing need.</p> <p><b>Faculty:</b> The faculty agrees with the program's response.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair (or equivalent), and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

All recommendations presented by the external reviewers have been prioritized for implementation, with the exception of recommendation #1. The catalyst for this recommendation was an error in the program proposal brief which has since been corrected, as indicated in the responses in the summary table above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<b>Recommendation #2</b> Consider developing a consistent definition and expectation for the Teacher Research Capstone Project.	<ul style="list-style-type: none"> <li>Articulate area-specific and field specific aspects of capstones and communicate respective guidelines for in-course capstone instruction and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Associate Dean Teacher Education</li> <li>Coordinators of specialty areas</li> <li>ARC Chairs</li> <li>TED Group</li> </ul>	By September 2024
<b>Recommendation #3</b> Seek feedback from faculty and other instructors as to courses needing to be face-to-face and, where possible, alleviate concerns related to the transition to online.	<ul style="list-style-type: none"> <li>Create online environment alongside faculty/instructor PD in preparation for the launch of the new program in fall of 2024, with the online component ready for Spring 2025.</li> </ul>	<ul style="list-style-type: none"> <li>Associate Dean Teacher Education</li> </ul>	By September 2024
<b>Recommendation #4</b> Consider the applicability and feasibility of having students back on campus during toward the end of Year 2 for a set of learnings related to the courses and the capstone project to enhance and/or supplement the online learning experience.	<ul style="list-style-type: none"> <li>Host a hybrid conference/symposium at the end of the program to showcase the Capstone Projects.</li> <li>Create a virtual resource bank</li> </ul>	<ul style="list-style-type: none"> <li>Associate Dean Teacher Education</li> <li>TED Group</li> </ul>	By December 2025
<b>Recommendation #5</b> Consider changing the title of Masters Teacher Mentors (MTM) and updating the role consistent with the MTL expectations.	<ul style="list-style-type: none"> <li>Consult with stakeholders to ascertain if and where there may be confusion, and if a name change is necessary.</li> <li>Continue 1) revising the role of the MTM and communicate changes during onboarding; 2) providing support for mentors.</li> </ul>	<ul style="list-style-type: none"> <li>Associate Dean Teacher Education</li> <li>teacher education advisory groups</li> </ul>	By June 2024

<b>Recommendation #6</b> Assess and correct any information gaps as the process is implemented and provide additional professional development where needed.	<ul style="list-style-type: none"> <li>• Ensure that PD commitments align with the appointments as defined in the new collective agreement of the instructors, including limited duties and standing appointments.</li> <li>• Launch a new series of internal informational podcasts.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Dean Teacher Education</li> <li>• Dean's Office</li> </ul>	By June 2024
<b>Recommendation #7</b> Revisit and/or better support the PASS/FAIL position with respect to the MTL with a view to modifying it, or providing a more robust defense of the use of the PASS/FAIL grade.	<ul style="list-style-type: none"> <li>• Continue programmatic research on the PASS/FAIL position to ensure clear understanding of all implications.</li> <li>• Review the standard (Senate Approved) letter issued to graduates applying awards and competitions in other programs/institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Dean Teacher Education</li> <li>• Associate Dean, Graduate Education</li> </ul>	By June 2024
<b>Recommendation #8</b> Take steps to prevent, or at least minimize any tuition increases, as well as ameliorate cases of possible hardship related to such increases.	<ul style="list-style-type: none"> <li>• Explore models for student funding, scholarships, awards, prizes and bursaries for teacher education graduate students – in particular for students who self-identify as members of designated EDI groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Dean Teacher Education</li> <li>• Dean's Office</li> </ul>	June 2024
<b>Recommendation #9</b> Consider a reduction the effective student-instructor ratio for the Capstone courses and process.	<ul style="list-style-type: none"> <li>• Finalize the design of the Capstone projects and the supports for instructors.</li> <li>• Monitor the cap of 35 as part of the ongoing programmatic research.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Dean Teacher Education</li> </ul>	By June 2024 and Ongoing
<b>Recommendation #10</b> Consider the option of a Quality Research Paper/Project as part of the capstone process.	<ul style="list-style-type: none"> <li>• Explore teacher education options, such as: teacher education students taking an independent reading research upon request; and prospective graduate education students seeking bridging opportunities with a potential supervisor, such as taking part of a research team during field experiences or summer research internship.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Dean Teacher Education</li> <li>• ARC group</li> <li>• TED group</li> </ul>	June 2024
<b>Recommendation #11</b> Consider increasing the balance of core faculty in support of practice of teaching in the MTL and as part of the faculty complement.	<ul style="list-style-type: none"> <li>• Explore ways to improve the presence of core faculty in support of teaching in the MTL.</li> <li>• Continue to recommend to Central administration the need for new Faculty hires annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean</li> <li>• ARC group</li> <li>• Associate Dean Teacher Education</li> </ul>	By September 2024 and Ongoing

<b>Recommendation #12</b> Revisit the role of the Education Library with the view to having an in-unit education library/student learning commons concept.	<ul style="list-style-type: none"><li>• Continue to collect data with a focus on the new program to monitor ongoing need.<ul style="list-style-type: none"><li>- Share data with Western Libraries</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Associate Dean Teacher Education</li></ul>	Ongoing
---------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	---------

**ITEM 9.2 – Faculty of Arts and Humanities: Introduction of an Arts and Humanities Internship Program (AHIP)**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of ACA, Senate approve that effective September 1, 2024, an Arts and Humanities Internship Program (AHIP) be introduced by the Faculty of Arts and Humanities as shown in Item 9.2.

**EXECUTIVE SUMMARY:**

Since 2018, the Faculty of Arts and Humanities has been offering and continues to offer Arts and Humanities students experientially beneficial short-term internships (minimum 120 hours, typically worked over 4 months). Its two existing internship courses, Arts and Humanities 3000A/B/Y and Arts and Humanities 3001A/B, are very well supported by a team comprised of an Experiential Learning Coordinator and an Experiential Learning Assistant: both work closely with Careers and Experience at Western and with community partners to advise students interested in gaining practical experience, who are deemed eligible for an Arts and Humanities internship, about acceptable placements and roles.

The proposed Arts and Humanities Internship Program (AHIP) aims to develop a more inclusive program structure that supports work-integrated learning opportunities for international students as well as domestic students, and that contributes to the Faculty's goal of increased student engagement with enhanced experiential programming. As such, this proposed program would be perfectly in line with Western's Strategic Plan "to integrate more fully the transformative social experiences of our students with other kinds of opportunities—such as the experiential opportunities of work-integrated learning" (*Towards Western at 150*). It would also be similar, albeit on a smaller scale, to the format offered within the Faculty of Information and Media Studies and the Faculty of Social Science, insofar as it would require an internship application process through Western Connect (<http://connect.uwo.ca>), completion of preparatory modules and workshops, and completion of placement hours and related assignments.

The AHIP will be comprised of two existing, and recently revised, internship courses: Arts and Humanities 3000A/B/Y: *Internship Preparation* (0.5 credit) and Arts and Humanities 3001A/B: *Internship Work Term* (0 credit). The Calendar Copy for these recently revised courses is attached for ACA's information.

Acceptance into the program will be identified on a student's academic record and transcript to acknowledge enrolment in a short-term (4-month) internship seminar and internship course. Students will be enrolled in Arts and Humanities 3000A/B/Y: *Internship Preparation* (0.5 credit) prior to their work term. Once they have completed the internship preparation requirements and secured an internship, students will be registered in Arts and Humanities 3001A/B: *Internship Work Term* (0 credit weight) for their work term. Application and acceptance into AHIP will create access for international students, who are currently ineligible to pursue internships under current Immigration, Refugees and Citizenship Canada (IRCC) co-op work-

permit regulations and provide a more robust experiential learning experience for Arts and Humanities students with the preparatory internship course, in addition to the work-term internship.

In consultation with the Office of the Registrar, Arts and Humanities will be applying the 0.5 credit course to the student's year of study, at the time of acceptance into the internship program, and a 0.0 course to reflect the active placement term. For the 4-month period when a student is completing an internship placement term, there will normally be an administrative fee.

**ATTACHMENT(S):**

[New Calendar Copy – Arts and Humanities Internship Program \(AHIP\)](#)

[Calendar Copy – Arts and Humanities 3000A/B/Y \(for information\)](#)

[Calendar Copy Arts and Humanities 3001A/B \(for information\)](#)

---

NEW CALENDAR COPY

**ARTS AND HUMANITIES INTERNSHIP PROGRAM (AHIP)**

The Arts and Humanities Internship Program (AHIP) aims to provide short-term (120 hours, typically worked over a four-month period) practical learning experiences to students in the Arts and Humanities. To pursue the work term, students must be in at least their third year and be registered in an Honours Specialization, Specialization, or Major in the Faculty of Arts and Humanities. Admission to the program does not guarantee an internship placement.

**Admission Requirements**

To be eligible for admission to the AHIP, students must be in at least their second year of study (they must have successfully completed at least 5.0 courses at Western) and be registered in an Honours Specialization, Specialization, or Major in the Faculty of Arts and Humanities, with a cumulative average of at least 70% and no failures. They must not have any academic offenses. Students must be in at least third year to undertake the internship.

Students interested in the AHIP should apply through Western Connect (<http://connect.uwo.ca>).

Students admitted to the program will be registered in the preparatory internship course Arts and Humanities 3000A/B/Y and, prior to their work term, must successfully complete the required workshops designed to help students prepare for a practical professional learning experience. A grade of pass/fail will be assigned for Arts and Humanities 3000A/B/Y upon completion of an internship. Students who are successful in securing an internship will normally be required to pay an administrative fee and will receive 0.50 credit once the program is complete. Students who are unsuccessful in securing a placement will be withdrawn from Arts and Humanities 3000A/B/Y without penalty and will not be liable for the Arts and Humanities 3001A/B administrative fee. Admission to the program does not guarantee that a placement will be found.

Students will be registered in Arts and Humanities 3001A/B (0.0 credit course) during an internship work term. During and at the end of the work term, students must complete related assignments.

International students who meet the requirements to participate in the program must secure a valid co-op work permit before commencing their work term and should connect with Western International for guidance around applying for this permit.

CALENDAR COPY

**ARTS AND HUMANITIES 3000A/B/Y  
INTERNSHIP PREPARATION**

**Course Description**

This for-credit course consists of a series of workshops to help students prepare for a practical professional learning experience. Students then apply and may be selected for paid or unpaid internships and must complete related assignments. Internships require a minimum of 120 work hours and approval by the Faculty.

**Prerequisite(s):** Permission of the Faculty of Arts and Humanities. Applicants must be in at least their second year of either a Major, a Specialization or an Honours Specialization in the Faculty of Arts and Humanities, with a cumulative average of at least 70% and no failures and in at least third year to undertake the internship.

**Extra Information:** Eligibility criteria must be satisfied for a student to be considered for the Internship Program. The student is required to maintain a suitable level of performance in the position as verified by the employer through evaluations. A Pass/Fail will be assigned for this course upon satisfactory completion of an internship. Students may consult with the Faculty's Internship Program office to confirm eligibility.

Course Weight: 0.50

CALENDAR COPY

**ARTS AND HUMANITIES 3001A/B  
INTERNSHIP WORK TERM**

**Course Description**

Students who have completed the internship preparation requirements and secured an internship will be enrolled in this non-credit Internship Work Term course. The internship may be paid or unpaid and requires approval by the Faculty and a minimum of 120 hours, typically worked over a four-month period.

**Prerequisite(s):** Permission of the Faculty of Arts and Humanities and registration in Arts and Humanities 3000A/B/Y. Students must be in at least their third year of either a Major, a Specialization or an Honours Specialization in the Faculty of Arts and Humanities, with a cumulative average of at least 70% and no failures.

**Extra Information:** Eligibility criteria must be satisfied for a student to be considered for the Internship Program. The student is required to maintain a suitable level of performance in the position as verified by the employer through evaluations. A Pass/Fail will be assigned for this course upon satisfactory completion of an internship.

Course Weight: 0

**ITEM 9.3 – Faculty of Arts and Humanities: Introduction of a Subject Area in “School for Advanced Studies in Arts and Humanities”**

**ACTION:**    ☒ APPROVAL      ☐ INFORMATION      ☐ DISCUSSION

**Recommended:**            That ACA approve and recommend to Senate that effective September 1, 2024, a subject area in “School for Advanced Studies in Arts and Humanities” be introduced by the Faculty of Arts and Humanities and included in Category B for Breadth Requirements for Graduation, as shown in Item 9.3.

**EXECUTIVE SUMMARY:**

The Faculty of Arts and Humanities proposes to introduce a subject area to alleviate confusion for both students and faculty who commonly refer to the School for Advanced Studies in Arts and Humanities’s courses *not* as “Arts and Humanities courses” (as they are listed in the Academic Calendar) but rather as “SASAH courses”. Similarly, the School for Advanced Studies in Arts and Humanities’s Major is commonly referred to as the “SASAH Major” rather than (as it is listed in the Calendar) the Major in Arts and Humanities. This confusion around what is meant by “Arts and Humanities” is further compounded by the fact that the courses and Major offered by the School for Advanced Studies in the Arts and Humanities have the same subject area as the existing Faculty-wide internship courses. The Faculty wishes to keep the “Arts and Humanities” subject area in use for these internship courses.

Following a recommendation from the Office of the Registrar, “SASAH” will be used in the Academic Calendar listing of modules/requisites instead of the full subject area name of “School for Advanced Studies in Arts and Humanities”.

Following approval of the subject area, the Faculty of Arts and Humanities will submit proposals to withdraw the existing courses, introduce courses under the new subject area, and revise the requirements of the Major in Arts and Humanities accordingly.

**ATTACHMENT(S):**

[Revised Calendar Copy – Breadth Requirements for Graduation](#) (contained in the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”)

---

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)

**REGISTRATION AND PROGRESSION IN THREE-YEAR, FOUR-YEAR AND HONOURS PROGRAMS**

**Breadth Requirements for Graduation**

At least 1.0 course must be chosen from **each of the three categories** (A, B, and C) shown below. Any outstanding breadth requirement not completed in first year must be completed prior to graduation. Note: Not all subjects listed below offer first-year courses.

[...]

**CATEGORY B**

*Arts and Humanities*

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, East Asia Studies, English, Film Studies, French Studies, [Gender, Sexuality, and Women's Studies], Global Great Books, Intercultural Communications, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, **School for Advanced Studies in Arts and Humanities**, Speech, Studio Art, The New Liberal Arts, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, World Literatures and Cultures, Writing

*Languages*

American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

...

**ITEM 10.1 – Subcommittee on Enrolment Planning and Policy (SUEPP) Report**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**RECOMMENDED:**    That on the recommendation of the Senate Committee on University Planning, Senate approve the plans and processes for first-year, first-entry undergraduate enrolment for the University and Affiliated University Colleges as outlined in Item 10.1, and the use of the 2024-25 enrolment projections as shown in Item 10.1 for University budget planning purposes.

**EXECUTIVE SUMMARY:**

The SUEPP report is provided annually to the Senate Committee on University Planning (SCUP) for recommendation to Senate for approval. The report recommends targets and processes for first-year undergraduate enrolment and provides overall enrolment projections for Western and its Affiliated University Colleges in alignment with the University's strategic plan priorities and objectives.

**ATTACHMENT(S):**

[2023-24 Enrolment Update \(for information\)](#)  
[Fall 2024 Undergraduate Admissions Plans \(for approval\)](#)  
[Enrolment Projections for 2024-25 to 2028-29 \(for approval\)](#)

---

**Exhibit 1**  
**2023-24 ENROLMENT UPDATE**  
SCUP Meeting -- February 5, 2024

		History					2023-24		
		2018-19	2019-20	2020-21	2021-22	2022-23	Plan	Actual	Difference
1	<b>Constituent University</b>								
2	<b>Full-Time Undergraduates</b>								
3	Arts & Humanities	938	882	877	853	864	867	923	56
4	Business (HBA)	1,085	1,090	1,057	1,072	1,210	1,314	1,336	22
5	Dentistry	262	262	263	264	281	284	281	-3
6	Education	716	697	677	697	703	668	783	115
7	Engineering	2,032	2,008	2,151	2,293	2,497	2,545	2,590	45
8	Health Sciences								
9	BHSc Program	1,227	1,251	1,339	1,424	1,437	1,442	1,546	104
10	Kinesiology	1,215	1,241	1,285	1,283	1,311	1,298	1,293	-5
11	Nursing	969	974	989	1,028	1,180	1,269	1,326	57
12	Sub-Total	3,411	3,466	3,613	3,735	3,928	4,009	4,165	156
13	Law	480	485	490	482	496	510	503	-7
14	MIT (Media, Information, & Technoculture)	916	895	871	899	880	881	909	28
15	Medicine								
16	MD Program	685	683	686	688	689	684	698	14
17	BMedSci Program	1,000	1,036	1,161	1,252	1,305	1,425	1,199	-226
18	Music	414	449	443	434	410	395	375	-20
19	Science - Medical Sciences	1,417	1,457	1,731	1,905	1,546	1,620	1,500	-120
20	Science- Other	3,726	3,869	3,804	3,904	4,416	4,176	4,763	587
21	Social Science - MOS	2,780	2,689	3,056	3,315	3,397	3,425	3,457	32
22	Social Science - Other	3,717	3,814	3,826	4,033	4,280	4,376	4,469	93
23	<b>Total Full-Time Undergraduates</b>	<b>23,579</b>	<b>23,782</b>	<b>24,706</b>	<b>25,826</b>	<b>26,902</b>	<b>27,179</b>	<b>27,951</b>	<b>772</b>
24	Concurrent Programs	247	288	345	380	370	380	384	4
25	Medical Residents	956	936	940	968	999	940	1,023	83
26	<b>Full-Time Graduates</b>								
27	Masters	3,734	3,946	3,869	4,360	4,231	4,744	4,370	-374
28	Doctoral	2,177	2,219	2,231	2,345	2,415	2,431	2,477	46
29	<b>Total Full-Time Graduates</b>	<b>5,911</b>	<b>6,165</b>	<b>6,100</b>	<b>6,705</b>	<b>6,646</b>	<b>7,175</b>	<b>6,847</b>	<b>-328</b>
30	<b>Total Full-Time Enrolment</b>	<b>30,693</b>	<b>31,171</b>	<b>32,091</b>	<b>33,879</b>	<b>34,917</b>	<b>35,674</b>	<b>36,205</b>	<b>531</b>
31	<b>Part-Time FTEs</b>								
32	Undergraduate	2,061	1,988	2,563	2,408	2,537	2,500	2,670	170
33	Education (AQs)	456	435	447	460	416	470	417	-53
34	Masters	114	110	122	128	111	110	96	-14
35	Doctoral	32	32	35	29	32	30	30	0
36	<b>Total Part-Time FTEs</b>	<b>2,663</b>	<b>2,566</b>	<b>3,167</b>	<b>3,025</b>	<b>3,096</b>	<b>3,110</b>	<b>3,213</b>	<b>103</b>
37	<b>Total Constituent FTEs</b>	<b>33,356</b>	<b>33,737</b>	<b>35,258</b>	<b>36,904</b>	<b>38,013</b>	<b>38,784</b>	<b>39,418</b>	<b>634</b>
38	<b>Affiliated University Colleges</b>								
39	<b>Full-Time Undergraduates</b>								
40	Brescia	1,392	1,421	1,301	1,171	1,099	1,026	1,125	99
41	Huron	1,038	1,266	1,431	1,525	1,560	1,663	1,729	66
42	King's	3,162	3,267	3,415	3,253	3,150	3,172	2,986	-186
43	<b>Total Full-Time Undergraduates</b>	<b>5,592</b>	<b>5,954</b>	<b>6,147</b>	<b>5,949</b>	<b>5,809</b>	<b>5,861</b>	<b>5,840</b>	<b>-21</b>
44	<b>Part-Time Undergraduate FTEs</b>								
45	Brescia	76	73	70	72	65	68	61	-7
46	Huron	64	48	57	58	50	55	76	21
47	King's	254	265	299	266	272	320	269	-51
48	<b>Total Part-Time FTEs</b>	<b>394</b>	<b>386</b>	<b>426</b>	<b>396</b>	<b>387</b>	<b>443</b>	<b>406</b>	<b>-37</b>
49	<b>Graduate FTEs</b>								
50	Brescia	38	40	35	31	31	31	32	1
51	Huron	5	11	13	10	7	10	8	-2
52	King's	50	61	60	62	65	65	64	-1
53	<b>Total Graduate FTEs</b>	<b>93</b>	<b>112</b>	<b>108</b>	<b>103</b>	<b>103</b>	<b>106</b>	<b>104</b>	<b>-2</b>
54	<b>Total Affiliate FTEs</b>	<b>6,079</b>	<b>6,452</b>	<b>6,681</b>	<b>6,448</b>	<b>6,299</b>	<b>6,410</b>	<b>6,350</b>	<b>-60</b>
55	<b>Total UWO FTEs</b>	<b>39,435</b>	<b>40,189</b>	<b>41,939</b>	<b>43,352</b>	<b>44,312</b>	<b>45,194</b>	<b>45,768</b>	<b>574</b>

**Exhibit 1**  
**2023-24 ENROLMENT UPDATE**  
SCUP Meeting -- February 5, 2024

		History					2023-24		
		2018-19	2019-20	2020-21	2021-22	2022-23	Plan	Actual	Difference
56	<b>Rows 57 to 91 Included above</b>								
57	<b>International Students</b>								
58	Constituent Full-Time								
59	Undergraduates	2,692	2,763	2,822	2,761	2,593	2,662	2,398	-264
60	Medical Residents	142	130	130	173	189	175	207	32
61	Masters (excluding Ivey)	717	925	695	826	818	989	905	-84
62	MBA (Regular), Ivey MSc	63	81	159	199	222	234	239	5
63	Executive MBA	4	4	1	2	1	0	0	0
64	Doctoral	607	665	686	798	875	827	941	114
65	Affiliates								
66	Undergraduates	991	1,256	1,390	1,233	1,144	1,159	1,027	-132
67	Masters	0	2	4	4	3	1	3	2
68	<b>Year 1 Only</b>								
69	<b>Constituent</b>								
70	Arts & Humanities	233	209	221	248	202	214	257	43
71	Engineering	588	586	704	774	893	840	848	8
72	Health Sciences								
73	BHSc Program	393	385	407	421	387	400	477	77
74	Kinesiology	304	339	335	351	351	350	345	-5
75	Nursing	142	144	159	142	142	144	175	31
76	Media, Information, & Tech	263	252	226	270	212	235	244	9
77	MOS Program	819	768	1,072	1,052	1,151	1,180	1,200	20
78	Music	121	123	117	94	88	94	98	4
79	Science	1,680	1,676	1,801	2,016	2,033	2,070	2,065	-5
80	Social Science	835	840	965	1,054	1,009	1,010	990	-20
81	<b>Total Year 1 - Constituent</b>	<b>5,378</b>	<b>5,322</b>	<b>6,007</b>	<b>6,422</b>	<b>6,468</b>	<b>6,537</b>	<b>6,699</b>	<b>162</b>
82	<b>Affiliated University Colleges</b>								
83	Brescia	320	332	270	258	244	302	304	2
84	Huron	415	454	489	448	417	594	575	-19
85	King's	834	895	968	840	721	840	650	-190
86	<b>Total Year 1 - Affiliates</b>	<b>1,569</b>	<b>1,681</b>	<b>1,727</b>	<b>1,546</b>	<b>1,382</b>	<b>1,736</b>	<b>1,529</b>	<b>-207</b>
87	<b>Total UWO Year 1</b>	<b>6,947</b>	<b>7,003</b>	<b>7,734</b>	<b>7,968</b>	<b>7,850</b>	<b>8,273</b>	<b>8,228</b>	<b>-45</b>
88	<b>Masters</b>								
89	All Programs (excluding Ivey)	3,319	3,491	3,301	3,545	3,429	3,883	3,512	-371
90	Ivey (excl EMBA)	241	285	466	665	631	687	653	-34
91	Executive MBA	174	170	102	150	171	174	205	31
For Information:									
92	Year 1 Constituent International Students	855	639	592	610	684	778	622	-156

*Western University*

SCUP's Subcommittee on Enrolment Planning and Policy (SUEPP)

**Fall 2024 First-Year Undergraduate Admissions**

---

**A. Background/Context**

**History**

Over the past twenty+ years, Western's enrolment planning has placed the highest priority in increasing the quality of our incoming first-year class – which has moved the overall average grade of our first-year class from a position of “below the Ontario average” in 1993 to the top among Ontario universities. In order to achieve that goal, our approach to first-year admissions has included the following high-level priorities:

1. Our objective should be to continue to maintain and increase the quality of our incoming class – and we should continue to maintain and increase entrance standards.
2. The approach of using the common minimum entrance requirement for the large direct-entry programs should be continued. For limited-enrolment programs – based on annual reviews by the Provost and the Deans – the entrance requirements could be higher. The result of this approach is that student demand/choice drives program-specific enrolments.
3. We should work to increase our first-year international enrolments.
4. We should continue to monitor the gap in entrance requirements between Western and the Ontario average – with the objective of maintaining/increasing the gap.

In 2010, in order to be aligned with the Constituent University's strategy on enrolment planning, the Affiliated University Colleges committed to narrowing the gap in entrance requirements between the Colleges and the Constituent University. This commitment was met for Fall 2018 admissions. As part the current Affiliation Agreement (renewed in May 2019), the Colleges agreed to a further “narrowing of the gap” by increasing minimum entrance requirements as follows: 78.5% for Fall 2019, 79.0% for Fall 2020, 79.5% for Fall 2021, and 80.0% for Fall 2022.

**Current Strategic Plan Priorities**

Our current Strategic Plan – *Towards Western at 150* – includes the following enrolment-planning related objectives:

- a. With the aspiration to “grow strategically”, the plan commits to expand student enrolment (undergraduate, graduate, postdoctoral, and lifelong learners) – in areas of demand and societal need and with deliberate intention to be equitable and inclusive.
- b. Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- c. Increase our international undergraduate student population to 20% and out-of-province students to 15%.
- d. Promote diverse qualifications as an admissions category to support the recruitment of a more diverse student population.

**B. Update on the Fall 2023 Entering Class and Entrance Standards**

**Constituent University**

1. The Constituent University's full-time first-year enrolment was 6,699. Of this, 622 (or 9.3%) were international students.
2. The common minimum entrance requirement was a mid-year offer grade of 82.5% for Arts & Humanities and M.I.T. (offered through FIMS) and 83.5% for Science and Social Science, including the DAN Management Program. For all other programs, the mid-year offer grades were higher – ranging from 86.0% to 91.5%. At offer time, the condition for the final grade was a minimum of 80.0% for Arts & Humanities, M.I.T., and Music (year one of a three-year pilot approved last year) and 83.5% for all other programs.
3. For information, full-time graduate enrolment was 6,847 – which equates to 18.9% of total full-time enrolment.

**Affiliated University Colleges**

4. Full-time first-year enrolment at the Colleges were as follows:
  - Brescia 304
  - Huron 575
  - King's 650
5. The final grade requirement at each of the Colleges was 80.0%.

**C. Fall 2024 Admissions Plans**

**Constituent University**

1. The general approach to admissions from recent years will continue for the Fall 2024 admissions cycle – and it is expected that our mid-year offer grade for most programs will be no less than 83.5%, with a final grade requirement of at least 83.5%. For Arts & Humanities, M.I.T., and Music, it is expected that our mid-year offer grade will be no less than 82.5%, with a final grade requirement of at least 80% (i.e. year two of the three-year pilot). For Music, as in previous years, the offer process will include an assessment of “performance”.
2. Based on the input from our Deans and current application data, we are estimating a first-year class in the range of 6,600 – which includes about 640 international students. We will make every effort to increase enrolments in programs with capacity. Our goal is also to have higher international enrolments – in the context of diversifying country of origin and destination program. *It should be noted that – with the integration of Brescia University College into Western – the above enrolment plans include the Brescia enrolment replacement component.*

**Affiliated University Colleges**

3. The final grade requirement at each of the Colleges will be no less than 80% – as per the commitment in the current Affiliation Agreement.
4. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum final grade requirement (down to only 2.5% points below the minimum requirement). The proportion with final grades below the minimum requirement (i.e. down to 77.5% which is 2.5% points below the 80% minimum requirement) shall not exceed 5% of the new students in the entering class.

5. Where applicable, the Colleges will be bound to the minimum entrance standards established by the Constituent University for limited-enrolment programs – including B.H.Sc. and Kinesiology.
6. The planned first-year class sizes are as follows:
  - Huron 710 (550 domestic and 160 international)
  - King's 750 (600 domestic and 150 international)

**Exhibit 3**  
**ENROLMENT PROJECTIONS: 2024-25 to 2028-29**  
*includes Enrolments associated with Brescia Integration into Western*  
SCUP -- February 5, 2024

		Actual					Forecast				
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1	<b>Constituent University</b>										
2	<b>Full-Time Undergraduates</b>										
3	Arts & Humanities	882	877	853	864	923	1,118	1,131	1,199	1,204	1,221
4	Business (HBA)	1,090	1,057	1,072	1,210	1,336	1,357	1,356	1,356	1,356	1,356
5	Dentistry	262	263	264	281	281	284	284	284	284	284
6	Education	697	677	697	703	783	780	668	668	668	668
7	Engineering	2,008	2,151	2,293	2,497	2,590	2,663	2,739	2,706	2,702	2,697
8	Health Sciences										
9	Foods & Nutrition						159	146	179	203	216
10	Family Studies						107	94	112	120	157
11	BHSc Program	1,251	1,339	1,424	1,437	1,546	1,632	1,639	1,694	1,647	1,639
12	Kinesiology	1,241	1,285	1,283	1,311	1,293	1,317	1,269	1,255	1,254	1,265
13	Nursing	974	989	1,028	1,180	1,326	1,330	1,403	1,464	1,381	1,299
14	Law	485	490	482	496	503	510	520	530	530	530
15	MIT (Media, Information, & Technoculture)	895	871	899	880	909	950	959	1,004	1,020	1,033
16	Medicine										
17	MD Program	683	686	688	689	698	718	735	755	756	759
18	B.Med.Sci. Program	1,036	1,161	1,252	1,305	1,199	1,041	1,118	1,256	1,314	1,406
19	Music	449	443	434	410	375	348	352	365	374	389
20	Science - B.Med.Sci.	1,457	1,731	1,905	1,546	1,500	1,638	1,675	1,734	1,828	1,857
21	Science - Computer Science						400	787	1,162	1,524	1,554
22	Science - All Other	3,869	3,804	3,904	4,416	4,763	4,588	4,002	3,533	2,969	3,013
23	Social Science - MOS	2,689	3,056	3,315	3,397	3,457	3,279	3,217	3,215	3,180	3,225
24	Social Science - All Other	3,814	3,826	4,033	4,280	4,469	4,893	4,744	4,624	4,575	4,594
25	<b>Total Full-Time Undergraduates</b>	<b>23,782</b>	<b>24,706</b>	<b>25,826</b>	<b>26,902</b>	<b>27,951</b>	<b>29,112</b>	<b>28,838</b>	<b>29,095</b>	<b>28,888</b>	<b>29,162</b>
26	Concurrent Programs	288	345	380	370	384	402	402	402	402	402
27	Medical Residents	936	940	968	999	1,023	1,025	1,025	1,025	1,025	1,025
28	<b>Full-Time Graduates</b>										
29	Masters	3,946	3,869	4,360	4,231	4,370	4,571	4,736	4,832	4,874	4,883
30	Doctoral	2,219	2,231	2,345	2,415	2,477	2,511	2,544	2,560	2,579	2,597
31	<b>Total Full-Time Graduates</b>	<b>6,165</b>	<b>6,100</b>	<b>6,705</b>	<b>6,646</b>	<b>6,847</b>	<b>7,082</b>	<b>7,280</b>	<b>7,392</b>	<b>7,453</b>	<b>7,480</b>
32	<b>Total Full-Time Enrolment</b>	<b>31,171</b>	<b>32,091</b>	<b>33,879</b>	<b>34,917</b>	<b>36,205</b>	<b>37,621</b>	<b>37,545</b>	<b>37,914</b>	<b>37,768</b>	<b>38,069</b>
33	<b>Part-Time FTEs</b>										
34	Undergraduate	1,988	2,563	2,408	2,537	2,670	2,700	2,700	2,700	2,700	2,700
35	Education (AQs)	435	447	460	416	417	450	460	460	460	460
36	Masters	110	122	128	111	96	110	110	110	110	110
37	Doctoral	32	35	29	32	30	30	30	30	30	30
38	<b>Total Part-Time FTEs</b>	<b>2,566</b>	<b>3,167</b>	<b>3,025</b>	<b>3,096</b>	<b>3,213</b>	<b>3,290</b>	<b>3,300</b>	<b>3,300</b>	<b>3,300</b>	<b>3,300</b>
39	<b>Total Constituent FTEs</b>	<b>33,737</b>	<b>35,258</b>	<b>36,904</b>	<b>38,013</b>	<b>39,418</b>	<b>40,911</b>	<b>40,845</b>	<b>41,214</b>	<b>41,068</b>	<b>41,369</b>
40	<b>Affiliated University Colleges</b>										
41	<b>Full-Time Undergraduates</b>										
42	Brescia	1,421	1,301	1,171	1,099	1,125					
43	Huron	1,266	1,431	1,525	1,560	1,729	1,999	2,216	2,387	2,497	2,540
44	King's	3,267	3,415	3,253	3,150	2,986	2,975	3,004	3,045	3,096	3,154
45	<b>Total Full-Time Undergraduates</b>	<b>5,954</b>	<b>6,147</b>	<b>5,949</b>	<b>5,809</b>	<b>5,840</b>	<b>4,974</b>	<b>5,220</b>	<b>5,432</b>	<b>5,593</b>	<b>5,694</b>
46	<b>Part-Time Undergraduate FTEs</b>										
47	Brescia	73	70	72	65	61					
48	Huron	48	57	58	50	76	55	55	55	55	55
49	King's	265	299	266	272	269	289	293	298	303	308
50	<b>Total Part-Time FTEs</b>	<b>386</b>	<b>426</b>	<b>396</b>	<b>387</b>	<b>406</b>	<b>344</b>	<b>348</b>	<b>353</b>	<b>358</b>	<b>363</b>
51	<b>Graduate FTEs</b>										
52	Brescia	40	35	31	31	32					
53	Huron	11	13	10	7	8	12	15	15	15	15
54	King's	61	60	62	65	64	64	65	65	65	65
55	<b>Total Graduate FTEs</b>	<b>112</b>	<b>108</b>	<b>103</b>	<b>103</b>	<b>104</b>	<b>76</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>
56	<b>Total Affiliate FTEs</b>	<b>6,452</b>	<b>6,681</b>	<b>6,448</b>	<b>6,299</b>	<b>6,350</b>	<b>5,394</b>	<b>5,648</b>	<b>5,865</b>	<b>6,031</b>	<b>6,137</b>
57	<b>Total FTEs - Western Complex</b>	<b>40,189</b>	<b>41,939</b>	<b>43,352</b>	<b>44,312</b>	<b>45,768</b>	<b>46,305</b>	<b>46,493</b>	<b>47,079</b>	<b>47,099</b>	<b>47,506</b>

**Exhibit 3**  
**ENROLMENT PROJECTIONS: 2024-25 to 2028-29**  
*includes Enrolments associated with Brescia Integration into Western*  
SCUP -- February 5, 2024

		Actual					Forecast				
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	<b>Rows 59 to 97 Included above</b>										
58	<b>International Students</b>										
59	Constituent Full-Time										
60	Undergraduates	2,763	2,822	2,761	2,593	2,398	2,330	2,391	2,530	2,749	3,060
61	Medical Residents	130	130	173	189	207	185	185	185	185	185
62	Masters (excluding Ivey)	925	695	826	818	905	903	978	1,017	1,025	1,029
63	MBA (Regular), Ivey MSc	81	159	199	222	239	225	216	216	216	216
64	Executive MBA	4	1	2	1	0	0	0	0	0	0
65	Doctoral	665	686	798	875	941	903	905	908	914	918
66	Affiliates										
67	Undergraduates	1,256	1,390	1,233	1,144	1,027	980	1,068	1,163	1,264	1,324
68	Masters	2	4	4	3	3	0	0	0	0	0
69	<b>Year 1 Only</b>										
70	<b>Constituent</b>										
71	Arts & Humanities	209	221	248	202	257	285	290	295	300	305
72	Engineering	586	704	774	893	848	850	850	850	850	850
73	Health Sciences										
74	Foods & Nutrition						50	50	60	60	70
75	Family Studies							25	50	50	50
76	BHSc Program	385	407	421	387	477	460	440	445	450	455
77	Kinesiology	339	335	351	351	344	340	340	345	350	355
78	Nursing	144	159	142	142	176	174	210	210	210	210
79	MIT (Media, Information, & Technoculture)	252	226	270	212	244	250	250	255	260	265
81	Music	123	117	94	88	98	100	100	105	110	115
82	Science - B.Med.Sci.	797	1,092	1,049	1,000	981	1,000	1,005	1,030	1,055	1,065
84	Science - Computer Science						400	410	420	430	435
83	Science - All Other	879	709	967	1,033	1,084	600	610	620	630	640
80	Social Science - MOS	768	1,072	1,052	1,151	1,200	1,105	1,115	1,135	1,150	1,170
85	Social Science - All Other	840	965	1,054	1,009	990	1,000	1,000	1,005	1,015	1,025
86	<b>Total Year 1 - Constituent</b>	<b>5,322</b>	<b>6,007</b>	<b>6,422</b>	<b>6,468</b>	<b>6,699</b>	<b>6,614</b>	<b>6,695</b>	<b>6,825</b>	<b>6,920</b>	<b>7,010</b>
87	<b>Affiliated University Colleges</b>										
88	Brescia	332	270	258	244	304					
89	Huron	454	489	448	417	575	710	717	734	748	748
90	King's	895	968	840	721	650	750	770	790	810	810
91	<b>Total Year 1 - Affiliates</b>	<b>1,681</b>	<b>1,727</b>	<b>1,546</b>	<b>1,382</b>	<b>1,529</b>	<b>1,460</b>	<b>1,487</b>	<b>1,524</b>	<b>1,558</b>	<b>1,558</b>
92	<b>Total Year 1 - Western Complex</b>	<b>7,003</b>	<b>7,734</b>	<b>7,968</b>	<b>7,850</b>	<b>8,228</b>	<b>8,074</b>	<b>8,182</b>	<b>8,349</b>	<b>8,478</b>	<b>8,568</b>
93	<b>Masters</b>										
94	All Programs (excluding MBAs)	3,491	3,301	3,545	3,429	3,512	3,704	3,888	3,987	4,026	4,035
95	Ivey (excl EMBA)	285	466	665	631	653	664	674	674	674	674
96	Executive MBA	170	102	150	171	205	203	174	171	174	174

For Information

97	Year 1 Constituent International Students	639	592	610	684	622	640	700	800	900	1,000
----	-------------------------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-------

*\*\* Part-time FTEs are estimates -- and will be updated when second/January-term course registrations are finalized.*

**ITEM 10.2 – Update on Budget and Planning**

**ACTION:**    ☐ APPROVAL      ☒ INFORMATION      ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

Florentine Strzelczyk, Provost & Vice-President (Academic), and R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), will provide a verbal update on the budget and the budget planning process.

**ATTACHMENT(S):**

None.

---

**ITEM 12.0 – Report of the Academic Colleague**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

Pauline Barmby will provide a report of the Academic Colleague for information.

---

### **ITEM 13.0 – The Unanimous Consent Agenda**

**ACTION:**    ☒ APPROVAL        ☐ INFORMATION        ☐ DISCUSSION

**Recommended:**    That the items listed in the Consent Agenda be approved or received for information by the Senate by unanimous consent.

The Senate's parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *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.

A number of Canadian university governing bodies have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

#### **How it works for Senate:**

In consultation with Committee chairs and principal resource persons, the University Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their meeting 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, they can ask to have it removed from the consent agenda** by contacting the University Secretary (at senate@uwo.ca) 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 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. Those matters that have been struck from the consent agenda will be handled in the usual way.

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.

**ITEM 13.1(a) – Appointment of Officers of Convocation**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

The Operations/Agenda Committee, on behalf of the Senate, approved the appointment and renewal of the Officers of Convocation listed below.

<b>OFFICERS OF CONVOCATION</b>		
Joan Finegan	<i>Director of Convocation</i>	July 1, 2024 – June 30, 2026
Nicole Jesko	<i>Associate Marshal</i>	July 1, 2024 – June 30, 2026
Ruth Lebelo-Almaw	<i>Associate Marshal</i>	July 1, 2024 – June 30, 2026
Kibret Mequanint	<i>Marshal</i>	July 1, 2024 – June 30, 2026
Chris Smith	<i>Chief Usher</i>	July 1, 2024 – June 30, 2026

**ATTACHMENT:**

[Bios](#)

---

**OFFICER OF CONVOCATION BIOS**

Joan Finegan Director of Convocation	<i>Acting Director of Indigenous Studies, Faculty of Social Science</i>
<p>Joan Finegan is currently the Acting Director of the Indigenous Studies Program and is finishing a two-year term as the Director of Convocation. She served 1.5 years as Acting Dean in the Faculty of Social Science and was the Associate Dean Undergraduate for 12 years. She received her Master's degree and PhD from the University of Western Ontario, and is a member of the Psychology Department. Joan is a Fellow of the Canadian Psychological Association and is a section editor for the <i>Journal of Business Ethics</i>. Her research focuses on person-organization fit, incivility, and workplace values.</p>	
Nicole Jesko Associate Marshal	<i>HBA Recruiting Associate, Ivey Business School</i>
<p>Nicole Jesko is a HBA Recruiting Associate on the HBA Recruiting and Admissions team at the Ivey Business School, supporting students as they navigate university applications. Prior to working at Ivey, Nicole worked as a Liaison Officer in Undergraduate Recruitment at Western and has also served as an Associate Marshal for several convocation ceremonies in 2023. Nicole graduated from King's in 2020 with an Honours Bachelor of Arts degree and is currently completing her Master's degree in Socio-Legal Studies. Nicole is originally from London and has remained deeply involved in the community through various volunteer positions.</p>	
Ruth Lebelo-Almaw Associate Marshal	<i>Liaison Officer, Office of the Registrar</i>
<p>Ruth Lebelo-Almaw graduated from Western in 2018 with a bachelor's degree in political science and global development. Ruth then went on to complete a Master's in International Development Practice at the University of Waterloo. After completing her studies Ruth worked for the University of Surabaya in Indonesia, she came back to Canada a few months later and started working as an administrative assistant and then the Communications and Events Coordinator for Western International. From there Ruth went on to work for Huron University College as the coordinator student orientation and events and then from there moved to Macon Georgia to be the Director of Student Engagement at a women's college. London is home for Ruth and she's excited to be back working at Western as a liaison officer for the Office of the Registrar.</p>	

Kibret Mequanint Marshal	<i>Professor of Chemical and Biochemical Engineering, Faculty of Engineering</i>
<p>Kibret Mequanint is a Professor of Chemical and Biochemical Engineering and the incumbent Marshal who led over 60 academic processions during convocation. He has served on Western's Board of Governors for 4 years and as a Member of the Board of Directors for Kings University College for 2 years. He was elected 3 times to the Senate, serving 6 years, and as a member of SUTA, and OAC for over 2 years. He served as Undergraduate Chair, Graduate Chair, and Acting Chair for his department. He has received several teaching awards, including the Pleva award and many national and international research awards, and has been elected and inducted into four different academies as a fellow (FEAS, FAIMBE, FCAE, FBSE).</p>	
Chris Smith Chief Usher	<i>Program Manager, Professional Development and Corporate Learning, Western Continuing Studies</i>
<p>Chris currently serves as Program Manager, Professional Development and Corporate Learning with Western Continuing Studies. WCS offers hundreds of courses each year for learners looking to upskill their education to meet labour market needs. In addition to running hundreds of courses, Chris is growing University-to-Business sales at a rapid pace.</p> <p>Previously, he was Manager, Domestic Recruitment helping enroll 6,468 students in 2022-23. Chris has often addressed Convocation as the Alumni Representative, welcoming graduates into their new community. Chris holds a B.A. in Political Science &amp; MIT alongside a Master of Library and Information Science (MLIS) from Western.</p>	

**ITEM 13.1(b) – Senate Membership – Vacancies Filled by Appointment**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

The Senate seats listed below were filled by appointment for the terms indicated at the recommendation of the units concerned in accordance with the Senate Election Procedures.

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES		
Dr. Laura Graham ( <i>Faculty of Health Sciences</i> )	–	until June 30, 2025.

---

**ITEM 13.2(a) – Senate Membership – General Community Member**

**ACTION:**     ☐ ACTION                    ☒ INFORMATION                    ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

In accordance with section B.2 of the Senate Election Procedures, the Nominating Committee has appointed **Lynn Davis** as a Senate representative from the general community for the term July 1, 2024 – June 30, 2026.

**ITEM 13.2(b) – Temporary Replacement for Senate Committee on University Teaching Awards (SUTA)**

**ACTION:**      ☐ ACTION                      ☒ INFORMATION                      ☐ DISCUSSION

The Senate Committee on University Teaching Awards (SUTA) member, Sarah McLean has been granted a Leave of Absence, leaving a vacancy on SUTA until June 30, 2024

The Nominating Committee met on February 8, 2024, and **Danielle Sirek** was elected to serve on SUTA as a Faculty member until June 30, 2024.

**ITEM 13.3(a) – Faculty of Health Sciences, School of Kinesiology: Revisions to the Admission and Program Requirements of the Honours Specialization in Kinesiology – BA, Honours Specialization in Kinesiology – BSc, Honours Specialization in Clinical Kinesiology, and Major in Kinesiology**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of ACA, Senate approve that effective September 1, 2024, the admission and program requirements of the Honours Specialization in Kinesiology – BA, Honours Specialization in Kinesiology – BSc, Honours Specialization in Clinical Kinesiology, and Major in Kinesiology be revised as shown in Item 13.3(a).

**EXECUTIVE SUMMARY:**

Currently, students in the School of Kinesiology are required to take a course in Statistics (from outside the Faculty of Health Sciences) as a corequisite for their Research Methodology course (Kinesiology 2032A/B). This proposal removes the statement “all students must complete a Statistics course as a corequisite to Kinesiology 2032A/B” from the modules, for two reasons: (1) statistics is no longer required as a corequisite for Kinesiology 2032A/B; and (2) should such a course be required in the future as a corequisite for Kinesiology 2032A/B, this requirement would be more appropriately presented within the course prerequisites.

This proposal also introduces a Kinesiology-specific implementation of statistics, within Kinesiology 3032A/B: *Measurement and Analysis in Kinesiology*, a course that has already been approved. Based on feedback from students and faculty, the School of Kinesiology feels that the content of Kinesiology 3032A/B will better suit the needs of students within the program in meeting their learning needs for statistics. Kinesiology 3032A/B is cross-listed with Health Sciences 3801A/B, a course that has been a core course within Health Science modules (in the School of Health Studies) for more than a decade. The Faculty of Health Sciences has the necessary expertise on its full-time staff to offer this course – as well as the research expertise to tailor the examples used within the course to students in Health Sciences related disciplines.

Another key purpose of this proposal is to modify the ordering of courses presented in the calendar copy of each Kinesiology module. This revised ordering of the Calendar copy is based on recommendations from the Office of the Registrar. It is expected to impact the order in which program requirements are checked by PeopleSoft and is expected to increase the accuracy of modular average calculations.

This proposal also removes Kinesiology 4450A/B from the Calendar copy. Kinesiology 4450A/B was last offered in Fall/Winter of 2012, and was removed from the Calendar in September 2021.

This proposal also adds the sentence “within a single subject area” (in parentheses) to the first-year science requirements for the Honours Specialization in Kinesiology –

BSc. This requirement is intended to direct students to take a full-course in first-year Science, to provide them with sufficient prerequisites as to allow them to take the senior Science credits that are required for the BSc degree designation.

In response to feedback provided by ACA, the proposal also incorporates the following changes:

- Modification of the admission requirements of the modules to remove the requirement of a full course load.
- Clarification of the maximum number of Kinesiology courses allowable in the degree.
- Modifications to the section in which students are required to take courses within particular areas to remove the confounding of Statistical Sciences with Mathematics.

**ATTACHMENT(S):**

[Revised Calendar Copy – Honours Specialization in Kinesiology – BA](#)

[Revised Calendar Copy – Honours Specialization in Kinesiology – BSc](#)

[Revised Calendar Copy – Honours Specialization in Clinical Kinesiology](#)

[Revised Calendar Copy – Major in Kinesiology](#)

---

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21170>

**HONOURS SPECIALIZATION IN KINESIOLOGY - BA**

**Admission Requirements**

Completion of first year requirements with no course grade less than 60% ~~on a full course load~~, and with an average of at least 70% ~~in their 5.0 course load~~.

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- Kinesiology 1050A/B;
- Kinesiology 1060A/B;
- Kinesiology 1070A/B;
- Kinesiology 1080A/B; and
- Physiology 1021.

**Note:** The Honours Specialization B.A. in Kinesiology is a limited enrolment program. More competitive academic standing may be required when demand exceeds enrolment capacity. Admission to the module is restricted to students registered in the School of Kinesiology.

**Module**

~~9.5~~ **10.0** courses:

~~1.0 courses:~~ Kinesiology 2230A/B, Kinesiology 2241A/B (must be taken in second year).

**1.0 course** from: Kinesiology 2900-2999 (must be taken in second year).

~~1.0 course from: Kinesiology 2236A/B, Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G.~~

**0.5 course:** Kinesiology 2032A/B (must be taken in second year).

**0.5 course: Kinesiology 3032A/B.**

~~6.0 additional Kinesiology courses at the 2000-level or above (not including Kinesiology 2900-2999), of which at least 1.0 course must be selected from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4259F/G, Kinesiology 4276F/G, Kinesiology 4465F/G.~~

**1.0 Kinesiology course from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4259F/G, Kinesiology 4276F/G, Kinesiology 4465F/G.**

**1.0 course from: Kinesiology 2236A/B, Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G. (not previously selected)**

**5.0 additional Kinesiology courses at the 2000-level or above (a maximum of 1.0 course may be from Kinesiology 2900-2999).**

For module planning guide go to the School of Kinesiology website:

<http://www.uwo.ca/fhs/kin>

~~Note: All students must complete a Statistics course as a corequisite to Kinesiology 2032A/B.~~

**Note:** All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology credits prior to graduation.

**Note:** A maximum of ~~12.5~~ **14.0** Kinesiology Credits may be taken in ~~any~~ **this degree** ~~Honours Specialization degree or module.~~

REVISED CALENDAR COPY  
<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21169>

## HONOURS SPECIALIZATION IN KINESIOLOGY – BSC

### Admission Requirements

Completion of first year requirements with no course grade less than 60% ~~on a full course load~~, and with an average of at least 70% ~~in their 5.0 course load~~.

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- Kinesiology 1050A/B;
- Kinesiology 1060A/B;
- Kinesiology 1070A/B
- Kinesiology 1080A/B
- Physiology 1021
- 

Students are also required to complete 1.0 courses **(within a single subject area)** from the subject areas of Biology, Chemistry, Physics, Mathematics as follows:

- Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B;
- Chemistry 1301A/B and Chemistry 1302A/B;
- Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Applied Mathematics 1201A/B, Mathematics 1120A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, ~~Statistical Sciences 1024A/B, Data Science 1000A/B~~;
- Physics 1101A/B or Physics 1201A/B or the former Physics 1028A/B or the former Physics 1301A/B or Physics 1501A/B and Physics 1102A/B or Physics 1202A/B or the former Physics 1029A/B or the former Physics 1302A/B or Physics 1502A/B.

**Students may substitute Data Science 1000A/B for 0.5 course in Mathematics in fulfilling this requirement.**

**Note:** The Honours Specialization in Kinesiology - BSc is a limited enrollment program. More competitive academic standing may be required when demand exceeds enrollment capacity. In the event demand exceeds enrollment capacity a student's term average will also be taken into consideration. Admission to the module is restricted to students registered in the School of Kinesiology.

### Module

~~9.0~~ **9.5** courses:

**1.0 course:** Kinesiology 2230A/B, Kinesiology 2241A/B (must be taken in second year).

**1.0 course** from: Kinesiology 2900 – 2999 (must be taken in second year).

**0.5 course:** Kinesiology 2032A/B (must be taken in second year).

~~0.5 course in Kinesiology at the 2000 level (not including Kinesiology 2900-2999).~~

**0.5 course: Kinesiology 3032A/B.**

**0.5 course** from: Kinesiology 3341A/B, Kinesiology 3343A/B, Kinesiology 3353A/B.

**1.0 course** from: Kinesiology 3330F/G, Kinesiology 3337A/B.

**1.0 course** from: Kinesiology 3343A/B, Kinesiology 3353A/B, Kinesiology 4430F/G, Kinesiology 4432A/B, Kinesiology 4433A/B, Kinesiology 4490E, Kinesiology 4520A/B, ~~the former Kinesiology 4450A/B~~ (not previously selected).

~~3.5 additional Kinesiology courses at the 2000-level or above (not including Kinesiology 2900-2999), of which 1.0 must be from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4259F/G, Kinesiology 4276F/G, Kinesiology 4465F/G.~~

**1.0 Kinesiology course from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4259F/G, Kinesiology 4276F/G, Kinesiology 4465F/G.**

**0.5 course in Kinesiology at the 2000-level (not including Kinesiology 2900-2999).**

**2.5 additional Kinesiology courses at the 2000-level or above (a maximum of 1.0 course may be from Kinesiology 2900-2999).**

For module planning guide go to the School of Kinesiology website:  
<http://www.uwo.ca/fhs/kin>

**Notes:**

1. Students in this module must select four full or equivalent science options from the 2100 level or above.

2. Up to 1.0 of the 4.0 Science credits may be at the 1000-level **(within a single subject area)**, from the following list:

- Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B;
- Chemistry 1301A/B and Chemistry 1302A/B;
- Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Applied Mathematics 1201A/B, Mathematics 1120A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, ~~Statistical Sciences 1024A/B, Data Science 1000A/B~~;
- Physics 1101A/B, or 1201A/B or the former Physics 1028A/B or the former Physics 1301A/B or Physics 1501A/B and Physics 1102A/B, or 1202A/B or the former Physics 1029A/B or the former Physics 1302A/B or Physics 1502A/B.

**Students may substitute Data Science 1000A/B for 0.5 course in Mathematics in fulfilling this requirement.**

3. Up to 2.0 of the 4.0 Science credits may be taken from the following list of Kinesiology courses (not previously selected). Kinesiology 3222A/B, Kinesiology 3339A/B, Kinesiology 3341A/B, Kinesiology 3343A/B, Kinesiology 3347A/B, Kinesiology 3353A/B, Kinesiology 3360A/B, Kinesiology

3480A/B, Kinesiology 4420A/B, Kinesiology 4430F/G, Kinesiology 4432A/B, Kinesiology 4434A/B, Kinesiology 4480A/B, Kinesiology 4490E, Kinesiology 4520A/B.

4. Kinesiology students graduating with the Honours Bachelor of Science Degree Honours Specialization in Kinesiology are recognized as having met the University graduation policies pertaining to Science course requirements.

~~5. All students must complete a Statistics course as a co-requisite to Kinesiology 2032A/B.~~

~~6.~~ **5.** All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology credits prior to graduation.

~~7.~~ **6.** A maximum of ~~12.5~~ **14.0** Kinesiology Credits may be taken in ~~any~~ **this degree** ~~Honours Specialization degree or module.~~

REVISED CALENDAR COPY  
<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21173>

## HONOURS SPECIALIZATION IN CLINICAL KINESIOLOGY

### Admission Requirements

Completion of first year requirements with no course grade less than 60% ~~on a full course load. Students must have~~ **and with** an average of at least 70% ~~in their 5.0 course load.~~

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- Kinesiology 1050A/B;
- Kinesiology 1060A/B;
- Kinesiology 1070A/B;
- Kinesiology 1080A/B; and
- Physiology 1021.

~~Students are also required to complete Statistical Sciences 1023A/B or Data Science 1000A/B or Statistical Sciences 1024A/B.~~

**Note:** The Honours Specialization in Clinical Kinesiology is a limited enrolment program. More competitive academic standing may be required when demand exceeds enrolment capacity. In the event demand exceeds enrollment capacity a student's term average will also be taken into consideration. Admission to the module is restricted to students registered in the School of Kinesiology.

### Module

~~9.5~~ **10.0** courses:

**2.0 courses:** Kinesiology 2032A/B, Kinesiology 2230A/B, Kinesiology 2236A/B (with a minimum grade of 70%), Kinesiology 2241A/B. ***Must be taken in second year.***

**1.0 course** from: Kinesiology 2900-2999. ***Must be taken in second year.***

**0.5 course:** **Kinesiology 3032A/B.**

**1.0 course:** Kinesiology 3412A/B, Kinesiology 3402A/B must be completed in third year.

**1.0 course:** Kinesiology 4412A/B and Kinesiology 4422A/B must be completed in fourth year.

**3.0 courses:** Kinesiology 3222A/B, Kinesiology 3336A/B, Kinesiology 3337A/B, Kinesiology 4433A/B, and Kinesiology 4590.

**0.5 course** from: Kinesiology 2292F/G, Kinesiology 3490F/G.

**1.0 course** from: Kinesiology 2276F/G, Kinesiology 3330F/G, Kinesiology 3339A/B, Kinesiology 3341A/B, Kinesiology 3353A/B, Kinesiology 3457A/B, Kinesiology 3476F/G, Kinesiology 3480A/B, Kinesiology 3495A/B, Kinesiology 3550A/B, Kinesiology 4276F/G, Kinesiology 4259F/G, Kinesiology 4420A/B, Kinesiology 4432A/B, Kinesiology 4437A/B, Kinesiology 4477A/B, Kinesiology 4480A/B, Kinesiology 4520A/B, Kinesiology 4560A/B.

**Notes:**

1. All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology credit prior to graduation.
2. A maximum of ~~12.5~~ **14.0** Kinesiology credits may be taken in ~~any~~ **this degree** ~~Honours Specialization degree or module~~.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21168>

## MAJOR IN KINESIOLOGY

### Admission Requirements

Completion of first year requirements with no course grade less than 60% ~~on a full course load~~, and with an average of at least 70% ~~in their 5.0 course load~~.

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- Kinesiology 1050A/B;
- Kinesiology 1060A/B;
- Kinesiology 1070A/B;
- Kinesiology 1080A/B; and
- Physiology 1021.

**Note:** The Bachelor degree in Kinesiology is a limited enrollment program. More competitive academic standing may be required when demand exceeds enrollment capacity. Admission to the module is restricted to students registered in the School of Kinesiology.

### Module

~~6.5~~ **7.0** courses:

**1.0 courses:** Kinesiology 2230A/B, Kinesiology 2241A/B (must be taken in second year).

**1.0 course** from: Kinesiology 2900-2999 (must be taken in second year).

~~1.0 course from: Kinesiology 2236A/B, Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 2298A/B, Dance 2270A/B.~~

**0.5 course:** Kinesiology 2032A/B (must be taken in second year).

**0.5 course: Kinesiology 3032A/B.**

~~3.0 additional Kinesiology courses at the 2000-level or 3000-level (not including Kinesiology 2900-2999), of which 1.0 must be selected from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 2298A/B, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3398F/G, Kinesiology 3399F/G, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Dance 2270A/B, Dance 3371A/B, Dance 3372A/B.~~

**1.0 course from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 2298A/B, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3398F/G, Kinesiology 3399F/G, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Dance 2270A/B, Dance 3371A/B, Dance 3372A/B.**

**1.0 course from: Kinesiology 2236A/B, Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 2298A/B, Dance 2270A/B. (not previously selected)**

**2.0 additional Kinesiology courses at the 2000-level or above (a maximum**

**of 1.0 may be from Kinesiology 2900-2999).**

For module planning guide go to the School of Kinesiology website: <http://www.uwo.ca/fhs/kin/>

~~Note: All students must complete a Statistics course as a corequisite to Kinesiology 2032A/B.~~

**Note: A maximum of 10.5 Kinesiology credits may be taken in this degree.**

**ITEM 13.3(b)(i) – Faculty of Health Sciences, School of Health Studies: Withdrawal of the Honours Specialization in Health Sciences – Health and Aging**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of ACA, Senate approve that effective September 1, 2024, admission to the Honours Specialization in Health Sciences – Health and Aging be discontinued, and

That students currently enrolled in the module be permitted to graduate upon fulfillment of the module requirements by August 31, 2028, and

That the module will be withdrawn effective September 1, 2028.

**EXECUTIVE SUMMARY:**

The Honours Specialization in Health Sciences – Health and Aging has seen dwindling enrolment over many years. The School of Health Studies (the School) would like to reallocate the teaching resources currently used within this module to an increased diversity of course offerings across its curricular content. By withdrawing this module, the School hopes to offer additional elective courses that may be selected within the Honours Specialization in Health Sciences. It is the School's hope that this will allow students to become more well-rounded over the course of their module.

The enrolments in this module are quite small. At present, there are four students enrolled in Year 2, three students enrolled in Year 3, and 12 students enrolled in Year 4. Students who would normally have enrolled in this module will be absorbed into other modular offerings within the School.

The courses required by this module may be taken by students within other modular offerings within the School. Accordingly, the School will continue to offer courses referenced by the module, until such a time as there are no students who require them.

---

**ITEM 13.3(b)(ii) – Faculty of Health Sciences, School of Health Studies:**  
**Withdrawal of the Honours Specialization in Health Sciences – Health Promotion**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of ACA, Senate approve that effective September 1, 2024, admission to the Honours Specialization in Health Sciences – Health Promotion be discontinued, and

That students currently enrolled in the module be permitted to graduate upon fulfillment of the module requirements by August 31, 2028, and

That the module will be withdrawn effective September 1, 2028.

**EXECUTIVE SUMMARY:**

The Honours Specialization in Health Sciences – Health Promotion has seen dwindling enrolment over many years. The School of Health Studies (the School) would like to reallocate the teaching resources currently used within this module to an increased diversity of course offerings across its curricular content. By withdrawing this module, the School hopes to offer additional elective courses that may be selected within the Honours Specialization in Health Sciences. It is the School's hope that this will allow students to become more well-rounded over the course of their module.

The enrolments in this module are quite small. At present, there are eight students enrolled in Year 2, five students enrolled in Year 3, and six students enrolled in Year 4. Students who would normally have enrolled in this module will be absorbed into other modular offerings within the School.

The courses required by this module may be taken by students within other modular offerings within the School. Accordingly, the School will continue to offer courses referenced by the module, until such a time as there are no students who require them.

---

**ITEM 13.3(c)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Professional Education (MPEd) and Doctor of Education (EdD)**

**ACTION:**    ☒ APPROVAL      ☐ INFORMATION      ☐ DISCUSSION

**Recommended:**                      That on the recommendation ACA, Senate approve that effective September 1, 2024, the Master of Professional Education (MPEd) and Doctor of Education (EdD) be revised as shown in Item 13.3(c)(i).

**EXECUTIVE SUMMARY:**

The Faculty of Education proposes to change the spelling of the existing field of “Applied Behavior Analysis” in the Master of Professional Education (MPEd) to “Applied Behaviour Analysis” to reflect Canadian spelling and to be consistent with the proposed new field in the Doctor of Education (EdD).

The Faculty of Education proposes a modification to the EdD to introduce a new field of Applied Behaviour Analysis. The new field will have the same objectives, structure and regulations, mode of delivery, Graduate Degree Level Outcomes (GDLES), and assessment of teaching and learning as the current fields. The proposed field is designed to enhance both the professional knowledge and administrative capacity of its graduates in applied behaviour analysis.

**ATTACHMENT(S):**

[Major Modification to the Master of Professional Education \(MPEd\) and Doctor of Education \(EdD\)](#)

---

**Major Modification to the Master of Professional Education (MPed)  
and Doctor of Education (EdD)**

Master of Professional Education (MPed)

The Faculty of Education proposes to change the spelling of the existing field of “Applied Behavior Analysis” in the Master of Professional Education (MPed) to “Applied Behaviour Analysis” to reflect Canadian spelling and to be consistent with the proposed new field in the Doctor of Education (EdD).

Doctor of Education (EdD)

This is a modification to introduce a new field of Applied Behaviour Analysis in the EdD. The new field will have the same objectives, structure and regulations, mode of delivery, Graduate Degree Level Outcomes (GDLES), and assessment of teaching and learning as the current fields – Education Leadership and Equity, Diversity and Social Justice.

The EdD is a full-time doctoral program which follows the Carnegie Project on the Education Doctorate model and consists of sequential courses with four milestones including a culminating milestone, the Dissertation-in-Practice. The mode of delivery is fully online.

The program milestones and their timelines are:

1. Academic Integrity Module written by the end of Fall Term Year 1.
2. Problem of Practice written by the end of Year 1.
3. Proposal written by the end of Year 2.
4. Dissertation-in-Practice completed and submitted as the culminating milestone by the end of Year 3.

Students receive in-course instruction on the development, presentation, and evaluation of the milestones. Five half-courses are similar for all fields.

Certain admission requirements will be specific to the new field, including a Masters's degree in psychology, education and/or related fields and relevant professional experiences.

The proposed field is designed, at the doctoral level, to enhance both the professional knowledge and administrative capacity of its graduates in applied behaviour analysis. This program is designed to meet the Association for Behavior Analysis International Culturo-Behavior Science Concentration Verified Course Sequence requirements. Students who complete a verified course sequence in Culturo-Behavior Science are eligible for a certificate of completion from the Association of Behavior Analysis International. Completion of this program and a behaviour-analytic dissertation also allows graduates to apply for doctoral designation as board-certified behaviour analysts.

The EdD field will complement the successful MPED program in the field of Applied Behaviour Analysis. Enrolment in the MPED Applied Behavioural Analysis field is among the highest of the MPEDs in the Faculty of Education and demonstrates a strong demand for graduate education in Applied Behavioural Analysis.

The EdD extends knowledge and the learning outcomes of the MPED and introduces students to degree-level outcomes specific to the educational doctorate. The program actively encourages students to apply what they learn to their professional practice and to embrace an ethic of critical self-reflectivity. The program is designed to prepare students for leadership roles within the field of Applied Behaviour Analysis and focuses on strengthening students' research, clinical, and leadership skills.

The field culminates in a Dissertation-in-Practice that is designed to enhance professional learning and to deepen understanding of enacting the principles of applied behaviour analysis design and evaluation with regards to students' practice or understanding of policy or program evaluation of curriculum/unit of work.

Courses in the proposed field aim to familiarize students with the theoretical, conceptual, methodological and professional knowledge that is foundational to the field of applied behaviour analysis and prepare students to integrate theory and research in ways that are meaningful and relevant to identifying and addressing workplace problems. This approach will be valuable for new and experienced practitioners looking to transition into leadership roles in applied behaviour analysis and related fields.

#### **PROGRAM REQUIREMENTS:**

Expected Duration: 9 terms

Courses (5.5 Total Credits).

Term	REQUIRED COURSES (5.5 Credits)			All Term 1 to Term 9 courses must be completed by all students.	
	Subject	Course #	Length (in terms)	Course Title	Course Weight
1	GRADEDUC	9760	1	Emerging Issues in Applied Behaviour Analysis	0.5
2	GRADEDUC	9761	1	Biological, Behavioural, and Cultural Selection	0.5
3	GRADEDUC	9763	1	Behaviour Change in Organizational Systems	0.5
3	GRADEDUC	9764	1	Dissertation-in-Practice (DiP) 1: Introduction to Research and Problem of Practice for ABA	0.5
4	GRADEDUC	9765	1	Ethics and Equity, Diversity, and Inclusion for Behaviour Analysts	0.5

5	GRADEDUC	9766	1	Behavioural Assessment	0.5
6	GRADEDUC	9767	1	Education and Teaching in Applied Behaviour Analysis	0.5
6	GRADEDUC	9786	1	Dissertation-in-Practice (DiP) 2: Proposal for ABA	0.5
7	GRADEDUC	9787	1	Dissertation-in-Practice (DiP) 3: Secondary Data and Analysis for ABA	0.5
8	GRADEDUC	9788	1	Dissertation-in-Practice (DiP) 4: Full Draft Writing for ABA	0.5
9	GRADEDUC	9714	1	Dissertation-in-Practice (DiP) Assessment and Evaluation	0.5

A brief description of each course is included in the Appendix.

<b>MILESTONES</b>	Each milestone must be completed by all students
Academic Integrity Module	
Problem of Practice Statement	
Dissertation-in-Practice Proposal	
Dissertation-in-Practice	

## Admission Requirements

Applicants are required to submit a Statement of Intent of a maximum of 500 words, 3 letters of recommendation (from academic and/or professional supervisors, or equivalent), transcripts, a writing sample, and a current resume.

### Doctor of Education (EdD) Degree in Applied Behaviour Analysis

Master's degree in applied behaviour analysis, psychology, education, and/or related fields

Candidates must be Board Certified Behavior Analysts (BCBA) or eligible to sit for the BCBA exam, or have a record of coursework and research experience in behavior analysis.

Minimum GPA of 3.5.

Minimum three years' work experience in Applied Behaviour Analysis, such as in schools, private practice, or clinical programs in agencies.

A commitment to advancing the scholarship and practice of ABA is demonstrated in the Statement of Intent.

Minimum Criteria for English Language Proficiency as described below:

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language. For more information go to English Proficiency Requirements.

For International applicants, an IELTS average score of 7.0, with a minimum score of 6.5 on each scale, and an interview, will be required.

Applicants who fall below the score of 7/9 overall will be reviewed on a case-by-case basis by the Associate Dean, Graduate Programs, who may recommend an offer conditional on successfully completing a 12-week, WELC boost onsite English program or comparable online language program before the start of the program.

The Associate Dean will review applications on a case-by-case basis to ensure that the student does not endure undue hardship and recommend online programs for students who are not already in Canada

Or,  
Equivalent scores on other SGPS and Western-recognized English Language Proficiency tests.

Or,  
English language programs are accepted in lieu of English Proficiency Tests.

Recommended: A background in psychology

The GDLES for the EdD Applied Behavioural Analysis field will be the same as the GDLES for the existing EdD fields.

### Appendix – Courses

<b>Emerging Issues in Applied Behaviour Analysis (Year 1, Fall 0.5)</b> This introductory course addresses current issues in the theories, principles, and practice of Applied Behaviour Analysis. Students will review basic and applied research and view online presentations by experts on specific emerging issues or controversies relevant to ABA, followed by guided critical discussion. Issues addressed change with each offering.
<b>Biological, Behavioural, and Cultural Selection (Year 1, Winter 0.5)</b> The course explores philosophical frameworks for studying the three levels of selection by consequences: biology, behaviour, and culture with a particular focus on cultural selection. Students will also learn applications across a wide range of settings.
<b>Behaviour Change in Organizational Systems (Year 1, Summer 0.5)</b> Students will learn to apply behaviour principles to organizational systems with an emphasis on performance management and leadership. The topics will cover the evaluation of system-level services, functional assessment of employee behaviour, key components of supervision and consultation skills to direct-care staff, caregivers, and schools.
<b>Dissertation-in-Practice (DiP) 1: Introduction to Research and Problem of Practice for ABA (Year 1, Summer 0.5)</b> This course provides students with an introduction to inquiry and research. The focus is on helping them develop a problem statement for thinking about a potential research topic that is relevant to their professional context. Students will learn about generating research/critical questions as a basis for developing a problem of practice milestone.
<b>Ethics and Equity, Diversity, and Inclusion for Behavior Analysts (Year 2, Fall 0.5)</b> This course focuses on understanding principles related to equity, diversity, and inclusion and ethical practice for behaviour analysts. Learners investigate research and practice recommendations for implementing behaviour analysis practices with clients and families, organizations, colleagues, students, trainees, supervisees, and others.
<b>Behavioural Assessment (Year 2, Winter 0.5)</b> This course covers methodologies in clinical, educational, and functional behavioural assessment of a variety of complex behaviours. Students will learn to select, implement, and evaluate a variety of measurement tools, as well as describe the general process by which clinical decisions are arrived at incorporating real-life considerations.
<b>Education and Teaching in Applied Behavior Analysis (Year 2, Summer 0.5)</b> This course focuses on behaviour-analytic approaches to education and instruction with a focus on adult learning. Students will critically examine theory and evidence about learning in adults and measure individual and program-level outcomes. Opportunities to design and evaluate educational materials will be embedded in course activities.

**Dissertation-in-Practice (DiP) 2: Proposal for Applied Behaviour Analysis (Year 2, Summer 0.5)**

Students will be supported in writing up their proposals for the Dissertation-in-Practice which will include a problem statement /research question to be addressed, theoretical framework, literature review and methodology.

**Dissertation-in-Practice (DiP) 3: Secondary Data & Analysis for Applied Behaviour Analysis (Year 3, Fall 0.5)**

Students will revisit their proposal and start to draft the writing of their Dissertation-in-Practice. The focus will be on writing up and consolidating an analysis of their data/policy/document.

**Dissertation-in-Practice (DiP) 4: Full Draft Writing for Applied Behaviour Analysis (Year 3, Winter 0.5)**

Students will complete the final draft of their Dissertation-in-Practice in preparation for the examination. This will include the following components: (1) Topic and Theoretical framework, (2) Literature Review, (3) Methodology, and (4) Presentation of Findings/Policy or Curriculum Analysis, (5) Conclusion: Implications and Limitations. Instructors of the eighth course provide a grade for the course and feedback on the DiP. The student must complete this course with a minimum grade of 75% to proceed to the Summer Term.

**Dissertation-in-Practice (DiP) Assessment and Evaluation (Year 3, Summer 0.5, Milestone)**

This course focuses on the final development assessment and examination of the EdD Dissertation-in-Practice. The course prepares students for a public lecture and final examination of the EdD Dissertation-in-Practice.

**ITEM 13.3(c)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) in Education Studies**

**ACTION:**    ☒ APPROVAL      ☐ INFORMATION      ☐ DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Arts (MA) in Education Studies be revised as shown in Item 13.3(c)(ii).

**EXECUTIVE SUMMARY:**

The proposed modification is to add a course-based curriculum option to the Master of Arts (MA) in Education Studies in the fields of Applied Linguistics, Curriculum Studies, and Critical Policy, Equity, and Leadership Studies. The new course-based curriculum option will have the same admission requirements, mode of course delivery, and Graduate Degree Level Outcomes (GDLES) as the existing thesis-based and master's research project (MRP) based curriculum options. The proposed modification provides potential students an additional curriculum option to choose from depending on their interests and career and academic aspirations.

**ATTACHMENT(S):**

[Major Modification to the Master of Arts \(MA\) in Education Studies](#)

---

### **Major Modification to the Master of Arts (MA) in Education Studies**

The proposed modification is to add a course-based curriculum option to the Master of Arts (MA) in Education Studies in the fields of Applied Linguistics, Curriculum Studies, and Critical Policy, Equity, and Leadership Studies.

The current MA in Education Studies in the fields of Applied Linguistics, Curriculum, Studies, and Critical Policy, Equity, and Leadership Studies offers two curriculum options: thesis-based and master's research project (MRP) based. The existing thesis-based and MRP-based options will remain.

Of these two curriculum options, the thesis-based curriculum option receives the most MA applicants. The MRP curriculum option attracts a smaller number of select applicants with a desire to complete a graduate program with a greater focus on practice-oriented research. The program is of interest to a diverse set of domestic and international students who are interested in studying the nature of curriculum across different contexts and disciplines, including teacher education, early childhood education, K - 12 education (e.g., primary and secondary school), post-secondary and adult education, and informal education and those interested in second language education, second language teacher education, international, heritage, minority, Indigenous, and First Nations languages, language loss, language revitalization, language maintenance and language attrition, language assessment, social approaches to languages, sociolinguistics education, Indigenous education, critical policy in education, race, gender, and queer studies, educational leadership, and globalization and international education. The addition of a course-based curriculum option to the three fields will both improve the program and benefit the students.

The new course-based curriculum option will have the same admission requirements, mode of course delivery, and Graduate Degree Level Outcomes (GDLES) as the existing thesis-based and MRP-based curriculum options.

There will be some flexibility for students to request moving from the MRP or thesis curriculum options to the course-based option. It is unlikely that students will be able to move to the MRP and thesis curriculum options from the course-based option due to supervision capacity.

The new course-based curriculum option will be displayed on the transcript and not on the parchment.

The current curriculum option, which requires a supervisor, puts limits on the number of students the Faculty can accept per year. This results in many strong applicants being rejected. Offering a course-based curriculum option will allow the Faculty to increase admissions.

**Recommended:**

- Honours degree.
- A qualification leading to certification as a teacher (e.g., B.Ed.).
- Minimum one year of teaching experience, or experience within the field of education.

**Notes & Exceptions:**

- Bachelor of Education and Additional Qualification course grades are not used in calculating admission averages.
- Applicants with 3-year degrees and relevant experience as an educator in professional setting will be considered on a case-by-case basis if places are available in program.
- Probationary Status: If an applicant does not meet all the minimum admission requirements (e.g., average below 70% and/or has only a 3-year degree plus B.Ed.) the applicant may be offered admission as a Probationary Student with conditions.
- Conditions: Full-time applicants will be required to register in 2 half courses during the Fall Term and maintain a 75% average in each course to clear conditions. Part-time applicants will be required to register in one half course in the Fall Term and one half course in the Winter Term and maintain a 75% average in each of these courses to clear conditions.

**Minimum Criteria for English Language Proficiency**

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language. For more information go to English Proficiency Requirements <https://www.edu.uwo.ca/graduate-education/apply.html>.

For International applicants, an IELTS average score of 7.0 out of 9, with a minimum individual score of 6.5 out of 9 on each scale, and an interview, will be required for consideration of direct entry.

Applicants who fall below the score of 7/9 overall will be reviewed on a case by case basis by the Associate Dean, Graduate Programs, who may recommend an offer conditional on successfully completing a 12-week, WELC boost onsite English program or comparable online language program prior to the start of the program.

The Associate Dean, Graduate Programs will review applications on a case by case basis to ensure that the student does not endure undue hardship and recommend the online programs for students who are not already in Canada

Or,  
Equivalent scores on other SGPS and Western recognized English Language Proficiency tests.

Or,  
English language programs accepted in lieu of English Proficiency Tests.

Current program	Proposed Change(s)
<p><b>Thesis-Based Curriculum Option</b> 6 half courses + thesis 6 terms Supervisor required</p> <p><b>Master's Research Project Curriculum Option</b> 8 half courses + research project 6 terms Supervisor required</p>	<p><b>Thesis-Based Curriculum Option</b> 6 half courses + thesis 6 terms Supervisor required</p> <p><b>Master's Research Project Curriculum Option</b> 8 half courses + research project 6 terms Supervisor required</p> <p><b>Course-Based Curriculum Option</b> 10 half courses 4 terms Supervisor not required</p>
<p><b>Thesis-Based Curriculum Option (Curriculum Studies)</b> <u>Term 1</u></p> <ul style="list-style-type: none"> <li>• EDUC 9580 Introduction to Curriculum (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Terms 3 – 6</u> Thesis proposal, thesis</p> <p><b>Thesis-Based Curriculum Option (Applied Linguistics)</b> <u>Term 1</u></p> <ul style="list-style-type: none"> <li>• Three electives (3 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul>	<p><b>Thesis-Based Curriculum Option (Curriculum Studies)</b> <u>Term 1</u></p> <ul style="list-style-type: none"> <li>• EDUC 9580 Introduction to Curriculum (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Terms 3 – 6</u> Thesis proposal, thesis</p> <p><b>Thesis-Based Curriculum Option (Applied Linguistics)</b> <u>Term 1</u></p> <ul style="list-style-type: none"> <li>• Three electives (3 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul>

<p><u>Terms 3 – 6</u></p> <ul style="list-style-type: none"> <li>• Thesis proposal, thesis</li> </ul> <p><b>Thesis-Based Curriculum (Critical Policy, Equity, and Leadership Studies)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>• EDUC 9200 Social Context of Education (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9201 Introduction to Educational Research Diverse (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Terms 3 – 6</u></p> <ul style="list-style-type: none"> <li>• Thesis proposal, thesis</li> </ul> <p><b>MRP-Based Curriculum Option (Curriculum Studies)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>• EDUC 9580 Introduction to Curriculum (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Terms 3 – 6</u></p> <ul style="list-style-type: none"> <li>• Two electives (2 X 0.5), MRP</li> </ul> <p><b>MRP-Based Curriculum Option (Applied Linguistics)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>• Three electives (3 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul>	<p><u>Terms 3 – 6</u></p> <ul style="list-style-type: none"> <li>• Thesis proposal, thesis</li> </ul> <p><b>Thesis-Based Curriculum (Critical Policy, Equity, and Leadership Studies)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>• EDUC 9200 Social Context of Education (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9201 Introduction to Educational Research Diverse (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Terms 3 – 6</u></p> <ul style="list-style-type: none"> <li>• Thesis proposal, thesis</li> </ul> <p><b>MRP-Based Curriculum Option (Curriculum Studies)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>• EDUC 9580 Introduction to Curriculum (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul> <p><u>Terms 3 – 6</u></p> <ul style="list-style-type: none"> <li>• Two electives (2 X 0.5), MRP</li> </ul> <p><b>MRP-Based Curriculum Option (Applied Linguistics)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>• Three electives (3 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li> <li>• Two electives (2 X 0.5)</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><u>Terms 3 – 6</u></p> <ul style="list-style-type: none"> <li>Two electives (2 X 0.5), MRP</li> </ul> <p><b>MRP-Based Curriculum (Critical Policy, Equity, and Leadership Studies)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>EDUC 9200 Social Context of Education (0.5)</li> <li>Two electives (2 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>EDUC 9201 Introduction to Educational Research (0.5)</li> <li>Two electives (2 X 0.5)</li> </ul> <p><u>Terms 3 – 6</u></p> <ul style="list-style-type: none"> <li>Two electives (2 X 0.5), MRP</li> </ul>	<p><u>Terms 3 – 6</u></p> <ul style="list-style-type: none"> <li>Two electives (2 X 0.5), MRP</li> </ul> <p><b>MRP-Based Curriculum (Critical Policy, Equity, and Leadership Studies)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>EDUC 9200 Social Context of Education (0.5)</li> <li>Two electives (2 X 0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>EDUC 9201 Introduction to Educational Research (0.5)</li> <li>Two electives (2 X 0.5)</li> </ul> <p><u>Terms 3 – 6</u></p> <p>Two electives (2 X 0.5), MRP</p> <p><b>Course-Based Curriculum Option (Curriculum Studies)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>EDUC 9580 Introduction to Curriculum (0.5)</li> <li>One elective (0.5)</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li> <li>Two electives (2 X 0.5)</li> </ul> <p><u>Term 3</u></p> <ul style="list-style-type: none"> <li>Two electives (2 X 0.5)</li> </ul> <p><u>Term 4</u></p> <ul style="list-style-type: none"> <li>Three electives (3 X 0.5)</li> </ul> <p><b>Course-Based Curriculum Option (Applied Linguistics)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>Two electives (2 X 0.5)</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><u>Term 2</u></p> <ul style="list-style-type: none"><li>• EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5)</li><li>• Two electives (2 X 0.5)</li></ul> <p><u>Term 3</u></p> <ul style="list-style-type: none"><li>• Two electives (2 X 0.5)</li></ul> <p><u>Term 4</u></p> <ul style="list-style-type: none"><li>• Three electives (3 X 0.5)</li></ul> <p><b>Course-Based Curriculum Option (Critical Policy, Equity, and Leadership Studies)</b></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"><li>• EDUC 9200 Social Context of Education (0.5)</li><li>• One electives (1 X 0.5)</li></ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"><li>• EDUC 9201 Introduction to Educational Research (0.5)</li><li>• Two electives (2 X 0.5)</li></ul> <p><u>Term 3</u></p> <ul style="list-style-type: none"><li>• Two electives (2 X 0.5)</li></ul> <p><u>Term 4</u></p> <ul style="list-style-type: none"><li>• Three electives (3 X 0.5)</li></ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The learning outcomes will remain the same, however the assessment modes will vary.

Current students who do not request to switch to this option will not be affected by the modification.

**ITEM 13.3(c)(iii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology**

**ACTION:**    ☒ APPROVAL      ☐ INFORMATION      ☐ DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective January 1, 2024, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology be revised as shown in Item 13.3(c)(iii).

**EXECUTIVE SUMMARY:**

The Department of Anthropology is proposing modifications to the graduate programs in Anthropology to:

- revise the program-level learning outcomes for the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology to more accurately reflect current practice and differences in expectations for the MA versus PhD; and
- remove the Intensive Thesis-based curriculum option within the Applied Archaeology field of the MA in Anthropology.

**ATTACHMENT(S):**

[Major Modification to the Master of Arts \(MA\) and Doctor of Philosophy \(PhD\) in Anthropology](#)

---

**Major Modification to the Master of Arts (MA) and  
Doctor of Philosophy (PhD) in Anthropology**

The Department of Anthropology is proposing modifications to the graduate programs in Anthropology to:

- revise the program-level learning outcomes for the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology to more accurately reflect current practice and differences in expectations for the MA versus and PhD; and
- remove the Intensive Thesis-based curriculum option within the Applied Archaeology field of the MA in Anthropology.

The current program-level learning outcomes are not as strong as they could be and do not reflect current practice. Faculty and graduate students completed a Centre for Teaching and Learning (CTL)-facilitated workshop to revise and map the program-level learning outcomes.

The Intensive curriculum option within the Applied Archaeology field of the MA in Anthropology was introduced in 2009 to offer a quicker path (one year as opposed to two) for people who had been working in cultural resource management archaeology for some time and entered the program with data in hand to form the basis of their MA thesis. The curriculum option has not been a success. Only three students have registered, one of whom withdrew. Two students remain in the program, both of whom have been enrolled part-time for 5+ years. The standard (not Intensive) Applied Archaeology curriculum option has proved a faster path to the MA and sees much higher enrollment numbers.

<b>Current Program</b>	<b>Proposed Change(s)</b>
1) Program-Level learning outcomes from 2016-17 – see below	1) New Program-Level learning outcomes from 2023 – see below
2) Curriculum Options within the Applied Archaeology field of the MA in Anthropology:  i) Standard Thesis-based (2 years in length)  ii) Intensive Thesis-based (1 year in length)	2) Curriculum Options within the Applied Archaeology field of the MA in Anthropology:  i) Standard Thesis-based (2 years in length)

The two remaining students currently enrolled in the intensive option will be permitted to complete it if they continue to progress. The Department is monitoring their progression and providing all possible support.

**Proposed changes to Graduate Program Level Learning Outcomes: Anthropology**

Original Learning Outcomes (LO)	New Learning Outcomes (LO)	
By the end of the Master's/PhD program, students will be able to:	By the end of the <b>Master's program</b> , students will be able to:	By the end of the <b>PhD program</b> , students will be able to:
<p>1. <u>Depth and Breadth of Knowledge</u></p> <p>a. Demonstrate an appreciation of the significance of anthropology as a discipline.</p> <p>b. Exhibit a broad knowledge of anthropology as a discipline.</p> <p>c. Show a broad knowledge of different anthropological schools of thought.</p> <p>d. Advocate a broad knowledge of the different kinds of evidence and methods used in anthropology.</p> <p>e. Demonstrate a broad appreciation of the</p>	<p>Identify and explain key anthropological discussions and debates while recognizing the breadth and complexity of anthropological knowledge and value of interdisciplinarity. LO1</p> <p>Incorporate ethical principles in all aspects of anthropological research and practice. LO4</p> <p>Demonstrate a commitment to ongoing learning and to the value of an anthropological approach to an ever-changing world. LO5</p> <p>Investigate and explain the varied structures and processes that shape human experiences and spaces. LO8</p> <p>Recognize and articulate the ways in which a four-field approach to anthropology (i.e., comprised of sociocultural anthropology, biological</p>	<p>Situate their research within, and contribute to, key anthropological discussions and debates while recognizing the breadth, complexity and construction of anthropological knowledge and value of interdisciplinarity. LO1</p> <p>Incorporate ethical principles in all aspects of anthropological research and practice and transfer this knowledge to others within and outside academia. LO4</p> <p>Demonstrate a commitment to ongoing learning and to the value of an anthropological approach to an ever-changing world while drawing from a wide range of sources and experiences. LO5</p> <p>Propose new insights explaining the varied structures and processes that shape human experiences and spaces. LO8</p> <p>Recognize and articulate the ways in which a four-field approach to anthropology (i.e., comprised of sociocultural anthropology, biological anthropology, archaeology, and</p>

<p>importance of research ethics.</p> <p>f. (Applied Archaeology MA) Display a broad understanding of how consultant archaeological practice meshes with heritage conservation and land use development laws and policies.</p> <p>g. Expose a deep knowledge of scholarship in particular fields of study.</p>	<p>anthropology, archaeology, and linguistic anthropology) enriches an understanding of human complexity. LO9</p>	<p>linguistic anthropology) enriches an understanding of human complexity. LO9</p>
<p><u>2. Research and Scholarship</u></p> <p>a. Formulate a research question.</p> <p>b. Situate research in relation to existing literature.</p> <p>c. Select appropriate research methods.</p> <p>d. Identify, locate, and collect a sufficient body of evidence.</p>	<p>Identify and explain key anthropological discussions and debates while recognizing the breadth and complexity of anthropological knowledge and value of interdisciplinarity. LO1</p> <p>Demonstrate a moderate degree of independence in designing and carrying out an anthropological research project that contains novel elements, that applies methodologies appropriate to the research and relevant communities, and that recognizes methodological and theoretical limitations. LO6</p>	<p>Situate their research within, and contribute to, key anthropological discussions and debates while recognizing the breadth, complexity and construction of anthropological knowledge and value of interdisciplinarity. LO1</p> <p>Demonstrate a high degree of independence in designing and carrying out an original and innovative anthropological research project that applies methodologies appropriate to the research and relevant communities, and that recognizes methodological, theoretical and epistemological limitations. LO6</p>

<p>e. Develop, present and defend a Research Proposal.</p> <p>f. Apply for funding.</p> <p>g. Conduct fieldwork or lab work.</p> <p>h. Interpret and analyze different kinds of anthropological evidence.</p> <p>i. Write and defend a Thesis</p>	<p>Investigate and explain the varied structures and processes that shape human experiences and spaces. LO8</p>	<p>Propose new insights explaining the varied structures and processes that shape human experiences and spaces. LO8</p>
<p>3. <u>Level of Application of Knowledge</u></p> <p>a. Apply knowledge, critical thinking, analytical, research, and pedagogical skills to a variety of life situations within and outside academia. (MA)</p> <p>Apply (and generate) knowledge, critical thinking, analytical, research, and pedagogical skills to a variety of life situations within and outside academia. (PhD)</p>	<p>Effectively and creatively speak and write about anthropological concepts for diverse audiences using evidence-based analytical reasoning. LO2</p> <p>Demonstrate a commitment to ongoing learning and to the value of an anthropological approach to an ever-changing world. LO5</p> <p>Demonstrate a moderate degree of independence in designing and carrying out an anthropological research project that contains novel elements, that applies methodologies appropriate to the</p>	<p>Effectively and creatively speak and write about anthropological concepts for interdisciplinary academic and diverse public audiences using evidence-based analytical reasoning and higher order critical thinking. LO2</p> <p>Demonstrate a commitment to ongoing learning and to the value of an anthropological approach to an ever-changing world while drawing from a wide range of sources and experiences. LO5</p> <p>Demonstrate a high degree of independence in designing and carrying out an original and innovative anthropological research project that applies methodologies appropriate to the research and relevant</p>

<p>b. Identify, locate, and collect evidence relevant to a given issue.</p> <p>c. Analyze different kinds of evidence.</p> <p>d. Evaluate the appropriateness of a given research method.</p> <p>e. Assess the strength and recognize the theoretical underpinnings of a given arguments.</p> <p>f. Advance knowledge sharing between research and research users.</p> <p>g. Contribute to broader academic and public debates.</p>	<p>research and relevant communities, and that recognizes methodological and theoretical limitations. LO6</p> <p>Identify and understand the historical trajectory of injustice and goals of equity-deserving groups. LO7</p> <p>Recognize and articulate the ways in which a four-field approach to anthropology (i.e., comprised of sociocultural anthropology, biological anthropology, archaeology, and linguistic anthropology) enriches an understanding of human complexity. LO9</p>	<p>communities, and that recognizes methodological, theoretical and epistemological limitations. LO6</p> <p>Identify and critique the historical trajectory of injustice and support actions that advance the goals of equity-deserving groups. LO7</p> <p>Recognize and articulate the ways in which a four-field approach to anthropology (i.e., comprised of sociocultural anthropology, biological anthropology, archaeology, and linguistic anthropology) enriches an understanding of human complexity. LO9</p>
<p><u>4. Professional Capacity/ Autonomy</u></p> <p>a. Adhere to professional standards of ethical and academic integrity.</p> <p>b. Situate themselves within broader professional</p>	<p>Recognize the importance of collaboration with diverse communities, practitioners, and thinkers to generate and answer anthropological research questions. LO3</p> <p>Incorporate ethical principles in all aspects of anthropological research and practice. LO4</p>	<p>Collaborate with diverse communities, practitioners, and thinkers to generate and answer anthropological research questions. LO3</p> <p>Incorporate ethical principles in all aspects of anthropological research and practice and transfer this knowledge to others within and outside academia. LO4</p>

<p>communities within and outside academia.</p> <p>c. Demonstrate capacity to analyze, problem-solve, and make decisions.</p> <p>d. Work in a group environment.</p> <p>e. Work with marginalized individuals.</p> <p>f. Implement a range of strategies to improve work efficiency and productivity.</p> <p>g. Exhibit pedagogical skills with different audiences.</p> <p>h. Provide constructive feedback to peers.</p> <p>i. Apply for funding.</p>	<p>Demonstrate a commitment to ongoing learning and to the value of an anthropological approach to an ever-changing world. LO5</p> <p>Identify and understand the historical trajectory of injustice and goals of equity-deserving groups. LO7</p> <p>Conduct themselves in professional and personal interactions in a way that respects, values, and champions diverse ways of knowing and being in the world. LO10</p>	<p>Demonstrate a commitment to ongoing learning and to the value of an anthropological approach to an ever-changing world while drawing from a wide range of sources and experiences. LO5</p> <p>Identify and critique the historical trajectory of injustice and support actions that advance the goals of equity-deserving groups. LO7</p> <p>Conduct themselves in professional and personal interactions in a way that respects, values, and champions diverse ways of knowing and being in the world. LO10</p>
<p><u>5. Level of Communication Skills</u></p> <p>a. Engage with faculty and peers in discussions about evidence, methods, theory, ethics, and knowledge mobilization.</p>	<p>Effectively and creatively speak and write about anthropological concepts for diverse audiences using evidence-based analytical reasoning. LO2</p>	<p>Effectively and creatively speak and write about anthropological concepts for interdisciplinary academic and diverse public audiences using evidence-based analytical reasoning and higher order critical thinking. LO2</p>

<p>b. Work collaboratively with peers to develop shared understandings of class readings.</p> <p>c. Prepare individual and group oral presentations</p> <p>d. Demonstrate clear verbal expression of evidence-based analytical reasoning.</p> <p>e. Express evidence-based arguments in well-structured writing in a variety of formats.</p> <p>f. Advance knowledge sharing between research and research users.</p> <p>g. Communicate empathetically with living or descendent communities and other stakeholders.</p> <p>h. Communicate in host community's native language (PhD only)</p>	<p>Recognize the importance of collaboration with diverse communities, practitioners, and thinkers to generate and answer anthropological research questions. LO3</p> <p>Conduct themselves in professional and personal interactions in a way that respects, values, and champions diverse ways of knowing and being in the world. LO10</p>	<p>Collaborate with diverse communities, practitioners, and thinkers to generate and answer anthropological research questions. LO3</p> <p>Conduct themselves in professional and personal interactions in a way that respects, values, and champions diverse ways of knowing and being in the world. LO10</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><u>6. Awareness of Limits of Knowledge</u></p> <p>a. Understand limitations inherent to different kinds of evidence, methods, and theoretical approaches.</p> <p>b. Demonstrate an appreciation of the complexity of anthropological knowledge, the constructed nature of anthropological arguments, and the potential contributions of other interpretations, methods, and disciplines.</p> <p>c. (Applied Archaeology) Recognize and identify the normative underpinnings of politics and policy-making related to consultant archaeological practice, heritage conservation and land use development.</p>	<p>Identify and explain key anthropological discussions and debates while recognizing the breadth and complexity of anthropological knowledge and value of interdisciplinarity. LO1</p> <p>Recognize the importance of collaboration with diverse communities, practitioners, and thinkers to generate and answer anthropological research questions. LO3</p> <p>Demonstrate a moderate degree of independence in designing and carrying out an anthropological research project that contains novel elements, that applies methodologies appropriate to the research and relevant communities, and that recognizes methodological and theoretical limitations. LO6</p>	<p>Situate their research within, and contribute to, key anthropological discussions and debates while recognizing the breadth, complexity and construction of anthropological knowledge and value of interdisciplinarity. LO1</p> <p>Collaborate with diverse communities, practitioners, and thinkers to generate and answer anthropological research questions. LO3</p> <p>Demonstrate a high degree of independence in designing and carrying out an original and innovative anthropological research project that applies methodologies appropriate to the research and relevant communities, and that recognizes methodological, theoretical and epistemological limitations. LO6</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

There are no changes to the modes of assessment as part of the updates to the learning outcomes.

**ITEM 13.3(c)(iv) – School of Graduate and Postdoctoral Studies: Major Modification to the Doctor of Philosophy (PhD) in Political Science**

**ACTION:**    ☒ APPROVAL      ☐ INFORMATION      ☐ DISCUSSION

**Recommended:**            That on the recommendation of ACA, Senate that effective September 1, 2024, the Doctor of Philosophy (PhD) in Political Science be revised as shown in Item 13.3(c)(iv).

**EXECUTIVE SUMMARY:**

The Doctor of Philosophy (PhD) in Political Science currently has five fields: Canadian Politics, Comparative Politics, International Relations, Political Theory, and Urban Politics and Local Governance. The Department of Political Science proposes to add a sixth field, Political Methodology. The main goal of this modification is to give PhD students the opportunity to specialize in a field of research that will lead to additional employment prospects in the academic and non-academic labour market.

**ATTACHMENT(S):**

[Major Modification to the Doctor of Philosophy \(PhD\) in Political Science](#)

---

### **Major Modification to the Doctor of Philosophy (PhD) in Political Science**

The Doctor of Philosophy (PhD) in Political Science currently has five fields: Canadian Politics, Comparative Politics, International Relations, Political Theory, and Urban Politics and Local Governance. For each field the Department of Political Science (the Department) offers a core class and a comprehensive exam question. None of the fields are displayed on transcripts or parchment.

The Department proposes to add a sixth field, Political Methodology. The Department already offers what will become the core class for the proposed field.

There are two main substantive changes. First, consistent with the practice for the other fields, students will be able to answer a comprehensive exam question in this new field. Second, students will be required to take three core courses rather than two out of their nine elective classes.

As a discipline, Political Science became dominated by quantitative research approaches decades ago. The main goal of this modification is to give PhD students the opportunity to specialize in a field of research that will lead to additional employment prospects in the academic and non-academic labour market. In recent years, there have been a number of jobs advertised for political methodologists.

The Department has a concentration of faculty with expertise in the area of Political Methodology and, in addition to establishing a sequence of required courses (Research Methods, Qualitative Methods, Quantitative Methods I and II) it has regularly offered additional courses including Quantitative Methods III (which will become the Political Methodology field core course). By adding Political Methodology as a field of study for PhD students Western will build upon its already recognized strength in the area and become the only program in Canada to have such an offering. It will make the program competitive with some programs in the United States that have long-offered students the opportunity to specialize in the field of Political Methodology.

The revision to the number of core courses that students must take as required electives will enhance student training by creating an element of breadth beyond what students would take to prepare for their comprehensive exams. In practice, many students already take multiple core courses.

By adding Political Methodology as a field, the Department will be cementing its reputation as a PhD program with serious methodological training and will be further establishing its uniqueness in the Canadian context.

Current program	Proposed Change(s)
<p>5 core fields: Canadian Politics, Comparative Politics, International Relations, Urban Politics and Local Governance, Political Theory</p> <p>In each field the program offers a core class and a comprehensive exam.</p> <p>Elective courses, other than research design and political methodology courses, are eligible for a comprehensive exam.</p> <p>The program requires 13 graduate courses (6.5 credits) to be completed during terms 1-5, of which the following are required:</p> <ul style="list-style-type: none"> <li>• 1 course on Advanced Research Design (POL 9502): 0.5 credits;</li> <li>• 2 courses on Quantitative Methods (POL 9590; Introduction to Quantitative Methodology; 9591: Regression and Causal Inference): 1.0 credits;</li> <li>• 1 course on Qualitative Methods (POL 9593: Qualitative Methods in Political Science): 0.5 credits;</li> <li>• 9 electives (of which two are core courses and two are mandatory electives in two of the five fields): 4.5 credits.</li> </ul>	<p>6 core fields: Canadian Politics, Comparative Politics, International Relations, Urban Politics and Local Governance, Political Theory, Political Methodology</p> <p>In each field the program offers a core class and the field dictates questions on a comprehensive exam.</p> <p>Elective courses from all fields (not required courses) are eligible for a comprehensive exam.</p> <p>The program requires 13 graduate courses (6.5 credits) to be completed during terms 1-5, of which the following are required:</p> <ul style="list-style-type: none"> <li>• 1 course on Advanced Research Design (POLISCI 9502): 0.5 credits;</li> <li>• 2 courses on Quantitative Methods (POLISCI 9590; Introduction to Quantitative Methodology; 9591: Regression and Causal Inference): 1.0 credits;</li> <li>• 1 course on Qualitative Methods (POLISCI 9593: Qualitative Methods in Political Science): 0.5 credits;</li> <li>• 9 electives (of which three are core courses and two are mandatory electives in two of the six fields): 4.5 credits.</li> </ul>

The learning outcomes will not change.

Should they wish, current students who have yet to write their comprehensive exams will be allowed to consider Political Methodology a field for their comprehensive exams.

**ITEM 13.3(c)(v) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration**

**ACTION:**    ☒ APPROVAL      ☐ INFORMATION      ☐ DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective January 1, 2024, the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration be revised as shown in Item 13.3(c)(v).

**EXECUTIVE SUMMARY:**

The Department of Political Science is proposing three modifications to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration:

- change in the mode of delivery of the six weekend MPA courses from in-person to blended;
- removal of the milestone requirement from the MPA and incorporation of the Final Research Report into PA 9917: *Issues in Local Government*; and
- removal of the Final Research Paper requirement from the GDip.

**ATTACHMENT(S):**

Major Modification to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration

---

### **Major Modification to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration**

The Department of Political Science is proposing three modifications to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration:

- change in the mode of delivery of the six weekend MPA courses from in-person to blended;
- removal of the milestone requirement from the MPA and incorporation of the Final Research Report into PA 9917: *Issues in Local Government*; and
- removal of the Final Research Paper requirement from the GDip.

#### Change in the Mode of Delivery of the Six Weekend MPA Courses from In-person to Blended

This will increase the flexibility and convenience of the MPA program for both full- and part-time students and could potentially expand the program's geographical reach. Many students are working municipal professionals who commute to London for class. The Department proposes to move the Friday content of its weekend courses from in-person to asynchronous online, which will reduce the amount of time that students need to take off from work and reduce accommodation costs for out-of-town students. The Department proposes to keep the Saturday sessions of its weekend courses in-person, which will allow students and instructors to continue to benefit from the pedagogical and community-building benefits of face-to-face learning.

#### Removal of the Milestone Requirement from the MPA and Incorporation of the Final Research Report into PA 9917: *Issues in Local Government*

The current MPA milestone is a major individually supervised Research Report. The Department proposes to remove this milestone and incorporate a scaled-down version of the Research Report into its MPA capstone course, PA 9917: *Issues in Local Government*. This change steers a middle course between the research paper model that has been offered to date, and the course-intensive program model used in many other MPA programs. The proposed change will allow for the academic and professional objectives of the Research Report to still be met while reducing the faculty workload demands of individual supervision. Rationalization of program requirements – including the Research Report – to reduce faculty workload demands was recommended by the Local Government Program's 2023 cyclical program review.

#### Removal of the Final Research Paper Requirement from the GDip

The GDip consists of the first four courses of the MPA. As a result, many GDip students choose to transfer into the MPA upon completing these courses. Eliminating the current Research Paper requirement for the GDip will streamline the process for students moving from the GDip to the MPA. The Department was also encouraged to evaluate the need for the Final Research Paper for the GDip during the 2023 cyclical program review. Its elimination will reduce the workload demands of full- and part-time faculty, which, as mentioned above, was also recommended by the reviewers. A precedent for the proposed

model exists in the recently created GDip in Climate Risk Assessment and Opportunity, which similarly consists of four courses and does not include a final research project.

Current program	Proposed Change(s)
<b>Modification: Changing the delivery mode of the six weekend MPA courses from in person to blended (PA 9911-9916)</b>	
Currently the weekend courses meet in-person from 4-7pm on Fridays and 9am-4pm on Saturdays.	Friday content will be delivered asynchronously online. Saturday sessions will be in-person from 9:30am-4:30pm to give commuting students some additional time in the morning.
<b>Modification: Removing the milestone requirement from the MPA and incorporating the final research project into PA 9917: <i>Issues in Local Government</i></b>	
Currently the MPA Research Report is a program milestone. It is individually supervised, 40-50 pages in length, and students have the option of doing research involving human subjects with Non-Medical Research Ethics Board approval. Research Reports are graded by supervisors.	The MPA Research Report will be fully incorporated into the capstone course, PA 9917: <i>Issues in Local Government</i> , as the final assignment for the course. The Program Director, as the instructor for PA 9917, will provide feedback to all students. Expected paper length will be reduced to 25-30 pages, and students will not have the option of doing research involving human subjects. Evaluation of Research Reports will be divided among a panel of graders comprised of full-time faculty members and established part-time instructors. The panel will not include the Program Director. Report grades will be incorporated into the overall grade for PA9917.
<b>Modification: Removing the Final Research Paper requirement (PA 9930) from the GDip</b>	
Currently the Gdip consists of four courses (PA 9901, 9902, 9903, and 9904) and the Final Research Paper (PA 9930).	The GDip will consist of four courses (PA 9901, 9902, 9903, and 9904).

Changing the delivery mode of the six weekend MPA courses from in-person to blended will not impact the program-level learning outcomes.

Removing the milestone requirement from the MPA and incorporating the Final Research Report into PA 9917: *Issues in Local Government* will also not change the program-level learning outcomes. However, some changes will be made to language around how the program supports and evaluates the achievement of certain learning outcomes (see below).

Removing the Final Research Paper requirement from the GDip will require a change to the program-level learning outcomes. Under the Ontario Graduate Degree Level Expectation of “Level of Application of Knowledge”, the program-level learning outcome, “Design, execute, and write up a substantial original piece of empirical research and analysis” will be eliminated. Mentions of Research Paper will also be removed from the program-level learning outcomes (see below).

Current MPA students will take the six weekend MPA courses (PA 9911-9916) as blended courses rather than as solely face-to-face courses and will be given the option to write their Research Report under the existing requirements. Current GDip students will be given the option to write their Final Research Paper under the existing requirements.

**MPA Learning Outcomes**

<b><i>Ontario Graduate Degree Level Expectations</i></b>	<b><i>Program-level Learning Outcomes</i></b>	<b><i>How does the program support achievement of each GDLE?</i></b>	<b><i>How does the program evaluate the achievement of each GDLE?</i></b>
1. Depth & Breadth of Knowledge	a) Know and apply knowledge of structure and legal foundations of local government.	Instruction and evaluation in several courses – especially PA9901, 9902, and 9911, and PA9917 and the Research Report requirement.	Course-based research papers and tests; Research Report in PA9917.
	b) Identify and discuss local government policy and management implications of theories of public administration.	Instruction and evaluation in several courses, especially PA9901, 9902, 9903, 9904, and 9916.	Course-based writing assignments, case work, group work.
	c) Identify and analyze organizational dimensions of local government policy and management challenges.	Instruction and evaluation in courses, especially PA9903 and 9904.	Course-based writing assignments, case work, group work.
	d) Know and apply knowledge of best practices in organizational management, human resources management, and strategic management.	Instruction and evaluation in PA9904, 9911 and 9923.	Course-based writing assignments, case work, group work.
	e) Understand and apply economic development theories and financial management practices in local government setting.	Instruction and evaluation in PA9912 and 9913.	Course-based analytical and case assignments.
	f) Discuss and apply principles of policy and program evaluation.	Instruction and evaluation in PA9915.	Course-based assignments

<b>Ontario Graduate Degree Level Expectations</b>	<b>Program-level Learning Outcomes</b>	<b>How does the program support achievement of each GDLE?</b>	<b>How does the program evaluate the achievement of each GDLE?</b>
			including the creation of a program evaluation plan for a local organization.
2. Research & Scholarship	a) Understand and apply principles of social science research methods, including research design and the logic of quantitative and qualitative research methods.	Instruction and evaluation in several courses, including a specific research methods course (PA9914) <b>and the</b> Research Report requirement <b>for the capstone course (PA9917).</b>	Analytical research-based assignments in courses; Research Report.
	b) Demonstrate information literacy and research skills.	Instruction and independent research evaluation across multiple courses and Research Report.	Research assignments in courses; Research Report <b>in PA9917.</b>
3. Level of Application of Knowledge	a) Apply knowledge through analytical work conducted in a variety of formats, including group discussion, case study analysis, and independent research.	Instruction, classroom discussion, and group-based, case-based, and individual research-based assignments across multiple courses.	Course-based assignments.
	b) Design, execute, and write up a substantial original piece of empirical research and analysis.	Methodology instruction in PA9914 and other courses; Research Report <b>in PA9917.</b>	<del>Supervisor</del> <b>E</b> valuation of Research Report.

<b><i>Ontario Graduate Degree Level Expectations</i></b>	<b><i>Program-level Learning Outcomes</i></b>	<b><i>How does the program support achievement of each GDLE?</i></b>	<b><i>How does the program evaluate the achievement of each GDLE?</i></b>
4. Professional Capacity / Autonomy	<p>a) Understand and identify practical implications of ethical considerations relevant to public-sector officials.</p> <p>b) Demonstrate capacity to apply classroom-based learning to real-world problems.</p> <p>c) Demonstrate advanced capacity to analyze, problem-solve and make decisions in a group environment.</p> <p>d) Develop and maintain a network of connections to other local government professionals.</p>	<p>Discussion and case-based analysis of ethical problems and challenges in local government administration in all courses.</p> <p>Instruction and case-based analytical assignments throughout program.</p> <p>Instruction and in-class group work in several courses.</p> <p>Seminar format of classes that mixes students from different professional backgrounds and at different career stages; Program support for activities of Local Government Program Alumni Society.</p>	<p>Critical case assignments in courses that require analysis of ethical issues in local government.</p> <p>Course papers, case studies, Research Report in <b>PA9917</b>.</p> <p>Evaluated group work in courses.</p> <p>No formal evaluation.</p>
5. Level of Communication Skills	<p>a) Express evidence-based arguments in well-structured writing in a variety of formats.</p>	<p>Instruction and assignments in multiple courses.</p>	<p>Evaluation of written assignments in courses; evaluation of Research Report in <b>PA9917</b>.</p>

<b><i>Ontario Graduate Degree Level Expectations</i></b>	<b><i>Program-level Learning Outcomes</i></b>	<b><i>How does the program support achievement of each GDLE?</i></b>	<b><i>How does the program evaluate the achievement of each GDLE?</i></b>
	b) Demonstrate clear verbal expression of evidence-based analytical reasoning.	Opportunity for extensive verbal participation across multiple seminar-style courses.	Evaluated group work; evaluated classroom participation in courses.
6. Awareness of Limits of Knowledge	a) Critically evaluate academic theories and managerial prescriptions.	Training in social science research methods and assignments that require critical empirical assessment of academic theories and real-world practices.	Empirical analytical assignments in courses; Research Report <b>in PA9917</b> .
	b) Recognize and identify the normative underpinnings of politics and policymaking.	Course-based instruction and classroom debate regarding normative principles that underpin local government functioning and the practice of local government management.	Analytical assignments and Research Report <b>in PA9917</b> .
	c) Understand and appreciate principles of Indigenization and decolonization, equity, diversity, inclusion, accessibility, and antiracism.	Instruction, classroom discussion, engagement with guest speakers, and group-based, case-based, and individual research-based assignments across multiple	Evaluated classroom participation; analytical assignments; and Research Report

<b><i>Ontario Graduate Degree Level Expectations</i></b>	<b><i>Program-level Learning Outcomes</i></b>	<b><i>How does the program support achievement of each GDLE?</i></b>	<b><i>How does the program evaluate the achievement of each GDLE?</i></b>
		courses, especially PA 9901, 9902, 9903, 9904, 9911, 9913, 9914, and 9917	

**GDip Learning Outcomes**

<b><i>Ontario Graduate Degree Level Expectations</i></b>	<b><i>Program-level Learning Outcomes</i></b>	<b><i>How does the program support achievement of each GDLE?</i></b>	<b><i>How does the program evaluate the achievement of each GDLE?</i></b>
<b>1. Depth &amp; Breadth of Knowledge</b>	<p>a) Know academic literature on structural and functional features of local government.</p> <p>b) Know major theories of policy process and recognize how variations in structure and context shape politics and policy.</p> <p>c) Identify and analyze organizational dimensions of problems and opportunities in local administration.</p> <p>d) Apply insights from the management and public administration literatures to real-world local government settings.</p>	<p>Instruction and evaluation in the four Graduate Diploma courses.</p> <p>Each of these four LOs maps onto one of the four courses, as follows:</p> <p>1a. PA9901; 1b. PA9902; 1c. PA9903; 1d. PA9904.</p>	<p>Course-based research papers and tests, written case analysis assignments, and in-class discussion and group work; <del>Final Research Paper.</del></p>

<p><b>2. Research &amp; Scholarship</b></p>	<p>a) Understand principles of social science research methods and be able to apply them through independent analysis of empirical problems in the local government field.</p> <p>b) Demonstrate information literacy and research skills.</p>	<p>Training in the principles and application of social science research methods in all four courses.</p> <p>Course-based training in research skills and information literacy.</p>	<p>Research assignments in courses; <del>Final Research Paper.</del></p> <p>Research assignments in courses; <del>Final Research Paper.</del></p>
<p><b>3. Level of Application of Knowledge</b></p>	<p>a) Apply knowledge through analytical work conducted in a variety of formats, including group discussion, case study analysis, and independent research.</p> <p><del>b) Design, execute, and write up a substantial original piece of empirical research and analysis.</del></p>	<p>Group-based, case-based, and independent, research-based analytical assignments introduced in all four courses.</p> <p><del>Final Research Paper requirement.</del></p>	<p>Course-based evaluation of ability to integrate academic work with empirical evidence using appropriate methods.</p> <p><del>Final Research Paper</del></p>
<p><b>4. Professional Capacity / Autonomy</b></p>	<p>a) Understand and identify practical implications of ethical considerations relevant to public-sector officials.</p> <p>b) Demonstrate capacity to apply classroom-based learning to real-world problems.</p> <p>c) Demonstrate advanced capacity to analyze, problem-solve and make</p>	<p>Discussion and case-based analysis of ethical problems and challenges in local government administration in all four courses.</p> <p>Case analysis exercises in all four courses; Final Research Paper</p> <p>In-class group work in all four courses</p>	<p>4a., 4b., and 4c. are all evaluated through instructor evaluation of class participation, and formal instructor feedback on case analysis and group work exercises.</p>

	<p>decisions in a group environment.</p> <p>d) Develop and maintain a network of connections to other local government professionals.</p>	<p>Seminar format of classes that mixes students from different professional backgrounds and at different career stages; Program support for activities of Local Government Program Alumni Society.</p>	<p>No formal evaluation.</p>
<p><b>5. Level of Communication Skills</b></p>	<p>a) Express evidence-based arguments in well-structured writing in a variety of formats.</p> <p>Demonstrate clear verbal expression of evidence-based analytical reasoning.</p>	<p>Instruction and assignments in all courses.</p> <p>Opportunity for extensive verbal participation in seminar-style courses.</p>	<p>Evaluation of written assignments in courses; <del>evaluation of Final Research Paper.</del></p> <p>Evaluated group work; evaluated classroom participation in courses.</p>
<p><b>6. Awareness of Limits of Knowledge</b></p>	<p>a) Critically evaluate academic theories and managerial prescriptions.</p> <p>b) Recognize and identify the normative underpinnings of politics and policymaking.</p>	<p>Training in social science research methods and assignments that require critical empirical assessment of academic theories and real-world practices.</p> <p>Course-based instruction and classroom debate regarding normative principles that underpin local government functioning and</p>	<p>Empirical analytical assignments in courses; <del>Final Research Paper.</del></p> <p>Analytical assignments <del>and Final Research Paper.</del></p>

	c) Understand and appreciate principles of Indigenization and decolonization, equity, diversity, inclusion, accessibility, and antiracism.	the practice of local government management.  Instruction, classroom discussion, engagement with guest speakers, and group-based, case-based, and individual research-based assignments across all courses.	Evaluated classroom participation; <b>and</b> analytical assignments <del>and Research Report.</del>
--	--------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

**ITEM 13.3(c)(vi) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Sociology**

**ACTION:**    ☒ APPROVAL      ☐ INFORMATION      ☐ DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Sociology be revised as shown in Item 13.3(c)(vi).

**EXECUTIVE SUMMARY:**

The Department of Sociology is proposing modifications to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Sociology following recommendations from a recent IQAP review.

The MA program will be revised to require students to take an existing introductory statistics course (Sociology 9001: *Introduction to Multivariable Statistics*). Currently, MA students can take either Sociology 9001 or Sociology 9021 (*Qualitative Methods*).

The PhD program will be revised to require students to take one of two existing theory courses, either Sociology 9002: *Sociological Perspectives* or Sociology 9005: *Contemporary Social Theory*. Currently, PhD students need to take both theory courses.

**ATTACHMENT(S):**

[Major Modification to the Master of Arts \(MA\) and Doctor of Philosophy \(PhD\) in Sociology](#)

---

**Major Modification to the Master of Arts (MA) and  
Doctor of Philosophy (PhD) in Sociology**

The Department of Sociology is proposing modifications to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Sociology following recommendations from a recent IQAP review.

The MA program will be revised to require students to take an existing introductory statistics course (Sociology 9001: *Introduction to Multivariable Statistics*). Currently, MA students can take either Sociology 9001 or Sociology 9021 (*Qualitative Methods*).

The PhD program will be revised to require students to take one of two existing theory courses, either Sociology 9002: *Sociological Perspectives* or Sociology 9005: *Contemporary Social Theory*. Currently, PhD students need to take both theory courses.

No changes are being made to the total number of required courses in either the MA or PhD program. MA students will still be required to take 6 courses, and PhD students will still need to take 8 courses.

These modifications align the course requirements with the Department's mission and are consistent with the recommendations from the recent IQAP review.

During the 2022-23 IQAP review, the reviewers commented favorably on the Department's reputation among Canadian sociology programs as a premier destination for quantitative training. Indeed, the Department is an applied department, with a particular focus on quantitative methods. Research skills are a key learning outcome of the graduate program. At the same time, reviewers noted that the MA program requirements were inconsistent with the Department's mission since students could go through the program without taking a statistics course. This was also out-of-step with peer programs among Canadian U15 and U.S. R1 institutions. Thus, the Department would like to require its MA students to take the introductory statistics course (Sociology 9001: *Introduction to Multivariable Statistics*) as one of their three core courses (along with a research design course and a theory course). Students interested in qualitative methods will still have the option of taking that course (Sociology 9021) as one of their three electives.

Similarly, the IQAP reviewers suggested finding ways of encouraging and enabling PhD students to take more advanced methods courses. One way to do this is by reducing the number of required theory courses (from two to one). By reducing the number of theory courses, the Department will (a) ensure that students still get exposed to formal sociological theory (since they will be required to take a course in theory) and (b) provide more room for students to choose methods or other substantive/topical courses as electives. The Department also observed that its requirement of two theory courses was not consistent with other Canadian U15 or U.S. R1 sociology programs (most of which require one theory course). Finally, in reviewing the other courses, the

Department found that students were being exposed to theoretical frameworks in their other classes, and so it determined that one formal, dedicated theory course is sufficient with no loss to students' theoretical training.

Current program	Proposed Change(s)
<p><i>MA:</i></p> <ul style="list-style-type: none"> <li>- Students must take 6 courses</li> <li>- Of those 6 courses, 3 courses are required: (1) 9003: Research Design; (2) <i>either</i> 9002: Sociological Perspectives <i>or</i> 9005: Contemporary Social Theory; (3) <i>either</i> 9001: Introduction to Multivariable Statistics <i>or</i> 9021: Qualitative Methods</li> <li>- Students can choose the remaining 3 courses</li> </ul> <p><i>PhD:</i></p> <ul style="list-style-type: none"> <li>- Students must take 8 courses</li> <li>- Of those 8 courses, 4 courses are required: (1) 9003: Research Design; (2) 9002: Sociological Perspectives; (3) 9005: Contemporary Social Theory; (4) 9007: Advanced Multivariable Analysis</li> <li>- Students can choose the remaining 4 courses</li> </ul>	<p><i>MA:</i></p> <ul style="list-style-type: none"> <li>- Students must take 6 courses</li> <li>- Of those 6 courses, 3 courses are required: (1) 9003: Research Design; (2) <i>either</i> 9002: Sociological Perspectives <i>or</i> 9005: Contemporary Social Theory; (3) 9001: Introduction to Multivariable Statistics</li> <li>- Students can choose the remaining 3 courses</li> </ul> <p><i>PhD:</i></p> <ul style="list-style-type: none"> <li>- Students must take 8 courses</li> <li>- Of those 8 courses, 3 courses are required: (1) 9003: Research Design; (2) <i>either</i> 9002: Sociological Perspectives <i>or</i> 9005: Contemporary Social Theory; (3) 9007: Advanced Multivariable Analysis</li> <li>- Students can choose the remaining 5 courses</li> </ul>

These modifications will not entail changes to the program's learning outcomes. Indeed, these changes ensure that the course requirements are *better* aligned with the learning outcomes – particularly with respect to students developing research skills in the practice of sociology.

Current students will not be affected by these changes. They will be “grandparented” out of the current program policies. Current students will not be able to choose the new requirements since they will have already registered for and completed their required coursework by the time these changes are approved and implemented.

**ITEM 13.3(d)– Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Music**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

At its meeting on February 7, 2024, ACA approved the recommendation of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the graduate program in Music.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Don Wright Faculty of Music	Music	February 1-3, 2023	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review is attached.

**ATTACHMENT(S):**

[Final Assessment Report – Music](#)

---



**Music**  
**Final Assessment Report &  
Implementation Plan**  
**October 2023**

<b>Faculty / Affiliated University College</b>	Don Wright Faculty of Music	
<b>Degrees Offered</b>	MA, MMus, DMA, PhD	
<b>Date of Last Review</b>	2014-2015	
<b>Approved Fields</b>	<p>Music Theory and Musicology (MA)  Composition, Music Education, and Performance (MMus)  Musicology, Music Theory, Music Education, and Composition (PhD)  Voice, piano (solo and collaborative), orchestral instruments, and conducting (choral and instrumental) (DMA)</p>	
<b>External Reviewers</b>	Dr. David Rayl College of Music Michigan State University	Dr. Lisa Barg, Schulich School of Music McGill University
<b>Internal Reviewers</b>	Dr. Kamran Siddiqui, Associate Dean, Faculty of Engineering	Hanna Barnett, PhD Candidate, Hispanic Studies
<b>Date of Site Visit</b>	February 1, 2, & 3, 2023	
<b>Date Review Report Received</b>	April 30, 2023	
<b>Date Program/Faculty Response Received</b>	Program and Faculty Responses - August 25, 2023	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	<p>SUPR-G: January 22, 2024  ACA: February 7, 2024  Senate (for information):</p>	
<b>Year of Next Review</b>	Year of next cyclical review: 2030-2031	
<b>Progress Report</b>	June 2026	

### **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Graduate Music Program, delivered by Don Wright Faculty of Music.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report; and
- the response from the Program/Faculty.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the graduate cyclical review process that is made public; all other documents are confidential to the Graduate Music Program, the Don Wright Faculty of Music, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

## **Executive Summary**

The MA and MMus degrees were inaugurated in 1969, one year after the constitution of the Faculty of Music. The duration of the MA degree was modified from five terms to three terms (one year) in 2020, and the revised MA program admitted its first students in Fall 2021. The PhD degree has been in place since 1988; the DMA degree was approved in 2010 and admitted its first students in Fall 2011. The DMA degree was modified in 2021 to include a Research-Creation Portfolio and the choice between two curriculum options, one project-based the other thesis-based. The collaborative specialization in Music Cognition was launched in 2020. Total enrolments for each degree in 2020-2021 were: 5 in the MA; 73 full-time and 23 part-time in the MMus; 49 in the PhD; and 25 in the DMA.

To inform the self-study, the program undertook: 1) a graduate student survey (n=67), which provided wide-ranging quantitative data; 2) a student-led focus group (n=10), which provided follow-up qualitative data; 3) a virtual curriculum mapping process, which involved faculty members in curriculum mapping and assessment of learning outcomes; and 4) an EDIAD reflection exercise, which examined the graduate admissions process for evidence of unconscious bias.

The external reviewers shared a positive assessment of the Graduate Music Program. They offer a total of eight recommendations for further enhancement.

## **Strengths and Innovative Features Identified by the Program**

- Students in all fields of specialization benefit from exposure to a variety of ways in which music research, performance, and composition inform and enhance each other.
- Large pool of ensembles and performers available to perform student compositions.
- Wide range of courses and performance activities that provide graduate students with diverse teaching opportunities and other professional training.
- Flexibility and interdisciplinary nature of the curriculum that support the varied research interests and professional goals of students.
- Mobile course offerings and alternative pathways stimulate interest and attract a greater diversity of students; which is reflected in a substantially increased international graduate enrolment since 2015.
- Dual-degree partnerships with Soochow University, East China Normal University, and Tongji University.
- Students have access to a Music Library that is among the best in North America and a Music Building recently enhanced by a major renovation and new equipment.
- In addition to the ongoing major modifications to the graduate programs from 2016 to 2022, the program is exploring the feasibility of adding two more terms of

lessons in the project-based stream in the DMA (Performance); and, adding Composition as a field within the DMA.

### **Concerns and Areas of Improvement Identified and Discussed by the Program**

- Continued efforts to attract a diverse pool of students is needed.
  - o Ongoing review of graduate admissions practices with the aim of identifying and addressing the ways the program 1) has historically favored some applicants over others; 2) failed to attract applicants from some groups.
- Diverse range of graduate course offerings.
  - o Some students expressed an interest in more courses that are better aligned with the competencies they believe they will need upon graduation – courses dedicated to publication, editing, different forms of writing, pedagogy, and knowledge mobilization.
- Opportunities for interdisciplinarity and work across fields in music.
- Greater emphasis on professional development and experiential learning.

### **Review Process**

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met virtually (due to pandemic restrictions) over two days with the:

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Director, Academic Quality & Enhancement
- Dean, Don Wright Faculty of Music
- Associate Dean, Graduate Studies, Don Wright Faculty of Music
- Assistant Dean, Research, Don Wright Faculty of Music
- Chair, Music Research and Composition
- Chair, Music Performance Studies
- Chair and Co-Chair, Music Education
- Graduate Committee Members
- Associate University Librarian
- Director, Music Library
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Faculty for review and response (given that there is no academic unit that administers this program directly, only a response from the Faculty was provided). Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Graduate Music Program. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

### **Summative Assessment – External Reviewers’ Report**

External reviewers shared: *“We commend the excellent faculty, thriving and engaged graduate student community, and a strong curriculum in spite of a reduction in faculty complement. [...]. The graduate program makes a vital contribution to the university, the larger community and to music research, education, composition, and performance on a national level.”*

### **Strengths of the Program**

- Faculty demonstrates considerable strength in research, graduate teaching, and advising.
- Admission requirements ensure that entering students possess the academic readiness and skills necessary to successfully complete the program.
- The curriculum was revised to effectively address the rapidly evolving state of the music profession by: 1) adding the online TCPS-2 CORE as a requirement, which is essential for doctoral students; 2) adapting the DMA in Performance into a project-based and thesis-based curriculum; 3) introducing a new Qualifying Examination which permits a broader range of exam types, matched to the research/creative activity of the individual student; 4) converting MMus in Composition into thesis-based which is in accordance with professional expectations of those with graduate degrees in composition; 5) adding flexibility to language requirement for PhD students in musicology.
- The development of the music cognition interdisciplinary stream, a feature of the program that promises to attract students interested in interdisciplinary opportunities and challenges.
- Students in performance degrees have many opportunities for experiential learning and collaborative work on and off campus.
- The library’s location and significant holdings.
- Completion rates for the MA, MMus and DMA students are excellent.

### **Prospective Improvements for the Program to Consider**

- Students expressed the need for 1) greater clarity in the communication of the nature and structure of the program; 2) varied types and styles of instruction; 3) mentoring for PhD students to enable their successful program completion. *(embedded in external reviewer recommendation #1)*
- Insufficient resources hinder course options for students in a given semester or even over the length of their study, as well as the development of additional courses and co-curricular activities. For instance, in relation to “music entrepreneurship” and “music career development.” *(embedded in external reviewer recommendations #2 and #3)*
- Meaningful discussions regarding EDID integration into the program are taking place, however the implementation of actions is only at the cusp of taking place. *(embedded in external reviewer recommendation #4)*
- The 4-year limit on funding and language requirements for PhD students could be negatively impacting the completion rates for PhD students. *(embedded, in part, in external reviewer recommendation #8)*
- Consider the addition of elective coursework and/or co-curricular opportunities in the area of Musicians’ overall health and wellness is essential in the preparation of 21st-century music professionals.
- Consider ways to offer applied lessons to non-music majors, which could provide teaching opportunities.

### Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (\*).

<b>Reviewers' Recommendation</b>	<b>Program/Faculty Response</b> (Only one response is included as the Faculty's Associate Dean Graduate effectively oversees the administration of the graduate program offerings – no other program administrator exists).
<p><b>Recommendation #1*</b> Enhance communication and mentorship/advising for new graduate students.</p> <p>a) Graduate program should institute a formal graduate orientation, organized by the Graduate Studies office. A series of formal graduate orientation events can help to address many communications related issues raised by new students.</p> <p>b) Coordinated approach to communication of program requirements, milestones and deadlines to ensure effective program advising.</p>	<p>a) The program will pilot a new version of the Fall orientation on September 5, 2023, which will be planned by Graduate Program and supported by SOGSIM. The all-day event will include an information packet, presentations from the ADG, the Graduate Program Assistant, the department Chairs, as well as representatives from PSAC SGPS, and others. There will be a student reception at the end of the day. Improved communication of program requirements and procedures will be further enhanced by:</p> <ul style="list-style-type: none"> <li>• redesigning the graduate webpages to clarify, by degree and area, all program requirements.</li> <li>• developing renewed planning documents 1) for PhD, DMA, and dual-degree MA and MMus intended to help students monitor progress as they move through their programs.</li> <li>• reconfiguring the DMA advisory committees with the aim of having regular meetings.</li> </ul> <p>b) To strengthen program advising, the program will:</p> <ul style="list-style-type: none"> <li>• introduce a notification system prompting committee Chairs to schedule annual or semi-annual meetings with students; and explore the feasibility of a reporting mechanism within Pathfinder for supervisors to submit feedback after these meetings.</li> <li>• the ADG will host drop-in sessions once a term to discuss program elements and academic resources, to supplement the work of the advisory committee.</li> <li>• seek advising support for DMA and MMus students in Music Performance to relieve advisory burden on the ADG and Graduate Program Assistant.</li> </ul>
<p><b>Recommendation #2</b> Temporarily suspend doctoral admissions for students in music education until there is a commitment from the Provost's Office to faculty renewal to resolve the unsustainably high number of students-to-faculty ratio. Current resources should be used to support existing students.</p>	<p>The Graduate Program has suspended doctoral admissions to the PhD program in Music Education, pending a commitment to at least one full-time hire in this area. The need for renewal in Music Education was identified in the December 2022 budget submission. This need has become more acute since then, with the retirement of one full-time member in July 2023 and the announcement of a second retirement effective June 2024. By June 2024, Music Education will have lost four of its nine full-time members in two years. Despite these losses, the program continues to produce excellent students. Six PhD students defended in Fall-Winter 2022-23 and three more will defend in Fall 2023. That will leave eleven students, which is within the current supervisory capacity of the program.</p>

<p><b>Recommendation #3</b> Address program-wide lack of faculty resources in the areas of music education, theory, musicology, and composition. This recommendation is critical for sustaining and expanding the excellence of the program.</p>	<p>The Graduate Program agrees that faculty renewal across all fields of Music is critical to the long-term health and reputation of the program. Overall graduate enrolment is healthy, but faculty resources depend on robust undergraduate enrolment as well. The Faculty will target areas that will expand excellence in graduate education while supporting a strong undergraduate foundation. The next opportunity to make a budgetary case for faculty resources is December 2023.</p>
<p><b>Recommendation #4*</b> Prioritize program-wide EDID initiatives and goals via curriculum diversification, targeted faculty hires from equity-seeking groups, recruitment of BIPOC students, and community engagement.</p>	<p>The Graduate Program is committed to the implementation of these goals; and, acknowledge that the program, though off to a good start, is at the beginning of this journey. Graduate courses are incorporating EDID themes; concert programming is more diverse than ever; colloquium series is showcasing research on race, gender, and social justice. PhD students and postdoctoral researchers are working on Indigenous topics. To achieve program-wide change will take time and require institutional support in the form of at least one targeted hire in the short term.</p>
<p><b>Recommendation #5</b> Enhance opportunities for teaching and pedagogy via the creation of TA assignments that offer graduate students' opportunities for classroom, ensemble, and studio teaching.</p>	<p>A wide range of teaching opportunities is available to graduate students in the Faculty of Music. These include leading classroom tutorials, guiding discussion groups, providing technical and artistic support in performance events, professional development in various musical settings, teaching musical skills, and so on. Students are also solicited, as per 13.02b of the GTA Collective Agreement, for their input into course assignment preferences.</p>
<p><b>Recommendation #6*</b> Offer DMA option for Composition.</p>	<p>The Program has begun to explore the possibility of a DMA in Composition. The ADG and full-time composition faculty are considering whether such a program would replace the PhD in Composition or exist alongside it. The program is also examining the practices of peer institutions; and, will consult with other faculty members and former/current graduate students in Composition before making a final decision.</p>
<p><b>Recommendation #7*</b> Reduction in required faculty for DMA committees to address current and projected increases in DMA enrolments.</p>	<p>DMA advisory committees will be reduced from three members to two members in Fall 2023. This is partly to alleviate workload for non-performance faculty (who have traditionally served on these committees), but mostly a response to the revision of the DMA program. The majority of DMA students will elect the performance-based stream of the revised program and will not require a thesis supervisor. The performance faculty serving on these committees will oversee an MRP and not require doctoral membership in SGPS. It will be easier for these reduced committees to schedule meetings. In most cases the committee Chair will also be the student's studio instructor and optimally positioned to monitor academic progress.</p>

<p><b>Recommendation #8*</b> Reduction or removal of language requirements for PhD in Musicology and Music Theory as it is a challenge for students to complete within the 4-year funding window, and the current language requirement seems inconsistent with EDID aims, goals and initiatives.</p>	<p>The Graduate Program appreciates this recommendation and will bring it to the Department of Music Research and Composition and to the Graduate Committee. The ADG will recommend the removal of this requirement, since there are no graduate-level reading courses that properly support the development of research skills. Undergraduate languages courses do not meet that need. If a thesis topic requires reading proficiency in a language other than English, the Advisory Committee should advise the student of this, but the language requirement as it currently stands should be withdrawn.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendations prioritized for implementation include only those with current or future actions. In this case, recommendations #2 and #3 relate to hiring decisions which are outside the purview of the Program (and the scope of this review process) and recommendation #5 does not require any action as resources and opportunities are already in place to support this recommendation, as indicated in the response table above. As such, these three recommendations are not included in the implementation table below.

Prioritized Recommendations	Proposed Action and Follow-up	Responsibility	Timeline
<b>Recommendation #1</b> Enhance communication and mentorship/advising for new graduate students. a) Institute a formal graduate orientation. b) Clearer communication of program requirements, milestones and deadlines to ensure effective program advising.	<ul style="list-style-type: none"> <li>• The program will assume responsibility of the Orientation program and will consult with SOGSIM.</li> <li>• Redesign graduate webpages to clarify, by degree and area, all program requirements.</li> <li>• Develop a plan for regular program communication with students (e.g., a newsletter, highlighting important deadlines).</li> <li>• Develop planning documents 1) for PhD, DMA, and dual-degree MA and MMus to help students monitor progress.</li> <li>• Reconfigure the DMA advisory committees with the aim of having regular meetings.</li> <li>• Introduce a notification system prompting committee Chairs to schedule annual or semi-annual meetings with students.</li> <li>• Explore implementing a reporting mechanism within Pathfinder for supervisors to submit feedback after these meetings.</li> <li>• Host drop-in sessions once per term to discuss program elements and academic resources.</li> <li>• Seek much needed advising support for DMA and MMus students.</li> </ul>	Associate Dean, Graduate	By May 2024

<b>Recommendation #4</b> Prioritize program-wide EDID initiatives and goals.	Continue efforts to action the implementation of EDID goals, such as embedding of EDID themes in graduate curricula, showcasing diverse artists in concert programming, and featuring relevant research on race, gender, indigeneity and social justice.	Associate Dean, Graduate	By Dec 2024
<b>Recommendation #6</b> Offer DMA option for Composition.	Examine the possibility of this option via: <ul style="list-style-type: none"> <li>Continued discussion of feasibility among relevant faculty members and the Dean's Office.</li> <li>Examination of practices at peer institutions</li> <li>Consultation with former and current students in composition.</li> </ul>	Associate Dean, Graduate	By Dec 2024
<b>Recommendation #7</b> Reduction in required faculty for DMA committees to address current and projected increases in DMA enrolments.	Reduce DMA advisory committees from three members to two members.	Associate Dean, Graduate	By Dec 2023
<b>Recommendation #8</b> Reduction or removal of language requirements for PhD in Musicology and Music Theory.	Recommend the removal of the language requirement, with specific measures in place where a thesis topic does require reading proficiency in a language other than English.	Associate Dean, Graduate	By June 2024

**ITEM 13.3(e) – Revised 2024-25 Sessional Dates for Medicine, Schulich School of Medicine & Dentistry**

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

Senate previously received the 2024-25 sessional dates for Medicine at its January meeting.

In response to feedback provided by ACA, the Schulich School of Medicine & Dentistry has submitted revised 2024-25 sessional dates for Medicine. The revised sessional dates include the observance of the National Day for Truth and Reconciliation as a non-instructional day and adjust the end of the academic year for year 4 to April 25, 2025. The revised dates are provided to Senate for information.

**ATTACHMENT(S):**

[Revised 2024-25 Sessional Dates for Medicine, Schulich School of Medicine & Dentistry](#)

---

## REVISED 2024-25 SESSIONAL DATES FOR MEDICINE – SCHULICH SCHOOL OF MEDICINE & DENTISTRY

Academic Year begins for Year 3:	August 19, 2024
Academic Year begins for Year 4:	September 3, 2024
Orientation Week Year 1:	Aug 26 – Aug 30, 2024
Academic Year begins for year 1/2:	September 3, 2024
Winter Break for Year 1/2 Start/End:	Dec. 21, 2024 – Jan. 5, 2025
Winter Break for Year 4 Start/End:	Dec. 21, 2024 – Jan. 5, 2025
Classes resume for year 1/2:	January 6, 2025
Classes resume for year 4:	January 6, 2025
March Break for Year 1/2 Start/End:	Mar 10 - Mar 14, 2025
Academic Year ends for year 4:	April 25, 2025 <del>April 18, 2025</del>
Convocation:	June 6, 2025 (Proposed)
Academic Year ends for year 1/2:	June 6, 2025
Academic Year ends for Year 3:	August 29, 2025

NOTE: No classes will be scheduled on any statutory holiday or the National Day for Truth and Reconciliation (September 30, 2024).

**ITEM 13.3(f) – New Donor-Funded Scholarships, Awards and Prizes**

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards (ACA) approved the terms of reference for the new scholarships, awards and prizes shown in Item 13.3(f), for recommendation to the Board of Governors through the President & Vice-Chancellor.

**ATTACHMENT(S):**

[New Donor-Funded Scholarships, Awards and Prizes](#)

---

**New Donor-Funded Scholarships, Awards and Prizes**

***Faculty of Education***

**Miriam Feldman Memorial Bursary**

Awarded to full-time undergraduate students in any year of the Faculty of Education based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$1,000 awarded annually

Effective: 2024-2025 academic year

*This bursary was established by a generous gift from Jeff Feldman, BEd'88 in memory of his mother who encouraged and supported him in his dream to become a teacher. Jeff shares his support and best wishes to the recipients of the Miriam Feldman Memorial Bursary, as they pursue their own goals as Teacher Candidates in the Bachelor of Education program at Western University.*

***Faculty of Law***

**Dale Ponder, LLB'80, Osler Award**

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates with the highest standing in selected business law courses in the JD Law/HBA degree program. The Faculty of Law will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective: 2024-2025 to 2028-2029 academic years inclusive

*This award was established by Osler, Hoskin & Harcourt LLP to honour Dale Ponder (LLB 1980) for her contributions to the firm and the community.*

**Dale Ponder, LLB'80, Osler Entrance Scholarship**

Awarded to an entering full-time undergraduate student in the Faculty of Law based on academic achievement, and who demonstrate leadership through community involvement. The Faculty of Law will select the recipients.

Value: 1 at \$15,000 awarded annually

Effective: 2024-2025 to 2028-2029 academic years inclusive

*This award was established by Osler, Hoskin & Harcourt LLP to honour Dale Ponder (LLB 1980) for her contributions to the firm and the community.*

***Schulich School of Medicine & Dentistry***

Dentistry Class of 2007 Bursary

Awarded to full-time undergraduate students in the in the Doctor of Dental Science (DDS) program, Schulich School of Medicine & Dentistry based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$3,000, awarded annually

Effective: 2024-2025 to 2028-2029 academic years inclusive

*This bursary was established by members of the Dentistry Class of 2007 on the occasion of their 15th reunion.*

**ITEM 14.0 - Items Removed from the Consent Agenda**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

The following items have been removed from the Consent Agenda by request:

ITEM 13.3(b)(i) – Faculty of Health Sciences, School of Health Studies: Withdrawal of the Honours Specialization in Health Sciences – Health and Aging

---

**ITEM 15.0 – Discussion and Question Period**

**Jane Toswell, Senator:**

1. If memory still serves me well, a Working Group on Academic Integrity was announced in early 2022 (possibly late 2021), in the wake of increasing concerns about issues of honesty and integrity in student work. It was co-chaired by the vice-provost (graduate and post-doc) and an associate dean (undergraduate), and the idea was to investigate the situation, do an environmental scan of the issue at other Canadian universities, and develop a plan for Western going forward. At some point a third co-chair (vice-provost, undergraduates) appears to have been added, according to rumour. The Senate saw the existence of this committee once at a Senate meeting, and its membership flashed by on a powerpoint which was not reproduced (again if memory serves) in any permanent record (either the agenda or the minutes, since we now have to search both). It's now been at least two years, the latest report on academic integrity issues provided to Senate for information on the consent agenda included some pretty interesting increases, ChatGPT has arrived amongst us (and apparently has advanced from version 1.0 to 4.0 in just over a year, now fixing many of the tics that some of us thought might make its advent in our courses a manageable situation), and we languish in hope everlasting for the report on Academic Integrity at Western. Could one or all of the co-chairs enlighten us? Is there progress being made? Have meetings happened on a regular basis? Has progress been made on either the undergrad or the grad side of the ledger? Please note these are not rhetorical questions, but pleas for help and answers. I have students in a state of paralysis because they worry that anything they write or decode or deduce might be charged against them as unacceptable use of AI, and faculty in a state of high anxiety guessing at how to ensure their courses have integrity. This is not an easily soluble problem, but it affects the reputation of our degree, and we should be addressing it.
2. Last year around this time, I asked if a process for monitoring the indigenous backgrounds of applicants for faculty positions was being developed to come to Senate for approval. The response was that this was in train and would soon eventuate. I'm worrying about a progress report. In particular, I'm worrying if this process should also apply to honorary degree recipients. More specifically yet, Buffy Sainte Marie received an honorary doctorate from Western in 2009 (one of many given across the continent), but her background has recently been called into question. In concert with my question about process for faculty appointments, my recollection is that there was a question about process for revoking honorary degrees, but the decision was not to develop a process and to leave the matter for individual investigation. It's probably not appropriate to ask if an investigation is under way, but it does seem appropriate to ask again whether a process should be developed, rather than having to depend on *ad hoc* decision-making.
3. March is the month in which the campus used to be asked to provide comments on its cadre of leaders, with comments directed to the provost for deans and vice-provosts, to the president for vice-presidents and associate vice-presidents, and to the chair of the Board of Governors for the president. At the time the question disappeared with the comment that this required investigation. I'm wondering if the investigation has

taken place? The system disappeared with the disappearance of the *Western News*, and there was no explanation provided at the time, at least not to the campus at large.

---

Excerpt from Senate's Adopted Policies and Procedures:

#### **4.1 Purpose**

The Discussion Question Period has two functions:

- 4.1.1 To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.
- 4.1.2 To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

#### **4.2 General Regulations**

- 4.2.1 No motions may be put or considered during this period on the agenda.
- 4.2.2 The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.
- 4.2.3 Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- 4.2.4 Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.
- 4.2.5 At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- 4.2.6 In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.
- 4.2.7 If there are issues or questions that have not been put at the end of the 30 minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Discussion and Question Period of the

following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

### **4.3 Process**

#### **4.3.1 Questions**

- (a) It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.
- (b) The Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.
- (c) Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.
- (d) If after an answer is received, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.
- (e) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

#### **4.3.2 Issues for Discussion**

- (a) It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be included in a reposted agenda in advance of the meeting.
- (b) Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.
- (c) If at the end of the 30 minute period there are still members who wish to speak on an issue under discussion, and the period is not extended, discussion will be resumed at the following meeting of Senate as part of that meeting's Discussion and Question Period.
- (d) If after discussion of an issue is concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate.

If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.

---