



Senate

Notice of Meeting

Friday, September 18, 2026, 1:30 p.m. - 4:30 p.m.

Ronald D. Schmeichel Entrepreneurship and Innovation, Room 4106

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 - September 18, 2026

Agenda

1.0 Land Acknowledgement	
2.0 Approval of the Minutes of the Previous Meeting	Approval
3.0 Report of the President	Information
4.0 Report of the Provost	Information
5.0 Report of the Vice-President (Research)	Information
6.0 Report of the Operations /Agenda Committee (S. Roland)	
6.1 Announcement of a Vice-Chair of the Operations/Agenda Committee	Information
6.2 Membership – Nominating Committee	Action
6.3 Questions for Senate	Information
7.0 Report of the Nominating Committee (G. Little)	
7.1 Announcement of a Chair and Vice-Chair of the Senate Nominating Committee	Information
7.2 Membership – Senate Committee on Academic Curriculum and Awards	Action
7.3 Membership – University Research Board	Action
7.4 Membership – Senate Review Board Academic	Action
7.5 Membership – Electoral Board for Chancellor	Action
7.6 Membership – Selection/Review Committee for the Vice-Provost (Academic Programs)	Action
8.0 Report of the Senate Committee on Academic Policy (N. Campbell)	
8.1 Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy	Information
8.2 Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Policy on “Graduation Requirements”	Approval
8.3 School of Graduate and Postdoctoral Studies: Introduction of a Policy on	Approval

“Academic Consideration – Graduate Students”	
8.4 Report of the Assessment Integrity Working Group	Information
9.0 Report of the Senate Committee on Academic Curriculum and Awards (R. Ramachandran)	
9.1 Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Curriculum and Awards	Information
10.0 Report of the Senate Committee on University Planning (S. Schmid)	
10.1 Announcement of a Chair of the Senate Committee on University Planning	Information
10.2 Capital Projects Update	Information
11.0 Report of the University Research Board (P. Pexman)	
11.1 Announcement of a Vice-Chair of the University Research Board	Information
12.0 Report of the Academic Colleague (S. Roland)	Information
13.0 Unanimous Consent Agenda	Approval
13.1 Items from the Operations/Agenda Committee	
13.1(a) Faculty of Arts and Humanities: Revisions to the Faculty Council Constitution	Information
13.1(b) Senate Membership - Vacancies Filled by Appointment	Information
13.1(c) Officers of Convocation	Information
13.2 Items from the Nominating Committee	
13.2(a) Replacement for the Committee Member: Senate Committee on Academic Policy	Information
13.2(b) Replacement for the Committee Member: Senate Committee on University Planning	Information
13.2(c) Temporary Replacement for the Committee Member: University Research Board	Information
13.3 Items from the Senate Committee on Academic Policy	

13.3(a) Faculty of Education: Revisions to the Policies on “Admission – Bachelor of Education” and “Registration and Progression in Three-Year, Four-Year and Honours Programs”	Approval
13.3(b) Policy Items Relating to Western International College:	
13.3(b)(i) Revisions to the Policy on “Requests for Relief from Academic Decisions” and its Associated Procedures	Approval
13.3(b)(ii) Revisions to the Policy on “Scholastic Offences” and its Associated Procedures	Approval
13.3(b)(iii) Revisions to the Policy on “Senate Review Board Academic Appeals”	Approval
13.3(b)(iv) Revisions to the Policy on “Course Outlines”	Approval
13.3(b)(v) Revisions to the “Policy on Academic Consideration – Undergraduate Students in First Entry Programs” and its Associated Procedure	Approval
13.3(c) School of Graduate and Postdoctoral Studies:	
13.3(c)(i) Revisions to the Policy on “Program Design – Course Registration”	Approval
13.3(c)(ii) Revisions to the Procedure for Registration in Graduate Programs	Information
13.3(d) Western International College Undergraduate Sessional Dates (2026-2027)	Information
13.3(e) Editorial Revisions to Titles of Academic Policies	Information
13.3(f) Removal of “Code of Student Conduct” Statement	Information
13.4 Items from the Senate Committee on Academic Curriculum and Awards	
13.4(a) Faculty of Engineering:	
13.4(a)(i) Department of Electrical and Computer Engineering: Revisions to Electrical Engineering Options	Approval
13.4(a)(ii) John M. Thompson Centre of Engineering Leadership and Innovation:	Approval

Revisions to Integrated Engineering Options	
13.4(a)(iii) Revisions to the Mechatronic Systems Engineering Options	Approval
13.4(b) Faculty of Science:	
13.4(b)(i) Department of Physics and Astronomy: Withdrawal of the Major in Scientific Computing and Numerical Methods	Approval
13.4(b)(ii) Department of Statistical and Actuarial Sciences: Revisions to the Honours Specialization in Financial Modelling	Approval
13.4(c) Faculty of Social Science, Department of Anthropology: Withdrawal of the Minor in Environment and Culture and the Minor in Refugee and Migrant Studies	Approval
13.4(d) King's University College:	
13.4(d)(i) Renaming of and Revisions to the Honours Specialization in Applied Psychology	Approval
13.4(d)(ii) Revisions to the Honours Specialization, Specialization, Major, and Minor in Psychology	Approval
13.4(e) School of Graduate and Postdoctoral Studies:	
13.4(e)(i) Major Modification to the Master of Arts in Art History and Curatorial Studies	Approval
13.4(e)(ii) Major Modification to the Doctor of Philosophy in Business Administration	Approval
13.4(e)(iii) Major Modification to the Doctor of Philosophy in Physics	Approval
13.4(f) New Donor-Funded Scholarships, Awards, and Prizes	Information
13.4(g) Cyclical Reviews of Undergraduate Programs in Microbiology and Immunology; Pathology and Laboratory Medicine; International Relations; Psychology	Information
13.4(h) Cyclical Reviews of Graduate	Information

**Programs in Theory and Criticism;
Philosophy; Biochemistry; Physiology
and Pharmacology**

**13.5 Items from the Senate Committee on
University Planning**

**13.5(a) Pugliese-Zorzi Visiting
Professorship in Italian Canadian Studies**

Approval

**13.6 Items from the Honorary Degrees
Committee**

Information

**13.6(a) Honorary Degree Recipients -
Autumn 2026**

Information

13.7 Announcements and Communications

**13.7(a) Academic Administrative
Appointments**

Information

13.7(b) Election Results

Information

14.0 Items Removed from the Consent Agenda

15.0 Question Period

16.0 New Business

Land Acknowledgement

Action: ☐ Approval ☐ Information ☐ Discussion

Marisa Modeski 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

Minutes of the Meeting of June 5, 2026

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That the minutes of the meeting held on June 5, 2026, be approved as circulated.

Documentation Provided:

Minutes of the June 5, 2026 Meeting

MINUTES OF THE MEETING OF SENATE

Unofficial Until Approved

June 5, 2026

The meeting was held at 1:30 p.m. at the Ronald D. Schmeichel Entrepreneurship and Innovation Building, Room 4106

Senators in attendance:

C. Alcantara	C. Giannacopoulos	A. Nocilla
A. Ali	L. Graham	P. Pexman
J. Antonelli	M. Green-Barteet	R. Ramachandran
K. Backtash	D. Heap	W. Ritchie
P. Barmby	J. Herrera	S. Roland
C. Barteet	L. M. Ibarra	S. Schmid
K. Big-Canoe	S. Knabe	A. Shepard
S. Boe	T. Layton	K. Siddiqui
A. Bryson	G. R. Little	N. Silvester
N. Campbell	L. Lingard	D. Sirek
K. Choi	M. Lebo	D. Smith
C. Chung	L. Logan	F. Strzelczyk
K. Coley	G. Malheiro	X. Wang
L. Davis	T. Mantler	K. Yeung
M. Davison	G. McAuley	J. Yoo
D. Ferri	L. Melnyk Gribble	N. Zabian
R. Forrester-Jones	M. Modeski	
J. Gemson	I. Namukasa	

Observers in attendance: C. Bressette, S. Hayne Beatty, S. Hendrikx, J. Hutter, S. Lewis, E. Marshall, O. Oloya, M. Sanita Lima, V. Sarkany, J. Scott, S. Xia, M. Yenson

Land Acknowledgement

L. Graham offered a Land Acknowledgement.

Approval of the Minutes of the Previous Meeting

Item 2.0 – Minutes of the Meeting of May 15, 2026

It was moved by N. Zabian, seconded by P. Pexman,

That the minutes of the meeting of May 15, 2026, be approved as circulated.

CARRIED

Item 3.0 – Report of the President

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, reported on several matters, beginning with an enrolment update. The President noted that June 1 marked the deadline for domestic undergraduate applicants to accept their offers of admission and that the recruitment activities for international students remain ongoing. The President highlighted activities and initiatives undertaken to support enrollment objectives and thanked everyone involved in these efforts.

The President informed Senators that the City of London is entering road construction season, which may result in road closures and traffic disruptions around campus. Updates regarding potential disruptions will continue to be communicated as information becomes available.

The President commented on several events planned for the summer on campus, including the 2026 Special Olympics Ontario Provincial School Championships.

The President provided an update on government relations and artificial intelligence (AI) initiatives, including the recent announcement of the Government's AI strategy and its potential implications for the post-secondary sector.

In closing his report, the President reminded Senators that Convocation ceremonies will take place from June 8 to 12 at Canada Life Place. Additionally, the President expressed appreciation to Senators whose terms are concluding this year and thanked them for their service and contributions to Senate.

Item 3.1 – Report of the Board Chair

With a view to enhancing the relationship between Western's Board of Governors and Senate, the written report of the Board Chair was provided in the agenda.

Item 4.0 – Report of the Provost

F. Strzelczyk, Provost & Vice-President (Academic) began her report with a brief leadership update and extended gratitude to several academic leaders whose terms are ending this summer, including M. Kim, N. Harney, I. Paul, and S. Hayne Beatty. Additionally, the Provost advised Senate that S. Lewis was appointed as Senior Academic Lead for Western International College.

The Provost continued her report with an update on Western International College, commenting on the most recent enrolment numbers and outlining a collaborative enrolment pathway between Western International College and the Office of the Registrar (OOR), under which eligible applicants are referred to OOR for direct admission, while applicants who do not meet direct-entry requirements may be referred, by the OOR to Western International College.

In concluding her report, the Provost commented on the recent "Girls in Aviation Day" event at the London International Airport, which is closely connected to Western's Commercial

Aviation Management program.

In response to a question submitted in advance of the meeting, J. Hutter, Acting Deputy Provost, clarified that the information presented at the March 14, 2025 Senate meeting was a simulation rather than a projection of future enrolment, and advised that Western International College will admit students through three intakes annually. He clarified that the enrolment numbers referenced by the Provost pertained only to the initial September cohort.

In a follow up question, an Official Observer requested that Senate be provided with an updated enrolment projection including comparison with other Navitas colleges, including a breakdown of graduate and undergraduate enrolment. The Acting Deputy Provost clarified that as Western is the first Canadian University to collaborate with Navitas on graduate programs, graduate enrolment projections are not available, as there is no comparable data from peer institutions.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

On behalf of the Operations/Agenda Committee, S. Roland presented the report of the Committee.

Item 6.1 – School of Graduate and Postdoctoral Studies: Revisions to the Faculty Council Constitution

It was moved by S. Roland,

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective June 5, 2026, the School of Graduate and Postdoctoral Studies and Graduate Education Council Constitution be revised as shown in Item 6.1.

CARRIED

Item 6.2 – Questions for Senate

The Committee Chair informed Senate that OAC reviewed one question and considered whether it fell within the scope of Senate's mandate. It was routed to Senate and will be addressed at the Question Period.

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, G. Little provided the Nominating Committee report and advised Senate that as quorum was not met at the last Committee meeting, the meeting was not able to proceed. There were several nominees who will be nominated from the floor of Senate.

Item 7.1 – Membership – Senate Committee on Academic Curriculum and Awards

Aaron Hodgson, Melody Viczko and Luke Stark were nominated from the floor of Senate to

the Senate Committee on Academic Curriculum and Awards (ACA). An election was held following the Senate meeting and Aaron Hodgson was elected to serve on ACA as a faculty member for a term from July 1, 2026 to June 30, 2027.

Item 7.2 – Membership – Subcommittee on Undergraduate Academic Courses

Dan Bousfield and Gildo Santos were nominated from the floor of Senate to the Subcommittee on Undergraduate Academic Courses (SOC). An election was held following the Senate meeting and Dan Bousfield was elected to serve on SOC as a faculty member. However, Dan Bousfield subsequently withdrew from the election. Gildo Santos will serve as on SOC as a faculty member for a term from July 1, 2026 to June 30, 2028.

Item 7.3 – Membership – Senate Committee on University Planning

Miguel Quinones-Mateu and Jun Li were nominated from the floor of Senate to the Senate Committee on University Planning (SCUP). An election was held following the Senate meeting and Miguel Quinones-Mateu was elected to serve on SCUP as a member of faculty who is a member of Senate at the time their term on the Committee begins, for a term from July 1, 2026 to June 30, 2027.

Cameron Anderson was acclaimed to SCUP as a member of faculty who is a member of Senate at the time their term on the Committee begins, for a term from September 1, 2026 to June 30, 2027.

Item 7.4 – Membership – University Research Board

Immaculate Namukasa was acclaimed to serve on the University Research Board (URB) as a member of the Faculty Education for a term from July 1, 2026 to June 30, 2028.

Item 7.5 – Membership – Senate Review Board Academic

Alison Hearn and Stephen Pitel were acclaimed to serve on the Senate Review Board Academic (SRBA) as faculty members for terms from July 1, 2026 to June 30, 2028.

Item 7.6 – Membership – Distinguished University Professor Selection Committee

Richard Moll was acclaimed to serve on the Distinguished University Professor Selection Committee for a term from July 1, 2026 to June 30, 2028.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

On behalf of the Senate Committee on Academic Policy, K. Yeung presented the report of the Committee.

Item 8.1 – Introduction of a Policy on “Western International College”

It was moved by K. Yeung,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective June 5, 2026, a policy on “Western International College” be introduced as shown in Item 8.1.

CARRIED

Item 8.2 – School of Graduate and Postdoctoral Studies: Introduction of a Policy on “Academic Consideration – Graduate Students”

It was moved by K. Yeung,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective January 1, 2027, a policy on “Academic Consideration – Graduate Students” be introduced as shown in Item 8.2.

The Chair opened the floor for discussion.

A Senator raised concerns with respect to the proposed introduction of a policy on “Academic Consideration – Graduate Students”, considering the potential increase in workload for the Graduate Chairs, who may be required to take on additional administrative responsibilities. K. Siddiqui, Vice-Provost (Graduate & Postdoctoral Studies), advised the proposal to introduce this policy aims to address a gap in academic consideration for graduate students and clarified that in recognition of the structural complexity of graduate programs, the proposed policy provides flexibility in designating the appropriate decision maker.

The subsequent discussion highlighted the following points:

- A Senator commented on the complexity of different graduate programs and expressed support for having the decision rest at the Program level.
- A Senator raised concerns as decisions of this nature may be more appropriately handled at the Faculty level.
- A Senator proposed a model when the School of Graduate & Postdoctoral Studies will determine whether the students qualify for the academic consideration and the program subsequently will determine what type of the academic consideration could be provided.
- An Official Observer raised a question of clarification regarding the specific training supports that would be provided to the Programs to carry out this responsibility, including conflict-resolution. K. Siddiqui clarified that academic accommodations are covered under the Western University Policy on Academic Accommodation for Students with Disabilities, and that training sessions would be provided as part of implementation of the Academic Consideration policy.
- A Senator proposed that Academic advising staff be involved, as they are well trained in this area.

It was moved by N. Zabian seconded by C. Alcantara,

That the proposed policy on “Academic Consideration – Graduate Students” be tabled and be brought back to Senate for further consideration in September.

CARRIED

REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

On behalf of ACA, A. Johnson presented the report of the Committee.

Item 9.1 – School of Graduate and Postdoctoral Studies: Introduction of a Master of Physician Assistant Studies

It was moved by J. Antonelli, seconded by L. Melnyk Gribble,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, and conditional on approval by the Quality Council, Senate approve and recommend to the Board of Governors, that effective September 1, 2026, a Master of Physician Assistant Studies be introduced as shown in Item 9.1.

CARRIED

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

On behalf of SCUP, S. Schmid presented the report of the Committee.

Item 10.1 – Campus Development and Open Space Strategies

L. Logan, Vice-President (Operations & Finance), A. Konowalchuk (Associate Vice-President, Facilities Management) and M. McLean (Director, Facilities Planning & Design) presented the Campus Development and Open Space Strategies.

The Vice-President (Operations & Finance) began her presentation with a brief introduction of the Campus Development and Open Space Strategies and outlined their rationale, objectives, and the historical context.

The Director, Facilities Planning & Design, provided an overview of the significant development projects completed across campus over the past decade and outlined upcoming developments and capital projects anticipated in the coming years. With respect to the Campus Development Strategy, the Director, Facilities Planning & Design, commented on primary and secondary development sites, outlining the long-term and short-term projects.

In reference to the Open Space Strategy, the Director, Facilities Planning & Design, detailed the vision, which has remained consistent since 2018, and highlighted the guiding principles along with the key projects.

In conclusion, the Vice-President (Operations & Finance) commented on the extensive consultation process and the changes made in response to feedback gathered throughout the consultations.

The Vice-President (Operations & Finance) addressed a question regarding the plans for intercampus transportation.

It was moved by S. Schmid,

That, on the recommendation of the Senate Committee on University Planning, Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the Campus Development Strategy.

That, on the recommendation of the Senate Committee on University Planning Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the Open Space Strategy.

CARRIED

The President addressed a question submitted in advance of the meeting regarding the potential negative impact from the upcoming Bioconvergence construction. He emphasized that Senate had received Bioconvergence project information several times, including through the budget approval process. Additionally, he commented on the start date for building demolition, emphasizing that it remains subject to the Board's approval.

REPORT OF THE UNIVERSITY RESEARCH BOARD

On behalf of URB, P. Pexman presented the report of the Committee.

ITEM 11.1 – Annual Report of the Vice President (Research)

The Vice-President (Research) provided her annual report for the period from July 1, 2025 to June 30, 2026 in accordance with the URB Terms of Reference.

The Vice-President (Research) provided an update on Western's research activities, highlighting progress made over the past academic year, key achievements in advancing strategic research priorities and securing research funding, and upcoming initiatives to support continued growth.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

Item 13.1(a) – Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Operations/Agenda Committee, Senate approve and recommend to the Board of Governors, that effective September 1, 2026, the Appointment Procedures for Senior Academic and Administrative Officers of the University be revised as shown in Item 13.1(a).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by Operations/Agenda Committee on Unanimous Consent:

- Item 13.1(c) – Senate Membership – Vacancies Filled by Appointment
- Item 13.1(d) – Senate Membership – Graduate Students

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

Item 13.2(a) – Revisions to the Policy on “Letter of Permission”

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Letter of Permission” be revised as shown in Item 13.2(a).

CARRIED BY UNANIMOUS CONSENT

Item 13.2(b) – Revisions to the “General Policy on Scholarships, Awards, Prizes”

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the “General Policy on Scholarships, Awards, Prizes” be revised as shown in Item 13.2(b).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by the Policy Committee on Unanimous Consent:

- Item 13.2(c) – School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Thesis Formats and Content
- Item 13.2(c) – Faculty-Specific Undergraduate Sessional Dates (2026-2027): Honours Business Administration, Ivey Business School

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

Item 13.3(a)(i) – School for Advanced Studies in the Arts and Humanities: Renaming of and Revisions to the Major in SASAH and the Honours Double Major with SASAH/HBA

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the “Major in SASAH” be renamed as the “Major in Advanced Studies in the Arts and Humanities”; and

That the “Honours Double Major with SASAH/HBA” be renamed as the “Honours Double Major in Advanced Studies in the Arts and Humanities/HBA”; and

That students currently enrolled in the module/program be permitted to graduate with the old name of the module/program on their diploma until August 31, 2028, upon request to the Office of the Registrar; and

That the module/program requirements be revised as shown in Item 13.3(a)(i).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(a)(ii) – Department of English and Writing Studies: Withdrawal of the Diploma in Writing and the Diploma in Professional Communication

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, admission to the Diploma in Writing and the Diploma in Professional Communication, offered by the Department of English and Writing Studies in the Faculty of Arts and Humanities, be discontinued; and

That students currently enrolled in the Diplomas be permitted to graduate upon fulfillment of the program requirements by August 31, 2030; and

That the Diplomas be withdrawn effective September 1, 2030.

CARRIED BY UNANIMOUS CONSENT

Item 13.3(c)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Doctor of Philosophy in English and Writing Studies

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Doctor of Philosophy in English be revised as shown in Item 13.3(c)(ii).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(c)(iii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Environment and Sustainability

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Master of Environment and Sustainability be revised as shown in Item 13.3(c)(iii).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(c)(iv) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science and Doctor of Philosophy in Epidemiology and Biostatistics (Biostatistics Field of Study)

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Master of Science and Doctor of Philosophy in Epidemiology and Biostatistics (Biostatistics Field of Study) be revised as shown in Item 13.3(c)(iv).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(c)(v) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Physical Therapy

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Master of Physical Therapy be revised as shown in Item 13.3(c)(v).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(d) – Introduction of an Articulation Agreement for Admission of Graduates from the Nutrition and Healthy Lifestyle Promotion Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition) Program at Western

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective June 1, 2026, an articulation agreement for admission of graduates from the Nutrition and Healthy Lifestyle Promotion Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Western be introduced as shown in Item 13.3(d).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(e) – Introduction of an Articulation Agreement for Admission of Graduates from the Food and Nutrition Management Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition) Program at Western

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective June 1, 2026, an articulation agreement for admission of graduates from the Food and Nutrition Management Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Western be introduced as shown in Item 13.3(e).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by Senate Committee on the Academic Curriculum and Awards on Unanimous Consent:

- Item 13.3(f) – Report of the Subcommittee on Undergraduate Academic Courses (January 2026 – May 2026)
- Item 13.3(g) – New Donor-Funded Scholarships, Awards, and Prizes
- Item 13.3(h) – New Western-Funded Scholarships, Awards, and Prizes

REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANNING

Item 13.4(a) – Name Change Proposal for the Department of Languages and Cultures

It was moved by J. Antonelli, seconded by L. Lingard,

That, on the recommendation of the Senate Committee on University Planning, Senate approve the proposed department name change from the Department of

Languages and Cultures to the Department of Languages, Cultures, and Linguistics.

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by the Senate Committee on University Planning on Unanimous Consent:

- Item 13.4(b) – Report on Promotion, Tenure and/or Continuing Appointment
- Item 13.4(c) – Annual Report on Information Security

REPORT OF THE UNIVERSITY RESEARCH BOARD

Information Items Reported by the University Research Board on Unanimous Consent:

- Item 13.5(a) – Annual Report on Research Ethics and Compliance

ANNOUNCEMENTS AND COMMUNICATIONS

The following items reported through Announcements and Communications were received for information by unanimous consent:

- Item 13.6(a) – Election Results – Senate Committees

ITEMS REMOVED FROM THE CONSENT AGENDA

Item 13.1(b) – Revisions to the Senate Election Procedures

The revisions to the Senate Election Procedures were removed from the consent agenda by a Senator's request.

A Senator proposed an amendment to section A.1(16) to change the terminology from "in the opinion" to "in the determination."

It was moved by S. Roland, seconded by G. Little,

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective June 5, 2026, the Senate Election Procedures be revised as shown in Item 13.1(b) and as amended.

CARRIED

Item 13.3(c)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Doctor of Education

The Major Modification to the Doctor of Education (EdD) was removed from the consent agenda as a Senator raised concerns regarding the language used in the Compliance section, particularly the proposal to invite the Indigenous Education Advisory Council in the

Faculty of Education to lead the development of the content of the proposed milestone that involves the guidelines for students carrying out Dissertation-in-Practices in Indigenous or Indigenous-focused activities. It was noted that the proposal did not address the implications should the Indigenous Education Advisory Council be unable to undertake this work.

Discussion included the following:

- A Senator confirmed that extensive consultation was undertaken, including consultation with the Education Indigenous Education Advisory Committee.
- A Senator suggested that the Compliance section be revised to address an alternative process should the Indigenous Education Advisory Council be unable to participate in the development of the milestone content.
- Discussion focused on the proposed approach to seeking guidance in circumstances where the Council is unavailable to participate. Concerns were expressed that seeking guidance from limited-duty instructors who self-identify as Indigenous could create an additional workload for those individuals. A Senator suggested that responsibility for providing such guidance be assigned to an appropriate individual or unit.
- A concern was raised regarding the statement that Indigenous-focused topics require oversight by Indigenous offices, specifically which offices would be responsible for providing such oversight.

Faculty of Education representative was open to a friendly amendment and it was agreed that the specific language of amendment would be reported back to Secretariat.

It was moved by J. Antonelli, seconded by L. Lingard,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Doctor of Education be revised as shown in Item 13.3(c)(i) and as amended.

CARRIED

[Secretariat note: Following the Senate meeting, the Program engaged in further consultation, and the following amendment was agreed upon:

The Compliance section was revised to include a provision addressing circumstances in which the Council is unavailable or does not agree to participate. In such cases, the Program will contact an individual (Indigenous or non-Indigenous) with expertise in Indigenous research.

The Compliance section was further revised to clarify that, recognizing students in the EdD program are engaged in an ongoing process of decolonizing structures to better meet the needs of Indigenous trainees and communities, research involving Indigenous topics requires specialized oversight by an individual (Indigenous or non-Indigenous) with expertise in Indigenous research. The revision also notes that additional support and

resources may be provided by Western Research and the Office of Indigenous Initiatives.]

QUESTION PERIOD

The full text of the question submitted in advance of the meeting was posted in the Agenda at Item 15.0 prior to the meeting. The questions and responses are summarized below:

In response to a question regarding Western's plans for developing an AI policy, M. Daley, Chief AI Officer, stated that Western's approach to AI is not to develop a standalone policy, but to review and adjust existing policies, where appropriate, to address the use and implications of AI within their scope. Additionally, he outlined the resources that address ethical usage of AI. As a follow-up, a Senator raised concerns related to not having a specific policy govern usage of AI.

A Senator suggested that the development of a Strategic Plan be considered, including consideration of the ethical and responsible use of AI technologies, sustainability, leading practices, and the establishment of guiding principles and policies. The Chief AI Officer advised that AI should be considered as a technology and commented on the training and professional development opportunities available to faculty and staff.

The President noted that the use of AI is an ongoing area of discussion, and that Senate will be engaged in conversations regarding AI.

ADJOURNMENT

The meeting adjourned at 4:07 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

To: Senators

From: Alan Shepard

Date: September 14, 2026

Re: Monthly report for September 2026

Dear Senators,

I hope you've had a good start to the new academic year. Following are some noteworthy developments since my last written report to Senate of May 29, 2026.

Welcoming our newest students: we welcomed approximately 6,800 new undergraduate students and more than 3,000 new graduate students. Orientation and transition programming continues throughout September to help new students settle in and start their academic journeys off well.

Province to fund priority programs: Western successfully competed and received new student spaces in STEM, education and health care programs over the next four years as part of the Ontario Government's priority growth initiative. This funding is part of the \$1.7 billion investment (70,000 seats) announced in February 2026 and is tied to economic needs for our region. More details will be shared on specific program allocations later this term.

Research funding success: several signature research funding announcements were made over the summer including:

- **Seth Guikema** appointed as Western's first [Eddie Goldenberg Research Chair of Canada](#) (formerly Canada Impact+ Research Chair). Seth is an expert in severe storm risk and resilience and joins Western from the University of Michigan
- More than [\\$1.5 million from the Canada Foundation for Innovation \(CFI\)](#) to fund eight projects at Western addressing environmental, economic and health challenges through CFI's John R. Evans Leaders Fund.
- [\\$16.3 million from the Canadian Institutes of Health Research \(CIHR\)](#) for 17 projects across four faculties, spanning biomedical, clinical and population health, as well as a project on emergency general surgery.
- [\\$9.8 million from the Social Sciences and Humanities Research Council](#) to support 74 research projects across Western, including areas of study and collaborations related to sovereignty, identity and community.

- [\\$19 million in Natural Sciences and Engineering Research Council of Canada \(NSERC\)](#) to fund 81 innovative projects across Western.

New partnership with Dalhousie University: On June 29, Western signed a [Memorandum of Understanding with Dalhousie University](#) to collaborate on AI, defence, and research security. The MOU will strengthen the role of both institutions as academic partners in the Canadian Defence and Dual-Use Innovation Ecosystem.

Legal clinic to move: the Faculty of Law's Community Legal Services will [move this term to a space within Fanshawe College's Dundas Street campus](#). The new location will improve access to legal help for low-income and vulnerable populations in London and Middlesex.

2026-27 writer-in-residence: Lisa Ko is Western's newest [writer-in-residence](#). Ko's works have been recognized through literary prizes across North America and they have taught creative writing at City College of New York, Indiana University, and the University of Toronto School of Continuing Studies, among other institutions and community settings.

Building Western's reputation: work has continued throughout the summer to enhance Western's media presence and our marketing efforts supporting the *All in* Campaign continue to demonstrate strong results. Please see the report attached for details (Appendix A).

Latest rankings:

- [Times Higher Education Sustainability Impact Ratings](#): Western climbed two spots from 2025 to rate 12th out of more than 1,600 universities worldwide, released June 23, 2026.
- Western was ranked 185th out of 21,462 institutions and sixth in Canada, according to the [2025 Center for World University Rankings \(CWUR\)](#), released June 2, 2026.
- Ivey's Master of Science in Management program was ranked [64th globally by the Financial Times](#), placing it first in Canada and second in North America.
- Western was ranked 36th globally in the [Pitchbook University Rankings](#), which measure the number of alumni entrepreneurs who have raised venture capital in the last decade.

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

- Nine faculty members named Fellows of the *Royal Society of Canada*:
 - **June Cotte** (Ivey)
 - **Corey Dyck** (Arts & Humanities)
 - **Hesham El Nagggar** (Engineering)
 - **Ingrid Johnsrude** (Faculty of Social Science)
 - **Lorelei Lingard** (Schulich)
 - **Valerie Oosterveld** (Law)
 - **Sharon Sliwinski** (Information and Media Studies)
 - **Shannon Stewart** (Education)

- **Xianbin Wang** (Engineering)
- Three faculty members named to the *Royal Society of Canada's* College of New Scholars, Artists, and Scientists:
 - **Jackson Leween, 2bears (Tékeniyáhsen Ohkwá:ri)** (Arts and Humanities)
 - **Yanping Li** (Science)
 - **Ryan Stevenson** (Social Science)
- Four faculty members named Fellows of the *Canadian Academy of Health Sciences*:
 - **Daniel Ansari** (Education/Social Science)
 - **Mansour Haeryfar** (Schulich)
 - **Nicole Redvers** (Schulich)
 - **Victor Yang** (Schulich)
- **Ján Mináč** named a *Fields Institute* Fellow.
- **Rachel Forrester-Jones** (Health Sciences) named Fellow of the *Academy of Social Sciences* in the United Kingdom, the only individual based in Canada in this year's cohort.
- **Hesham El Naggar** received the 2026 Shamsheer Prakash Award for Life-Time Contributions in Geotechnical Earthquake Engineering from the *Indian Society of Earthquake Technology*.
- **Mary Crossan** (Ivey) named a recipient of the *International Leadership Association's* 2026 Lifetime Achievement Award.
- **John Denstedt** (Schulich) selected to receive the Tianfu Friendship Award from the People's Government of Sichuan Province in China.
- **Andrew Sargent** (Huron, Arts & Humanities) awarded the 2025 John Charles Polanyi Prize in Literature from the Council of Ontario Universities.
- **Cody Groat** (Social Science) appointed to UNESCO's International Advisory Committee on the Memory of the World Programme.
- **Jim Weese** (Health Sciences) received the L.B. "Mike" Pearson Award from USPORTS in recognition of outstanding lifetime achievements in support of university athletics.
- **Vickie Croley** (former Mustangs track and field head coach) received the Jean-Marie de Koninck Award from USPORTS for outstanding contribution to university sport.

- **Justin Shapiro** (Schulich medical resident) received the Canadian Medical Association's Award for Young Leaders.
- Five Western alumni received *Order of Canada* honours:
 - **Donald K. Johnson**, MBA'63, LLD'07 (Companion)
 - **Mary Thompson**, LLD'16 (Officer)
 - **Allan Covens**, Medical resident (Member)
 - **Janice Pasieka**, MD '83 (Member)
 - **Harvey Skinner**, MA '74 PhD '75 (Member)
- **Louise Arbour** (DCL'00) appointed Governor-General.
- **John Tessier** (MMus'96) honoured with a 2026 Ruby Award from *Opera Canada*.
- **John Chayka** (BA'14) named General Manager of the Toronto Maple Leafs; **Andy O'Brien** (BA'02) appointed Vice President of Sport Performance for the Leafs.
- **Carrie Tait** (MA'04) named 2025 Journalist of the Year in the National Newspaper Awards.
- **James Walker**, staff member at the Dellelce Family Bookstore, won three gold medals in powerlifting at the 2026 Special Olympics National Summer Games.
- Western Communications received gold awards for best website and best fundraising campaign materials from the *Canadian Council for Advancement in Education*.
- *Western Alumni Magazine* earned top honours at the National Magazine Awards, as a finalist for overall *Best Magazine: News, Business, General Interest*, while picking up three golds and a silver in the National B2B Magazine competition.

Leadership updates:

- **Jeffrey Hutter** appointed Deputy Provost for a five-year term, effective July 1, 2026.
- **Geoff Wild** appointed Associate Vice-Provost (Academic Planning, Policy and Faculty), effective July 1, 2026, for a five-year term.

- **Susan Knabe's** appointment as Acting Dean of the Faculty of Information and Media Studies extended for an additional one-year term, effective July 1, 2026.
- **Susan Lewis**, Vice-Provost (Academic Programs) named Senior Academic Lead, Western International College; **Larissa Strong** appointed Executive Director, Western International College.
- **April-Dawn Blackwell** appointed Director, Western Continuing Studies.
- Active leadership review /selection committees are underway for the Deans of Social Science, and Information & Media Studies.
- An active search is underway for an Executive Director, Global Engagement.

BUILDING WESTERN'S REPUTATION: RECENT HIGHLIGHTS

MEDIA RELATIONS SUCCESSES

Throughout the summer and into early fall, Western's media relations team continued to generate strong national and international coverage for Western researchers while expanding relationships with key journalists and news organizations.

Coverage spanned science, health, climate, severe weather, space, social issues and public policy, with expert commentary appearing in leading outlets including *The New York Times*, *BBC News*, *Smithsonian Magazine*, *CNN*, *CBC*, *CBS News*, *the Toronto Star* and *The Globe and Mail*.

July was a particularly strong month, generating an all-time high 473 positive media hits, including a record nine CBC syndication runs on topics ranging from a proposed social media ban for youth to the Trump administration's latest tariff threats.

The following highlights include notable media coverage, strategic journalist engagement and campus visits that are helping build future story opportunities and strengthen Western's profile among influential Canadian and international media.

Coverage Highlights:

Smithsonian Magazine

Amateur astronomer spots ancient crater

Earth sciences professor Gordon "Oz" Osinski explained how his team confirmed an impact crater in Quebec that was originally discovered by an amateur astronomer using Google Maps. This research was covered extensively by national and international media including [ABC News](#), [USA Today](#), [Good Morning America](#), [CBC News](#) and [The Canadian Press](#).

The New York Times

How Japan reduced deaths from a major quake

Earth sciences professor Katsu Goda provided expert insight to *The New York Times* in a feature article about how Japan altered its infrastructure after the 2016 Kumamoto earthquakes and how those changes resulted in a lower death toll after the most recent earthquake there.

BBC News

'Not afraid to stay': The Canadians who want to change how wildfires are fought

Paul Kovacs, director of the Institute for Catastrophic Loss Reduction, provided expert insight in this BBC News article about local community response to Canadian wildfires.

The Globe and Mail

Mastering the mind: Neuroscientist Adrian Owen on why everyone should be thinking more about thinking

The Globe and Mail published a feature Q&A with Schulich professor Adrian Owen about executive function, the topic of his new book *Think Before You Think: Understanding and Mastering Executive Function*.

CBC The National**Ebola outbreak in Congo deemed fastest-spreading on record**

Health studies professor Obidimma Ezezika shared expert insight in a segment about the worsening Ebola outbreak in the Democratic Republic of Congo.

CBC Climate**Canadians design bubbly floating solar for icy lakes**

Engineering doctoral student Koami Soulemane Hayibo's floating photovoltaic system was featured for its unique approach to addressing some of the major hurdles of implementing floating solar panels in cold climates. This research was also featured by international news outlets in a number of different languages including Argentinian newspaper [El Nacion](#), and Spanish news outlet [El Confidencial](#)

The New York Times**Cheating chickadees are seduced by smarts**

Research led by biology professor Carrie Branch found mountain chickadees are loyal to their mates – until a smarter suitor comes along.

Be Giant**A tiny Canadian bird tracker is unlocking the mysteries of migration**

Biology professor Chris Guglielmo explains how an ongoing collaboration with Birds Canada to collect data on avian behaviour from the Motus wildlife-tracking system is developing a deeper understanding of bird migration.

CBC Science**Tofino, B.C., tsunami study predicts hundreds dead, \$1B in losses**

New research from Earth sciences professor Katsu Goda explores what a worst-case scenario earthquake and tsunami could mean for coastal cities like Tofino, B.C.

CBS News**Movie inspires readers to revisit Homer**

Classical studies professor Kelly Olson appeared on CBS News to talk about Homer's ancient Greek epic amid the release of Christopher Nolan's film adaptation of "The Odyssey."

Be Giant**Finding Canada's secret tornadoes: How keeping better tabs on the twisters no one notices could mean more accurate warnings**

Be Giant published an in-depth feature on the Northern Tornadoes Project's work to track, document and categorize tornadoes across Canada to help improve warning systems and inform the National Building Code of Canada.

The New York Times**Tornadoes in Maine? A rare forecast for parts of U.S. and Canada**

Northern Tornadoes Project executive director David Sills provided expert insight into the risk of extreme weather in the St. Lawrence River region.

CBC News Network: Hanomansing Tonight

Northern Tornadoes Project executive director David Sills spoke about Environment Canada's upgraded targeted alert system for severe thunderstorms and tornadoes.

CBC Quirks & Quarks

Earth sciences professor Catherine Neish and PhD candidate Sashank Vanga joined [CBC's Quirks and Quarks](#) (online and broadcast) on Saturday to discuss their NASA-led field study in Hawai'i Volcanoes National Park as part of the program's spotlight on summer field research.

Toronto Star

A story featuring interns of Western's Canadian Severe Storms Lab appeared on the front page of the: [The storm detectives: How interns from a Western lab pieced together clues to a ferocious storm in Ontario](#)

AND, last but certainly not least, **terrific national and global coverage of Western's new Eddie Goldenberg Research Chair of Canada, Seth Guikema**, a leading climate risk and resilience researcher recruited from the University of Michigan.

On the strength of our media relations team's relationships with reporters, we achieved arguably the strongest media coverage among our research-intensive peers. Highlights include:

- The [BBC](#) made Seth the focal point of its story, opening with his move to Western and featuring his photo and multiple quotes.
- [Be Giant](#) published a Q&A focused entirely on Seth and his decision to relocate to Canada. A *Be Giant* editor who had visited campus in July let us know the story had "done absolutely gangbusters," been picked up by Apple and Yahoo, and generated tens of thousands of views, adding: *"Thanks again for reaching out and allowing us to meet the moment."*
- [The New York Times](#) also highlighted Western's recruitment of Seth as part of its coverage of Canada's effort to attract leading international researchers.
- The [Toronto Star](#) included Seth as one of just 10 researchers interviewed about their decision to move to Canada.
- [CTV National News](#) featured Seth prominently. The CTV segment, which begins around the 11:30 mark, opens with an interview with him and footage from Western's announcement video before only briefly highlighting recruits headed to UBC, McGill and Waterloo.
- Locally, **CBC** provided additional coverage featuring Seth, including [CBC Afternoon Drive](#) and [CBC London](#) news after Jeff pitched the station's incoming executive producer directly.

Engagement activities:

Be Giant (July 7)

We hosted a highly successful campus visit with [Be Giant](#) on July 7, welcoming Sara-Christine Gemson, who leads partnerships, and editor Gillian Grace. *Be Giant* is a new Canadian digital media outlet backed by the Weston family and focused on solutions-based journalism and innovation. Notably, Western was the first university *Be Giant* has visited as it builds relationships across the post-secondary sector.

Our media relations consultant, Jeff Renaud, coordinated a full day of meetings focused on several of Western's research strengths, including space, severe weather, neuroscience, nuclear energy, smart technologies and bone and joint health. The group met with Ingrid Johnsrude in the Audiodome, Yolanda Hedberg, Samantha Gateman, Gordon "Oz" Osinski, Harvey Shi, Greg Kopp and Dave Sills.

Be Giant has already posted one [story about the Canadian Severe Storms Lab](#) since the visit, which also included the latest on Greg's research on utilizing hurricane straps to build safer homes, and is actively working on another story with Yolanda about road salt alternatives. There are also plans to showcase Greg's hurricane strap research, Oz's training of astronauts in Newfoundland and Labrador, and Joshua Pearce's work with heat pumps and thermal batteries to create net-zero energy homes in a special book they're publishing this fall called, "27 Giant Ideas for 2027" (similar to *The Economist's* "The World Ahead"). Greg and Oz will both be contributing 750-word personal essays.

The day included a lunch Erin Azzopardi (Western's director of strategic partnerships) – great timing as the TKMS news had just broken the day before.

A key focus for *Be Giant* is not just highlighting Canada's research and innovation but exploring how those discoveries can be translated into real-world impact through government, industry and community partnerships. Sara-Christine noted one of the reasons the Westons launched *Be Giant* was to shine a spotlight on important Canadian research that wasn't receiving significant attention from traditional media outlets.

The Globe and Mail (July 15)

[Kelly Grant](#), *The Globe and Mail's* new post-secondary education reporter, visited campus on July 15 to conduct interviews about AI and higher education. Early in June *The Globe* officially announced Kelly's appointment to the higher ed beat, succeeding Joe Friesen.

During her visit, Kelly met with chief AI officer Mark Daley, Aisha Haque and Cortney Hanna-Benson from the Centre for Teaching and Learning, and the [GenAI Teaching Fellows](#).

Kelly used the visit as an opportunity to gather information, do research and gather quotes for potential stories to come out in late August or early September timed with back-to-school.

She shared two themes she is exploring for potential stories: how instructors are rethinking assessments in the humanities given challenges with AI and academic integrity, and whether there is a drop in interest in computer science programs.

Cortney and Aisha provided her with information about the ways CTL supports instructors in redesigning their assessments for an AI-enabled world and the GenAI Teaching Fellows shared how they are integrating GenAI into their teaching.

We followed up with Kelly to share information from the Department of Computer Science showing an increase in course registrations at Western, along with examples of how AI concepts are being integrated into the curriculum.

CNN (July 24)

CNN's lead space reporter [Ashley Strickland](#) visited campus on July 24. Jeff Renaud first met Ashley in 2019 when he visited CNN's Atlanta headquarters, and they've worked together on several stories since.

They started the day at [Mission Control](#) in WIRB, meeting with Sarah Gallagher (Western Space), Peter Brown (space situational awareness), Paul Wiegert (planetary defence) and Catherine Neish (geology of planets and moons).

After lunch with Valerie Oosterveld (space mining and law), they toured labs of Jayshri Sabarinathan (optical sensors and CubeSats) and Elli Gkouti (new skin bioprinting tech for treating astronauts' severe injuries).

During a conversation with Paul Wiegert, Ashley mentioned she was closely following the expected lunar impact of a SpaceX rocket. Paul shared his interest in the story as well, and she later interviewed him for [this CNN story](#), in which he was prominently featured.

CSSL Prairies Media Tour

In June, Jeff Renaud traveled to Winnipeg and Saskatoon to cultivate new media relationships while further promoting the impactful research of the Canadian Severe Storms Laboratory. This media visit advanced previous successes in Vancouver, Calgary and Edmonton, showcasing the ongoing field research led by the Northern Tornadoes Project (NTP) and the Northern Hail Project (NHP).

A key highlight of the visit was a well-attended media event at the Institute for Catastrophic Loss Reduction's resilience display centre in Winnipeg, featuring Greg Kopp and members of the NTP and NHP field teams. Representatives from CBC, Radio-Canada, CTV, Global, the *Winnipeg Free Press* and CJOB Radio attended the event.

ALL IN CAMPAIGN: MARKETING HIGHLIGHTS

The *All in* Campaign continues to build strong national awareness and engagement. As of the end of August 2026, the campaign has generated more than 176 million impressions, 10.8 million video views, 1.6 million social engagements, and 482,000 web sessions since launch, demonstrating strong campaign reach and engagement.

The campaign continues to expand its visibility across campus and nationally. Two new large-scale *All in* building signs, installed this spring at the Thompson Recreation and Athletic Centre and the Biotron building, bring the campaign's campus presence to five large-scale installations and more than 175 flagpole banners.

National paid media visibility continues through bi-weekly advertising in *The Globe and Mail* and *Toronto Star*, complemented by a new summer placement in *Muskoka Life*.

We are developing new flagship video and photography for fall, expanding the campaign's creative assets and enabling enhanced storytelling and advertising around Western's key fundraising priorities.

To: Senators

From: Florentine Strzelczyk

Date: September 10, 2026

Re: Report of the Provost & Vice-President (Academic) for September 18, 2026

Dear Senators,

Please see the following updates from across the Provost and Vice-President (Academic) portfolio:

Student Experience

Orientation Week 2026

Western welcomed approximately 6,800 new first-year students with programming designed to foster belonging, safety and connection.

- More than 1,000 Sophs completed extensive training in suicide prevention, gender-based and sexual violence prevention, mental health, EDIDA, emergency response and student support.
- Enhanced safety and accessibility measures included late-night transportation, Care Hubs, additional security, EDIDA Ambassadors and a sensory-friendly space.
- Student Experience and Western's Office of Equity, Diversity and Inclusion and Housing & Ancillary Services are hosting September welcome events for Black, Muslim, Jewish and 2SLGBTQIA+ students, as well as students with disabilities.
<https://www.edi.uwo.ca/events/equity-deserving-welcomes/>

Homecoming student programming

The Student Fan Festival will provide students with on-campus Homecoming celebration featuring free admission to the Western-McMaster football game, food trucks, activities and giveaways. SOGS will also host a family-friendly viewing event at the Grad Club.

Mandatory student training

Under a new [Senate policy](#) passed in the spring of 2026, incoming undergraduate students must complete mandatory [GBSV training](#) (*Consent 101*) and the [Academic Integrity Module](#).

- As of September 9, 94% of incoming first-year students had completed the mandatory training, while 95% of students living in residence had completed *Undressing Consent*.
- Varsity athletes are also required to complete specific GBSV training each year they play. This includes [Beyond the Locker Room](#), which cover topics such as power navigation, bystander intervention, healthy/ unhealthy relationships, emotional regulation, and communicating through conflict. In addition, *Levellin' Up* (male varsity athletes) and *Dig In* encourage reflection and dialogue with peers.

Experiential Learning

Project-based learning

During 2025–26, more than 3,100 students participated in 32 community-engaged learning courses across 10 Faculties, completing projects for local non-profit and community organizations. A further 2,200 students participated in 17 industry-project courses across four Faculties, applying classroom learning to challenges identified by local companies.

Sports & Recreation

World University Rowing Championships

Western and London hosted the 2026 FISU World University Championships Rowing at Fanshawe Lake—the first time the championship was held in North America.

- The event welcomed approximately 300 student-athletes from 20 countries, supported by 50 coaches, 50 officials and 150 volunteers.
- Six current and former Mustangs represented Canada, earning two medals, including gold in the men's double sculls.

Academic and athletic excellence

Western ranked first in Canada with 560 Scholar Athletes/Academic All-Canadians, representing 45% of Mustangs student-athletes. During 2025–26, the Mustangs earned five championship banners—including two national championships—along with 19 podium finishes, 96 OUA All-Stars and 16 U SPORTS All-Canadians.

Record participation in campus recreation

Campus Recreation recorded 865,628 visits during 2025–26, an 8.2% increase over the previous year. Intramurals recorded 16,845 registrations across 1,821 teams, while *Move Your Mood* engaged more than 8,500 students in free physical activity, wellness and social programming.

Student Recruitment (2027-2028)

Student recruitment and fall outreach

- Western will participate in the Ontario Universities' Fair at the Metro Toronto Convention Centre on September 26 and 27, engaging prospective students and supporters at Canada's largest post-secondary recruitment event.
- Fall Preview Day on November 8 will invite prospective students and families to explore Western's academic programs, campus, residences and student experience.
- Western will also undertake recruitment activities in more than 30 countries this fall, supported by expanded in-country representation in India and the Middle East, alongside its existing presence in China.

Academic Programs

New professional health-care programs

- Schulich School of Medicine & Dentistry has launched Ontario's first graduate-level Master of Physician Assistant Studies program, helping expand the health-care workforce and improve access to care in London, Southwestern Ontario and across the province. Following Quality Council approval on August 24, the inaugural cohort of 30 students began September 1.
- The Doctor of Health Sciences (DHSc) offered in the Faculty of Health Sciences will launch in September 2027 as a three-year, fully online professional doctoral program for mid- to senior-level health professionals. The program develops advanced leadership, innovation, and evidence-informed problem-solving skills to address complex health system challenges, with a flexible curriculum and applied Dissertation in Practice. The program will launch with an initial target cohort of 20 students and is OSAP eligible.

Communications-intensive undergraduate requirement

Western's [Future of Teaching and Learning: Strategic Action Areas](#) identify the expansion of the current essay requirement into a communications-intensive requirement as a specific action intended to distinguish Western and strengthen alignment with Western Degree Outcomes and EDIDA priorities. Western is establishing a working group to explore replacing the current undergraduate essay-course requirement with a broader communications-intensive requirement. This work is being led by Vice-Provost (Academic Programs).

- The proposed model would preserve writing while recognizing oral, visual, digital, collaborative, public-facing and discipline-specific communication.
- The working group will consult Faculties, students and support units and develop common learning outcomes, course-designation criteria and an implementation plan.
- A full proposal will be presented to Senate by March 2027.

Internationalization

Western International College (WesternIC)

WesternIC welcomed its inaugural cohort of 16 undergraduate students and 12 graduate pathway students this September, with additional intakes planned for January and May. The former Beryl Ivey Library now serves as the College's administrative and student hub, complemented by six classrooms in the St. James Building.

Faculty Recruitment

Western made 123 full-time faculty and librarian appointments between July 1, 2025, and June 30, 2026.

- Appointments included 72 clinical faculty, 49 UWOFA faculty and two UWOFA-LA librarian/archivist appointments.
- By Faculty, appointments were: Medicine & Dentistry (6), Health Sciences (12), Science (5), Social Science (8), Ivey (4), Engineering (4), Arts & Humanities (5), Education (2), FIMS (2), Law (1) and Western Libraries (2).
- These numbers include the recruitment of 18 probationary and 4 tenured faculty, 1 probationary Teaching Scholar, 24 limited-term faculty and 2 externally funded appointments.

- Western also recruited internationally recognized storm risk and resilience expert [Seth Guikema as the inaugural Eddie Goldenberg Research Chair of Canada in Climate Risk and Resilience Analytics](#), supported by \$8 million in federal funding.

Advancing Responsible AI at Western

- Western's Chief AI Officer (CAIO) continues to advance institutional dialogue and leadership on the responsible use of artificial intelligence in teaching and learning.
- Western AI Teaching Fellows and other experts contributed to national back-to-school discussions through [The Globe and Mail](#), CBC's *Cross Country Checkup* and *Hanomansing Tonight*.
- Summer consultations gathered in-depth feedback from faculty, staff and students about the Western community's aspirations and concerns related to AI.
- Four undergraduate students also participated in a Centre for Teaching and Learning panel, sharing how students are using AI in their studies.
- The CAIO will represent Western at UNESCO's AI Ethics Summit in Riyadh.

WesternIC Implementation Milestones

Agreement Finalized

Following extensive negotiations between Western and Navitas

**October
2025**

Fall 2025

Launch & Go to Market

Reaching critical international student markets during recruitment period

**September
2026**

First UGRD & GRAD Intake

Initial launch of IYO Science, IYO Social Science, IYO Management & Organizational Studies, MQP Engineering, AGP Engineering

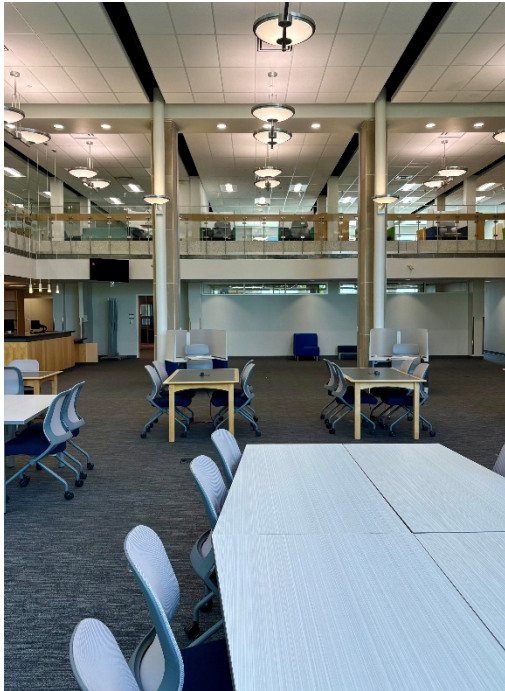
**January
2027**

Next UGRD & GRAD Intake

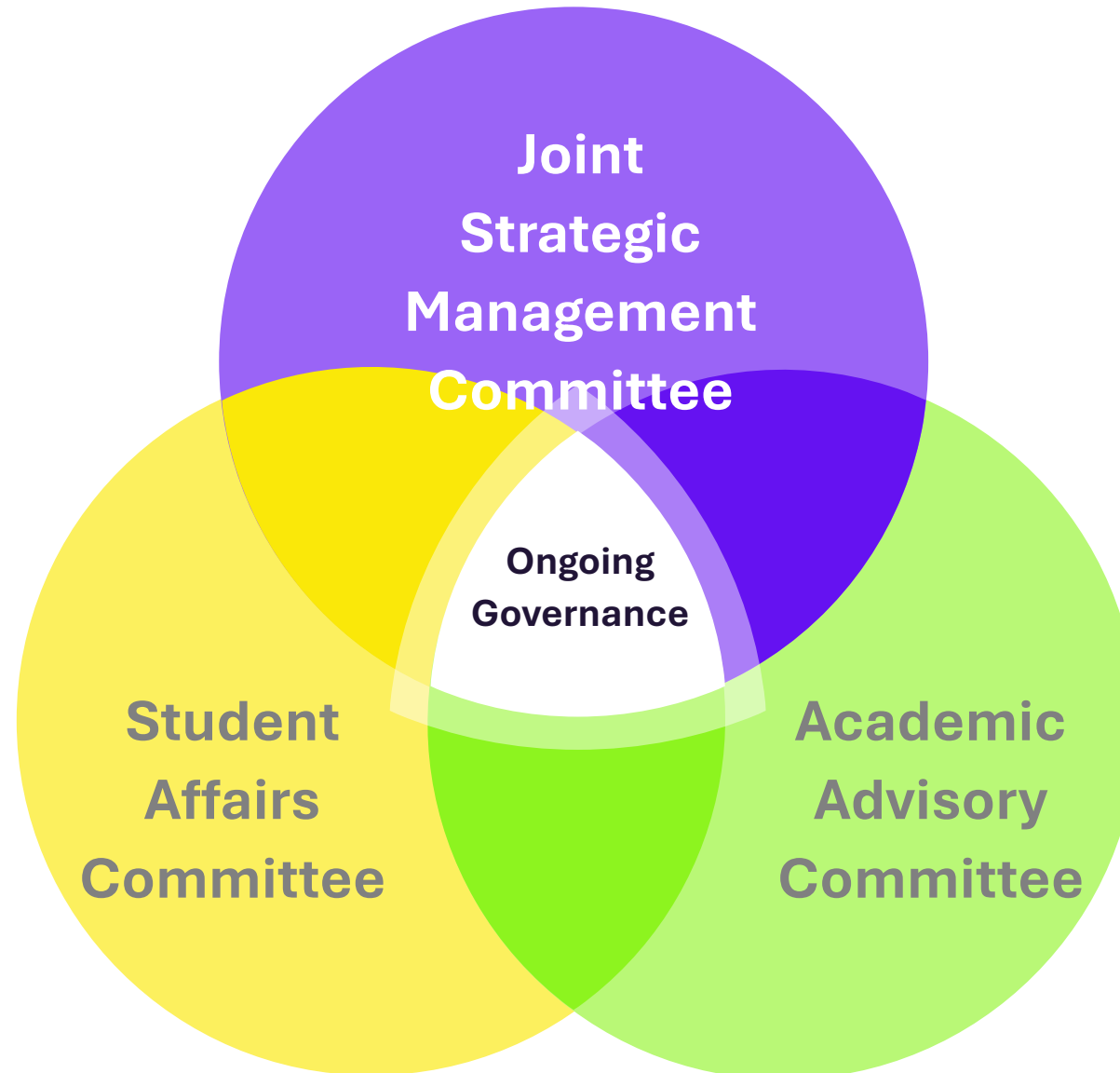
For all existing programs, plus IYO Music, IYO Commercial Aviation Management, MQP Data Analytics, AGP Data Analytics

Academic & Student-Focused Facilities





Ongoing Governance



REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators

From: Penny Pexman, Vice-President (Research)

Date: September 9, 2026

Re: Report of the Vice-President (Research) for **September 18, 2026**

Dear Senators,

Please find below a brief overview of my update to the Senate on September 18, 2026.

SOCIAL SCIENCES & HUMANITIES RESEARCH COUNCIL (SSHRC) SUCCESS

Insight Grants

- This spring, researchers from seven faculties attracted 28 [SSHRC Insight Grants](#), valued at nearly \$6.5M – a 72% increase from 2025.
- Application numbers rose by 19%, and Western's success rate of 38.9% is comparable to the national average of 41%.

Insight Development Grants

- An additional 46 scholars from six faculties earned [Insight Development Grants](#), valued at nearly \$3.3M – a 32% increase from 2025.
- Application numbers have increased consistently over the past five years, including by 22% last year.
- Western's success rate of 57% significantly exceeded the national average of 48.6%.

Results	2022	2023	2024	2025	2026
Insight Grants					
Applications	44	43	62	63	75
Success Rate	60.5%	50%	41.9%	37.1%	38.9%
Funding	\$5,124,349	\$4,238,416	\$4,236,369	\$3,768,624	\$6,476,396
Insight Development Grants					
Applications	30	33	47	68	79
Success Rate	56.7%	42.4%	31.1%	57.6%	57%
Funding	\$1,032,360	\$817,629	\$856,484	\$2,480,803	\$3,274,062

REPORT OF THE VICE-PRESIDENT (RESEARCH)

WESTERN RESEARCH GRANTS REPOSITORY: FIRST-YEAR REVIEW

- Launched in June 2025, the [Western Research Grants Repository](#) provides access to a collection of awarded proposals from Western-affiliated researchers to help others develop competitive funding applications.
- The collection of proposals has doubled in its first year, from 82 at launch to 165.
- Coverage now spans 11 faculties, 17 sponsors and 39 funding programs (up from 10 faculties, nine sponsors and 25 programs at launch).
- In its first year, the repository generated 2,385 document views from 317 unique users, including 248 faculty members and 69 administrators.
- Notably, 129 researchers viewed at least one repository item prior to submitting their own applications to that program.
- Researchers are browsing well beyond their own disciplines: only 27% of views were for proposals from the scholar's home faculty.
- Researchers who viewed a repository item prior to applying tended to be earlier in their funding careers.

Announcement of a Vice-Chair of the Operations/Agenda Committee

Action: ☐ Approval ☒ Information ☐ Discussion

Executive summary:

The Operations/Agenda Committee elected a Vice-Chair for the July 1, 2026 to June 30, 2027 term as follows:

Vice-Chair: Alfonso Nocilla

Membership – Nominating Committee

Action: ☒ Action ☐ Information ☐ Discussion

Expected time commitment: The Nominating Committee meets Wednesdays at 9:30 a.m., approximately ten times per year. Meetings scheduled for the week prior to Senate.

Composition: Eight members of Senate, elected by Senate, at least five of whom shall be faculty members, at least one of whom shall be a graduate student and one of whom shall be an undergraduate student. No more than one faculty member may be from a single Faculty or School. The School of Graduate and Postdoctoral Studies is not considered a School in this context.

Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Ayesha Hassan	UNDG	Undergraduate	June 30, 2027	UNDG Student Senator
Haiyi Yan	GRAD	Graduate Student	June 30, 2027	GRAD Student Senator
Faculty Members:				
Vacancy	Faculty Member		June 30, 2028	Vacancy, Senator
Michael Fox (Vice-Chair)	Faculty Member	Arts and Humanities	June 30, 2028	Senator
Rory Gillis	Faculty Member	Law	June 30, 2028	Senator
Jose Herrera	Faculty Member	Engineering	June 30, 2027	Senator
Jan Minac	Faculty Member	Science	June 30, 2027	Senator
Admin. Staff:				
Geoffrey Robert Little (Chair)		Western Libraries	June 30, 2027	Senator

Membership Summary:

Senate Members:

- **Required:** Six (6) members of Senate. Five (5) filled. One (1) position vacant.
- **Compliance with the Terms of Reference:** No more than one (1) faculty member may be from a single Faculty or School. At least five members shall be faculty members.

Required: One (1) faculty member of Senate, no more than one (1) faculty member may be from a single Faculty or School, term from July 1, 2026 to June 30, 2028.

Nominees: Miguel Quiñones-Mateu (Schulich) Senator Term to June 30, 2028

Questions for Senate

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

Senate's Adopted Policies and Procedures provide the following:

4.2.1 Questions and Issues for Discussion

(a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.

(b) The Chair of OAC shall submit a Chair's report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

OAC has reviewed the questions and considered whether the submitted questions fall within the scope of Senate's mandate. In considering Senate's mandate, OAC has referred to [Sections 29 and 30 of the UWO Act](#).

Questions routed to Senate in the chart below will be addressed at the Question Period.

	<u>Question Submitted</u>	<u>Routing</u>
1.	<i>(Submitted on September 1, 2026)</i> Matheus Sanita Lima, Official Observer: Following the August 14 prolonged power outage, Western stated that it is "assessing ways to improve power stability across campus through infrastructure upgrades." What is the scope and timeline of this assessment, and how and when will its findings, priorities, and proposed next steps be reported to Senate and the University community?	Senate

2.	<i>(Submitted on September 1, 2026)</i> Matheus Sanita Lima, Official Observer: Given the recurrence of major power outages, what governance and oversight mechanisms are currently in place for assessing Western's electrical infrastructure capacity and resilience, particularly as the University plans for enrollment growth and campus expansion, and how is this information reported to Senate?	Senate
3.	<i>(Submitted on September 1, 2026)</i> Matheus Sanita Lima, Official Observer: Given the recurrence of major infrastructure disruptions and their documented effects on research continuity and graduate-student training, could Senate consider establishing an <i>ad hoc</i> committee on Campus Infrastructure Resilience to: • review the academic and research-continuity consequences of recent infrastructure failures; • review Western's preparedness for future disruptions; • examine the alignment between infrastructure capacity and planned University growth; and • report recommendations to Senate within a defined timeframe?	OAC acknowledged that the matter of campus infrastructure resilience falls within the responsibility and accountability of the Board of Governors. OAC determined to defer this question so that the previous questions could be addressed before engaging in a discussion on this item and further clarity is required.

Announcement of a Chair and Vice-Chair of the Senate Nominating Committee

Action: ☐ Approval ☒ Information ☐ Discussion

Executive summary:

The Senate Nominating Committee elected a Chair and Vice-Chair for the July 1, 2026 to June 30, 2027 terms as follows:

Chair: Geoffrey Robert Little

Vice-Chair: Michael Fox

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

Action: ☒ Action ☐ Information ☐ Discussion

Expected time commitment: *ACA meets monthly on Tuesdays at 9:30 a.m.
Meetings scheduled for the week prior to Senate.*

Composition: Thirteen members elected by Senate:

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

Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Hanna Thummel	UNDG		June 30, 2027	UNDG rep.
Antonia Yip	GRAD		June 30, 2027	GRAD rep.
Vacancy	Faculty Member		June 30, 2027	Vacancy; Senator
Ruramisai Charumbira	Faculty Member	Social Science	June 30, 2028	Faculty; Senator
Fred Dick	Faculty Member	Schulich	June 30, 2028	Faculty; Senator
Adam Fremeth (Vice-Chair)	Faculty Member	Ivey	June 30, 2028	Faculty; Senator
Laura Graham	Faculty Member	Health Sciences	June 30, 2028	Faculty; Senator
Anton Puvirajah	Faculty Member	Education	June 30, 2028	Faculty
Yi Zou	Faculty Member	Ivey	June 30, 2028	Faculty
Adam Ali	Faculty Member	Health Sciences	June 30, 2027	Faculty; Senator
Elizabeth Finneron-Burns	Faculty Member	Social Science	June 30, 2027	Faculty
Aaron Hodgson	Faculty Member	Music	June 30, 2027	Faculty
Rithwik Ramachandran (Chair)	Faculty Member	Schulich	June 30, 2027	Faculty; Senator

Membership Summary:

Faculty Members:

- **Required:** 11 faculty members. Ten (10) filled. One (1) position vacant.

- **Faculty Representation:** Representatives may be from: AH, Edu, Eng, FIMS, Law, Music, Sci, Huron, King's
- **Senate Membership Compliance:** One (1) additional faculty member shall be a Senator to meet the required total of 7.
- **SGPS Membership Compliance:** At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

Required: One (1) faculty member Senator, representatives may be from: AH, Edu, Eng, FIMS, Law, Music, Sci, Huron, King's. Term from July 1, 2026 to June 30, 2027

Nominees: TBD (Faculty Senator) Term from July 1, 2026 to June 30, 2027

Membership – University Research Board (URB)

Action: ☒ Action ☐ Information ☐ Discussion

Expected time commitment: *URB meets Tuesdays at 1:00 p.m., approximately eight times per year. Meetings scheduled for the week prior to Senate.*

Composition:

- Eleven (11) members of faculty (one from each faculty/school, excluding the School of Graduate and Postdoctoral Studies), at least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups)
- One (1) undergraduate student
- Two (2) graduate students
- Up to two (2) postdoctoral representatives
- One (1) senior member of administrative staff serving in a leadership position with a research focus

Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Zahra Nadeem	UNDG		June 30, 2027	UNDG rep.
Colleen Van Loon	GRAD		June 30, 2027	GRAD rep.
Fuhad Ogunsanya	GRAD		June 30, 2027	GRAD rep.
Faculty Members:				
Vacancy	Faculty Member	Music	June 30, 2028	Vacancy Music rep
Immaculate Namukasa	Faculty Member	Education	June 30, 2028	Edu rep.
Alina Shchepetkina	Faculty Member	Science	June 30, 2028	Sci rep.
Shawn Whitehead	Faculty Member	Schulich	June 30, 2028	Schulich rep
TBD	Faculty Member	Law	June 30, 2028	Law rep.
Ingrid Johnsrude	Faculty Member	Social Science	June 30, 2027	SS. rep.
Klaus Meyer	Faculty Member	Ivey	June 30, 2027	Ivey. rep.
Shannon Sibbald	Faculty Member	Health Sciences	June 30, 2027	HS rep.
Kim Solga	Faculty Member	Arts & Humanities	June 30, 2027	AH rep.
Luke Stark	Faculty Member	FIMS	June 30, 2027	FIMS rep.
Ana Luisa Trejos	Faculty Member	Engineering	June 30, 2027	Eng rep.
Admin. Staff				

Mariam Hayward	Admin. Staff		June 30, 2027	Admin. Staff rep.
Post-Doc				
Julianne Burgess	Post-Doc		June 30, 2028	Post-Doc rep.
Idowu Olawoye	Post-Doc		June 30, 2027	Post-Doc rep.

Membership Summary:**Faculty Members:**

- **Required:** Eleven (11) members. Ten (10) filled. One (1) position vacant.
- **Terms of Reference Compliance:** One (1) member from each faculty/school, excluding the School of Graduate and Postdoctoral Studies.

Required: One (1) member from the Don Wright Faculty of Music, term from July 1, 2026 to June 30, 2028

Nominees: TBD (Faculty, Music) Term from July 1, 2026 to June 30, 2028

Membership – Senate Review Board Academic (SRBA)

Action: ☒ Action ☐ Information ☐ Discussion

Expected time commitment: *Individual SRBA appeal meetings and hearings are arranged by the University Secretariat as required.*

Composition: A Chair and 37 voting members, elected by Senate: Twenty members of faculty. No more than two faculty members may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies). Seventeen students: 10 undergraduates and seven graduates. No more than two undergraduate students and no more than one graduate student may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies).

Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Lina Dagnino	Faculty Member	Schulich	June 30, 2027	
Undergraduates:				
Jasmine Antonelli	UNDG	Science	June 30, 2027	
Asad Awawdeh	UNDG	Social Science	June 30, 2027	
Jeff Binoy	UNDG	Health Sciences	June 30, 2027	
Kiranvir Gill	UNDG	Social Science	June 30, 2027	
Sameer Hafeez	UNDG	FIMS	June 30, 2027	
Jack Harris	UNDG	Huron	June 30, 2027	
Amrithaa Logeswaran	UNDG	Engineering	June 30, 2027	
Nadith Ranasinghe	UNDG	Schulich	June 30, 2027	
Sara Sharma	UNDG	Schulich	June 30, 2027	
Youssef Seleem	UNDG	Ivey	June 30, 2027	
Graduates:			June 30, 2027	
Maxwell Campbell	GRAD	Engineering	June 30, 2027	
Aoife Hawthorne	GRAD	Education	June 30, 2027	
Rayyan Kamal	GRAD	Schulich		
Alexandra Lukawski	GRAD	Arts and Humanities	June 30, 2027	
Yuen Ki Ng	GRAD	Science	June 30, 2027	
Fuhad Ogunsanya	GRAD	Ivey	June 30, 2027	
Era Rana	GRAD	Social Science	June 30, 2027	
Faculty:				
Vacancy	Faculty Member		June 30, 2028	Vacancy
Vacancy	Faculty Member		June 30, 2028	Vacancy

Vacancy	Faculty Member		June 30, 2028	Vacancy
TBD	Faculty Member		June 30, 2027	Vacancy
Torin Chiles	Faculty Member	Music	June 30, 2028	Faculty
Caroline Dick (Vice-Chair)	Faculty Member	Social Science	June 30, 2028	Faculty
Alison Hearn	Faculty Member	FIMS	June 30, 2028	Faculty
Heather Kirk	Faculty Member	Arts and Humanities	June 30, 2028	Faculty
Ken Kirkwood (Vice-Chair)	Faculty Member	Health Sciences	June 30, 2028	Faculty
Stephen Pitel	Faculty Member	Law	June 30, 2028	Faculty
Ruth Ann Strickland	Faculty Member	Social Science	June 30, 2028	Faculty
Yi Zou	Faculty Member	Ivey	June 30, 2028	Faculty
Miriam Capretz	Faculty Member	Engineering	June 30, 2027	Faculty
Randal Graham	Faculty Member	Law	June 30, 2027	Faculty
Roula Hawa	Faculty Member	Health Sciences	June 30, 2027	Faculty
Kathy Hibbert	Faculty Member	Education	June 30, 2027	Faculty
Stephen Renaud	Faculty Member	Schulich	June 30, 2027	Faculty
Nikki Rotas	Faculty Member	Education	June 30, 2027	Faculty
Robert Stainton	Faculty Member	Arts and Humanities	June 30, 2027	Faculty
John Wilson	Faculty Member	Ivey	June 30, 2027	Faculty

Membership Summary:

Faculty Members:

- **Required:** Three (3) positions vacant.
- **Faculty Representation:** No more than two faculty members per Faculty/School/Affiliated College.
- **Representative may be from:** Eng (1), FIMS (1), Schulich (1), Sci (2), Music (1), Huron (2), King's (2)

- Required:** Three (3) faculty members, term from July 1, 2026 to June 30, 2028.
- Representative may be from: Eng (1), FIMS (1), Schulich (1), Sci (2), Music (1), Huron (2), King's (2). Terms from July 1, 2026 to June 30, 2028

Nominees:	TBD (Faculty) TBD (Faculty) TBD (Faculty)	Term from July 1, 2026 to June 30, 2028 Term from July 1, 2026 to June 30, 2028 Term from July 1, 2026 to June 30, 2028
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Membership – Electoral Board for Chancellor

Action: ☒ Action ☐ Information ☐ Discussion

Executive Summary:

Pursuant to the University of Western Ontario Act, there shall be a Chancellor of the University who shall be elected by an electoral board consisting of twelve members as outlined below.

The term of office of the Chancellor shall be for four years commencing with the 1st day of July of the year of election and continuing on until a successor is elected, but in any event not longer than six months after the expiration of the term of office, and no Chancellor shall be eligible for re-election.

The current Chancellor's term began on July 1, 2023, and the term will expire on June 30, 2027. An electoral board must be established to select the next Chancellor.

Composition: Twelve (12) members:

- Six (6) members, except ex officio members, of the Board, including the chairman of the Board
- Six (6) members of the Senate, including the Vice-Chancellor

Required: Five (5) members of the Senate

Nominees: Jasmine Antonelli (UNDG) (Senator)

Chris Costello (General Community) (Senator)

TBD (Senator)

TBD (Senator)

TBD (Senator)

Membership – Selection/Review Committee for the Vice-Provost (Academic Programs)

Action: ☒ Action ☐ Information ☐ Discussion

Executive summary:

The composition and terms of reference for the committee, as determined by the Senate and Board of Governors, are set out in the Appointment Procedures for Senior Academic and Administrative Officers of the University.

Composition:

- a) the Provost & Vice-President (Academic), who shall be Chair
- b) the Vice-Provost (International)
- c) 4 faculty elected by Senate, one of whom shall be a dean, and at least one of whom shall be an associate dean (academic).
- d) 1 student Senator elected by Senate

Jan Plug has resigned from the Selection/Review Committee for the Vice-Provost (Academic Programs).

As per Appointment Procedures for Senior Academic and Administrative Officers of the University: Where a member of a Selection Committee ceases to be a member of the Committee for any reason, a successor shall be chosen in the same manner as the person withdrawing, unless in the judgment of the Committee Chair the selection process is so far advanced that a new appointment to the Committee would be dysfunctional, in which case the seat shall remain vacant.

Current Composition:

Florentine Strzelczyk
Shaun Boe
Kate H. Choi
Alfonso Nocilla
Jasmine Antonelli

Required: One (1) faculty member elected by Senate.

Nominees: _____ **TBD** _____ (Faculty)

Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy

Action: ☐ Approval ☒ Information ☐ Discussion

Executive summary:

The Senate Committee on Academic Policy elected a Chair and Vice-Chair for the July 1, 2026 to June 30, 2027 terms as follows:

Chair: Nicole Campbell

Vice-Chair: Mark Cleveland

Faculty of Science and Schulich School of Medicine & Dentistry:
Revisions to the Policy on “Graduation Requirements”

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Graduation Requirements” be revised as shown in Item 8.2.

Executive Summary:

This proposal reduces the minimum Science course requirements for the Bachelor of Science degree programs. Specifically, the minimum number of Science courses required for the Honours Bachelor of Science, the Bachelor of Science (Four-Year), and the Bachelor of Science (Three-Year) degrees will decrease from 11.0 to 10.0 courses for the 20.0-course degrees, and from 8.0 to 7.5 courses for the 15.0-course degree. The minimum Science course requirements for the Bachelor of Medical Sciences degree programs will remain unchanged.

Because the Bachelor of Science and Bachelor of Medical Sciences programs previously shared identical minimum credit language in the policy, this proposal also separates the two credentials into distinct sections. This separation is necessary so that the revised Bachelor of Science thresholds can be presented independently from the unchanged Bachelor of Medical Sciences requirements, ensuring that the policy accurately reflects the distinct requirements of each degree.

The existing minimum Science and Medical Sciences course requirements were established to ensure that students complete more than half of their degree in the disciplinary area associated with the credential. The majority of students who apply to graduate from a Bachelor of Science program exceed the current minimums. Each year, however, a small number of students complete an approved Science module but fall slightly below the existing minimum Science course threshold. As a result, these students are awarded a Bachelor of Arts, even though their academic program and completed module clearly align with a Bachelor of Science credential.

Reducing the minimums to 10.0 courses for 20.0-course degrees and 7.5 courses for the 15.0-course degree preserves the expectation that students complete a substantial portion of their studies in Science, while preventing students from being awarded a degree that does not reflect their approved module and primary area of academic focus. This change addresses a small but recurring inequity in the current credential-assignment process without altering the overall academic rigour or disciplinary balance of the degree. Editorial revisions to the policy are also included.

Documentation Provided:

Revisions to the Policy on “Graduation Requirements”

Graduation Requirements

Subject:	Graduation Requirements
Sections:	Graduation Requirements for Honours Bachelor Degrees ; Graduation Requirements for Bachelor Degrees (Four-Year) ; Graduation Requirements for Bachelor Degrees (Three-Year)
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	Registration and Progression in Three-Year, Four-Year and Honours Programs (see Breadth Requirements for Bachelor Degrees)
Effective Date:	September 1, 2026 September 2019
Supersedes:	September 2019 *

1.0 GRADUATION REQUIREMENTS FOR HONOURS BACHELOR DEGREES

1.1 First-Year Requirements

Satisfactory completion of 5.0 courses numbered 1000-1999. At least 1.0 course must be selected from each of two of Categories A, B and C. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. (See “Breadth Requirements for Bachelor Degrees” in the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”).

1.2 Module Requirements

The Honours Bachelor Degree must include at least an Honours Specialization module or double Major modules. The Honours Specialization module or each double Major module must be completed with a minimum cumulative average of

70% and a minimum mark of 60% in each course of the module. Any additional Major or Minor modules taken within the degree must be completed with a minimum cumulative average of 60%. In exceptional circumstances, a student who completes the Honours Specialization module with an average of at least 68% and a mark of at least 60% in each course of the module may graduate with an Honours Degree only with the permission of the Dean on the recommendation of the Department concerned. No concessions are allowed for average and mark requirements for graduation with double Major modules in an Honours Bachelor Degree.

The majority of the courses in each module must be completed through Western. For the purposes of this requirement, courses completed while participating in one of Western's International Exchange Programs are deemed to be courses completed through Western but may only account for fewer than half of the courses required in the Honours Specialization, or Major module(s).

1.3 Average Requirements

Minimum mark and average requirements must be met for each module. See "Module Requirements" above.

A mark of at least 50% must be achieved in each of the 20.0 courses used to fulfill graduation requirements.

An overall average of at least 65% must be achieved in the 20.0 successfully completed courses used to fulfill graduation requirements.

1.4 Senior Course Requirements

At least 13.0 senior courses (numbered 2000 - 4999) must be completed satisfactorily.

At least 1.0 course numbered 3000 – 4999 must be completed satisfactorily in each Major module leading to an Honours Bachelor Degree – Double Major.

1.5 Essay Course Requirements

Satisfactory completion of at least 2.0 designated essay courses, at least 1.0 of which must be senior (numbered 2000 - 4999). The 2.0 essay courses must be completed through Western or through one of its Affiliated University Colleges.

Exception: Students who are admitted with 10.0 advanced standing credits are required to complete 1.0 designated senior essay course (numbered 2000 - 4999) through Western or one of the Affiliated University Colleges.

1.6 Residency Requirement

Of the 20.0 required courses used to fulfill graduation requirements, a minimum of 15.0 courses must be completed through Western or one of the Affiliated University Colleges. A maximum of 5.0 courses may be taken at another university on a Letter of Permission or on Exchange.

Exception: Students who are admitted to Western with transfer credits, and who are admitted with advanced standing must complete a minimum of 10.0 courses including at least 5.0 senior courses (numbered 2000 - 4999) through Western. In case of transfer students, courses taken on Letter of Permission or Exchange are not to be counted as part of the necessary 10.0 courses taken at Western. The majority of courses in each module must be completed through Western or one of the Affiliated University Colleges.

1.7 Breadth Requirements

At least 1.0 course from each of Categories A, B, and C must be included (see “Breadth Requirements for Bachelor Degrees” in the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”). No more than 14.0 courses in one subject may be counted among the 20.0 successfully completed courses used to fulfill graduation requirements.

1.8 Additional Requirements for the Honours Bachelor of Science ~~and the Honours Bachelor of Medical Sciences~~ Degrees

For the Honours Bachelor of Science ~~or the Honours Bachelor of Medical Sciences~~ degree, the general requirements listed above for Honours Bachelor Degrees must be met, in addition to the following Science course requirements:

Of the 20.0 courses required for the Honours Bachelor of Science ~~or the Honours Bachelor of Medical Sciences~~ degree, at least ~~14.0~~ 10.0 must be from the offerings of the Faculty of Science or approved courses from the Schulich School of Medicine & Dentistry. Approved courses are those listed under Medical Sciences in Category C.

Certain modules allow particular courses outside of Category C to count toward this requirement for the purpose of those modules only. These cases are detailed in the relevant module descriptions in the Academic Calendar.

1.9 Additional Requirements for the Honours Bachelor of Medical Sciences Degree

For the Honours Bachelor of Medical Sciences degree, the general requirements listed above for Honours Bachelor Degrees must be met, in addition to the following Science course requirements:

Of the 20.0 courses required for the Honours Bachelor of Medical Sciences degree, at least 11.0 must be from the offerings of the Faculty of Science or approved courses from the Schulich School of Medicine & Dentistry. Approved courses are those listed under Medical Sciences in Category C.

Certain modules allow particular courses outside of Category C to count toward this requirement for the purpose of those modules only. These cases are detailed in the relevant module descriptions in the Academic Calendar.

2.0 GRADUATION REQUIREMENTS FOR BACHELOR DEGREES (FOUR-YEAR)

2.1 First-Year Requirements

Satisfactory completion of 5.0 courses numbered 1000-1999. At least 1.0 course must be selected from each of two of Categories A, B and C. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. (See “Breadth Requirements for Bachelor Degrees” in the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”).

2.2 Module Requirements

The Bachelor Degree (Four-Year) must include at least a Specialization module or at least one Major module. The Specialization module or Major module must be completed with a minimum cumulative average of 60%. Any additional Major or Minor modules taken within the degree must be completed with a minimum cumulative average of 60%. The majority of courses for each module must be completed through Western. For the purposes of this requirement, courses completed while participating in one of Western’s International Exchange Programs are deemed to be courses completed through Western but may only account for fewer than half of the courses required in the Specialization, or Major module(s).

2.3 Average Requirements

The minimum average requirements for each module must be met. See “Module Requirements” above.

A mark of at least 50% must be achieved in each of the 20.0 courses used to fulfill graduation requirements. A cumulative average of at least 60% must be achieved in the 20.0 successfully completed courses used to fulfill graduation requirements.

2.4 Senior Course Requirements

At least 13.0 senior courses (numbered 2000-4999) must be completed satisfactorily.

2.5 Essay Course Requirements

Satisfactory completion of at least 2.0 designated essay courses, at least 1.0 of which must be senior (numbered 2000-4999). The 2.0 essay courses must be completed through Western or through one of its Affiliated University Colleges.

Exception: Students who are admitted with 10.0 advanced standing credits are required to complete 1.0 designated senior essay course (numbered 2000-4999) through Western or one of the Affiliated University Colleges.

2.6 Residency Requirements

Of the 20.0 required courses used to fulfill graduation requirements, a minimum of 15.0 courses must be completed through Western or one of the Affiliated University Colleges. A maximum of 5.0 courses may be taken at another university on a Letter of Permission or on Exchange.

Exception: Students who are admitted to Western with transfer credits, and who are admitted with advanced standing must complete a minimum of 10.0 courses including at least 5.0 senior courses (numbered 2000-4999) through Western. In case of transfer students, courses taken on Letter of Permission or Exchange are not to be counted as part of the necessary 10.0 courses taken at Western. The majority of courses in each module must be completed through Western or one of the Affiliated University Colleges.

2.7 Breadth Requirements

At least 1.0 course from each of Categories A, B and C must be included (see the policy on “Breadth Requirements for Bachelor Degrees” in the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”). No more than 14.0 courses in one subject may be counted among the 20.0 successfully completed courses used to fulfill graduation requirements.

2.8 Additional Requirements for the Bachelor of Science (Four-Year) ~~or the Bachelor of Medical Sciences (Four-Year) Degrees~~

For the Bachelor of Science (Four-Year) ~~or the Bachelor of Medical Sciences (Four-Year)~~ degree, the general requirements listed above for the Bachelor Degree (Four-Year) must be met, in addition to the following Science course requirements:

Of the 20.0 courses required for the Bachelor of Science (Four-Year) ~~or the Bachelor of Medical Sciences (Four-Year)~~ degree, at least ~~11.0~~ 10.0 must be from the offerings of the Faculty of Science or approved courses from the Schulich School of Medicine & Dentistry. Approved courses are those listed under Medical Sciences in Category C.

Certain modules allow particular courses outside of Category C to count toward this requirement for the purpose of those modules only. These cases are detailed in the relevant module descriptions [in the Academic Calendar](#).

2.9 Additional Requirements for the Bachelor of Medical Sciences (Four-Year) Degree

For the Bachelor of Medical Sciences (Four-Year) degree, the general requirements listed above for the Bachelor Degree (Four-Year) must be met, in addition to the following Science course requirements:

Of the 20.0 courses required for the Bachelor of Medical Sciences (Four-Year) degree, at least 11.0 must be from the offerings of the Faculty of Science or approved courses from the Schulich School of Medicine & Dentistry. Approved courses are those listed under Medical Sciences in Category C.

Certain modules allow particular courses outside of Category C to count toward this requirement for the purpose of those modules only. These cases are detailed in the relevant module descriptions in the Academic Calendar.

3.0 GRADUATION REQUIREMENTS FOR BACHELOR DEGREES (THREE-YEAR)

3.1 First-Year Requirements

Satisfactory completion of 5.0 courses numbered 1000-1999. At least 1.0 course must be selected from each of two of Categories A, B and C. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. (See the policy on “Breadth Requirements for Bachelor Degrees” [in the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”](#)).

3.2 Module Requirements

The Bachelor Degree (Three-Year) must include at least a Major module or two Minor modules. The Major module or each Minor module must be completed with a minimum cumulative average of 60%. Any additional Major or Minor modules taken within the degree must be completed with a minimum cumulative average of 60%. The majority of courses for each module must be completed through Western. For the purposes of this requirement, courses completed while participating in one of Western’s International Exchange Programs are deemed to be courses completed through Western.

3.3 Average Requirements

The minimum average requirements for each module must be met. See “Module Requirements” above.

A mark of at least 50% must be achieved in each of the 15.0 courses used to fulfill graduation requirements.

A cumulative average of at least 60% must be achieved in the 15.0 successfully completed courses used to fulfill graduation requirements.

3.4 Senior Course Requirements

At least 8.0 senior courses (numbered 2000 - 4999) must be completed satisfactorily.

3.5 Essay Course Requirements

Satisfactory completion of at least 2.0 designated essay courses, at least 1.0 of which must be a senior course (numbered 2000 - 4999). The 2.0 essay courses must be completed through Western or one of its Affiliated University Colleges.

Exception: Students who are admitted with 10.0 advanced standing credits are required to complete 1.0 designated senior essay course (numbered 2000 - 4999) through Western or one of its Affiliated University Colleges.

3.6 Residency Requirements

Of the 15.0 required courses used to fulfill graduation requirements, a minimum of 10.0 courses must be completed through Western or one of the Affiliated University Colleges. A maximum of 5.0 courses may be taken at another university on a Letter of Permission or on Exchange.

Exception: Students who are admitted to Western with transfer credits, and who are admitted with advanced standing must complete a minimum of 10.0 courses including at least 5.0 senior courses (numbered 2000 - 4999) through Western. In case of transfer students, courses taken on Letter of Permission or Exchange are not to be counted as part of the necessary 10.0 courses taken at Western. The majority of courses in each module must be completed through Western or one of the Affiliated University Colleges.

3.7 Breadth Requirements

At least 1.0 course from each of Categories A, B, and C must be included (see "Breadth Requirements for Bachelor Degrees" in the policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs"). No more than 9.0 courses in one subject may be counted among the 15.0 successfully completed courses used to fulfill graduation requirements.

3.8 Additional Requirements for the Bachelor of Science Degree (Three-Year)

For the Bachelor of Science Degree (Three-Year), the general requirements listed above for the Bachelor Degree (Three-Year) must be met, in addition to the following Science course requirements: of the 15.0 courses required for the Bachelor of Science Degree (Three-Year), at least ~~8.0~~ 7.5 must be from the offerings of the Faculty of Science.

Last Reviewed: September 18, 2026 *

Introduction of a Policy on “Academic Consideration – Graduate Students”

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective January 1, 2027, a policy on “Academic Consideration – Graduate Students” be introduced as shown in Item 8.3.

Executive Summary:

While there is an existing policy for academic consideration for undergraduate students in first-entry programs, there has not been a similar policy for graduate students. Graduate students experience similar challenges which has given rise to the introduction of this academic consideration policy along with accompanying procedures for graduate students.

Academic consideration issues are more complicated for graduate students as their academic activities typically extend beyond coursework, including various milestones such as comprehensive examinations and thesis work. Through much consultation, the School of Graduate and Postdoctoral Studies has learned that academic consideration requests are addressed differently across programs and within programs. The process is unclear to students and faculty are also uncertain how to handle requests around submitting confidential documentation. Often students reach out to Accessible Education for support or approach individual faculty with their requests.

The purpose of the proposed policy is to make it required for every graduate program to explicitly describe their process for academic consideration in relevant academic activities, the type(s) of documentation required (e.g., formal supporting documents, self-declaration, etc.) and the procedure for submitting documentation.

Tracking student academic consideration requests can also be an important signal for additional support, bringing earlier attention to student challenges that can be addressed in milestone meetings.

Governance Background

Senate first considered a proposal to introduce a policy on “Academic Consideration – Graduate Students” at its meeting on June 5, 2026. Senate tabled the proposal to allow the School of Graduate and Postdoctoral Studies (SGPS) to further review the designation of the decision maker responsible for academic consideration requests.

Following Senate’s discussion, SGPS reviewed the proposed policy and identified the need for additional revisions to clarify the implementation of the policy for graduate students at Western International College. The proposal was therefore revised and returned to the Senate Committee on Academic Policy for consideration.

The revised policy clarifies that every graduate program must have a Program Designate appointed by the Dean (or designate) of the Faculty. For graduate students registered at Western International College, the Program Designate shall be the Senior Academic Lead (or a designate with an academic appointment at Western University).

Changes from the version previously considered by Senate are identified in yellow highlight and red strike-through.

The proposed policy is presented to Senate for approval. The associated Procedure, which falls under the authority of the Vice-Provost (Graduate & Postdoctoral Studies), is provided for information.

Documentation Provided:

Policy on “Academic Consideration – Graduate Students”

Procedure for Academic Consideration – Graduate Students (for information)

Academic Consideration – Graduate Students

Subject:	Academic Consideration – Graduate Students
Sections:	Purpose ; Definitions ; Statement of Principles ; Policy ; Appeals
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Academic Consideration – Graduate Students Student Medical Certificate
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Related Policies:	Accommodation for Religious Holidays ; Academic Accommodation for Students with Disabilities ; Structure of the Academic Year ; Requests for Relief from Academic Decisions
Effective Date:	January 1, 2027
Supersedes:	(NEW)

I. PURPOSE

This policy sets out the parameters for graduate students to be excused from academic responsibilities for extenuating circumstances (i.e., personal circumstances beyond the student's control that have a substantial but temporary impact on the student's ability to meet essential academic requirements). Students experiencing longer-term impacts on their academic responsibilities as a result of a disability should consult Accessible Education about academic accommodation or consult their graduate program about a leave of absence.

Students who are registered with/have accessed support from Accessible Education for absences related to a disability condition on file with the unit should continue to seek support from Accessible Education (see policy on Academic Accommodation for Students with Disabilities).

II. DEFINITIONS

Program Designate, for purposes of this policy and associated procedure, means the individual designated as the decision maker on academic consideration requests. The Program Designate may be designated at the program or Faculty level (typically the program's Graduate Chair or the Associate Dean (Graduate) in the Faculty).

III. STATEMENT OF PRINCIPLES

This policy on academic consideration reflects the following principles and aims:

1. A consistent and fair approach that is appropriate for the academic activities within the graduate program and recognizes the common learning experience and expectations for all graduate students.
2. There is no expectation that a student must be in optimum physical or mental condition to carry out their academic responsibilities. Graduate programs may provide different specific expectations for particular academic activities, milestones, and/or professional experiential learning.
3. There is an expectation that students approach their graduate studies with professionalism and take responsibility with integrity and honesty for their decisions about absences and missed work due to extenuating circumstances.
4. Students may informally discuss and resolve academic consideration requests with the relevant individual or body overseeing the academic activity (e.g. course instructor, thesis or project supervisor, supervisory or examination committee) without sharing any formal documentation. If the matter is not resolved from the student's perspective, or if the program requires, they may submit a formal request for academic consideration as per the program's process. Individual graduate programs may request reporting of informal resolutions.
5. Students must demonstrate mastery of the learning outcomes and meet all academic requirements within their program. Graduate programs may designate some academic requirements in courses, milestones, and/or other academic activities as essential. In such instances, if the academic consideration request is approved, the student shall be provided with another opportunity to demonstrate proficiency in the content relevant to the missed academic activity within the time frame expectations identified by the graduate program.
6. Academic consideration is a formal mechanism for facilitating student well-being and academic fairness while acknowledging the integrity of

Academic Consideration – Graduate Students

relationships and interactions that students have with individuals and services on campus.

7. Graduate programs must articulate explicitly in their handbook and/or on the program website about their process for academic consideration in relevant academic activities, the type(s) of documentation required (e.g. formal supporting documents, self-declaration, etc.) and the procedure for submitting documentation. Programs may allow or restrict academic consideration requests without supporting documentation for particular academic activities.
8. Every graduate program must have a Program Designate. The Program Designate is appointed by the Dean (or designate) in their Faculty. For graduate students registered at Western International College, the Program Designate shall be the Senior Academic Lead (or a designate with an academic appointment at Western University). ~~Programs must designate a decision maker (typically the program's Graduate Chair or Associate Dean (Graduate)) in the Faculty on academic consideration requests. This designated individual~~ The Program Designate will receive the student's documentation, including a Western Student Medical Certificate (SMC) (if applicable) that indicates the student's ability to engage academically.
9. Students, faculty, staff, and administrators are expected to approach requests for academic consideration as being made and assessed in good faith, recognizing that evidence to the contrary (including false statements or altered forms or documents) may be liable to investigation as either a Scholastic Offense or a violation of the applicable Code of Student Conduct.

When a student is allowed academic consideration for an academic activity, the individual(s) or body responsible for overseeing the academic activity (e.g. course instructor, thesis or project supervisor, supervisory or examination committee) must determine how the student is expected to meet the relevant learning outcomes.

10. Where multiple requests for academic consideration are made with sufficient frequency, as determined by the graduate program, which may suggest an ongoing or longer-term challenge, Graduate programs may consider the following options:
 - Restrict continued academic consideration
 - Refer the student to Accessible Education
 - Discuss alternative options such as a leave of absence or withdrawal from the program

IV. POLICY

1. Requests for academic consideration are made to the designated individual for each program.
2. Requests for academic consideration must include the components listed in the program-specific process, which may include:
 - a) Self-attestation signed by the student
 - b) Indication of the academic activity (e.g. course(s), milestone) for which the request has been made
 - c) Supporting documentation as outlined in program's process

Documentation for medical illness, when required, must include the completion of an SMC or, where that is not possible, equivalent documentation by an Indigenous Elder or registered health care practitioner, or confirmation by Accessible Education where documentation is already on file to support the request.

3. Students must request academic consideration as soon as possible and no later than 48 hours after the missed academic activity. Program response times to academic consideration requests may vary.

This policy does not apply to post-hoc requests for academic consideration submitted for attempted or completed work, whether online or in-person.

4. Once the request and supporting documents have been received and reviewed, appropriate academic consideration, if granted, shall be determined by the individual or body responsible for overseeing the academic activity (e.g. course instructor, thesis or project supervisor, supervisory or examination committee).
5. The Program Designate may deny academic consideration for any academic activity that is not required for progression or where flexibility is already in place.

IV. APPEALS

A student may appeal a decision on academic consideration as set out in the policy on *Requests for Relief from Academic Decisions* and *Procedure for Graduate Student Academic Requests for Relief*.

Last Reviewed:

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Procedure for Academic Consideration – Graduate Students

Governing Policy: Academic Consideration – Graduate Students

Sections: [Introduction](#); [Request for Academic Consideration Submission Process](#); [Graduate Programs](#); [Program Designates](#); [Students](#); [Privacy and Release of Information](#)

Officer(s) Responsible for Procedures: Vice-Provost (Graduate & Postdoctoral Studies)

Effective Date: January 1, 2027

Supersedes: (NEW)

I. INTRODUCTION

This procedure provides instruction to students, staff, and faculty on the submission of a request for academic consideration in academic activities in graduate programs.

~~Throughout this document, reference to “Program Designate” is to be interpreted as the Graduate Chair or Associate Dean (Graduate) (or designate) identified as the decision maker on academic consideration requests.~~

II. REQUEST FOR ACADEMIC CONSIDERATION SUBMISSION PROCESS

Requests for academic consideration are made to the Program Designate through a secure portal (“the Portal”).

Prior to initiating a request for academic consideration, students are required to review the relevant policies, conditions, and other important information.

Requests for academic consideration include information on the type of absence (medical consideration, undocumented absence, for instance), reason for the request, information on the academic activity, and may include supporting documentation as per the requirements specified by the graduate program’s process for academic consideration.

III. GRADUATE PROGRAMS

It is the responsibility of each graduate program to adhere to the principles of the policy and articulate the process for academic consideration which must include following information:

- The Program Designate who receives, assesses relevant documents and makes the decision
- Identification of academic activities that require the academic consideration formal process and the type(s) of supporting documentation

The process information shall be available in the program handbook and on the program website.

IV. PROGRAM DESIGNATES

Requests for academic consideration go directly to Program Designates. Program Designates receives an email notification if there are requests awaiting their review.

V. STUDENTS

Students upload supporting documentation, as relevant, through the Portal. Students may be asked by the Program Designate reviewing the request to provide additional relevant supporting documentation before the request for academic consideration is processed.

Requests for academic consideration may include completion of the self-attestation or student good-faith acknowledgement. Students must declare that they have read and understood the policies regarding academic consideration and confirm that the information that they have provided within their request for academic consideration is accurate and true and submitted in good faith. They also acknowledge that the University may verify the authenticity of any documentation by directly contacting the issuing office. The declaration includes an acknowledgement that the submission of any fraudulent documentation or information as part of a request for academic consideration will be treated as a scholastic offence.

VI. PRIVACY AND RELEASE OF INFORMATION

Student Medical Certificates and other documentation from a medical professional may require verification. The Program Designate may contact the office of the medical professional to verify supporting documentation provided with a request for academic consideration.

Procedure for Academic Consideration – Graduate Students

The individual or body overseeing academic activity (e.g. course instructor, thesis or project supervisor, supervisory or examination committee) are prohibited under Senate policy from collecting medical documentation from students seeking academic consideration. Medical documentation uploaded to the Portal in support of a request for academic consideration is sent directly to the Program Designate of the student's home program for review and verification, and this documentation is held in confidence.

The Portal contains sensitive student information. All information contained within the Portal is governed by the Code of Behaviour for Use of Computing, Technology, and Information Resources (contained in MAPP Policy 1.13 – Computing, Technology & Information Resources).

Last Reviewed:

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Report of the Assessment Integrity Working Group

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

S. Lewis, Vice-Provost (Academic Programs) will provide an update on the work of the Assessment Integrity Working Group.

Chaired by the Vice-Provost (Academic Programs), the Assessment Integrity Working Group met June-August to advance the University's approach to academic integrity by bringing together student training, assessment design, and examination policy and administration, into a coordinated framework and set of recommendations. As part of Western's [Future of Teaching and Learning: Strategic Action Areas](#) and in response to increasing concerns regarding scholastic offences, the Assessment Integrity Working Group has developed a series of recommendations aimed at enhancing academic integrity across campus. Taking academic integrity as a shared responsibility, the recommendations present an integrated set of actions that includes instructor support for assessment design, student-facing academic integrity education, clear and consistent expectations, effective and consistent proctoring, enhanced integrity supports especially for large classes, and a strengthened culture of academic integrity across campus.

Documentation Provided:

Report and Recommendations on Assessment Integrity

To: Senate Committee on Academic Policy

From: Susan Lewis, Vice-Provost (Academic Programs) and Chair,
Assessment Integrity Working Group

Re: Report and Recommendations on Assessment Integrity

Date: August 25, 2026

Academic integrity is fundamental to the value of our degrees and to the learning outcomes of a Western education. It is a shared responsibility that depends on the collective efforts of students, faculty, staff, and academic and administrative leaders. Western's [Future of Teaching and Learning: Strategic Action Areas](#) provides a broad institutional framework for supporting academic integrity, and identifies both preparing students for success and reimagining assessment as strategic priorities. Recent increases in scholastic offences add to the importance of strengthening academic integrity measures and supporting an institution-wide approach.

The Assessment Integrity Working met June-August to advance the University's approach to academic integrity by bringing together student training, assessment design, and examination policy and administration, into a coordinated framework and set of recommendations. The report confirms that Western has a strong foundation for assessment design and examination administration and identifies recommendations that respond to the current technological and pedagogical environment. A key finding is that assessment integrity is best strengthened through an integrated set of actions that includes instructor support for assessment design, student-facing academic integrity education, clear and consistent expectations, effective and consistent proctoring, enhanced integrity supports especially for large classes, and a strengthened culture of academic integrity across campus.

Planning and Policy Context

Western's [Future of Teaching and Learning: Strategic Action Areas](#) identifies the assessment of student learning as an institutional priority. The plan recognizes that assessment integrity must be advanced through an integrated approach that includes technology, teaching methods, and infrastructure, while also embedding accessibility and universal design for learning in assessment practices. It calls for approaches that support the assessment of critical thinking, teamwork, and communication at scale; expand no- and low-stakes assessment and feedback practices; increase transparency concerning the use of generative AI; and preserve

grading standards and the value of a Western degree. In this context, assessment integrity is conceived as the conditions under which students demonstrate their learning, which involves assessment design, exam administration and infrastructure, and proctoring and exam-taking procedures.

Western's [Future of Teaching and Learning: Strategic Action Areas](#) also identifies student education as an essential component of a culture of academic integrity, supporting Senate's commitment to required academic integrity training for all incoming undergraduate students effective July 1, 2026.

The broader Senate policy framework also provides a basis for considering academic integrity and assessment design together. The policy on [Evaluation of Academic Performance](#) confirms that responsibility and authority for evaluating achievement in individual undergraduate courses rests with the Department or Faculty, and that Departments or Faculties should ensure that evaluative methods are academically rigorous and equitable. Further, the policy on [Scheduling of Examinations and Responsibility for Printing](#) establishes that requests for special scheduling, optional examinations, and examinations of unusual duration require Dean approval, and the scheduling of take-home examinations must be approved by the Dean of the Faculty. These approval requirements provide an existing governance pathway through which academic integrity considerations can be built into decisions about exam format, especially where a proposed format changes the proctoring model, access to resources, timing, location, duration, or permitted use of technology.

Western's policy on the [Administration of Examinations](#) assigns responsibility to the Office of the Registrar for administering examinations scheduled by the Registrar during regular Senate-designated examination periods. The policy sets out instructions for candidates, allocation of proctors, duties of Chief Proctors and Proctors, division of responsibilities, and requirements for submitting examinations to Examination Services for accommodated examinations.

Evidence and Key Risks Identified by the Working Group

1. Generative AI and Academic Integrity

The rapid development and widespread availability of generative AI has created significant opportunities and challenges for both faculty and students. Generative AI offers faculty new opportunities to enhance assessment design and prepare students to use emerging technologies responsibly. It also creates challenges in determining what constitutes students' own work and ensuring that assessments reliably demonstrate achievement of course learning outcomes. Students must navigate differing expectations across courses and assessment formats, including uncertainty about when and how generative AI may be used, what forms of assistance must be disclosed, and when its use constitutes a scholastic

offence. These challenges vary by assessment context: a high-stakes, single-sitting examination, online or take-home examination, open-book examination, AI-permitted assessment, or in-person digitally administered examination may present different risks relating to student authentication, unauthorized resources, collaboration, generative AI use, and the copying or sharing of exam content.

2. Scale and complexity of exam administration and spaces

The December 2025 and April 2026 exam location and enrolment data demonstrate the scale and complexity of examination delivery. December 2025 included 115,220 student exam sittings; April 2026 included 126,238 student exam sittings. Delivery spans large lecture theatres, gyms, online environments, virtual rooms, and take-home formats.

3. Early and late exam starts

Students starting an exam at different times may pose an integrity risk because staggered start times may create opportunities for information sharing or access to exam content. Early exiting of an exam may also contribute to integrity risk.

4. Electronic devices, wearables, and hidden technologies

The Working Group identified increased concern about technological and communication devices, including multiple phones, “burner” phones, wearable technologies, earbuds, smartwatches, and hidden devices.

5. Washrooms, breaks, and room access

Washrooms and rest breaks were identified as higher-risk moments during in-person examinations.

6. Variation in proctor training and practice

Proctoring practices and training vary by Faculty and department. Some units have robust scenario-based guidance, while others rely mainly on Senate policy.

Recommendations

In developing its recommendations, the Working Group considered the University’s responsibility to protect the integrity of academic assessment alongside its commitments to fairness, accessibility, privacy, and student success. The recommendations emphasize student training, strategic assessment design, clear and consistent expectations, and exam administration procedures that are proportionate to the risks presented by different examination formats and settings. They also recognize the operational realities of developing and delivering examinations at scale across online and in-person settings, accommodated testing environments, and during high-volume periods. Because no single policy, technology, or administrative practice can ensure assessment integrity on its own, successful implementation depends on shared responsibility and coordinated action

among students, faculty, proctors, departments, Faculties, academic administrators and staff.

No.	Recommendation	Risks Addressed	Primary lead(s)	Timing
1	Enhance supports for assessment design	Risk #1	VPAP ⁱ , CTL ⁱⁱ , Faculties	Fall 2026; expanded resources: Spring 2027
2	Strengthen approval pathways	Risk #1 Risk #2	Deans, VPAP	Guidance and reporting process: Fall 2026
3	Enhance student education on exam integrity	Risk #1 Risk #4 Risk #5	VPAP	Spring 2027
4	Add a student attestation to the nominal roll	Risk #4	OOR ⁱⁱⁱ , VPAP, WTS ^{iv}	December 2026
5	Modernize policy language and clarify student responsibilities	Risk #4	VPAP, OOR, Senate	Policy updates: October 2026; effective December 2026
6	Establish university-wide proctor training and standardized incident reporting	Risk #2 Risk #3 Risk #4 Risk #5 Risk #6	VPAP, OOR, Faculties	Guidance/forms: November 2026 with training by December 2026
7	Strengthen integrity measures for in-person exams, especially large classes	Risk #1 Risk #2 Risk #3 Risk #4 Risk #5 Risk #6	OOR, Faculties, Accessible Education	Interim guidance: December 2026; pilot and review: Spring 2027
8	Strengthen procedures for breaks, washrooms and exam room access	Risk #2 Risk #4, Risk #5 Risk #6	OOR, Faculties, Accessible Education	Protocols: December 2026
9	Explore assessment security technologies and data tools	Risk #1 Risk #2 Risk #4	OOR, WTS, Legal ^v	Review/pilots: 2026-27
10	Strengthen the culture of academic integrity across campus	Risk #1 Risk #2 Risk #3 Risk #4 Risk #5	VPAP, Faculties, Student Experience	Launch: Fall 2026; Review progress: Spring 2027

No.	Recommendation	Risks Addressed	Primary lead(s)	Timing
		Risk #6		

ⁱ Office of the Vice-Provost (Academic Programs)

ⁱⁱ Centre for Teaching & Learning

ⁱⁱⁱ Office of the Registrar

^{iv} Western Technology Services

^v Office of Legal Counsel

Recommendation 1: Enhance supports for assessment design

Why do we assess students? What are the goals and what do we hope to accomplish? [Assessment strategy and design](#) are critical considerations as faculty set up their courses and determine how to assess student learning. The Working Group recommends additional resources to support faculty and programs as they consider assessment types and design, alongside academic integrity. This guidance should address, as appropriate, writing assignments, exams, in-class activities, the use of question banks and versioning, oral exams, no/low-stakes assessments, high-stakes single assessments, online formats, open-book, and assessments where AI use is permitted or part of the design.

Recommendation 2. Strengthen approval pathways

When a request for a change in exam format is made, the approving Dean or designate should consider the integrity risks and mitigation strategies associated with the proposed format, including proctoring model, permitted technologies, student authentication, access to unauthorized devices, operational feasibility, and consistency with course learning outcomes.

Recommendation 3: Enhance student education on exam integrity

The mandatory Academic Integrity Module includes a dedicated section on exam integrity, including prohibited devices, unauthorized collaboration, AI tools, disclosure of exam content, fraudulent documentation, and consequences of violations. The module should be updated to reflect any changes to student responsibilities or expectations.

Recommendation 4: Add a student attestation to the nominal roll

Students should confirm when signing the nominal roll or equivalent record that they are aware of the exam rules and do not have unauthorized devices or materials on their person or at their workstation.

Recommendation 5: Modernize policy language and clarify student responsibilities

Update the list of unauthorized electronic or communication devices to specify AI-enabled tools and related technologies; update student responsibilities regarding

permitted materials and storage of personal items; and require permitted materials to be specified clearly in exam instructions.

Recommendation 6: Establish university-wide proctor training and standardized incident reporting

Provide common institutional guidance on required proctor training content, with Faculties delivering the training (many provide training already). Establish consistent institutional expectations, forms, and procedures for incident reporting and evidence documentation in alignment with the policy and procedures on Scholastic Offences.

Recommendation 7: Strengthen integrity measures for in-person exams, especially for large classes, accommodated exams, and make-up exams.

Update and standardize procedures including common start times and mitigation strategies if students are taking the exam at different times; review exam size and complexity, including room and building layout and spaces for holding large exams. Prioritize these settings in the implementation of all recommendations.

Recommendation 8: Strengthen procedures for breaks and washroom and exam room access

Update and standardize procedure to include a consistent template for documenting departures and returns to the exam room; limiting the number of students away from the room at one time; restricting access to personal items during breaks; confirming re-entry after breaks; and restricting or monitoring advance access to washrooms and exam rooms.

Recommendation 9: Enhance use of assessment security technologies and data tools

Explore and pilot technology platforms that support academic integrity at scale (such as oral assessment formats) and update statistical tools for multiple choice exams, including tools to create different versions of an exam and similarity scores. In higher risk settings, consider card scanners, ID scanning, phone-detection tools, QR codes or barcodes on examination forms, preassigned randomized seating arrangements, secure storage solutions for phones; and camera monitoring in exam rooms.

Recommendation 10. Strengthen the culture of academic integrity on campus

The Working Group recommends that the Vice-Provost (Academic Programs) lead a coordinated institutional approach to strengthening the culture of academic integrity. This work should include creating a central landing page with resources for students, faculty, and staff; establishing a dedicated email address for questions about academic integrity; supporting student training on academic integrity and generative AI; and providing faculty members and programs with guidance on assessment design and academic integrity. The University should enhance an existing group or establish a new advisory group to monitor developments in academic integrity, evaluate the impact of revised practices and procedures, oversee progress on the implementation plan, and identify emerging issues.

7. Implementation

Implementation will be phased beginning in Fall 2026 with immediate priorities including policy and procedure updates, nominal roll language, assessment design guidance, proctor training and incident-reporting guidance, and measures to promote consistent exam start times. Further academic integrity initiatives will continue throughout the 2026-27 academic year. The Vice-Provost (Academic Programs) will coordinate implementation with the Office of the Registrar, Faculties, Western Technology Services, Accessible Education, Student Experience, and other relevant units.

Appendix: Working Group Membership

- Susan Lewis, Vice-Provost (Academic Programs) *Chair
- Stephanie Hayne Beatty, Director, Leadership & Learning, Student Experience
- Marisa Modeski, University Registrar
- David Foster, University Legal Counsel
- Michele Anderson, Associate Director, Academic Support & Engagement
- Ken Yeung, Associate Dean (Academic), Faculty of Science
- Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering
- Elizabeth Webb, Associate Dean (Graduate & Postdoctoral Studies), Faculty of Science
- Christina Booker, Assistant Professor, Department of Chemistry
- Dan Bousfield, Assistant Professor, Department of Political Science
- Anita Woods, Chair, Undergraduate Program, Department of Physiology & Pharmacology
- Matheus Sanita Lima, President, Society of Graduate Students (SOGS)
- Sabreen Kaur Sukhija, Vice President University Affairs, University Students' Council (USC)
- Noah Zabian, Undergraduate Student Representative

Areas supporting the Working Group

Associate Deans Academic/Undergraduate
Centre for Teaching and Learning
Western Technology Services
Office of the University Secretariat

**Announcement of a Chair and Vice-Chair of the Senate Committee on
Academic Curriculum and Awards**

Action: ☐ Approval ☒ Information ☐ Discussion

Executive summary:

The Senate Committee on Academic Curriculum and Awards elected a Chair and Vice-Chair for the July 1, 2026 to June 30, 2027 terms as follows:

Chair: Rithwik Ramachandran

Vice-Chair: Adam Fremeth

Announcement of a Chair of the Senate Committee on University Planning

Action: ☐ Approval ☒ Information ☐ Discussion

Executive summary:

The Senate Committee on University Planning elected a Chair for the July 1, 2026 to June 30, 2027 term as follows:

Chair: Susanne Schmid

Capital Projects Update

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

L. Logan, Vice-President (Operations and Finance) will provide an update on Western's capital projects.

Announcement of a Vice-Chair of the University Research Board

Action: ☐ Approval ☒ Information ☐ Discussion

Executive summary:

The University Research Board elected a Vice-Chair for the July 1, 2026 to June 30, 2027 term as follows:

Vice-Chair: Alison Allan

Report of the Academic Colleague

Action: ☐ Approval ☒ Information ☐ Discussion

The COU Academic Colleagues met on August 25 and 26, 2026. Discussions focused on community-based research, current COU advocacy and policy priorities, and the continuing impact of artificial intelligence on Ontario universities.

The Colleagues welcomed Amanda Demmer, Executive Director of Community-Based Research Canada, for a discussion of community-based research (CBR) and its role within universities. CBR emphasizes research conducted collaboratively with communities and can contribute to greater relevance, stronger partnerships, and increased research impact. The discussion also highlighted structural challenges within universities, including research funding and doctoral timelines that are often organized around individual projects rather than the longer-term relationships required for successful community-engaged research. Questions of recognition, measures of research impact, and the relationship between research directed toward social change and institutional neutrality were also considered.

COU provided an update on a number of provincial and federal priorities affecting the sector. These included continued advocacy around research funding and opportunities to leverage federal investments through provincial matching funds; emerging work on commercialization metrics; potential capital funding opportunities; and opportunities for Ontario universities to contribute to federal and provincial priorities related to defence innovation and industrial strategy.

The Colleagues also continued their work on artificial intelligence following the release of the COU AI Task Force Report and our presentation to COU Executive Heads last spring. COU has now established an AI Steering Committee and an AI Community of Practice. Our discussion focused particularly on the need to ensure that sector-level AI initiatives reach faculty members and support AI fluency in teaching, learning, and research. Colleagues also identified opportunities for greater coordination across institutions, particularly given the pace of technological change and the limited resources available across the sector.

More broadly, the discussion is increasingly moving beyond immediate questions of AI policy and academic integrity toward the implications of AI for the future purpose of universities: how teaching, research, institutional structures, and policies may need to evolve, and which aspects of the university experience and human interaction remain essential in an AI-driven environment. The Colleagues will continue this work and are considering opportunities to engage experts on specific AI-related themes before identifying further sector-level initiatives.

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.

Faculty of Arts and Humanities: Revisions to the Faculty Council Constitution

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

On the recommendation of Senate, the Board of Governors approved the renaming of the Department of Languages and Cultures to the **Department of Languages, Cultures, and Linguistics**, effective July 1, 2026.

As a result, the Faculty of Arts and Humanities Council Constitution has been amended to reflect the department's new name. No changes to the Constitution are proposed beyond this administrative update.

Documentation Provided:

Revisions to the Faculty of Arts and Humanities Council Constitution



Faculty of Arts and Humanities

Effective Date: July 1, 2026 ~~April 17, 2026~~

Supersedes: April 17, 2026; November 12, 2021; June 2020; June 2019;
May 2017

COMPOSITION AND RULES OF PROCEDURE

1. The Faculty of Arts and Humanities shall consist of the following Departments: Classical Studies; English and Writing Studies; French Studies; Gender, Sexuality, and Women's Studies; Languages, ~~and~~ Cultures, ~~and~~ Linguistics; Philosophy; Visual Arts.

Admission of other departments to the Faculty of Arts and Humanities will require the following steps:

- a. Application of the department concerned to the Senate.
 - b. Approval of this application by the Senate, after consultation with the Faculty of Arts and Humanities and any other Faculty concerned.
2. The Head of the Faculty of Arts and Humanities shall be the Dean of Arts and Humanities who shall be assisted by one or more Associate Deans. Appointments to these positions shall be made in accordance with current University policy.
3. There shall be a Council of the Faculty of Arts and Humanities, responsible to the Senate and composed of:
 - a. The following ex officio members:
 - i. The President & Vice-Chancellor
 - ii. The Provost & Vice-President (Academic)
 - iii. The Dean and Associate Deans of the Faculty of Arts and Humanities
 - iv. The Vice-Provost (or an Associate Vice-Provost) of the School of Graduate and Postdoctoral Studies
 - v. The Director of the Centre for Theory and Criticism
 - vi. The Vice-Provost & University Librarian (or designate)

Faculty of Arts and Humanities Council Constitution

- b. The following faculty members from Arts and Humanities:
 - i. All full-time (probationary, tenured, and limited-term) members of the departments of the Faculty of Arts and Humanities (except those on unpaid Leave of Absence)
 - ii. All full-time faculty members of the University holding joint appointments with the departments in the Faculty of Arts and Humanities
 - iii. Up to 16 part-time faculty members, two elected by each department
- c. The following other members:
 - i. Representatives holding the rank of Assistant Professor or higher:
 - 2 each from the Faculties of Social Science and Science
 - 1 each from the Faculties of Education, Health Sciences, Information and Media Studies, Law, the Schulich School of Medicine & Dentistry, and the Don Wright Faculty of Music
 - 1 each from the Affiliated University Colleges
 - ii. Up to 6 students registered in the Faculty of Arts and Humanities to be selected by the Arts and Humanities Students' Council
 - iii. 1 member of the regular full-time administrative staff of the Faculty of Arts and Humanities, elected thereby
- 4. Members of the above categories shall be entitled to participate fully in meetings of the Council, i.e., to speak, to propose motions, to vote. The Council shall elect from among its members each year a Speaker whose job will be to preside over meetings of Council that year.
- 5. The Council shall meet at least twice each year and at such other times as the Council, the Dean, or the Senate may prescribe. A minimum of 25 percent of the members of the Council, including at least 25 percent of those members of the Council who are from the Faculty of Arts and Humanities, shall constitute a quorum.
- 6. A special meeting of the Council shall be called on the written notice of ten (10) of its members, and shall be convened within 14 days thereafter, to consider matters set out in the notice of the meeting.
- 7. The Council shall advise the Senate on all matters under the jurisdiction of the Senate which pertain to the Faculty of Arts and Humanities or which are referred to the Council by the Senate, and shall determine policy on all such matters if so delegated by the Senate.

Faculty of Arts and Humanities Council Constitution

8. The Council shall establish Committees to exercise its powers and to advise it, as it considers necessary.
 - a. Nominating Committee
 - i. The Council Nominating Committee will consist of three members with staggered three-year terms, representing three different departments, with one or more members elected annually by Council (and nominated by the current Nominating Committee). Members of the Nominating Committee can serve one three-year term, and are not eligible for re-election to the Nominating Committee for three years;
 - ii. The Nominating Committee will prepare nomination slates for all selection committees mandated by Senate or by relevant collective agreements, and for all committees of Council, and for representation on other bodies as requested (e.g. other faculty councils);
 - iii. In January before the annual faculty meeting at which elections normally take place, and at other times as appropriate, the Nominating Committee will circulate to voting members of Council a list of vacancies in committees, and provide a deadline ten days before the meeting of Council for nominations to be provided to the Nominating Committee;
 - iv. The Nominating Committee will provide its nomination slate to Council at least a week before any meeting.
9. The by-laws and regulations for the conduct of the proceedings of Council shall, where practicable, be those adopted by the Senate.
10. This document may be amended by the Senate on recommendation by majority of the voting members of the Council in attendance at a regularly constituted meeting prior to which there has been at least seven (7) days' written notice of the proposed amendment.

Senate Membership – Vacancies Filled by Appointment

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

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

HURON UNIVERSITY COLLEGE	
Genevieve Amaral	July 1, 2026 – June 30, 2028

DON WRIGHT FACULTY OF MUSIC	
Stephan Sylvestre	July 1, 2026 – June 30, 2027

FACULTY OF INFORMATION AND MEDIA STUDIES	
Luke Stark	July 1, 2026 – June 30, 2028

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES	
Zuhra Abawi (replacing Rachel Heydon)	July 1, 2026 – December 31, 2026
Kimberly Verwaayen (replacing Cody Barteet)	July 1, 2026 – June 30, 2027
Zubair Fadlullah (replacing Stella Constas)	July 1, 2026 – December 31, 2026
Rosanne Abdulla (replacing Danielle Sirek)	July 1, 2026 – December 31, 2026

Appointment of Officers of Convocation

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

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

OFFICERS OF CONVOCATION		
Daniel Brou	Chief Public Orator	July 1, 2026 – June 30, 2028
Daniel Jeffery	Associate Marshal	July 1, 2026 – June 30, 2028
Charlotte McClellan	Associate Chief Usher	July 1, 2026 – June 30, 2028
Lameck Osinde	Marshal of Convocation	July 1, 2026 – June 30, 2028

The Officers of Convocation play a vital role in the preparation and delivery of Western's successful convocations.

Marshal of Convocation

- Member of Convocation Board
- Assist with the organization of students in the staging area
- Provide direction to Associate Marshals
- Lead students to their seats and then assist on stage as needed. Lead the Academic party off the stage
- Onstage role in Honorary Degree presentation
- Work with the Secretariat to troubleshoot issues that arise relating to students, or order of events
- Assist Officers of Convocation as needed

Associate Marshals

- Assist with the organization of students in the staging area.
- Guide students from their seats to the stage or help students prepare to cross the stage
- Usher students out of the Hall at the end of ceremony
- Work with the Secretariat to troubleshoot issues that arise relating to students, or order of events
- Assist Officers of Convocation as needed

Chief Usher (and Associate Chief Ushers)

- Work with the Secretariat to ensure volunteer ushers are available, trained and in place
- Organize all the ushers in the convocation venue; including distribution of volunteers with responsibility for the seamless functioning of Convocation
- Help guide guests to appropriate areas as needed
- Hand out programs
- Help with crowd control
- Speak to convocation audience
- Work with the Secretariat to troubleshoot as needed throughout the ceremony
- Point of contact for issues that arise in the audience

Chief Public Orator (and Associate Chief Public Orators)

- Manage the process of graduates crossing the stage, working with the name reader
- Provide guidance regarding applause/celebrations to audience throughout the ceremony
- Assist (if needed) with the management of the students prior to entering convocation
- Assist Officers of Convocation as needed

Documentation Provided:

Bios

Officers of Convocation Bios

Daniel Brou	Chief Public Orator
I am an associate professor in the Department of Management and Organizational Studies. Having experienced Western's convocation ceremony as a student (BA'98) and a faculty member (since 2008), I am passionate about the important role Convocation plays in the Western community. I have served as Chief Public Orator since 2024 and hope to continue to contribute to the tradition of Convocation.	

Daniel Jeffery	Associate Marshal
I am an Assistant Professor in the Department of Biology, where I teach a core second-year course (>1300 students), a third-year lab course and a fourth-year lab course. This means that I interact with many students, and several of them on numerous occasions as they progress through their degrees. It is always a great pleasure to see them achieving their academic goals. I have volunteered yearly as an Usher since my arrival at Western in December, 2022. Given my experience supporting convocation and my appreciation for the event, I would be honoured to take on the role of Associate Marshal.	

Charlotte McClellan	Associate Chief Usher
I am a PMA staff member in the Faculty of Information and Media Studies working in computer support. I am also a Limited Duties Instructor, teaching in the FIMS DigiComm program (Web Design) and the Library and Information Science program (Database Management). I have been helping at the FIMS graduations since 2013 and have enjoyed the opportunity to learn about and contribute to this important yearly milestone. I am also a Western alumna, graduating with a Master of Library and Information Science degree. I did my undergraduate degree at the University of Prince Edward Island.	

Lameck Osinde	Marshal of Convocation
I am a Lecturer in Information Systems at Ivey teaching in the HBA and MSc programs. I coordinate the Digital Essentials Series with Coursera and contribute to curriculum development through the Ubuntu Management Education Initiative and Africa Service-Learning programs. My teaching, service, and professional experience focus	

on governance, organizational decision-making, and the responsible use of technology. Having served as a faculty volunteer at Convocation, I have developed deep appreciation for its role in celebrating achievement, fostering belonging, and strengthening our institutional community.

I am committed to service, collegial governance, and stewardship of the traditions that connect generations of Western graduates.

Replacement for the Committee Member: Senate Committee on Academic Policy

Action: ☐ Action ☒ Information ☐ Discussion

Executive summary:

As per Senate By-law VI.13(a): a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply for a Leave of Absence from two or more consecutive regular meetings of the body to which they were elected, as follows: (i) for a Leave of Absence of six months or more, to the Operations/Agenda Committee, and on the granting of the Leave of Absence, the Nominating Committee shall appoint a temporary replacement and so report to the Senate.

John Mitchell has resigned from the Senate Committee on Academic Policy effective July 1, 2026.

At its September 9, 2026, meeting, the Senate Nominating Committee appointed **Randall Pogorzelski** to serve on the Senate Committee on Academic Policy for a term ending June 30, 2027.

Replacement for the Committee Member: Senate Committee on University Planning (SCUP)

Action: ☐ Action ☒ Information ☐ Discussion

Executive summary:

As per Senate By-law VI.13(a): a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply for a Leave of Absence from two or more consecutive regular meetings of the body to which they were elected, as follows: (i) for a Leave of Absence of six months or more, to the Operations/Agenda Committee, and on the granting of the Leave of Absence, the Nominating Committee shall appoint a temporary replacement and so report to the Senate.

Julianne Burgess has resigned from the Senate Committee on University Planning effective July 1, 2026.

At its September 9, 2026, meeting, the Senate Nominating Committee appointed **Sadam Hussain** to serve on the Senate Committee on University Planning as a postdoctoral scholar for a term ending June 30, 2028.

Temporary Replacement for the Committee Member: University Research Board (URB)

Action: ☐ Action ☒ Information ☐ Discussion

Executive summary:

As per Senate By-law VI.13(a): a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply for a Leave of Absence from two or more consecutive regular meetings of the body to which they were elected, as follows: (i) for a Leave of Absence of six months or more, to the Operations/Agenda Committee, and on the granting of the Leave of Absence, the Nominating Committee shall appoint a temporary replacement and so report to the Senate.

Wade Wright, member of the University Research Board, will be on sabbatical from July 1, 2026, until December 31, 2026.

At its September 9, 2026, meeting, the Senate Nominating Committee appointed **Erika Chamberlain** to serve on the University Research Board for a term ending December 31, 2026.

Faculty of Education: Revisions to the Policies on “Admission – Education” and “Registration and Progression in Three-Year, Four-Year and Honours Programs”

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policies on “Admission – Education” and “Registration and Progression in Three-Year, Four-Year and Honours Programs” be revised as shown in Item 13.3(a).

Executive Summary:

The Bachelor of Education program continues to evolve, requiring corresponding updates to the admissions policy. Proposed revisions include clarifying and incorporating current program requirements and updating sections related to English language proficiency, Direct Admissions Pathway Applications, Indigenous Access, and teaching subjects. In addition, procedural information that is more appropriately addressed outside the policy is removed, and formatting, organization, and clarity are improved throughout.

These changes are necessary to ensure the admissions policy accurately reflects the current structure, requirements, and practices of the Bachelor of Education program. Updating the policy will improve transparency and consistency for applicants and admissions staff, ensure that requirements are clearly reflected, and address outdated or incomplete information. Removing procedural details and improving organization will also make the policy easier to interpret, maintain, and apply consistently.

A revision to the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs” is proposed to remove the section on “Guaranteed Admission of Music Education Graduates to Faculty of Education”. That section relates specifically to admission to the Faculty of Education and establishes an admission pathway for Music Education graduates. As such, it is more appropriately located within the “Admissions – Education” policy, where admission requirements and pathways are addressed.

Documentation Provided:

Revisions to the Policy on “Admission – Education”

Revisions to the Policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”

Admission – Bachelor of Education

Subject: Admission – Bachelor of Education

Sections: [Admission Requirements](#); [Direct Admission Pathways](#); [Direct Admission Pathway for Graduates from Western University, Faculty of Arts and Humanities, Department of French Studies](#); [Direct Admission Pathway for Graduates from Western University, Faculty of Health Sciences](#); [Direct Admission Pathway for Graduates from Huron University College, Faculty of Arts and Social Science, French Studies Program](#); [Direct Admission Pathway for Graduates from King's University College, Catholic Studies for Teachers Program](#); [Direct Admission Pathway for Graduates from King's University College, Childhood and Youth Studies Program](#); [Direct Admission Pathway for Graduates from King's University College, French Language and Literature and French Studies Programs](#); [Direct Admission Pathway for Graduates from King's University College, Social Justice and Peace Studies Program](#); [Direct Admission Pathway for Graduates from Western University, Faculty of Science, Department of Mathematics and Department of Statistical and Actuarial Sciences Programs](#); [Direct Admission Pathway for Graduates from Western University Bachelor of Music with Honours in Music Education](#); [Direct Admission Pathway for Graduates from Western University, Faculty of Science, Department of Physics and Astronomy Program](#); [Direct Admission Pathway from Western University – Varsity Athletes – Department of Sports and Recreation Services](#) ~~Graduates with a Bachelor of Music with Honours in Music Education;~~ ~~Guaranteed Admission of Graduates from Western University, Department of French, Faculty of Arts and Humanities in French Studies Program;~~ ~~Guaranteed Admission of Graduates from Western University, School of Mathematics and Statistical Sciences, Faculty of Science Programs;~~ ~~Guaranteed Admission of Graduates From Brescia University College, Honours Specialization, Specialization and Major in French Studies Programs;~~ ~~Guaranteed Admission of Graduates From King's University College, Catholic Studies For Teachers Program;~~ ~~Guaranteed Admission from the Department of~~

~~Sports and Recreation Services at Western University for
Varsity Athletes~~

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

**Officer(s) Responsible
for Procedure:** *

Related Policies: [Progression Requirements – Bachelor of Education](#)

Effective Date: September 1, 2026 ~~September 1, 2023~~

Supersedes: September 1, 2023; September 1, 2022; May 2020

ADMISSION REQUIREMENTS

Admission to ~~all~~ the Bachelor of Education (B.Ed.) program at the Faculty of Education ~~programs~~ is competitive; fulfillment of minimum requirements does not guarantee admission.

Admission is ~~primarily~~ based ~~primarily~~ on relevant course work (undergraduate and graduate) and on academic standing (undergraduate only). Experiential qualifications and ~~CASPer~~ ~~Casper~~ (Computer-Based Assessment for Sampling Personal Characteristics) scores are considered in the final phase of the selection process.

Ontario Universities' Application Centre/Teacher Education Application Service (OUAC/TEAS) and Program websites list required application procedures, documents, and deadlines. Applications with missing documents and/or unpaid fees after the deadline will be considered incomplete and will not be processed.

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

CASPer requirements

All B.Ed. applicants will be required to complete CASPer (Computer-Based Assessment for Sampling Personal Characteristics). CASPer is a 90-minute online computer-based assessment designed to evaluate non-cognitive skills, and interpersonal and professional characteristics essential for success in the B.Ed. program and as practicing teachers.

Applicants who do not complete the CASPer test will not be considered for admission. Test results are valid for one admissions cycle.

Aboriginal Access Program

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

Indigenous Admissions Access Category

The purpose of the Indigenous Admission Access Category is to encourage undergraduate applications from Indigenous people while providing additional support throughout the application and admissions process. Indigenous applicants who meet the minimum admission requirements will be offered an equitable admission pathway that recognizes their unique experiences. Applicants can apply through this category alongside their OUAC application. Those who apply through the Indigenous Admissions Access Category must comply with MAPP Policy 1.58 – Affirming Declarations of Indigenous Citizenship or Membership at Western University. Refer to Indigenous Student Centre website for more information.

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:

~~i) Test of Oral Proficiency (TOP) with a minimum score of 46 and Test of Written Proficiency (TWE) with a minimum score of 46; OR~~

ii) Test of English as a Foreign Language (TOEFL) iBT (tests taken on or after January 21, 2026): minimum overall score of 5.0, including a Speaking score of 6.0 and a Writing score of 5.5; OR TOEFL iBT (tests taken prior to January 21, 2026): ~~with a score of 250 computer-based including a minimum score of 55 on the Test of Spoken English (TSE);~~ minimum overall score of 103, internet-based including a ~~s~~Speaking score of 28 and a ~~w~~Writing score of 28; OR

~~iii) MELAB (Michigan English Language Assessment Battery) with a minimum score of 90 and at least 4 on the oral interview; OR~~

iv) IELTS (International English Language Testing System) with a minimum ~~score~~ overall band of 7, including at least 6.5 in reading and listening ~~speaking~~ and at least 7 in writing and speaking; OR-

iii) Cambridge English Language Assessment with a minimum overall score of 185 and with a minimum of 178 in each section; OR

iv) Pearson Test of English Academic with a minimum score of 70; OR

v) Canadian Academic English Language Assessment with a minimum score of 70 and at least 70 in each section; OR

vi) Duolingo overall score of 135, with a minimum of 120 in reading and listening, minimum of 135 in speaking, and a minimum of 145 for writing.

English proficiency test results are valid for two years.

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

Police Record Check

Neither Western University nor the Faculty of Education requires a Police Record Check as a condition of admission. However, a Police Record Check, including a

Vulnerable Sector Check that is acceptable to the school boards with which the Faculty places Teacher Candidates, is required before a practicum placement can occur. ~~which includes Vulnerable Position Screening and is acceptable to the school boards with which we place Teacher Candidates is required before you can be placed in a school for a practicum.~~ If information appears on your police record check that is If the Police Record Check contains information deemed unacceptable to by the school boards, ~~you will not be able to be placed for the Teacher Candidate~~ will be unable to participate in a practicum and will be required to withdraw from the program.

Computer-based Assessment

Applicants must complete Casper (Computer-Based Assessment for Sampling Personal Characteristics) prior to the application deadline. Casper is an online computer-based assessment designed to evaluate non-cognitive skills, and interpersonal and professional characteristics essential for success in the B.Ed. program and as practicing teachers. Test results are valid for one admissions cycle. Please see the Faculty of Education website for list of testing dates.

Minimum Academic Requirements for Application to the B.Ed. Program

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

- ~~You~~ Applicants must be on track to complete ~~your~~ their program of study from an acceptable undergraduate degree program at an accredited university by August 31st in the year in which ~~you~~ they wish to register in the Faculty of Education. The degree must be conferred no later than the Fall of that year. Additionally, applicants must have an acceptable Bachelor's degree with an overall minimum cumulative weighted average of 70%. Applicants with a four-year Bachelor's degree (or the equivalent in course work) receive preference in the admissions process over applicants with a three-year Bachelor's degree.
- ~~You~~ Applicants must have successfully completed ~~the equivalent of~~ 10.0 full course equivalents (FCE) of university credits at the time of application. 1.0 FCE = full course = 1.0 credit hour at Western; 0.5 FCE = half course = 0.5 credit hour at Western. Transfer credits from community colleges or CEGEP courses cannot be considered. Preference is given to applicants who have attained a four-year degrees with the equivalent of 20.0 FCE ~~full credits~~.
- ~~You~~ Applicants must have a minimum weighted average of 70% in ~~your~~ their best 10.0 FCE ~~full~~ undergraduate courses ~~credits~~, or the equivalent. As well, if ~~you are~~ applying to a Junior/Intermediate or Intermediate/Senior program, ~~you~~ applicants must have a minimum weighted average of 70% in those ~~credits~~ courses which support ~~your~~ their teaching subjects. ~~Courses taken after August in the year of registration can be counted in support of program requirements, but cannot be~~

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

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

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

- Applicants who have completed the minimum requirements for teaching subjects at the time of application receive preference during the admissions process. Courses taken in the term of application or in the immediately following term may be counted toward program requirements; however, they cannot be included in the calculation of the overall or teaching subject averages.

~~Minimum qualifications for admission to the following B.Ed. programs are summarized below.~~ In addition to the above requirements, B.Ed. teaching division requirements as presented below, must also be met:

Teaching Divisions

In Ontario, teachers are certified with basic teaching qualifications in one of the following pairs of consecutive divisions:

Primary/Junior
Junior/Intermediate
Intermediate/Senior

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

Applicants who have completed at least ~~one-half~~ 0.5 FCE undergraduate or graduate credit course in four or more of the following areas receive preference in the admissions process: English*, Fine Arts**, Health and Physical Education, Mathematics, Science, and Social Science/Humanities (Canadian History/Geography preferred). ~~Applicants must have an acceptable baccalaureate degree with an overall "B" average (70%).~~

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

background courses.

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

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

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

French: See next section

Music (Vocal): ~~Credits~~ A minimum of 4.0 FCE in music is required and should include at least ~~one~~ 0.5 FCE in choral or vocal techniques course, ~~one~~ 0.5 FCE in choral conducting course, and ~~one~~ 0.5 FCE in music theory course.

Music (Instrumental): ~~Credits used to support this teaching subject~~ A minimum of 4.0 FCE in music is required and should include at least ~~one~~ 0.5 FCE in instrumental conducting course, several minor instrument courses in woodwinds, brass and percussion, and ~~one~~ 0.5 FCE in music theory course.

Religious Education: A minimum of 5.0 FCE in religion is required. Applicants with courses ~~credits~~ in the following areas receive preference for admission to Religious Education: Old and New Testament studies, Catholic Church teachings in morality and social justice, sacraments, sexuality and marriage in the Catholic tradition, and Vatican II theology. Religious Education is offered as a teaching subject only for Roman Catholic schools; practicum in this subject area will occur only in Roman Catholic elementary schools.

French: See next section: Primary/Junior Division (Junior Kindergarten to Grade 6) French as a Second Language and Junior/Intermediate Division (Grades 4 to 10) French as a Teaching Subject.

Primary/Junior Division (Junior Kindergarten to Grade 6) French as a Second Language and Junior/Intermediate Division (Grades 4 to 10) French as a Teaching Subject

For admission to French in either Division (Primary/Junior French as a Second Language or Junior/Intermediate French) ~~as either a first or second teaching subject~~, applicants must possess oral and written fluency in French and a thorough knowledge of grammar. ~~Normally, five full~~ Generally, 5.0 FCE French courses (or the equivalent), at least ~~two~~ 2.0 FCE of which should be language courses, are required. One or more ~~FCE full-course equivalents~~ in French literature is 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~~ must submit results from a recognized French Placement Test by the application deadline. French Placement Test results are valid for one year. The Faculty of Education reserves the right to test candidates to ensure they meet the required language proficiency standard.

Intermediate/Senior Division Program (Grades 7 to 12)

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

~~Applicants who have completed the minimum requirements toward both teaching options at the time of application receive preference during the admissions process.~~ Minimum admission requirements are:

- ~~a) an acceptable baccalaureate degree with an overall "B" average (70%);~~
- ~~b) a) five full 5.0 FCE~~ undergraduate or graduate level courses with a minimum weighted average of "B" (70%), or the equivalent, to support the first teaching option subject; and
- ~~c) b) three full 3.0 FCE~~ undergraduate or graduate level courses with a minimum weighted average of "B" (70%), or the equivalent, to support the second teaching option subject.

Requirements and Exceptions:

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

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

French: For admission to French as ~~either a first or second~~ a teaching subject, applicants must possess oral and written fluency in French and a thorough knowledge of grammar. ~~Normally, five full~~ Generally, 5.0 FCE French courses (or the equivalent), at least ~~two 2.0 FCE~~ of which should be language courses, are required. One or more ~~full-course equivalents~~ FCE in French literature is 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. The Faculty of Education reserves the right to test candidates to ensure they meet the required language proficiency standard.

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

Health & Physical Education: Applicants with three 3.0 FCE or more activity courses credits receive preference for admission to HPE as a first or second teaching subject.

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

Mathematics: Applicants with at least one full-course-credit 1.0 FCE in senior year 3 or 4 university Mathematics receive preference for admission to Math as a first or second teaching subject.

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

~~Music (Instrumental): Credits used to support this teaching subject~~ Courses should include at least one 0.5 FCE in instrumental conducting course, several minor instrument courses in woodwinds, brass and percussion, and ~~one 0.5 FCE in~~ music theory course.

~~Music (Vocal): Credits used to support this teaching subject~~ Courses should include at least one 0.5 FCE in choral or vocal techniques course, 0.5 FCE in choral conducting course, and ~~one choral conducting course, and one 0.5 FCE in~~ music theory course.

Religious Education: Applicants with courses credits in the following areas receive preference for admission to Religious Education as a first or second teaching subject: Old and New Testament studies, Catholic Church teachings in morality and social justice, sacraments, sexuality and marriage in the Catholic tradition, and Vatican II theology. Religious Education is offered as a teaching subject only for Roman Catholic Schools; student teaching practicum in this subject area will occur only in Roman Catholic Secondary Schools.

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

Senior Science (Biology, Chemistry, Physics, Environmental Science): Applicants may select one Senior Science teaching subject, which must be paired with a second teaching subject that is not another Senior Science.

Social Studies-General: A full-credit 1.0 FCE in each of the following areas is preferred: Anthropology, Psychology, Sociology. Cannot be combined with Philosophy as a teaching subject. This is an optional subject in the secondary school curriculum, and entry to this teaching subject is limited. Applicants are advised to select this as a second teaching subject only.

DIRECT ADMISSION PATHWAYS

The Faculty of Education offers Direct Admission Pathway (DAP) opportunities to its B.Ed. program for eligible students enrolled in designated Western and Affiliated University College (King's University College and Huron University College) programs. Space within each pathway is limited and, when applications exceed available spaces, admission decisions are based primarily on academic standing. Participation in a DAP does not guarantee admission to Western's B.Ed. program, as only a limited number of spaces are reserved for eligible Western students. Students interested in pursuing a DAP are encouraged to contact their Faculty's direct pathway coordinator for further information and registration details.

To be considered for admission to the Faculty of Education's B.Ed. program through a DAP, applicants must:

- Register with their Faculty's DAP program coordinator and confirm their intention to have their name submitted as a pathway applicant.
- Meet all admission requirements for the specific B.Ed. program to which they are applying, as outlined in this policy.
- Meet all eligibility and admission requirements for the specific DAP to which they are applying, as outlined in this policy.
- Successfully complete *Education 2200E* prior to the start of the program.
- Complete the Casper assessment and achieve a minimum z-score of -1.5.
- Submit an application to the B.Ed. program through the TEAS on the OUAC website by the published application deadline.

Students who do not meet the requirements for the DAP may still apply to the B.Ed. program through the standard application process for consideration.

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM WESTERN UNIVERSITY, FACULTY OF ARTS AND HUMANITIES, DEPARTMENT OF FRENCH STUDIES

Eligible applicants from the Department of French Studies seeking admission to Primary/Junior division with French as a Second Language, Junior/Intermediate division with French as a teaching subject or Intermediate/Senior division with a first teaching subject in French. Applicants require a minimum weighted average of 75% in the best 10.0 FCE courses, a minimum weighted average of 75% in French courses. Applicants to the Intermediate/Senior division must also have a minimum weighted average of 70% in courses applicable to the second teaching subject.

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM WESTERN UNIVERSITY, FACULTY OF HEALTH SCIENCES

Eligible applicants from Faculty of Health Sciences programs seeking admission to Intermediate/Senior division of the B.Ed. program commencing in 2027 or 2028 with a first teaching subject in Family Studies. Applicants require a minimum weighted average of 75% in the best 10.0 FCE courses, as well as a minimum weighted average of 75% in their best 5.0 FCE Family Studies and Human Development undergraduate courses. Applicants must also have completed the equivalent of at least 3.0 FCE courses, with a weighted average of 70%, to support a second teaching subject.

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM HURON UNIVERSITY COLLEGE, FACULTY OF ARTS AND SOCIAL SCIENCE, FRENCH STUDIES PROGRAM

Eligible applicants from Huron University College's French Studies programs seeking admission to Primary/Junior division with French as a Second Language, Junior/Intermediate division with French as a teaching subject or Intermediate/Senior division with a first teaching subject in French. Applicants require a minimum weighted average of 75% in the best 10.0 FCE courses, a minimum weighted average of 75% in French courses. Applicants to the Intermediate/Senior program must also have a minimum weighted average of 70% in courses applicable to the second teaching subject.

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM KING'S UNIVERSITY COLLEGE, CATHOLIC STUDIES FOR TEACHERS PROGRAM

Eligible applicants from King's University College's Catholic Studies for Teachers Program seeking admission to Junior/Intermediate division with Religious Education as a teaching subject or at the Intermediate/Senior Division with a first teaching

subject in Religious Education. Applicants require a minimum weighted average of 75% in the best 10.0 FCE courses, a minimum weighted average of 75% in the courses required for the BA (Honours) in Catholic Studies for Teachers, and minimum weighted average of 70% in the courses applicable to the second teaching subject for those applying to the Intermediate/Senior division, with no mark below 60% in any course.

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM KING'S UNIVERSITY COLLEGE, CHILDHOOD AND YOUTH STUDIES PROGRAM

Eligible applicants from King's University College's Childhood and Youth Studies Honours Specialization or Major Program seeking admission to the Primary/Junior division require a minimum weighted average of 75% in the best 10.0 FCE, and a minimum weighted average of 75% in the best 5.0 FCE in Childhood and Youth Studies courses.

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM KING'S UNIVERSITY COLLEGE, FRENCH LANGUAGE AND LITERATURE AND FRENCH STUDIES PROGRAMS

Eligible applicants from King's University College's French Language and Literature or French Studies Honours Specialization, Specialization, or Major seeking admission to Primary/Junior division with French as a Second Language, Junior/Intermediate division with French as a teaching subject or Intermediate/Senior division with a first teaching subject in French. Applicants require a minimum weighted average of 75% in the best 10.0 FCE and a minimum weighted average of 75% in best 5.0 FCE courses in French. Applicants to the Intermediate/Senior division must also have a minimum weighted average of 70% in courses applicable to the second teaching subject.

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM KING'S UNIVERSITY COLLEGE, SOCIAL JUSTICE AND PEACE STUDIES PROGRAM

Eligible applicants from King's University College's Social Justice and Peace Studies Honours Specialization, Major, or Specialization program seeking admission to the Intermediate/Senior division with a first teaching subject in Social Science – General. Applicants require a minimum weighted average of 75% in the best 10.0 FCE, minimum weighted average of 75% in 5.0 FCE for the first teaching subject of Social Sciences, and minimum weighted average of 70% to support a second teaching subject. Social Sciences teaching subject courses must come from the following list, and must include 1.5 FCE in Psychology and/or Sociology:

- 1.0 FCE: Social Justice and Peace Studies 1025F/G AND Social Justice and Peace Studies 1026F/G

- 1.0 FCE: Psychology 1000 OR Sociology 1020
- 0.5 FCE: Psychology 2840F/G OR Sociology 2206A/B OR any other 0.5 FCE in Psychology/Sociology at the 2000-level or above.
- 0.5 FCE: Indigenous Studies 2218F/G OR Social Justice and Peace Studies 2290A/B
- 1.0 FCE: Social Justice and Peace Studies 3500E
- 0.5 FCE: Social Justice and Peace Studies 4404F/G
- 0.5 FCE: Social Justice and Peace Studies 2301A/B, Social Justice and Peace Studies 2302F/G, Social Justice and Peace Studies 2303F/G, Social Justice and Peace Studies 2304F/G OR Social Justice and Peace Studies 2305F/G

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM WESTERN UNIVERSITY, FACULTY OF SCIENCE, DEPARTMENT OF MATHEMATICS AND DEPARTMENT OF STATISTICAL AND ACTUARIAL SCIENCES PROGRAMS

Eligible applicants from the Department of Mathematics and the Department of Statistical and Actuarial Sciences programs seeking admission to Intermediate/Senior division with a first teaching subject in Mathematics. Applicants require a minimum weighted average of 75% in the best 10.0 FCE courses, a minimum weighted average of 75% in 5.0 FCE Mathematics or Statistics courses, and minimum weighted average of 70% for the courses applicable to the second teaching subject. The following are eligible courses to be included in the 5.0 FCE Mathematics or Statistics courses:

- Any course with Mathematics or Applied Mathematics prefix numbered 1000 and up
- Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Calculus 2402A/B, Calculus 2502A/B, Calculus 2503A/B
- Actuarial Science 2427A/B, Actuarial Science 2553A/B, Actuarial Science 3424A/B, Actuarial Science 3431A/B, Actuarial Science 4824A/B
- Data Science 3000A/B
- Financial Modelling 3520A/B, Financial Modelling 3613A/B, Financial Modelling 3817A/B, Financial Modelling 4521A/B
- Statistical Sciences 2857A/B, Statistical Sciences 2858A/B, Statistical Sciences 3657A/B, Statistical Sciences 3843A/B, Statistical Sciences 3858A/B, Statistical Sciences 3859A/B, Statistical Sciences 3860A/B, Statistical Sciences 4850F/G, Statistical Sciences 4860A/B, Statistical Sciences 4861A/B, Statistical Sciences 4864A/B

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM WESTERN UNIVERSITY BACHELOR OF MUSIC WITH HONOURS IN MUSIC EDUCATION

Eligible applicants with a Bachelor of Music with Honours in Music Education seeking admission to Vocal Music or Instrumental Music at the Junior/Intermediate division or Intermediate/Senior division Applicants require a minimum weighted average of 75% in the best 10.0 FCE courses, a minimum weighted average of 75% in Music courses, a minimum weighted average of 70% in courses applicable to the second teaching subject for those applying to the Intermediate/Senior division, and no mark below 60% in any course.

DIRECT ADMISSION PATHWAY FOR GRADUATES FROM WESTERN UNIVERSITY, FACULTY OF SCIENCE, DEPARTMENT OF PHYSICS AND ASTRONOMY PROGRAM

Eligible applicants from the Department of Physics and Astronomy program seeking admission to Intermediate/Senior division with a first teaching subject in Physics. Applicants require a minimum weighted average of 70% in the best 10.0 FCE (or the equivalent) at the time of application, a minimum weighted average of 70% in 5.0 FCE in Physics courses (first teaching subject), and a minimum weighted average of 70% in the second teaching subject courses.

DIRECT ADMISSION PATHWAY FROM WESTERN UNIVERSITY – VARSITY ATHLETES – DEPARTMENT OF SPORTS AND RECREATION SERVICES

Eligible applicants from the Department of Sports and Recreation Services, Varsity Athletics from Western seeking admission to Primary/Junior division, Junior/Intermediate division, or Intermediate/Senior division. Applicants will be assessed individually based on their degree at Western. Applicants require a minimum weighted average of 75% in their best 10.0 FCE Western courses. Applicants to the Intermediate/Senior or Junior/Intermediate division must have a minimum weighted average of 70% in their best 5.0 FCE undergraduate courses that are in their first teaching subject. Applicants to the Intermediate/Senior division must also have a minimum weighted average of 70% in courses applicable to their second teaching subject.

~~GRADUATES WITH A BACHELOR OF MUSIC WITH HONOURS IN MUSIC EDUCATION~~

~~For admission to the Faculty of Education, students must complete the degree requirements for the Bachelor of Music in Music Education AND must meet all other requirements for the specific program to which they are applying. Those requirements are outlined above.~~

Guaranteed Admission to the Faculty of Education

Guaranteed admission to the Faculty of Education is offered for students in Vocal Music and Instrumental Music at the Junior/Intermediate (JI) level and for students in Vocal or Instrumental Music at the Intermediate/Senior (IS) level. (Students seeking admission to the Faculty of Education for the Primary/Junior level should follow the standard application process.) Guaranteed admission to the Faculty of Education requires a minimum cumulative weighted average of 75% in Music courses, a 70% average in courses applicable to the second teachable subject for those applying to the I/S program, and no mark below 60% in any course. Meeting these graduation requirements guarantees acceptance by the Faculty of Education at Western, with Music as a teachable subject in either the JI or IS program. Students who fall short of these requirements may still meet the requirements for the Bachelor of Music with Honours in Music Education and may apply to the Faculty of Education on that basis, although admission is not guaranteed.

GUARANTEED ADMISSION OF GRADUATES FROM WESTERN UNIVERSITY, DEPARTMENT OF FRENCH, FACULTY OF ARTS AND HUMANITIES IN FRENCH STUDIES PROGRAMS

Guaranteed admission to the Faculty of Education is offered to Department of French students interested in teaching at the Primary/Junior French (FPJ) level, Junior/Intermediate level with French as a teaching subject or at the Intermediate/Senior level with a first teaching subject in French.

Students interested in teaching at the Primary/Junior level should apply to the Faculty of Education through the regular process.

Application Requirements/Process:

Guaranteed admission to the Faculty of Education requires a minimum weighted average of 75% or above in French courses. Applicants to the Intermediate/Senior program must also have a 70% average in courses applicable to the second teaching subject. Applicants to the Primary/Junior French or Junior/Intermediate program must also have completed at least a half credit in at least four of the following areas: English, Fine Arts, Health and Physical Education, Mathematics, Science, and Social Science/Humanities. Applicants must successfully complete EDUC 2200 Perspectives on Schooling.

Meeting the graduation requirements for Western's French program, along with other Faculty of Education requirements noted above, will guarantee acceptance to the Faculty of Education at Western, with French as a teaching subject in the FPJ, J/I or I/S program. Students who fall short of these requirements but still meet basic requirements for admission may still apply to the Faculty of Education, although admission is not guaranteed.

~~Applicants will complete the French Faculty of Education Application Form during Year 2 or Year 3 reviewing carefully for specific requirements. Applicants must also apply using the TEAS application on the Ontario Universities Application Centre (OUAC) by the stated deadline.~~

~~GUARANTEED ADMISSION OF GRADUATES FROM WESTERN UNIVERSITY, SCHOOL OF MATHEMATICAL AND STATISTICAL SCIENCES, FACULTY OF SCIENCE PROGRAMS~~

~~Guaranteed admission to the Faculty of Education is offered to School of Mathematical and Statistical Science students interested in teaching at the Intermediate/Senior level with a first teaching subject in Mathematics.~~

~~Applicants interested in teaching at the Primary/Junior or Junior/Intermediate level should apply to the Faculty of Education through the regular process.~~

~~Application Requirements/Process:~~

~~Guaranteed admission to the Faculty of Education requires an average of 70% in the Mathematics or Statistics courses, and the courses applicable to the second teaching subject. Applicants must successfully complete EDUC 2200 Perspectives on Schooling.~~

~~Meeting the graduation requirements for Western's Math program, along with other Faculty of Education requirements as noted above, will guarantee acceptance into the Faculty of Education at Western, with Math as a teaching subject in the I/S program. Students who fall short of these requirements but still meet basic requirements for admission may still apply to the Faculty of Education, although admission is not guaranteed.~~

~~Applicants will complete the Math Application Form during Year 2 or Year 3 reviewing carefully for specific requirements. Applicants must also apply using the TEAS application on the Ontario Universities Application Centre (OUAC) by the stated deadline.~~

~~GUARANTEED ADMISSION OF GRADUATES FROM BRESCIA UNIVERSITY COLLEGE, HONOURS SPECIALIZATION, SPECIALIZATION AND MAJOR IN FRENCH STUDIES PROGRAMS~~

~~Guaranteed admission to the Faculty of Education is offered to Brescia University College students interested in teaching at the Junior/Intermediate level with French as a teaching subject or at the Intermediate/Senior with a first teaching subject in French.~~

~~Students interested in teaching at the Primary/Junior level should apply to the~~

Faculty of Education through the regular process.

Application Requirements/Process:

Guaranteed admission to the Faculty of Education requires a minimum cumulative average of 75% or above in French courses. Applicants to the Intermediate/Senior program must also have a 70% average in courses applicable to the second teaching subject. Applicants to the Junior/Intermediate program must also have completed at least a half credit in at least four of the following areas: English, Fine Arts, Health and Physical Education, Mathematics, Science, and Social Science/Humanities.

Meeting these requirements guarantees acceptance to the Faculty of Education at Western, with French as a teaching subject in either the J/I or I/S program. Students who fall short of these requirements but still meet basic requirements for admission may still apply to the Faculty of Education, although admission is not guaranteed.

Complete the Brescia Faculty of Education — Application form during Year 2 or Year 3. Please review the application form for specific requirements.

Students must also apply using the TEAS application on the Ontario Universities Application Centre by the stated deadline.

GUARANTEED ADMISSION OF GRADUATES FROM KING'S UNIVERSITY COLLEGE, CATHOLIC STUDIES FOR TEACHERS PROGRAM

Guaranteed admission to the Faculty of Education is offered to Kings University College students interested in teaching at the Junior/Intermediate level with Religious Education as a teaching subject or at the Intermediate/Senior level with a first teaching subject in Religious Education.

Students interested in teaching at the Primary/Junior level should apply to the Faculty of Education through the regular process.

Application Requirements/Process:

Guaranteed admission to the Faculty of Education requires an average of 75% in the courses required for the BA (Honours) in Catholic Studies for Teachers, and the courses applicable to the second teaching subject for those applying to the I/S program, with no mark below 60% in any course. Applicants to the J/I program must also have successfully completed a half university credit or more in four, five or six of the following areas: English, Fine Arts, Health & Physical Education, Mathematics, Science, and Social Science/Humanities.

Meeting the graduation requirements for Kings' BA (Honours) in Catholic Studies for Teachers program, along with other Faculty of Education requirements as noted above, will guarantee acceptance into the Faculty of Education at Western, with-

~~Religious Education as a teaching subject in either the J/I or I/S program. Students who fall short of these requirements but still meet basic requirements for admission may still apply to the Faculty of Education, although admission is not guaranteed.~~

~~Complete the Catholic Studies for Teachers Application form during Year 2 or Year 3. Please review the application form for specific requirements.~~

~~Students must also apply using the TEAS application on the Ontario Universities Application Centre by the stated deadline.~~

~~GUARANTEED ADMISSION FROM THE DEPARTMENT OF SPORTS AND RECREATION SERVICES AT WESTERN UNIVERSITY FOR VARSITY ATHLETES~~

~~Guaranteed admission to the Faculty of Education is offered to a maximum of 20 qualified varsity athletes for admission into the Bachelor of Education Program. Qualifications for entry to the Bachelor of Education will be assessed individually for each applicant based on their Undergraduate degree at Western.~~

~~Application Requirements/Process:~~

~~Applicants must complete their program of study by August 31 of the year in which they plan to begin the B.Ed. program. Degrees must be conferred no later than the Fall of year one of the B.Ed. program. Applicants must have successfully completed the equivalent of 10 full university courses at the time of application. Transfer credits from community colleges and CEGEP will not be accepted.~~

~~Applicants must have a minimum average of 75% in their best 10 full undergraduate and graduate courses (or the equivalent). For applicants to the Intermediate/Senior or Junior/Intermediate stream, applicants need a minimum average of 70% in their best five full undergraduate courses that are in their primary teachable subject. Courses taken in the year of application cannot be included in the calculation of the overall average or the teachable subject average but will be counted in support of program requirements. Applicants to the Intermediate/Senior stream must also have completed the equivalent of at least 3 full courses, with a weighted average of 70%, to support a second teaching subject.~~

~~Applicants to the Primary/Junior stream must have completed at least one-half undergraduate or graduate credit in four or more of the following areas: English, Fine Arts, Health and Physical Education, Mathematics, Science, Social Science/Humanities (Canadian History/Geography preferred).~~

~~To be eligible for guaranteed admission, all varsity applicants must complete the CASPer assessment and achieve a minimum z-score of -1.5. Applicants must successfully complete EDUC 2200 Perspectives on Schooling. (This course may be~~

Admission – Bachelor of Education

~~in progress at the time of B.Ed. application, but must be completed before the B.Ed. begins)~~

~~Students must also apply using the TEAS application on the Ontario Universities Application Centre by the stated deadline.~~

Last Reviewed: September 18, 2026 *

Registration and Progression in Three-Year, Four-Year and Honours Programs

Subject: Registration and Progression in Three-Year, Four-Year and Honours Programs

Sections: [Structure of the Degree](#)
[Breadth Requirements for Bachelor Degrees](#)
[Faculty of Registration](#)
[The Degree Structure](#)
[The Honours Bachelor Degree](#)
[The Bachelor Degree \(Four-Year\)](#)
[The Bachelor Degree \(Three-Year\)](#)
[Admission, Progression and Graduation Chart](#)
[Additional Modules](#)
[Post-Degree Modules](#)
[Second Degree](#)
[Registration in University Courses](#)
[Student Responsibility for Course Selection](#)
[Registration/Course Selection](#)
[Intramural Transfers to BA, BSc and BHSc](#)
[Progression Requirements](#)
[Elective Course Credit for all Music Courses](#)
~~[Guaranteed Admission of Music Education Graduates to Faculty of Education](#)~~
[Brescia Students Integrating with Western University](#)
[Main Campus](#)
[Honours Program in French – Besançon](#)

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedures: *

Related Policies: *

Effective Date: September 1, 2026

Supersedes: Sept 1, 2025; Sep 1, 2024; Sept 1, 2022

STRUCTURE OF THE DEGREE

Breadth Requirements for Bachelor Degrees

Students are required to meet the breadth requirements for bachelor degrees in order to widen their knowledge and understanding across a broader range of disciplines.

Exposure to different disciplines enables students to develop insight and experience in areas distinct from their main fields of study.

First-Year Program

Students registering in general first-year programs must choose courses that fulfill the basic requirement of 5.0 courses numbered 1000-1999. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. Additionally, students are subject to the Breadth Requirements outlined below. Students are encouraged to take an essay course in first year.

Except with Special Permission, a student must not register for a full program of senior courses (numbered 2000 to 4999) until the 5.0 courses of first year have been completed satisfactorily.

Students are responsible for choosing courses that fulfill the prerequisites for senior courses (numbered 2000 - 4999). Specific prerequisites are included in the individual course descriptions listed in the UNDERGRADUATE COURSE INFORMATION. If in doubt, students should seek appropriate advising and consult directly with the department(s) concerned. Prospective first-year students should seek help in choosing courses during the Summer Academic Orientation.

Part-time students who have completed 1.0 first-year course are eligible to register in senior courses (numbered 2000 - 4999) for which they have completed the prerequisite(s). Part-time students who have a substantial background and interest in a particular subject area are eligible, on written recommendation of the Dean of their Faculty, to register in a senior course pertinent to that subject prior to the completion of a first-year course. All part-time students must complete successfully the 5.0 first-year courses within their first 10.0 courses attempted.

Breadth Requirements for First Year

First-year students must include 1.0 course from **each of two of the three categories** (A, B, and C) shown below.

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 A

Social Science

Anthropology, Black Studies, Economics, [Gender, Sexuality, and Women's Studies], Geography and Environment, History, Indigenous Studies, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology

Interdisciplinary and Multidisciplinary

American Studies, Analytics and Decision Sciences, Animal Ethics and Sustainability Leadership, Canadian Studies, Childhood and Youth Studies, Creative Arts, Dance, Disability Studies, Education, Family Studies and Human Development, Global Social Innovation, [Governance, Leadership, and Ethics], Health Sciences, Human Rights Studies, Information and Media Studies, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, Media and Communication Studies, Nursing, Rehabilitation Sciences, [Politics, Philosophy and Economics], Social Justice and Peace Studies, Social Science, Transitional Justice

Various

Business Administration, Digital Communication, Foods and Nutrition, Human Ecology, Law, Music, Social Work, Thanatology

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Black Studies, 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, Islamic Studies, 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, 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

CATEGORY C

Engineering

Artificial Intelligence Systems Engineering, Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering Leadership and Innovation, Engineering Science, Green Process Engineering, Integrated Engineering, Mechanical and Materials Engineering, Mechatronic Systems Engineering, Software Engineering

Medical Science

Anatomy and Cell Biology, Biochemistry, Biostatistics, Chemical Biology, Epidemiology, Epidemiology and Biostatistics, Medical Bioinformatics, Medical Biophysics, Medical Sciences, Microbiology and Immunology, Neuroscience, One Health, Pathology, Pharmacology, Physiology, Physiology and Pharmacology, Public Health

Science

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, Data Science, Differential Equations, Earth Sciences, Environmental Science, History of Science, Integrated Science, Linear Algebra, Materials Science, Mathematics, Numerical and Mathematical Methods, Physics, Planetary Science, Science, Statistical Sciences

Various

Communication Sciences and Disorders, Financial Modelling

Faculty of Registration

First-year students normally will be enrolled in a first-year program in their Faculty of Registration, e.g., Arts and Humanities, Health Sciences, Information and Media Studies, Engineering, Music, Science, Social Science and Affiliated University Colleges.

In subsequent years, normal entrance requirements apply for placement in modules and programs. The essential module(s) for the degree will determine the Faculty of Registration. However, for students enrolled in Year 2 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Faculty of Science. For students enrolled in Years 3 and 4 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Schulich School of Medicine & Dentistry. Students registered in Double Majors or Double Minors that include modules offered by two different faculties in Arts and Humanities, Science or Social Science must choose one of the two faculties as their Faculty of Registration. Students registered in Double Majors or Double Minors that include modules offered by one of certain

faculties such as Health Sciences or Information and Media Studies must register in that Faculty.

The Degree Structure

The Modules

There are four possible modules of study which may be entered after First Year:

- Honours Specialization (9.0 or more specified courses)
- Specialization (9.0 or more specified courses)
- Major (6.0 -7.0 specified courses)
- Minor (4.0 -5.0 specified courses)

The modular degree structure affords the opportunity to combine various subjects from different departments and faculties. The chart below shows how modules can be combined in the three different types of degrees offered. The modules taken must fit within these degree structures. Departments, schools, faculties and affiliated university colleges may offer some or all of the above modules. See faculty and department listings for details. Combinations other than those listed below have not been approved; consequently, they may not be taken. Enrolment in some modules may be limited.

Approved Module Combinations for Degrees

DEGREE TYPE	Honours Specialization Module	Specialization Module	Major Module	Major Module	Minor Module	Minor Module
Honours Bachelor	E					
Honours Bachelor	E		A			
Honours Bachelor	E				A	
Honours Bachelor			E	E		
Bachelor Four-Year		E				
Bachelor Four-Year		E	A			
Bachelor Four-Year		E			A	
Bachelor Four-Year			E	A		
Bachelor Four-Year			E			
Bachelor Four-Year			E		A	
Bachelor Four-Year			E		A	A
Bachelor Three-Year			E			
Bachelor Three-Year			E		A	
Bachelor Three-Year					E	E

E (Essential Modules)

A (Additional Modules)

The Honours Bachelor Degree – (A minimum of 20.0 Courses)

15.0 courses after first year, including at least an Honours Specialization or a Double Major, as follows:

- **Honours Specialization** module (9.0 or more)
This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)

This combination requires **two** Major modules.

The Bachelor Degree (Four-Year) – (A minimum of 20.0 Courses)

15.0 courses after first year including at least a Specialization module or a Major module, as follows:

- **Specialization** module (9.0 or more)
This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)
- **Major** module (6.0 -7.0) plus **Minor(s)** modules(s) or **option(s)**.
- **Major** module (6.0 -7.0) plus **options**

The Bachelor Degree (Three-Year) - (15.0 Courses)

10.0 courses after first year including at least a Major module or a Double Minor, as follows:

- **Major** module (6.0 - 7.0) plus **option(s)**
- **Major** module (6.0 - 7.0) plus a **Minor** module (4.0-5.0)
- **Minor** module (4.0 - 5.0) plus a **Minor** module (4.0 - 5.0) plus **option(s)** (2.0 - 0)

This combination requires **two** Minor modules.

Notes on the Modules:

Module Combinations and Overlap

Modules in the same discipline normally may not be combined: e.g., an Honours Specialization module in Sociology may not be combined with a Major module or a Minor module in Sociology. However, if a department offers modules with different titles, e.g., Sociology and Criminology, the possibility for combination is at the discretion of the department and faculty concerned.

Modules require specific courses, some of which may be common to other modules.

Students who wish to combine modules containing the same courses must consult the department(s) and faculty concerned to see if such overlap is permitted.

NOTE: Some degrees limit the number of courses which may be taken in one subject.

Cross Disciplinary

A Cross-Disciplinary Major module consists of 6.0 senior courses (numbered 2000 - 4999) approved by the student's Dean's Office. Only available in the Bachelor of Arts Degree (Three-Year). Not offered in the Bachelor of Science Degree.

Undeclared Status

Second-year students who are taking prerequisite course(s) for a specific module may be registered temporarily in an Undeclared Status within a Bachelor Degree (Four Year) only. This status is available only in the Faculties of Arts and Humanities, Science, Social Science and the Affiliated University Colleges. Students progressing into third year must meet the requirements to enter a module. Transfer and Readmitted students who are admitted to an Undeclared Status must consult their Faculty regarding eligibility for specific modules. It is not possible to graduate with an Undeclared Three-Year or Four Year Bachelor Degree.

The Honours Bachelor Degree

The Honours Bachelor Degree must include at least an Honours Specialization module or double Major modules. Registration in an Honours degree usually begins in the second year, but admission may be gained in the third or fourth year provided the student has fulfilled the Year 1 principal course requirements and has achieved a minimum cumulative modular average of 70% with no mark less than 60% in the courses of the module and a passing grade in each option. Enrolment in some modules is limited and meeting the minimum requirements does not guarantee that students will be offered enrolment. Students intending to proceed to a four-year Honours degree should consider the degree requirements when selecting courses in first, second and third years. Four-year Honours degree programs are composed of not fewer than 20.0 successfully completed courses required for the degree. Students admitted with advanced standing to an Honours program are required to complete a minimum of 10.0 courses offered by Western University or one of the Affiliated University Colleges.

Honours Specialization Module

Admission Requirements

Completion of first-year requirements, including at least 3.0 principal courses specified by the department. These principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited. Modules may have higher admission requirements.

Progression Requirements

For progression in an Honours Specialization module, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option.

Higher progression standards may be required in some modules. Refer to individual department listings.

In exceptional circumstances, a student who earns a minimum cumulative modular average of 68%, with a minimum mark of 60% in each course of the module and a passing grade in each option, may be permitted to progress by special permission of the Dean on the recommendation of the department concerned.

Students who fail to meet the progression requirements in an Honours Specialization may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or a Major module.

Graduation Requirements

Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the “Graduation Regulations” section.

Double Major Modules

Admission Requirements

Completion of first-year requirements with at least 3.0 principal courses, including the courses specified for each of two Major modules. If fewer than 3.0 courses are specified, the best additional first-year course(s) will be included in the total of 3.0. In some combinations, more than 3.0 specific courses will be required as principal courses. The principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited.

Progression Requirements

For progression in an Honours Double Major, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option. The modular average for each Major will be calculated separately.

Higher progression standards may be required in some modules. Refer to individual department listings.

Students who fail to meet the progression requirements of an Honours Double Major may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or Major module(s).

Graduation Requirements

Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the "Graduation Regulations" section.

The Bachelor Degree (Four-Year)

The Bachelor Degree (Four-Year) must include at least a Specialization module or at least one Major module. Registration in the Bachelor Degree (Four-Year) usually begins in the second year, but admission may be gained in the third or fourth year. Students intending to proceed to a Bachelor Degree (Four-Year) should consider the degree requirements when selecting courses in first, second and third years. Bachelor Degree (Four-Year) programs are composed of not fewer than 20.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Four-Year) are required to complete a minimum of 10.0 courses offered by Western University or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

Specialization Module

Admission Requirements

Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each of these course(s). Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Specialization module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete degree requirements, refer to the "Graduation Regulations" section.

Major Module

Admission Requirements

Completion of first-year requirements, including the principal course(s), specified by the department(s) with a minimum mark of 60% in each. Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete graduation requirements, refer to the "Graduation Regulations" section.

The Bachelor Degree (Three-Year)

The Bachelor Degree (Three-Year) must include at least one Major module or at least two Minor modules. Registration in the Bachelor Degree (Three-Year) usually begins in the second year, but admission may be gained in the third year. Students intending to proceed to a Bachelor Degree (Three-Year) should consider the degree requirements when selecting courses in first and second years. Bachelor Degree (Three-Year) programs are composed of not fewer than 15.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Three-Year) are required to complete a minimum of 5.0 senior courses (numbered 2000 - 4999) offered by Western University or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

Major Module

Admission Requirements

Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete graduation requirements, refer to the "Graduation Regulations" section.

Double Minor Modules

Admission Requirements

Completion of first-year requirements, including the principal course(s), of each of **two** Minor modules with a minimum mark of 60% in each principal course. Enrolment in some modules may be limited.

Progression Requirements

For progression in double Minor modules, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete degree requirements refer to the "Graduation Regulations" section.

Admission, Progression and Graduation Chart

The Honours Bachelor Degree

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Honours Specialization	First-Year requirements • Successful completion of all first-year requirements • 70% average on the principal courses for entry to the module • Minimum mark of 60% in each principal course for entry to the module NOTE: Enrolment in some modules may be limited. NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Minimum cumulative modular average of 70% • Minimum mark of 60% in each course of the module • Passing grade in each option NOTE: Higher progression standards may be required in limited enrolment modules.	On the 20.0 courses counted for graduation: • Minimum cumulative modular average of 70% in the Honours Specialization module • Minimum mark of 60% in each course of this module • Passing grade in each option • Minimum overall average of 65% on the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • For complete graduation requirements refer to 'Graduation Requirements for the Honours Bachelor Degree'

Double Major	First-Year requirements • Successful completion of all first-year requirements • 70% average on the principal courses for entry to each module • Minimum mark of 60% in each principal course for entry to each module NOTE: Enrolment in some modules may be limited. NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Minimum cumulative average of 70% in each module • Minimum mark of 60% in each course of each module • Passing grade in each option NOTE: Higher progression standards may be required in limited enrolment modules. NOTE: No exceptions will be permitted.	On the 20.0 courses counted for graduation: • At least 1.0 course numbered 3000 – 4999 completed satisfactorily in each Major module • Minimum cumulative modular average of 70% in each Major module • Minimum mark of 60% in each course of each module • Passing grade in each option • Minimum overall average of 65% on the 20.0 courses • For complete graduation requirements refer to “Graduation Requirements for the Honours Bachelor Degree” NOTE: No exceptions will be permitted.
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The Bachelor Degree (Four-Year)

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Specialization	First-Year requirements • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module NOTE: Enrolment in some modules may be limited. NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) NOTE: Higher progression standards may be required in limited enrolment modules.	On the 20.0 courses counted for graduation: • Minimum cumulative modular average of 60% in the Specialization module. • Minimum overall average of 60% in the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • For complete graduation requirements refer to “Graduation Requirements for the Bachelor Degree (Four-Year)”
Major	First-Year Requirements • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module NOTE: Enrolment in some modules may be limited. NOTE: Students who wish to enter this module in a senior	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) NOTE: Higher progression standards may be required in limited enrolment modules.	On the 20.0 courses counted for graduation: • Minimum cumulative modular average of 60% in the Major module • Minimum overall average of 60% in the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • For complete

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
	year must meet the above requirements and the progression requirements for the module.		graduation requirements refer to “Graduation Requirements for the Bachelor Degree (Four-Year)”

The Bachelor Degree (Three-Year)

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Major	First-Year requirements • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module NOTE: Enrolment in some modules may be limited. NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) NOTE: Higher progression standards may be required in limited enrolment modules.	On the 15.0 courses counted for graduation: • Minimum cumulative modular average of 60% in the Major module • Minimum overall average of 60% in the 15.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • For complete graduation requirements refer to “Graduation Requirements for Bachelor Degree (Three- Year)”

Double Minor	First-Year requirements • Successful completion of all first-year requirements • 60% average on the principal courses for entry to each module • Minimum mark of 60% in each principal course for entry to each module NOTE: Enrolment in some modules may be limited. NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) NOTE: Higher progression standards may be required in limited enrolment modules.	On the 15.0 courses counted for graduation: • Minimum cumulative modular average of 60% in each Minor module • Minimum overall average of 60% in the 15.0 courses • For complete graduation requirements refer to “Graduation Requirements for Bachelor Degree (Three- Year)”
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Additional Modules

Major and/or Minor modules may be taken in addition to the essential modules for the degree in accordance with the degree structure outlined previously. Combinations other than those listed in the “Degree Structure” section have not been approved; consequently, they may not be taken. Students graduating with an additional Major or Minor module within their degree must successfully complete the additional module with a minimum average of 60%.

Post-Degree Modules (without completing a Second Degree)

After graduation with an undergraduate degree, students may complete additional Major and/or Minor modules(s) without completing a second degree. Students must consult the Dean’s Office of the Faculty in which the module is offered to request permission to register in a Post-Degree module. Permission may be denied if there is significant overlap with courses completed within the first degree. A Post-Degree module must be in a different subject area, not included in the undergraduate degree.

Students must complete the total number of courses required for this additional

module with an average on these courses of at least 60%. Courses successfully completed during the first degree that are considered “extra” courses by the Faculty offering the first degree may be considered for use towards the Post-Degree module, at the discretion of the Faculty offering the Post-Degree module. All courses required for the Post-Degree module must be completed through the course offerings of Western University. Completion of Post-Degree modules will be recognized only by a notation on the student’s transcript.

Second Degree (Excluding Professional Degrees)

After graduation with an undergraduate degree from Western University or another accredited university, students may wish to pursue a second undergraduate degree. In all cases, such students must seek permission from the Dean (or designate) of the Faculty in which the second degree is to be pursued.

Graduates of Western University:

- Students must apply to the appropriate Faculty for permission to pursue a second degree. The modular requirements of the second degree must be different, by at least 5.0 senior courses, from those of the first degree.
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty’s discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.
- Western courses determined as “extra” to the first degree may be used towards the second degree only with permission of the Faculty concerned.
- The Faculty will consider the requirements for breadth, essay courses and residency in specifying the courses required to complete the second degree.
- At least 5.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60% with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements if not already satisfied within the first degree:
 - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed.

- Essay: at least 1.0 senior designated essay course must be completed.

Graduates of other accredited universities:

- Students must apply to the Faculty offering the second degree for admission as Special Students.
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.
- The Faculty will consider the requirements for breadth and residency in specifying the courses required to complete the second degree.
- At least 10.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60%, with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements for graduation:
 - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed if not already satisfied within the first degree.
 - Essay: at least 1.0 senior designated essay course must be completed through Western University.

Notes:

Students applying to upgrade their previous degree conferred under the "old" Western University regulations should consult their Faculty regarding permissible upgrades.

Students whose previous degree is a professional degree (BA Honours Business Administration, BESC, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW(Hons), DDS, LLB, MD, MDiv, MTS) should consult the "Sequential Degree" section for information.

Second Degree (When One Degree is a Professional Degree)

Professional Degrees:

BA Honours Business Administration, BEd, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW (Hons), DDS, LLB, MD, MDiv, MTS

1. Sequential Degree

- **Students who have completed a professional degree and are seeking a Three or Four-Year or Honours Bachelor Degree**

Students who have been awarded a professional degree by this or another accredited university may be granted advanced standing for a maximum of 10.0 courses toward fulfillment of graduation requirements for a Three or Four-Year Bachelor Degree or a four-year Honours Bachelor Degree.

Students must consult the Faculty offering the second degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.

- **Students who have completed a Three or Four-Year or Honours Bachelor Degree and are seeking a professional degree**

Students who have received a Three or Four-Year or Honours Bachelor Degree from this or another accredited university may be granted advanced standing toward a professional degree. Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.

- **Students who have already completed a professional degree and are seeking a second professional degree**

Students who have already received a professional degree from this or another accredited university may be granted advanced standing towards the fulfillment of graduation requirements of a second professional degree.

Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.

2. Concurrent Degrees – One Professional and One Bachelor Degree Taken at the Same Time

Students who are currently registered in a professional degree may apply for permission to register concurrently in a Bachelor degree. Tuition fees applicable to the professional degree will be assessed and primary registration will reflect the Faculty offering the professional degree.

Students must consult the Dean's office of both Faculties for permission to register in, progress in and graduate with a second undergraduate degree with an Honours Specialization, Specialization or Major module.

A complete statement by the Dean of the Faculty offering the Three or Four-Year or Honours Bachelor Degree must be forwarded to the student, with a copy to the Office of the Registrar specifying:

- a) The courses that may be credited towards both degrees to a maximum of 10.0, with no more than 5.0 courses from faculties other than Arts and Humanities, Health Sciences (excluding Nursing), Information and Media Studies, Science and Social Science.
- b) The number and kind of courses required to complete graduation requirements for the second degree including all senior courses for the Honours Specialization, Specialization or Major.
- c) These Concurrent Degree regulations do not apply to Senate-approved Combined or Joint degrees.

The Faculty of Engineering is permitted to offer Concurrent Degree Programs where graduating students receive two Bachelor of Engineering Science (BESc) degrees:

- one BESc degree for professional accreditation purposes in either Chemical Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Biomedical Engineering
- one BESc degree for professional accreditation purposes in either Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Artificial Intelligence Systems Engineering

NOTE: In the case of professional degrees for which normal admission requires one or two years of study in a Bachelor degree, the courses taken as part of such a degree must be included among the 10.0 courses Double credited towards both degrees.

Students are encouraged to obtain academic advising from the Dean of each Faculty during the course of their concurrent degree. Students who fail to meet the progression requirements of either degree will be required to withdraw from the concurrent degree.

3. Combined / Joint Degrees

- **Students who wish to complete Combined or Joint Degrees**

Combined or Joint Degrees are Senate-approved degrees created by two Faculties where one or both degrees are professional degrees. Normally, these academic options are listed within departmental or Faculty degree availability sections. Some examples are as follows:

Bachelor of Engineering Science and Bachelor of Laws (BESc/JD) Doctor of Medicine and Doctor of Philosophy (MD/PhD)

REGISTRATION IN UNIVERSITY COURSES

Permission to register in any university course will be granted only upon prior fulfilment of the requirements for university admission.

STUDENT RESPONSIBILITY FOR COURSE SELECTION

A student in a degree program must select courses in accordance with the published requirements. Many courses have prerequisites or require the approval of the department. These requirements, and any enrolment limitations, should be noted carefully prior to registration. Substitutions for prescribed courses require the written approval of the department and the Dean. Students registering in the Fall/Winter Session and intending to take second-term half-courses must register for those courses during the course registration period.

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been completed successfully, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, and does not have written special permission from their Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. This decision may not be appealed. The normal financial and academic penalties will apply to a student who is dropped from a course for failing to have the necessary prerequisites. The final date for registration is the last day of the second week of first-term classes. Although every effort will be made to accommodate late registrants, students are warned that courses may be filled by that date.

Students registered at Western or at an Affiliated University College (Huron, King's) should note that if a course appropriate to their program is offered in an academic unit other than their own, they may register in it providing that their academic unit does not offer the course. However, students must have the written permission of the Dean of their Faculty prior to registering in a course that is offered both at Western and an Affiliated University College.

REGISTRATION/COURSE SELECTION

Full-time and part-time studies are available at Western and its Affiliated University Colleges. Students may also take advantage of diverse course offerings during the Spring/Summer Sessions (Summer Evening, Intersession, Summer Day, Distance Studies), and the Fall/Winter Sessions by Distance Studies.

Each undergraduate student will be classified as regular or special, full-time or part-time. A student's registration status is determined as follows:

Regular Student

A student who registers in the course requirements for a program and is proceeding toward a degree in that program.

Special Student

- (i) A student who has received a degree from this (or another) university and who registers to take further courses but who is not a candidate for a degree.
- (ii) Students who have an undergraduate degree from Western University and who intend to complete the requirements for a second degree must apply to the department. Approval is at the discretion of the appropriate department and Dean's office (see Second Degree policy). Department(s) will take into account courses from the first degree and prescribe the courses to be completed to fulfill all of the Honours requirements. No fewer than 5.0 prescribed Honours courses may be required and some programs may require more than 5.0 courses. These prescribed courses must be taken at Western University. Graduation requirements will differ according to the program. Students should check with the appropriate Dean's Office to ensure specific graduation requirements are being met. In instances where a student wishes to pursue a second degree in the same discipline (upgrade), the Dean of the Faculty granting the degree may rescind the first degree.

Full-Time Student

A student who registers in a Fall/Winter session in 3.5 courses or more is deemed a full-time student.

An international undergraduate student admitted in January is deemed to have full-time student status if they register in at least 2.0 courses in the Winter term, for the purposes of obtaining a study permit and/or graduate work permit.

Part-Time Student

A student who registers in 3.0 or fewer courses in a Fall/Winter session is deemed a part-time student.

Western International College

A student who is registered at Western International College is deemed to be a full-time student.

To register for courses, a student must:

1. Be admitted to Western or be a continuing student in good standing. Students who have registered at Western, have subsequently transferred to another educational institution, and who wish to resume studies at Western, **are not considered continuing students**. Such students are considered transfer students and will be required to submit an application for admission by the applicable deadline.
2. Select courses and ensure such courses are recorded by the Office of the Registrar by the appropriate deadline.
3. Pay or make arrangements to pay fees.

Failure to register during the designated time will result in a late registration fee.

First-Year and Transfer Students will be mailed registration information during the summer.

Continuing Undergraduate Students will complete an "Intent to Register" form in February. "Intent to Register" forms will be available on-line to students continuing in the same degree/program. The on-line form and further instructions will be available at <http://www.registrar.uwo.ca>

Students transferring between Western and its Affiliated University Colleges must indicate their intent on the February "Intent to Register" form.

Students in the **School of Graduate and Postdoctoral Studies** register for each of three terms.

Special Students wishing to register in 4000-level courses must obtain departmental permission for each course.

INTRAMURAL TRANSFERS TO BA, BSc AND BHSc PROGRAMS

Students registered at Western in an undergraduate degree program leading to a degree other than the Bachelor of Arts, Bachelor of Science or Bachelor of Health Sciences who wish to transfer into a Three or Four-Year BA, BSc or BHSc program, must submit a request for transfer to the dean of the faculty in which registration is sought. Advanced standing for courses toward a BA, BSc or BHSc degree will be granted in keeping with the program requirements of these degrees at the discretion of the Dean.

Approval of the transfer request must include an Intent to Register form completed by the dean of the faculty concerned indicating the courses for which advanced

standing is granted, the number and level of courses required to complete graduation requirements and progression requirements.

PROGRESSION REQUIREMENTS

Progression Requirements are designed to assist a student in improving their grades over time so that they may attain the required average for graduation or for entrance to and continuation in Honours or other specialized programs. Progression requirements establish the minimum requirements for a student to continue at the University but the expectation is that a student will aspire to excellence and seek to achieve results well above the minimum requirements for their program.

The **Adjudication Process** involves the assessment of a student's eligibility to progress at the University and/or enter or remain in a program. As part of the adjudication process, progression requirements will be checked twice a year during two adjudication periods: the May adjudication period based on marks obtained during the Fall/Winter term (for the September - December and January - April sessions) and the July-August adjudication period based on marks obtained during the Summer term (Intersession, Summer Evening and Summer Day sessions). Student records for those registered for the term are evaluated/adjudicated to ascertain if a student meets the progression requirements: (a) to remain in good standing at the University, (b) of their current program, and/or (c) for entrance to another proposed program in which they have indicated an *Intent to Register*.

Average Calculation for progression requirements includes both a term (sessional) and a cumulative average for all applicable courses. Average calculations INCLUDE failed grades. All grades below 50% are considered failures. Grades below 40% will be included in average calculations as 40%, grades from 40% to 49% will be included as the actual grade reported.

A **Course Attempt** is a course registration that is not dropped by the *Last day to drop* deadline date in the Undergraduate Sessional Dates in the Academic Calendar (the latest, including all revisions, will be found on the Office of the Registrar's website). The *Last day to drop* will vary according to type of course: full course, first-term half course, full-year half course, and second-term half course. A course that is dropped by the last date for adding a course will be removed from a student's record. A course that is dropped after the last date for adding a course but before the final day for dropping a course will be recorded as WDN (withdrawn) and is not considered a course attempt. A course that is dropped after the final day for dropping a course will be recorded as F (failure) and will receive a mark of 40% for *Average Calculation* purposes.

A **Course Repeat** is any course previously attempted and recorded at Western University. A course attempt having a passing grade may be repeated only once. A course attempt having a failing grade may be repeated only twice. Further course

repeats may be authorized only by the Dean of the Faculty in which the student is registered. Grades (including failures) for all course attempts will appear on the transcript and will be included in the accumulation of course attempts and maximum failures allowed. All but the most recent course attempt will appear on the transcript as *Repeated, No Credit* and will be excluded from cumulative average calculations used for progression requirements.

Progression decisions will result in an Academic Standing Status of:

In Good Standing - a student who satisfies the minimum progression requirements for continuation of study will be eligible to continue at Western University.

On Probation - a student who does not satisfy the minimum progression requirements for continuation of study at Western University but who will be allowed to continue at the University under *Conditions of Probation*:

A student must seek the advice of the Academic Advisor(s) in their Home Faculty.

A student will be permitted to take a maximum number of 2.0 courses during the Summer sessions and a maximum of 4.0 during the Fall/Winter session, and may be required to take fewer courses by their Dean as part of the academic probation.

Academic probation will begin immediately upon official notification from the Office of the Registrar, and will not end prior to the first adjudication period at which a minimum of 3.0 course credits have been attempted.

Notification is defined as one or more of:

- 1) A letter mailed to the student's home address;
- 2) An email sent to the student's official Western email account;
- 3) A notice posted to the Student Centre where student grades are posted.

A student on academic probation must achieve an average of at least 60% with no failures, on all courses taken during the probation period.

If the conditions of probation have been met as of the first adjudication period at which a minimum of 3.0 courses have been attempted and the cumulative average remains below 60%, the probation period will be extended automatically until the first adjudication period at which a minimum of 3.0 additional courses have been attempted.

A student who fails a course during a period of probation or probation extension will be required to withdraw at the next adjudication period regardless of the number of courses attempted since their last adjudication.

A student will be allowed only one period of probation in the time taken to

complete a degree and only one probation extension. A student will be required to withdraw if either the cumulative average or probation conditions are not met during this extended probation period.

A student who fails to meet the Conditions of Probation will be required to withdraw from the University for a minimum of twelve months.

Required to Withdraw - A student who does not satisfy the minimum *Progression Requirements* for continuation of study at Western University and is not eligible for probation, or who has exceeded the maximum number of failed courses allowed, 6.0 courses, will be *Required to Withdraw* from the University for a minimum of twelve months. A student who has been *Required to Withdraw* from the University and whose academic standing has been jeopardized by serious medical or personal difficulties, if they have sought academic accommodation in a timely manner, may apply for a Dean's Waiver of Progression Requirements. A student granted a Dean's Waiver of Progression Requirements must meet the specific conditions imposed in the Dean's Waiver. For a student who has been required to withdraw, readmission will be at the discretion of the appropriate Admissions Office. See READMISSION FOLLOWING UNSATISFACTORY PERFORMANCE section.

Should an appeal be made to Senate on the ruling of a Dean, such an appeal shall be considered on behalf of Senate by the Senate Review Board Academic (SRBA). See the policy on *Senate Review Board Academic Appeals* and corresponding procedures.

A student's failure to read a notification is not grounds to appeal academic probation or Required to Withdraw.

Two levels of progression requirements are used to assess a student's *Academic Standing Status*:

Level 1 progression requirement:

A minimum cumulative average of 55% must be obtained at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. If a student has completed more than 3.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student reaches Level 2*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 50-54% will continue On Probation. Students with a cumulative average less than 50% will be Required to Withdraw.

Level 2 progression requirement:

A minimum cumulative average of 60% must be obtained at the first adjudication

period at which the student has completed a minimum of 8.0 course attempts completed through Western University or through one of its Affiliated University Colleges. If a student has completed more than 8.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student graduates*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 55-59% will continue On Probation. Students with a cumulative average less than 55% will be Required to Withdraw.

Academic Standing Status	Progression Requirement	Required Cumulative Averages*
In Good Standing	Level 1	> or = 55%
On Probation	Level 1	50 - 54%
Required to Withdraw	Level 1	< 50%
In Good Standing	Level 2	> or = 60%
On Probation	Level 2	55 - 59%
Required to Withdraw	Level 2	< 55%

Maximum number of failures allowed is 6.0 courses.

* **NOTE:** averages required for graduation may differ. Averages required on an overall program and Area of Concentration will not be less than 60%, and will be higher for some three-year and four-year programs and all Honours programs.

Students registered in a Fall/Winter Session, who have applied to register for courses in subsequent Intersession or Summer Evening Session but whose ineligibility for further registration has not yet been determined by the first day of classes, will be permitted to complete any such course(s). Although credit will be retained for courses completed successfully, such credit will not alter ineligibility for further registration. Any such student, required to withdraw for failure to achieve the minimum progression requirements, will not become eligible for further registration before the Summer Day Session in the subsequent year.

Progression Following Readmission

Progression following readmission will be according to Level 1 or Level 2 progression requirements or according to discretionary requirements established by the appropriate Admissions Office.

Students who fail to maintain satisfactory academic standing in any year subsequent to readmission usually will not be readmissible to the University for a second time.

Progression Following Admission with Transfer Credit (Advanced Standing)

To qualify for a bachelor degree, a transfer student must obtain credit in a minimum of 5.0 senior courses in a 15.0 course degree program, or 10.0 courses in a four-year or an Honours program. These courses must be taken through Western or an Affiliated University College. Students admitted with transfer credit (advanced standing) to a specific program of study must meet the progression and graduation requirements for that program. Progression following admission with transfer credit (advanced standing) will be normally according to Level 1 or Level 2 progression requirements, or according to discretionary requirements established by the appropriate Admissions Office.

Progression Requirements for Special Students

A Special Student is one who has been awarded a first degree equivalent to at least a three-year degree at Western.

Applicants admitted under regulations governing Special Students will be subject to Level 2 progression requirements (i.e., a minimum cumulative average of 60%) at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. Special Students will then be subject to Level 2 progression requirements for all subsequent adjudication periods. Students who fail to meet this standard will be Required to Withdraw. Readmission shall be at the discretion of the appropriate Admissions Office.

Course Residency Requirements

1. Students fulfilling all the requirements for graduation in any bachelor degree program at Western must complete at least 10.0 courses (including 5.0 senior courses) at Western or one of its Affiliated University Colleges;

or

Transfer students admitted with transfer credit must complete a minimum of 5.0 senior courses in the 15.0-course degree programs or 10.0 courses in the four-year and Honours programs.

2. Not more than 5.0 courses may be taken at another university on a Letter of Permission to fulfill graduation requirements for any baccalaureate program at Western.

ELECTIVE COURSE CREDIT FOR ALL MUSIC COURSES

At its meeting of May 20, 2005, Senate approved that all Music half (0.5) and full (1.0) credit courses will be accepted as elective options in all undergraduate degree programs that participate in New Academic Choices, subject to graduation requirements.

~~GUARANTEED ADMISSION OF MUSIC EDUCATION GRADUATES TO WESTERN UNIVERSITY FACULTY OF EDUCATION~~

~~Effective September 1, 2010, a student who graduates with a Bachelor of Music with Honours in Music Education degree and meets the criteria outlined below is assured acceptance into the Bachelor of Education program of the Faculty of Education at Western University.~~

~~For admission to the Faculty of Education, students must complete the degree requirements for the Bachelor of Music in Music Education AND must meet all other requirements for the specific program to which they are applying. Requirements for the Primary/Junior, Primary/Junior French as a Second Language, Junior/Intermediate, and Intermediate/Senior programs can be found on the Faculty of Education website.~~

~~Guaranteed Admission to the Faculty of Education~~

~~Guaranteed admission to the Faculty of Education is offered for students in Vocal Music at the Junior/Intermediate (JI) level and for students in Vocal or Instrumental Music at the Intermediate/Senior (IS) level. (Students seeking admission to the Faculty of Education for the Primary/Junior level should follow the standard application process.) Guaranteed admission to the Faculty of Education requires a minimum cumulative weighted average of 75% in Music courses, a 70% average in courses applicable to the second teachable subject for those applying to the I/S program, and no mark below 60% in any course. Meeting these graduation requirements guarantees acceptance by the Faculty of Education at Western University, with Music as a teachable subject in either the JI or IS program. Students who fall short of these requirements may still meet the requirements for the Bachelor of Music with Honours in Music Education and may apply to the Faculty of Education on that basis, although admission is not guaranteed.~~

BRESCIA STUDENTS INTEGRATING WITH WESTERN UNIVERSITY MAIN CAMPUS

For students registered at Brescia University College through April 30, 2024, Interdisciplinary Studies 1200A/B is a required course that counts among the 5.0 1000-level courses that constitute completion of first year. This requirement can be waived by the Dean of the Faculty of Registration if it has not already been met by 2023/24 fall/winter term.

HONOURS PROGRAM IN FRENCH – BESANÇON

Students who successfully complete a university sponsored year abroad study program at The University of Besancon are granted credit for these studies toward a Western University Honours degree in French only. If for reasons beyond their

control, students are unable to complete the Honours program at Western University, they may petition the Dean of the Faculty of Arts and Humanities for this regulation to be waived.

Last Reviewed: September 18, 2026 ~~May 15, 2026~~

**Revisions to the Policy on “Requests for Relief from Academic Decisions”
and its Associated Procedures**

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Requests for Relief from Academic Decisions” be revised as shown in Item 13.3(b)(i).

Executive Summary:

The primary intent of the proposed revisions detailed in Items 13.3(b)(i) – 13.3(b)(iii) is to incorporate language necessary to ensure students registered at Western International College taking for-credit courses are covered by the request for relief and appeals processes and make the policies easier for students, faculty, and staff to use. The language is being updated to add and clarify definitions and clarify the processes for students to properly request relief as well as the processes for staff and faculty to follow for requests for relief and appeals.

Key changes to the policy on “Request for Relief from Academic Decisions” and its associated Procedures:

- Added or clarified definitions.
- Clarified that the Category 1 requests for relief related to non-credit courses provided by Western International College are not subject to the provisions of the policy or procedures.
- Clarified where students should go for help navigating the request for relief process.
- Indicated that the Senior Academic Lead for Western International College stands in the place of the Dean for the purposes of requests for relief made by undergraduate students registered at Western International College and in the place of the program level review for graduate students registered at Western International College.
- Clarified administrative language regarding examples of relief and deadline extension requests.

Proposed revisions to the policy are presented to Senate for approval. Revisions to the associated Procedures are under the authority of the Provost & Vice-President (Academic) and are presented for information.

Documentation Provided:

Revisions to the Policy on “Requests for Relief from Academic Decisions”

Revisions to the Procedure for Undergraduate Student Academic Requests for Relief
(for information)

Revisions to the Procedure for Graduate Student Academic Requests for Relief (for
information)

Requests for Relief from Academic Decisions

Subject:	Requests for Relief from Academic Decisions
Sections:	Introduction ; Definitions ; Legal Counsel ; Undergraduate Student Requests For Relief From Academic Decisions ; Graduate Student Requests For Relief From Academic Decisions ; Appeals to SRBA
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Undergraduate Student Academic Requests for Relief Procedure for Graduate Student Academic Requests for Relief
Officer(s) Responsible for Procedure:	Provost & Vice-President (Academic)
Related Policies:	Academic Accommodation for Students with Disabilities Senate Review Board Academic Appeals Scholastic Offences
Effective Date:	September 1, 2026
Supersedes:	September 1, 2025

1.0 INTRODUCTION

The University Senate has delegated to Deans and the Vice-Provost (Graduate & Postdoctoral Studies) the right to waive certain academic policies. Their rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA).

Note: All Category 1 requests for relief related to non-credit courses provided by Western International College are not subject to the provisions of this policy or its related procedures. Students who are registered in non-credit courses at Western International College may request relief from academic decisions related to those courses pursuant to the Western International College Policies.

This policy is to be read in conjunction with its related procedures.

2.0 DEFINITIONS

The definitions provided below apply to both this policy and the related procedures.

Dean, ~~for this policy and procedures, is to be interpreted as~~ means the Dean or their designate or equivalent. If the matter has been designated by the Dean to another person, that person is authorized to make the Faculty's final decision on the matter. In a course offered by Western Continuing Studies, "Faculty Dean" shall be interpreted as "Dean of the partnering Faculty". If the student is registered with Western International College, "Dean" shall be interpreted as the Senior Academic Lead for Western International College.

Department Chair, ~~for this policy and procedures, is to be interpreted as~~ means the Department Chair or their designate or equivalent. If the matter has been designated by the Chair to another person, that person is authorized to make the Department's final decision on the matter. In a course offered by Western Continuing Studies, "Department Chair" shall be interpreted as "Director of Western Continuing Studies."

Executive Director is to be interpreted as the Executive Director of Western International College or their designate or equivalent.

Reasonable Apprehension of Bias means that a reasonable and informed person, viewing the matter realistically and practically, would think that it is more likely than not that a decision maker was biased in respect of the decision.

Senior Academic Lead means the Senior Academic Lead appointed by Western University for Western International College, or their designate. The designate must have an academic appointment at Western University.

University, ~~for the purposes of this policy,~~ means Western University and its Affiliated University Colleges.

Vice-Provost, ~~for the purposes of this policy,~~ means Vice-Provost (Graduate & Postdoctoral Studies) or designate.

3.0 LEGAL COUNSEL

Legal counsel is not permitted at any stage of the request for relief process prior to the level of the SRBA.

4.0 UNDERGRADUATE STUDENT REQUESTS FOR RELIEF FROM ACADEMIC DECISIONS

The Deans' rulings in academic matters are final unless overturned or modified on appeal to SRBA.

4.1 Requests for Relief

Student requests for relief generally fall into one of the following:

- 1) Category 1: Requests for relief relating to a specific course (e.g., with respect to a mark, grade, appropriateness of assignments or examinations, grading practices, or other academic decision determined by a course instructor). This does not include retroactive requests to waive a Senate policy deadline, even if it is related to a specific course. Such requests are Category 2 requests.
- 2) Category 2: Requests for relief in the form of a waiver from a Senate policy (e.g., progression requirements, program eligibility, graduation requirements), which authority has been delegated to the Deans by the University Senate. Deans have the authority to waive certain Senate policies, but in no case are they required to.
- 3) Category 3: Requests for relief from a decision by the Academic Advising unit or Dean's Office of the student's Home Faculty (e.g., regarding academic considerations or academic regulations).

In general, Category 1 includes requests for relief intrinsic to a specific course, while all other categories involve requests for relief related to a particular student and difficulties they may have encountered.

The category of request for relief determines the route followed. As a general principle, a request for relief may only proceed via one pathway. Students in doubt as to the appropriate path for their requests should consult the Dean of their Faculty of Registration or the Office of the Ombudsperson. Students registered with Western International College should consult with Western International College Academic Advising to determine the appropriate path for their request.

4.2 Requests for Relief to Instructor, Department Chair, And Faculty Dean

A student may request that a grade on a particular piece of work, or a final standing in a course or program, be changed, or a student may request an exemption from a Senate policy. The subject of a request for relief can range from a waiver of progression requirements to accuracy of grades on examinations or assignments. Such a request can include questions of fairness or appropriateness of general

grading practices and can be launched regardless of whether a record of the student's work exists.

An undergraduate student must submit their request for relief pursuant to the *Procedure for Undergraduate Student Academic Requests for Relief*, by the deadline provided in the *Procedure*.

4.3 Grounds of Requests for Relief

A request for relief must be based on one or more of the following grounds:

- 1) medical or compassionate circumstances
- 2) extenuating circumstances beyond the student's control
- 3) reasonable apprehension of bias
- 4) inaccuracy
- 5) unfairness

Such requests must be supported by evidence. A detailed description of the evidence supporting the request (including any supporting documentation) must be presented, in writing, as part of the request for relief.

~~Note that requests for relief based on medical or compassionate circumstances should in most cases have been made to the student's Home Faculty Dean's Office/Academic Advising unit at the time of the circumstances. Appellants must initiate requests for retroactive relief based on such circumstances that do not involve the fairness of the course itself with the Dean's Office/Academic Advising unit and include a clear explanation of why academic considerations were not requested in a timely manner.~~

The following are not grounds for a request for relief, without limitation:

- 1) A student's dissatisfaction with a grade.
- 2) A claim that the grade does not reflect the student's knowledge of the material, or the effort expended on an assessment or course.
- 3) Ignorance of Senate policies or particular program requirements.
- 4) Admission decisions.

5.0 GRADUATE STUDENT REQUESTS FOR RELIEF FROM ACADEMIC DECISIONS

Students may submit a request for relief from an academic decision or ruling to their graduate program, or for students registered at Western International College, to the Senior Academic Lead and, if unsuccessful, to the Vice-Provost (Graduate & Postdoctoral Studies). Some decisions may be appealed further to SRBA. The Vice-Provost's rulings in academic matters are final unless overturned or modified on appeal to SRBA.

5.1 Subject Matter of Academic Requests for Relief

A student may submit a request for relief for:

- 1) A mark on an examination or on a particular piece of work, or final standing in a course.
- 2) A ruling of an instructor, program, or administrator in an academic matter.

5.2 Grounds of Requests for Relief

A request for relief must be based on one or more of the following grounds:

- 1) medical or compassionate circumstances
- 2) extenuating circumstances beyond the student's control
- 3) reasonable apprehension of bias
- 4) inaccuracy
- 5) unfairness

Such requests must be supported by evidence. A detailed description of the evidence supporting the request (including any supporting documentation) must be presented, in writing, as part of the request for relief.

The following do not constitute a ground for a request for relief, without limitation:

- 1) A student's dissatisfaction with a grade.
- 2) A claim that the grade does not reflect the student's knowledge of the material, or the effort expended on an assessment or course.
- 3) Ignorance of Senate policies or particular program requirements.
- 4) Admissions decisions.

A **graduate** student must submit their request for relief pursuant to the *Procedure for Graduate Student Academic Requests for Relief*.

6.0 APPEALS TO SRBA

A student may have a right of appeal to SRBA if the decision falls within its jurisdiction. Appeals to SRBA must be made **within six weeks of the date of the Dean's (Undergraduate) or Vice-Provost's (Graduate) decision**.

The decision of the Dean or Vice-Provost remains in full force and effect unless and until overturned or modified by SRBA.

See the *Senate Review Board Academic Appeals* policy and *Procedure for Senate Review Board Academic Appeals* for further information.

Last Reviewed: **September 18, 2026** ~~May 15, 2026~~

Procedure for Undergraduate Student Academic Requests for Relief

Governing Policy:	Requests for Relief from Academic Decisions
Subsections:	Introduction , Requests for Relief Submission Process , Timelines , Appeals to SRBA
Officer(s) Responsible for Procedures:	Provost & Vice-President (Academic)
Effective Date:	September 1, 2026
Supersedes:	September 1, 2025

1.0 INTRODUCTION

To learn more about the request for relief and appeals process, students may contact the Office of the Ombudsperson.

Requests for relief should be initiated with the office having immediate jurisdiction for the particular requirement or regulation in question.

A decision or ruling remains in effect unless overturned or modified by the individual or body hearing the request for relief of that decision or ruling.

2.0 REQUESTS FOR RELIEF SUBMISSION PROCESS

Note: All requests for relief must be supported by evidence. A detailed description of the evidence supporting the request (including any supporting documentation) must be presented, in writing, as part of the request for relief.

2.1 Submitting a Request for Relief based on Category

- 1) **Category 1:** In the case of a request for relief regarding a specific course not involving medical or compassionate circumstances (see “Grounds” listed in the policy), students must first attempt to resolve the concern through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor, or does not receive a decision from the instructor, a written request for relief may be submitted directly to the Department Chair offering the course, or to the Dean in #Faculties without departmental structure.

Procedure for Undergraduate Student Academic Requests for Relief

The student, if not satisfied with the decision of the Department Chair, may then submit a written request to the Dean of the Faculty in which the course or program is offered, or the Senior Academic Lead, where appropriate. The request for relief must be accompanied by a copy of the Department Chair's decision.

Normally, a request for relief in a ~~C~~ertificate-credit or ~~D~~iploma-credit course will proceed as set out above. Except as otherwise noted, in cases where a certificate-credit or diploma-credit course is offered by a Faculty with department structure, but is not offered by a particular department, a request for relief will proceed directly from the instructor to the Dean of the Faculty in which the certificate-credit or diploma-credit course is offered.

- 2) **Category 2:** Requests for relief in the form of a waiver from a Senate policy normally begin with the student's Home Faculty Academic Advisors and proceed to the Dean of the student's Home Faculty if no resolution is reached. For students registered at Western International College, such requests for relief begin with the Western International College academic advising unit and proceed to the Senior Academic Lead.

Where a request for relief submitted to the Dean is labeled as a Category 1 because the request is regarding a specific course not involving medical or compassionate circumstances, but the request is filed after the deadline provided for in this *Procedure*, the Dean shall treat the request as a Category 2 request for a waiver of the deadline.

Where a request for relief concerns program eligibility in a Faculty other than the student's Home Faculty, the request must be made to the Department Chair in which the program is offered or to the Dean of the Faculty in ~~F~~aculties without departmental structure.

- 3) **Category 3:** A request for relief from a decision made by a student's Faculty Academic Advising unit should be made to the party with direct oversight of that unit, typically the Dean of the student's Home Faculty, or Senior Academic Lead, where appropriate.

A written request need not be lengthy but should indicate clearly the detailed reasons for the request and the relief requested. All relevant supporting documentation must be attached.

~~Following a request for relief by an undergraduate student to a Department Chair, the student, if not satisfied with the decision of the Chair, may then submit a written request to the Dean of the Faculty in which the course or program is offered. The request for relief must be accompanied by a copy of the Chair's decision.~~

Note that requests for relief based on medical or compassionate circumstances or

Procedure for Undergraduate Student Academic Requests for Relief

circumstances beyond the student's control should in most cases have been made to the student's Dean's Office/Academic Advising unit at the time of the circumstances.

Requests for Retroactive Relief: Requests for retroactive relief based on such circumstances and which do not involve the fairness of the course itself should be initiated with the appropriate Dean's Office/Academic Advising unit ~~of the student's Home Faculty~~ and include a clear explanation of why academic considerations were not requested in a timely manner.

Requests for Retroactive Accommodations: Requests for retroactive accommodations for a student with a disability are not properly filed as a request for relief. Rather such requests should be submitted to Accessible Education pursuant to the *Western University Policy on Academic Accommodation for Students with Disabilities*.

2.2 Examples of Relief (a non-exhaustive list):

- 1) Waiver of a Senate policy or requirement.
- 2) Allowing the opportunity for re-examination or reassessment.
- 3) Directing the adjustment of a grade on a particular piece of work, e.g., following the report of an independent assessor. [It is possible that a grade may be lowered as a result of reassessment.]
- 4) Directing the adjustment of grades in the case of a request for relief **on the grounds of inaccuracy** ~~against general marking or grading practices~~. [This form of relief does not extend to **requests for relief on grounds other than inaccuracy** ~~the re-evaluation of the work submitted~~.]

Not all types of relief are suitable for any given request. For example, in the absence of an adequate permanent record of the student's work, the only form of relief that might be appropriate would be allowing the opportunity for reassessment.

~~After making the decision, the Dean shall issue a written decision, with reasons.~~ In considering a request for relief, the Dean shall review the materials submitted by the student and may obtain such further information as they deem relevant to the request. The Dean may give the student a reasonable opportunity to meet with them and may meet with such other individuals as they deem necessary.

For all requests for relief where the student is registered at Western International College, the Senior Academic Lead will consult with the Executive Director prior to issuing the final decision. In such cases, the Senior Academic Lead must send a copy of the final decision to the Executive Director.

Procedure for Undergraduate Student Academic Requests for Relief

After making the decision, the Dean shall issue a written decision, with reasons.

The Dean is not required to reconsider their final decision if the student provides additional evidence that they should have provided with their original request after the final decision is issued.

3.0 TIMELINES

3.1 Requests for Relief Timelines

Requests for Relief Regarding Marks: For requests for relief regarding marks, students must attempt to resolve the concern through informal consultation with the instructor before filing the written request for relief. This includes, but is not limited to, requesting relief regarding marks received during the normal completion of a course during a regular academic session, requests for relief against grades in a Special Examination, and satisfaction of "Incomplete" requirements. If the student is dissatisfied with the decision of the instructor or does not receive a decision from the instructor, a written request for relief must be submitted to the Department Chair **within three (3) weeks from the date that the mark was issued**. Students must include details of their attempts to informally resolve their concerns in their written submission to the Department Chair or Dean, as the case may be.

A request for relief against a decision of the Department Chair must be made to the relevant Dean in writing not later than three (3) weeks after the Department Chair's decision is issued. All relevant information and documentation must be provided to the Dean with the request for relief.

Other Requests for Relief: Requests for relief regarding other matters not related marks must be made in writing within three (3) weeks of the date of a decision being issued.

Before the deadline, a student may submit a written request to extend the submission deadline to file a request for relief. The request to extend must be submitted to the Department Chair or the Dean, depending upon ~~which level~~ **who** is handling the request, setting out the reasons for the request and a requested new deadline. A request submitted after the application deadline will not be considered except for medical or compassionate circumstances. A request from a party to extend the deadline will be granted or denied at the discretion of the Department Chair or Dean. If the request **for an extension** is granted, the request for relief will be accepted **in accordance with the new deadline**. If the request is denied, the request for relief will not be accepted **after the original deadline**. The decision whether to accept or deny such a request is not appealable.

Late Requests for Relief: A request for relief that is submitted after the submission deadline, or an extended submission deadline granted by the Department Chair or the Dean, will not be accepted.

3.2 Program Eligibility and Waiver of Progression Requirements Timelines

A request for relief against a decision concerning program eligibility for current Western students must be made to the Department Chair of the department in writing within three (3) weeks of the date of the decision. A request against a decision of the Department Chair must be made to the relevant Dean in writing within three (3) weeks of the Department Chair's decision being issued.

Students requesting a Dean's Waiver of Progression Requirements must do so in writing to the Dean of their Faculty **within** three (3) weeks of the posting of the notice of their probation or "required to withdraw" status from the Office of the Registrar.

Students are responsible for verifying their current academic status on the Student Center.

3.3 Faculty-Specific Timelines

- 1) In the **Doctor of Medicine Program**, a request for relief against a mark must be initiated with the instructor within four (4) weeks of the mark being approved by the appropriate administrative committee. All other requests for relief must be made within four weeks of the date of the decision giving rise to the request for relief. A request for relief to each successive level of appeal must be made within four weeks of the date of the decision at the prior level.
- 2) In the **Faculty of Law**, a request for relief against a final grade in a course must be submitted to the Dean by March 1 for Fall Term Marks and by June 30 for Winter Term Marks. All other applicable deadlines are as set out above.
- 3) In the **Ivey Business School**, a request for relief against a mark must be initiated with the instructor within six (6) weeks of the mark being issued. All other requests for relief must be made within six (6) weeks of the date of the decision giving rise to the request for relief. A request for relief to each successive level of appeal must be made within six (6) weeks of the date of the decision at the prior level.

4.0 APPEALS TO SRBA

A student may have a right of appeal to SRBA **within six (6) weeks of the date of the relevant Dean's decision.**

Procedure for Undergraduate Student Academic Requests for Relief

A Dean's decision remains in full force and effect unless overturned or modified by SRBA.

See the *Senate Review Board Academic Appeals Policy and Procedures* for further information.

Last Reviewed: September 18, 2026 ~~May 15, 2026~~

Procedure for Graduate Student Academic Requests for Relief

Governing Policy:	Requests for Relief from Academic Decisions
Subsections:	Introduction ; Requests for Relief Submission Process ; Appeals to SRBA
Officer(s) Responsible for Procedures:	Provost & Vice-President (Academic)
Effective Date:	September 1, 2026
Supersedes:	September 1, 2025

1.0 INTRODUCTION

To learn more about the request for relief and appeals process, students may contact the Office of the Ombudsperson.

Students may submit a request for relief from an academic decision or ruling to their graduate programs, or for students registered at Western International College, to the Senior Academic Lead and, if unsuccessful, to the Vice-Provost (Graduate and Postdoctoral Studies).

A decision or ruling remains in effect unless overturned or modified by the individual or body hearing a request for relief of that decision or ruling.

2.0 REQUEST FOR RELIEF SUBMISSION PROCESS

Note: All requests for relief must be supported by evidence. A detailed description of the evidence supporting the request (including any supporting documentation) must be presented, in writing, as part of the request for relief.

2.1 Submitting a Request for Relief at the Course/Program Level

- 1) If the request for relief relates to a specific course, a student must first attempt to resolve the matter informally with the course instructor. If the instructor is not available or if the matter is not resolved to the student's satisfaction, the student has a right to submit a request for relief to the individual(s) or body designated to hear such requests at the graduate-program level. For students

Procedure For Graduate Student Academic Requests for Relief

registered at Western International College, this individual is the Senior Academic Lead. Students should contact their graduate program to obtain information on the program's request for relief process. A request for relief must be filed **within four (4) weeks of the issuance of the mark or ruling**.

- 2) For all other requests, a student must initiate the request for relief with the individual(s) or body designated to hear appeals at the graduate-program level. **For students registered at Western International College, this individual is the Senior Academic Lead.** Students should contact their graduate program to obtain information on the program's request for relief process. A request for relief must be filed **within four (4) weeks of the issuance of the mark or ruling**. The deadline for filing a request for relief may be extended at the discretion of the individual(s) or body designated to hear appeals at the graduate-program level.
- 3) In no circumstances shall the original decision maker(s) whose decision or ruling is under appeal hear a request for relief of that decision or ruling at the program level.
- 4) In addition to any other information required by individual graduate programs, requests for relief submitted by students should include the following information:
 - a) the matter being appealed
 - b) the grounds for the request
 - c) a clear, detailed explanation of the facts supporting the grounds
 - d) all supporting documentation
 - e) the desired outcome or remedy
- 5) Before the deadline, a student may submit a written request to extend the submission deadline to file a request for relief. The request to extend must be submitted to the individual(s) or body designated to hear appeals at the graduate-program level, setting out the reasons for the request and a requested new deadline. **For students registered with Western International College, this individual is the Senior Academic Lead.** A request submitted after the application deadline will not be considered except for medical or compassionate circumstances. A request from a party to extend the deadline will be granted or denied at the discretion of the individual(s) or body designated to hear such requests. If the request is granted, the request for relief will be accepted. If the request is denied, the request for relief will not be accepted. The decision whether to accept or deny such a request is not appealable.

Procedure For Graduate Student Academic Requests for Relief

- 6) **Late Requests for Relief:** A request for relief will not be accepted unless it is submitted by the submission deadline or the deadline provided by the individual(s) or body designated to hear appeals at the graduate-program level if they grant an extension to the submission deadline. For students registered at Western International College, this individual is the Senior Academic Lead. The denial of a request for failure to meet the procedural deadline is not appealable.
- 7) The designated decision maker shall issue a written decision ("program decision"), with reasons. In considering a request for relief, the designated decision maker shall review the materials submitted by the student and may obtain such further information as they deem relevant to the request. The decision maker may give the student a reasonable opportunity to meet with them and may meet with such other individuals as they deem necessary.
- 8) If the student is registered at Western International College, the Senior Academic Lead will consult with the Executive Director prior to issuing the decision.

2.2 Submitting a Request for Relief at the School of Graduate and Postdoctoral Studies (SGPS) Level

A student may submit a request for relief from the program decision to the Vice-Provost. A request for relief application together with all required documentation, including a copy of the previous decision, must be filed with the Vice-Provost **within four (4) weeks of the issuance of the program decision**. Students may contact the SGPS Office for more information.

Before the deadline, a student may submit a written request to extend the submission deadline to file a request for relief. The request to extend must be submitted to the Vice-Provost, setting out the reasons for the request and a requested new deadline. A request submitted after the application deadline will not be considered except for medical or compassionate circumstances. A request from a party to extend the deadline will be granted or denied at the discretion of the Vice-Provost. If the request is granted, the request for relief will be accepted. If the request is denied, the request for relief will not be accepted. The decision whether to accept or deny such a request is not appealable.

Late Requests for Relief: A request for relief that is submitted after the submission deadline, or an extended submission deadline granted by the Vice-Provost, will not be accepted.

In considering a request for relief, the Vice-Provost shall review the materials submitted by the student and may obtain such further information as the Vice-Provost deems relevant to the request. The Vice-Provost shall give the student a reasonable opportunity to meet with them and may meet with such other individuals

as they deem necessary.

The Vice-Provost shall issue a written decision, with reasons.

3.0 **APPEALS TO SRBA**

A student may have a right of appeal to SRBA **within six (6) weeks of the date of the Vice-Provost's decision.**

The decision of the Vice-Provost or designate remains in full force and effect unless and until overturned or modified by SRBA.

See the *Senate Review Board Academic Appeals* policy and *Procedure for Senate Review Board Academic Appeals* for further information.

Last Reviewed: September 18, 2026 ~~May 15, 2026~~

Revisions to the Policy on “Scholastic Offences” and its Associated Procedures

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Scholastic Offences” be revised as shown in Item 13.3(b)(ii).

Executive Summary:

The primary intent of the proposed revisions detailed in Items 13.3(b)(i) – 13.3(b)(iii) is to incorporate language necessary to ensure students registered at Western International College taking for-credit courses are covered by the request for relief and appeals processes and make the policies easier for students, faculty, and staff to use. The language is being updated to add and clarify definitions and clarify the processes for students to properly request relief as well as the processes for staff and faculty to follow for requests for relief and appeals.

Key changes to the policy on “Scholastic Offences” and its associated Procedures:

- Added or clarified definitions.
- Clarified that a scholastic offence related to non-credit courses provided by Western International College are not subject to the provisions of the policy or related procedures.
- Clarified that the Senior Academic Lead for Western International College stands in the place of the Dean for the purposes of requests for relief made by undergraduate students registered at Western International College in respect of scholastic offence findings.
- Clarified that the Senior Academic Lead for Western International College stands in the place of the Chair for the purposes of requests for relief made by graduate students registered at Western International College in respect of scholastic offence findings.
- Clarified that scholastic offence records will be sent to the Senior Academic Lead or Executive Director of Western International College, where appropriate.
- Provided that undergraduate students registered at Western International College follow the same procedure as students registered for courses in their Faculty of Registration, for the purpose of requesting relief from scholastic offence findings related to for-credit courses.
- Clarified that the Senior Academic Lead has the authority to issue penalties for scholastic offences.

Proposed revisions to the policy are presented to Senate for approval. Revisions to the associated Procedures are under the authority of the Provost & Vice-President (Academic) and are presented for information.

Documentation Provided:

Revisions to the Policy on “Scholastic Offences”

Revisions to the Procedure for Undergraduate Scholastic Offences (for information)

Revisions to the Procedure for Graduate Scholastic Offences (for information)

Scholastic Offences

Subject:	Scholastic Offences
Sections:	Introduction ; Definitions ; Scholastic Offence Discipline for Undergraduate and Graduate Students ; Appeal to SRBA
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Undergraduate Scholastic Offences ; Procedure for Graduate Scholastic Offences
Officer(s) Responsible for Procedure:	Provost & Vice-President (Academic)
Related Policies:	Academic Integrity in Research Activities ; Senate Review Board Academic Appeals ; Requests for Relief from Academic Decisions
Effective Date:	September 1, 2026
Supersedes:	September 1, 2025

1.0 INTRODUCTION

~~Throughout this document, reference to “Dean” is to be interpreted as “Dean or their designate or equivalent”, and reference to “Department Chair” is to be interpreted as “Department Chair or their designate or equivalent”. If the matter has been designated by the Dean or Department Chair to another person, that person is authorized to make the Faculty or Department’s final decision on the matter.~~

~~In a course offered by Western Continuing Studies, “Department Chair” shall be interpreted as “Director of Western Continuing Studies” and “Faculty Dean” shall be interpreted as “Dean of the partnering Faculty”.~~

~~Throughout this document, the word “Vice-Provost” means “Vice-Provost (Graduate & Postdoctoral Studies) or designate”.~~

Members of the University Community accept a commitment to maintain and uphold the academic standards of the University. It follows, therefore, that acts of a nature that prejudice the academic standards of the University are offences subject to discipline. Any form of academic dishonesty that undermines the evaluation process, also undermines the integrity of the University's degrees.

Note: Scholastic offences related to non-credit courses provided by Western International College are not subject to the provisions of this policy or its related procedures. Students who are registered in non-credit courses at Western International College may request relief from scholastic offence decisions related to those courses pursuant to the Western International College policies.

This policy is to be read in conjunction with its related procedures.

2.0 DEFINITIONS

The definitions provided below apply to both this policy and the related procedures.

Academic Integrity is the application of honesty, trustworthiness, fairness, respect and responsibility at all times to all academic pursuits. It applies to every member of the University Community.

Chair means Graduate Chair or their designate. If the student is a graduate student registered at Western International College, Chair shall be interpreted as the Senior Academic Lead of Western International College.

Dean means Dean or their designate or equivalent. For an appeal based on a request for relief related to a Western Continuing Studies course, Dean shall be interpreted as Dean of the partnering Faculty. If the student is an undergraduate student registered at Western International College, Dean shall be interpreted as the Senior Academic Lead of Western International College.

Department Chair means Department Chair or their designate or equivalent. In a course offered by Western Continuing Studies, Department Chair shall be interpreted as Director of Western Continuing Studies and Faculty Dean shall be interpreted as Dean of the partnering Faculty.

Executive Director means the Executive Director of Western International College.

Faculty, ~~for the purposes of this policy and procedure,~~ means Faculty, School or Affiliated University College, with the exception of the School of Graduate and Postdoctoral Studies.

Offence Record contains evidence collected during the investigation of the offence, copies of correspondence with the student, and the decision letter following a scholastic offence.

Scholastic Offences are actions that violate academic integrity, prejudice academic standards, and/or undermine the development, delivery, assessment, and integrity of the academic pursuits of any member of the University Community. Scholastic Offences include, but are not limited to, the following:

- 1) Plagiarism, which may be defined as “The act or an instance of copying or stealing another’s words or ideas and attributing them as one’s own”. (Black’s Law Dictionary, West Group, 2024, 12th ed.)

This concept applies with equal force to all submitted work and milestones, including but not limited to drafts, proposals, assignments, laboratory work, projects, reports, diagrams, and computer projects.

Students should consult their instructor, Department Chair, **Executive Director, Graduate Program**, or Dean’s Office for detailed information. In addition, they may seek guidance from a variety of current style manuals available in the University’s libraries. Information about these resources can be found on the library website.

- 2) Cheating on an examination or falsifying material subject to academic evaluation.
- 3) Submitting false or fraudulent assignments or credentials, or falsifying records, transcripts or other academic documents.
- 4) Submitting false or fraudulent documentation, including but not limited to medical certificates and other supporting documentation.
- 5)
 - a) Improperly obtaining, through theft, bribery, collusion or otherwise, an examination paper prior to the date and time for writing such an examination.
 - b) Unauthorized possession of an examination paper, however obtained, prior to the date and time for writing such an examination, unless the student reports the matter to the instructor, the relevant Department, or the Registrar as soon as possible after receiving the paper in question.
- 6) Impersonating a candidate at an examination or availing oneself of the results of such an impersonation.
- 7) Intentionally interfering in any way with any person's scholastic work.
- 8) Submitting for credit in any course or program of study, without the knowledge and *written* approval of the instructor to whom it is submitted, any academic work

for which credit has been obtained previously or is being sought in another course or program of study in the University or elsewhere.

- 9) Aiding or abetting any such offence.
- 10) Any offence identified in writing in advance by Faculties or Departments, University Programs, or Affiliated University Colleges, including offences set forth in Course Outlines, as necessary to protect or promote academic integrity, or to curtail, manage, or prevent the breach of academic integrity (e.g., possession of technology during an examination).

Senior Academic Lead means the Senior Academic Lead appointed by Western University for Western International College, or their designate. The designate must have an academic appointment at Western University.

University, ~~for the purposes of this policy~~, means Western University and its Affiliated University Colleges.

Vice-Provost means Vice-Provost (Graduate & Postdoctoral Studies) or designate.

3.0 SCHOLASTIC OFFENCE DISCIPLINE FOR UNDERGRADUATE AND GRADUATE STUDENTS

~~Members of the University Community accept a commitment to maintain and uphold the purposes of the University and, in particular, its standards of scholarship. It follows, therefore, that acts of a nature that prejudice the academic standards of the University are offences subject to discipline. Any form of academic dishonesty that undermines the evaluation process, also undermines the integrity of the University's degrees.~~ The University and Western International College will take all appropriate measures to promote academic integrity and deal appropriately with scholastic offences.

This policy is to be read in conjunction with the *Procedure for Undergraduate Scholastic Offences* and *Procedure for Graduate Scholastic Offences*.

In addition to any proceedings within the University, evidence of wrongdoing may result in criminal prosecution.

3.1 Investigation of Scholastic Offences

If a student is suspected of a scholastic offence, the University will investigate and if it is satisfied that the student has committed a scholastic offence it may impose penalties, up to and including expulsion from the University. The procedures that the University will follow are set out in the *Procedure for Undergraduate Scholastic Offences* and *Procedure for Graduate Student Scholastic Offences*.

Students may request relief from a finding of a scholastic offence, or the penalty imposed for such an offence, pursuant to the *Procedure for Undergraduate Scholastic Offences* or *Procedure for Graduate Student Scholastic Offences*.

3.2 Student Release of Information Concerning Scholastic Offences

Any letters informing a student that they have been found to have committed a scholastic offence, and the penalty or penalties imposed, are confidential documents. Copies will be sent only to the student, Chair, Department Chair, and Dean, or Vice-Provost, and/or Senior Academic Lead or Executive Director, where appropriate.

3.3 Student Offence Record

An Offence Record is created for a student who commits a scholastic offence.

3.4 Penalties

The University will not treat lightly any incident of academic dishonesty and students should expect significant consequences for such actions. A serious incident or repeated offences may result in a requirement that the student withdraw from the program and may result in suspension or expulsion from the University.

4.0 APPEAL TO SRBA

A student may have a right of appeal to the Senate Review Board Academic (SRBA) if the decision falls within its jurisdiction. Appeals to SRBA must be made **within six weeks of the date of the Dean's (Undergraduate) or Vice-Provost's (Graduate) decision**.

The decision of the Dean or Vice-Provost remains in full force and effect unless and until overturned or modified by SRBA.

See the *Senate Review Board Academic Appeals* policy and *Procedure for Senate Review Board Academic Appeals* for further information.

Last Reviewed: September 18, 2026 ~~May 15, 2026~~

Procedure for Undergraduate Scholastic Offences

Governing Policy:	Scholastic Offences
Subsections:	Introduction ; Part I: Scholastic Offences: Courses ; Part II: Scholastic Offences: Other ; Penalties ; Appeal to SRBA ; Offence Record ; Release of Information Concerning Scholastic Offences
Officer(s) Responsible for Procedures:	Provost & Vice-President (Academic)
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 (NEW)

1.0 INTRODUCTION

If a student is suspected of cheating, plagiarism, or other scholastic offence, the University will investigate and if it is satisfied that the student has committed a scholastic offence it may impose sanctions, up to and including expulsion from the University. The procedures that the University will follow are set out in this section.

~~Throughout this section, reference to “Dean” is to be interpreted as “Dean or their designate” and reference to “Department Chair” is to be interpreted as “Department Chair or their designate”. If the matter has been designated by the Dean or Chair to another person, that person is authorized to make the Faculty or Department’s final decision on the matter. In a course offered by Western Continuing Studies, “Department Chair” shall be interpreted as “Executive Director of Western Continuing Studies” and “Faculty Dean” shall be interpreted as “Dean of the partnering Faculty”.~~

To learn more about the request for relief and appeals process, students may contact the Office of the Ombudsperson.

2.0 **PART I: SCHOLASTIC OFFENCES: COURSES**

Note: Scholastic offences related to for-credit courses offered by Western International College are subject to the process set forth in the Instructor-Level Investigation section and Section 2.1, both below, as courses in the student's Faculty of Registration. Students who are registered in non-credit courses at Western International College may appeal decisions related to those courses pursuant to the Western International College policies.

Instructor-Level Investigation

In most cases, evidence of a possible scholastic offence in a course will have been discovered by, or brought to the attention of, the course instructor. In these situations, the instructor will meet with the student if practicable and appropriate. In all other cases the allegation will be reviewed by the appropriate University official.¹

The instructor (or other University official) will notify the Department Chair ("Chair") in Faculties with department structures, or, in Faculties without department structure, the Dean of the Faculty, if they decide that there is evidence of a scholastic offence. If the Chair or Dean of the Faculty agrees that there is evidence to support the allegation, they shall proceed as follows:

2.1 Courses in Student's Faculty of Registration ("Home Faculty")

1) Faculty with department structure (including the Faculty of Health Sciences):

a) Chair-Level Review

The Chair will advise the student of the allegation and the information supporting the allegation. The student will be given a reasonable opportunity to respond and submit evidence and a reasonable opportunity to meet with the Chair before a decision is made.

- i. If the Chair decides that the student has committed a scholastic offence, they will determine the appropriate penalties in consultation with the instructor.
- ii. The Chair's decision and any penalties imposed by them will be communicated to the student in writing, with a copy to the Dean. The letter will advise the student of their right to file a request for relief from this decision to the **Course** Dean within four (4) weeks and will refer the student to the policies governing Student Requests for Relief and Scholastic Offences.

¹ In some Faculties, the appropriate University official will be the Department Chair or Dean of a Faculty without department structure.

Procedure for Undergraduate Scholastic Offences

The Chair will forward all documentation relating to the offence to the Dean.

b) Dean-Level Review

i. If the student files a request for relief from Chair's decision:

The student will be given a reasonable opportunity to meet with the Dean and submit evidence supporting their argument after submitting the request for relief but before a decision is made. The Dean will review the evidence provided by both the Chair and the student, the student's offence record, if any, and may investigate further. The Dean may vary the decision and may vary and/or impose other penalties. If the Dean is considering additional penalties, they shall first notify the student and give the student a reasonable opportunity to make written submissions on the issue of penalty.

- a. If the Dean does not vary the Chair's decision or impose other penalties, they will affirm the decision and deny the request for relief.
- b. If the Dean decides to vary the Chair's decision or impose other penalties, they will either grant the request for relief or overturn, modify, and/or increase or reduce the previous decision and penalties.
- c. The Dean's decision and any penalties imposed by them will be communicated to the student in writing, with a copy to the Chair. The letter also will inform the student if there will be a notation on the academic record and of their right to appeal the Dean's decision to SRBA.

ii. If the student does not file a request for relief from Chair's decision:

The Dean will review the evidence submitted by the Chair, the student's offence record, if any, and may investigate further. The Dean may impose other penalties. If the Dean is considering additional penalties, they shall first notify the student and give the student a reasonable opportunity to make written submissions on the issue of penalty.

- a. If the Dean does not impose other penalties, their decision will be communicated to the student in writing, with a copy to the Chair. The decision letter will also inform the student whether there will be a notation on the student's academic record. Such a decision is not subject to appeal to SRBA.

Procedure for Undergraduate Scholastic Offences

- b. If the Dean decides to impose other penalties, the Dean's decision and any penalties imposed by them will be communicated to the student in writing, with a copy to the Chair. The letter also will inform the student if there will be a notation on the academic record and of their right to appeal the Dean's decision to impose other penalties to SRBA.

2) Faculty without department structure:

The Dean will advise the student of the allegation and the information supporting the allegation. The student will be given reasonable opportunity to respond and submit evidence and a reasonable opportunity to meet with the Dean before a decision is made. The Dean will review the evidence provided by both the student, the student's offence record, if any, and may investigate further.

- a) If the Dean decides that the student has committed a scholastic offence, they will determine the appropriate penalties in consultation with the instructor.
- b) The Dean's decision and any penalties imposed by them will be communicated to the student in writing. The letter also will inform the student if there will be a notation on the academic record and of their right to appeal the decision to SRBA.

2.2 Courses in Faculty Other Than Faculty of Registration ("Course Faculty")

1) Faculty with department structure (including the Faculty of Health Sciences):

a) Chair-Level Review

- i. The Chair will advise the student of the allegation and the information supporting the allegation. The student will be given a reasonable opportunity to respond and submit evidence and a reasonable opportunity to meet with the Chair before a decision is made.
- ii. If the Chair decides that the student has committed a scholastic offence, they will determine the appropriate penalties in consultation with the instructor.
- iii. The Chair's decision and the penalties imposed by them will be communicated to the student in writing, with a copy to the Dean of the Course Faculty ("Course Dean"). The letter will advise the student of their right to file a request for relief from this decision to the Course Dean within four (4) weeks and will refer the student to the policies governing Student Requests for Relief and Scholastic Offences. The Chair will forward all documentation relating to the offence to the Dean.

Procedure for Undergraduate Scholastic Offences

b) Course Dean-Level Review

i. If the student files a request for relief from Chair's decision:

The student will be given a reasonable opportunity to meet with the Course Dean and submit evidence supporting their argument before a decision is made. The Course Dean will review the evidence provided by the Chair and the student, and may investigate further. The Course Dean may vary the decision and may vary and/or impose other penalties. If the Course Dean is considering additional penalties, they shall first notify the student and give the student a reasonable opportunity to make written submissions on the issue of penalty.

- a. If the Course Dean does not vary the Chair's decision or impose other penalties, they will affirm the decision and deny the request for relief.
- b. If the Course Dean decides to vary the Chair's decision or impose other penalties, they will either grant the request for relief, or overturn, modify, and/or increase or reduce the previous decision and penalties.
- c. The Course Dean's decision and any penalties imposed by them will be communicated to the student in writing, with a copy to the Chair. The letter also will inform the student if there will be a notation on the academic record, that this decision and the decision of the Chair are being referred to the Dean of the Home Faculty ("Home Dean") who may impose additional penalties, and of their right to appeal the Course Dean's decision to SRBA. The Course Dean will forward all documentation relating to the offence to the Home Dean.

ii. If the student does not file a request for relief from Chair's decision:

The Course Dean will review the evidence provided by the Chair and may investigate further. The Course Dean may impose other penalties. If the Course Dean is considering additional penalties, they shall first notify the student and give the student a reasonable opportunity to make written submissions on the issue of penalty.

- a. If the Course Dean does not impose other penalties, their decision will be communicated to the student in writing, with a copy to the Chair. The decision letter will also inform the student whether there will be a notation on the student's academic record and that this decision and the decision of the Chair are being referred to the Home Dean who may impose additional penalties. Such a decision is not subject to appeal to SRBA. The Course Dean will forward all documentation relating to the offence to the Home Dean.

Procedure for Undergraduate Scholastic Offences

- b. If the Course Dean decides to impose other penalties, the Course Dean's decision and any penalties imposed by them will be communicated to the student in writing, with a copy to the Chair. The letter also will inform the student if there will be a notation on the academic record, that this decision and the decision of the Chair are being referred to the Home Dean who may impose additional penalties, and of their right to appeal the Course Dean's decision to impose other penalties to SRBA. The Course Dean will forward all documentation relating to the offence to the Home Dean.

c) Home Dean-Level Review

- i. Upon receipt of the decisions of the Chair and Course Dean, the Home Dean will decide if additional penalties are warranted. The Home Dean will review the evidence presented, the student's offence record, if any, and the penalties imposed by the Chair and Course Dean and may investigate further. If the Dean is considering additional penalties, they shall first notify the student and give the student a reasonable opportunity to make written submissions on the issue of penalty.
 - a. If the Home Dean does not impose additional penalties, their decision will be communicated to the student in writing, with a copy to the Chair and Course Dean. The decision letter will also inform the student whether there will be a notation on the student's academic record. Such a decision is not subject to appeal to SRBA.
 - b. If the Home Dean decides to impose additional penalties, the Home Dean's decision and the penalties imposed by them will be communicated to the student in writing, with a copy to the Chair and Course Dean. The letter also will inform the student if there will be a notation on the academic record and of their right to appeal the Home Dean's decision to SRBA.

2) *Faculty without department structure:*

- a) The Course Dean will advise the student of the allegation and the information supporting the allegation. The student will be given reasonable opportunity to respond and submit evidence and a reasonable opportunity to meet with the Dean before a decision is made.

If the Course Dean decides that the student has committed a scholastic offence, they will determine the appropriate penalties in consultation with the instructor.

Procedure for Undergraduate Scholastic Offences

The Course Dean's decision and the penalties imposed by them will be communicated to the student in writing. The letter will inform the student if there will be a notation on the academic record, that the decision is being referred to the Home Dean who may impose additional penalties, and of his/her right to appeal the Course Dean's decision to SRBA. The Course Dean then will forward all documentation relating to the offence, including a copy of their decision, to the Home Dean.

- b) Upon receipt of the Course Dean's decision, the Home Dean will proceed in accordance with item 2.2 (1)(c).

2.3 Requests for Relief

Requests for relief to a Dean must be submitted in writing within four (4) weeks of a decision being issued. The written request need not be lengthy but should state clearly the detailed reasons for the request and the relief requested and include all supporting documentation. A student may request that the Chair's finding that a scholastic offence occurred, and/or the penalties imposed, be set aside or adjusted.

Note: Some Faculties have longer deadlines. The letter from the Chair to the student will set out the applicable deadline.

2.4 Certificate and Diploma-Credit Courses

An allegation of misconduct in a certificate-credit or diploma-credit course offered within a department, or in a Faculty without department structure, will be handled in accordance with the same procedures set out above for degree-credit courses. Otherwise, where the course is not offered by a particular department in a Faculty with department structure, the allegation will be dealt with by the Dean of the Faculty (Part I, Section 2.1, #2 above).

An allegation of misconduct in a certificate-credit or diploma-credit course offered by the Western Continuing Studies will be handled in accordance with the procedures set out in Part I, Section 2.1, #1 above ("Faculty with department structure"). In such cases, references to "Chair" shall be interpreted as "Executive Director of Western Continuing Studies" and references to the "Dean" shall be interpreted as "Dean of the partnering Faculty".

2.5 Gender, Sexuality, and Women's Studies Courses

An allegation of misconduct in a course offered by the Department of Gender, Sexuality, and Women's Studies will be handled in accordance with the procedures set out in Part I, Section 2.1, #1 above ("Faculty with department structure"). References to "Dean" shall be interpreted as "Dean of the Faculty of Arts and Humanities".

3.0 **PART II: SCHOLASTIC OFFENCES: OTHER**

Where an allegation does not relate to a course, such as an offence that is identified by academic advising, the matter will be referred to the Dean of the student's Home Faculty or if the student is registered at Western International College, will be referred to the Senior Academic Lead. If the Dean decides that there is evidence to support the allegation, they Dean will advise the student of the allegation and the information supporting the allegation. The student will be given a reasonable opportunity to respond and submit evidence and a reasonable opportunity to meet with the Dean before a decision is made. If the Dean decides that the student has committed a scholastic offence, the Dean will determine the appropriate penalties. The Dean's decision and the penalties imposed will be communicated to the student in writing. The letter will inform the student if there will be a notation on the academic record and of their right to appeal the decision to SRBA.

4.0 **PENALTIES**

1) A student found guilty of a scholastic offence may be subject to one or more penalties, examples of which are:

- a) Reprimand.
- b) Requirement that the student repeat and resubmit the assignment.
- c) A failing grade in the assignment.
- d) A failing grade in the course in which the offence was committed.
- e) Prohibition of further registration in a course or courses.
- f) Prohibition of further registration in a course or courses in the Department or Faculty in which the offence occurred.
- g) Failure of the year (applies in certain professional programs).
- h) Suspension from the University for up to, but not more than, three (3) academic years.
- i) Expulsion from the University.

This is a non-exhaustive list.

In determining what penalties are warranted in a given case, previous offences within the Faculty, the gravity of the offence, and the need to ensure consistency

Procedure for Undergraduate Scholastic Offences

in standards of discipline across a Faculty will be relevant considerations for a Dean. A Home Dean also will take into account an existing Offence Record.

- 2) A notation of the scholastic offence (e.g., “Scholastic Offence recorded in...”) may be placed on a student's internal, electronic record for the penalties (1)(d), (e), (f), and (g) at the discretion of the Dean of the Faculty imposing the penalty. Upon successful completion of the student's program, the student may request that the notation be removed. The Dean, after consulting with the relevant Chair in the case of a departmentalized Faculty, will decide whether to grant the request. A notation on the official transcript* is recorded for penalties (1)(h) and (i).

Penalty (1)(f) is a program decision that can be imposed only by the Dean of the Course Faculty.

Penalties (1)(g), (h), and (i) are program decisions that can be imposed only by the Dean of the Home Faculty, or Senior Academic Lead where appropriate.

In the case where a penalty is issued for a student registered with Western International College, the Senior Academic Lead will consult with the Executive Director prior to issuance of the decision with penalty.

* For the Senate regulation on removal of suspension and expulsion notations from academic transcripts, see “Transcript Notations” under *Academic Records and Student Transcripts* policy.

5.0 APPEAL TO SRBA

A student may have a right of appeal to SRBA if the decision falls within its jurisdiction. Appeals to SRBA must be made **within six weeks of the date of the Dean's decision**.

The decision of the Dean or their designate remains in full force and effect unless and until overturned or modified by SRBA.

See the *Senate Review Board Academic Appeals* policy and *Procedure for Senate Review Board Academic Appeals* for further information.

6.0 OFFENCE RECORD

The offence record will be held in the Dean's Office of the student's Home Faculty, or for a student registered at Western International College in the Senior Academic Lead's Office, and will be kept separate from the student's academic advising file. Upon progression into their program, the offence record for a student registered at

Procedure for Undergraduate Scholastic Offences

Western International College will be transferred by the Senior Academic Lead to the student's Faculty Advising Unit.

If a student is subsequently found not to have committed the offence in question, the record of that charge will be destroyed in accordance with Western's Records Retention and Disposal Schedules.

The Student Affairs records retention and disposal schedule is on the Western Libraries Retention Schedules website.

Apart from the student, no one outside the Dean's, or the Senior Academic Lead's Office shall have access to an offence record, except in the event of an appeal by the student to SRBA against the decision or the penalty (or penalties) imposed.

7.0 RELEASE OF INFORMATION CONCERNING SCHOLASTIC OFFENCES

In the event that the penalties imposed are to be reflected in the student's academic record, either on the official transcript or the internal electronic record, a copy will be sent to the Registrar. If a student transfers to another Faculty, or to an Affiliated University College of this University, the offence record will be transferred to the Dean's Office of that Faculty or College. Otherwise, information may be released with the written permission of the student or if required by a court order. Under all other circumstances, the information contained in a student's offence record shall be considered confidential and, unless the offence is to be recorded on the student's transcript, no information about the student's offence record shall be provided to any person or institution outside the University.

7.1 Report to Senate

Each Faculty and Western International College shall submit to the Vice-Provost (Academic Programs) an annual summary of scholastic offences committed by students registered in the Faculty.

The summary will set out the nature of the offence and the penalties, with students' names removed. The Vice-Provost (Academic Programs) will compile the information, by Faculty, and report annually to Senate for information.

Last Reviewed: September 18, 2026 *

Procedure for Graduate Scholastic Offences

Governing Policy:	Scholastic Offences
Subsections:	Introduction ; Part I: Program-Related Offences ; Part II, Offences Not Related to a Program ; Penalties , Appeal to SRBA ; Offence Record ; Release of Information Concerning Scholastic Offences
Officer(s) Responsible for Procedures:	Provost & Vice-President (Academic)
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 (NEW)

1.0 INTRODUCTION

If a student is suspected of a scholastic offence, the University will investigate and if it is satisfied that the student has committed a scholastic offence it may impose penalties, up to and including expulsion from the University. The procedures that the University will follow are set out in this section.

~~Throughout these scholastic offence regulations, reference to “Vice-Provost” is to be interpreted as “Vice-Provost (Graduate and Postdoctoral Studies) or their designate” and reference to “Chair” is to be interpreted as “Graduate Chair or their designate”. If the matter has been designated by the Vice-Provost (Graduate and Postdoctoral Studies) or a Chair to another person(s), that person(s) is authorized to make the School’s or Program’s final decision on the matter.—~~

To learn more about the request for relief and appeals process, students may contact the Office of the Ombudsperson.

2.0 PART I: PROGRAM-RELATED OFFENCES

If evidence of a possible scholastic offence is brought to the attention of, or discovered by, an instructor or member of a student’s thesis supervisory committee, normally they will meet with the student to discuss the allegation if practicable and appropriate in such case.

Procedure for Graduate Scholastic Offences

The student's Chair will be notified if there is evidence of a scholastic offence.

2.1 Decision by Chair

- 1) If the Chair agrees that there is evidence to support the allegation, they will advise the student of the allegation and the information supporting the allegation.
- 2) The student will be given a reasonable opportunity to respond and submit evidence and a reasonable opportunity to meet with the Chair before a decision is made.
- 3) If the Chair decides that the student has committed a scholastic offence, they will determine the appropriate penalties in consultation with the instructor or the student's supervisor, as appropriate.
- 4) The Chair's decision, including any penalties and any recommended penalties (per Section 4.0), will be communicated to the student in writing with a copy to the Vice-Provost. For students registered at Western International College, a copy shall also be provided to the Chair of the student's home program. The letter will also advise the student of their right to submit a request for relief regarding the finding of misconduct and/or any penalties imposed by the Chair to the Vice-Provost.
- 5) In the case where a penalty is issued for a student registered at Western International College, the Senior Academic Lead will consult with the Executive Director prior to issuing the penalty.

2.2 Request for Relief to Vice-Provost

- 1) A student may submit a request for relief regarding a Chair's finding of misconduct and/or penalties imposed by the Chair to the Vice-Provost. A completed request for relief application together with all supporting documents must be submitted to the Office of the Vice-Provost within four (4) weeks of the issuance of the Chair's decision.
- 2) The Vice-Provost will review the evidence provided by both the student and the Chair and may investigate further. The Vice-Provost will give the student a reasonable opportunity to meet with them before making a decision.
- 3) The Vice-Provost may affirm, vary, or overturn any decision made by the Chair and may impose other penalties. If the Vice-Provost is considering imposing a penalty or penalties that were not imposed by the Chair, they shall notify the student and give the student a reasonable opportunity to file written submissions on the issue of penalty.

- 4) The Vice-Provost's decision will be communicated to the student in writing with a copy to the Chair. The decision letter will also inform the student whether there will be a notation on the student's academic record, if any policies will be triggered by the penalty, and will inform the student of their right to appeal a negative decision to the Senate Review Board Academic (SRBA).

2.3 Review by Vice-Provost

- 1) If a student does not submit a request for relief regarding a Chair's decision, the Vice-Provost will review the evidence presented and the penalties imposed by the Chair, if any, and may vary the Chair's penalties and/or impose other penalties.
- 2) If the Vice-Provost does not vary the Chair's decision or impose other penalties, no further action will be taken and there is no right of appeal to SRBA.
- 3) If the Vice-Provost is considering varying the Chair's decision or imposing other penalties, they shall notify the student and give the student a reasonable opportunity to file written submissions on the issue of penalty. The Vice-Provost's decision will be communicated to the student in writing, with a copy to the Chair. The decision letter will also inform the student whether there will be a notation on the student's academic record, if any policies will be triggered by the penalty, and of their right to appeal the additional penalties imposed by the Vice-Provost to SRBA.

3.0 PART II: OFFENCES NOT RELATED TO A PROGRAM

- 1) If an allegation of misconduct does not relate directly to the student's program (e.g., a course or thesis), the allegation will be referred to the Vice-Provost.
- 2) If the Vice-Provost decides that there is evidence to support the allegation, the Vice-Provost will advise the student of the allegation and the information supporting the allegation.
- 3) The student will be given a reasonable opportunity to respond and submit evidence and a reasonable opportunity to meet with the Vice-Provost before a decision is made.
- 4) If the Vice-Provost decides that the student has committed a scholastic offence, they will determine the appropriate penalties.
- 5) The Vice-Provost's decision, including the penalties, will be communicated to the student in writing. The letter will inform the student whether there will be a

notation on the student's academic record, if any policies will be triggered by the penalty, and of their right to appeal the decision to SRBA.

4.0 **PENALTIES**

- 1) A student guilty of a scholastic offence may be subject to one or more penalties, examples of which are:
 - a) Reprimand.
 - b) Requirement that the student repeat and resubmit the assignment.
 - c) A failing grade in the submitted work.
 - d) A failing grade in the course in which the offence was committed.
 - e) Withdrawal from the program.
 - f) Suspension from the University for up to three (3) academic years.
 - g) Expulsion from the University.

A Chair may impose penalties 4.0(1)(a) through (d). Only the Vice-Provost may impose penalties 4.0(1)(e), (f), and (g).

A Chair also can recommend a more severe penalty (e.g., withdrawal, suspension, expulsion) to the Vice-Provost in addition to penalty(ies) imposed at the program level.

In determining what penalties are warranted in a given case, the Vice-Provost will consider the gravity of the offence, any Offence Record, any recommendations of the Chair, and the need for consistency in standards of discipline across the School.

- 2) The Vice-Provost may require a notation of the scholastic offence (e.g., "Scholastic Offence recorded in...") on a student's internal, electronic record for penalty 4.0 (1)(d). On the successful completion of the student's program, the student may request that the notation be removed. The Vice-Provost, after consulting with the Chair, will decide whether to grant the request.

The penalties of suspension and expulsion are recorded as notations on the student's official transcript.*

* For the Senate regulation on removal of suspension and expulsion notations from academic transcripts, see "Transcript Notations" under *Academic Records and Student Transcripts* policy.

5.0 APPEAL TO SRBA

A student may have a right of appeal to SRBA if the decision falls within its jurisdiction. Appeals to SRBA must be made **within six weeks of the date of the Vice-Provost's decision**.

The decision of the Vice-Provost or their designate remains in full force and effect unless and until overturned or modified by SRBA.

See the *Senate Review Board Academic Appeals* policy and *Procedure for Senate Review Board Academic Appeals* for further information.

6.0 OFFENCE RECORD

The Offence Record is held in the Vice-Provost's Office, or for a student registered at Western International College in the Senior Academic Lead's Office. For a student registered at Western International College, once they progress to their home graduate program, the Offence Record is transferred to the Vice-Provost's Office. ~~and~~ The Offence Record is kept separate from the student's academic file. If a student is subsequently found not to have committed the offence in question, the record of that charge will be destroyed in accordance with Western's Records Retention and Disposal Schedules. The Student Affairs records retention and disposal schedule can be found on the Western Libraries Retention Schedules website.

Apart from the student, no one outside the Vice-Provost's, or Senior Academic Lead's Office shall have access to an Offence Record, except in the event of an appeal by the student to SRBA against the decision or the penalty (or penalties) imposed or except as set out in "Release of Information Concerning Scholastic Offences" below.

7.0 RELEASE OF INFORMATION CONCERNING SCHOLASTIC OFFENCES

In the event that the penalties imposed are to be reflected in the student's academic record, either on the official transcript or the internal electronic record, a copy will be sent to the Registrar. If a student transfers to another Faculty, or to an Affiliated University College of this University, the offence record will be transferred to the Dean's Office of that Faculty or College. Otherwise, information may be released with the written permission of the student or if required by a court order. Under all other circumstances, the information contained in a student's offence record shall be considered confidential and, unless the offence is to be recorded on the student's transcript, no information about the student's offence record shall be provided to any person or institution outside the University.

7.1 Report to Senate

The School of Graduate and Postdoctoral Studies and Western International College prepares an annual summary of scholastic offences committed by students registered in the School. The summary will set out the nature of the offence and the penalties, with students' names removed. The Vice-Provost will report the summary annually to Senate for information.

Last Reviewed: September 18, 2026 *

Revisions to the Policy on “Senate Review Board Academic Appeals”

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Senate Review Board Academic Appeals” be revised as shown in Item 13.3(b)(iii).

Executive Summary:

The primary intent of the proposed revisions detailed in Items 13.3(b)(i) – 13.3(b)(iii) is to incorporate language necessary to ensure students registered at Western International College taking for-credit courses are covered by the request for relief and appeals processes and make the policies easier for students, faculty, and staff to use. The language is being updated to add and clarify definitions and clarify the processes for students to properly request relief as well as the processes for staff and faculty to follow for requests for relief and appeals.

Key changes to the policy on “Senate Review Board Academic Appeals”:

- Added or clarified definitions.
- Clarified that the Category 1 requests for relief related to non-credit courses provided by Western International College are not subject to the provisions of this policy or procedures.
- Indicated that the Senior Academic Lead for Western International College stands in the place of the Dean for the purposes of academic appeals to the Senate Review Board Academic made by undergraduate students registered at Western International College.

Proposed revisions to the policy are presented to Senate for approval.

Documentation Provided:

Revisions to the Policy on “Senate Review Board Academic Appeals”

Senate Review Board Academic Appeals

Subject:	Senate Review Board Academic Appeals
Sections:	Introduction ; Definitions ; Appeals After the Course/Program Level ; Appeal Application ; Jurisdiction ; Relief ; Initial SRBA Panel Review ; Onus ; Oral Hearings ; Further Appeal
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Senate Review Board Academic Appeals
Officer(s) Responsible for Procedure:	Provost & Vice-President (Academic)
Related Policies:	Scholastic Offences ; Requests for Relief from Academic Decisions ; Academic Integrity in Research Activities ; Academic Accommodation for Students with Disabilities
Effective Date:	September 1, 2026
Supersedes:	September 1, 2025

1.0 INTRODUCTION

Students may appeal some academic and scholastic disciplinary decisions by a Dean, Vice-Provost (Graduate and Postdoctoral Studies), or their designate, to the Senate Review Board Academic (SRBA). Previously decided rulings by Deans or the Vice-Provost (Graduate and Postdoctoral Studies) in academic and scholastic disciplinary matters are final unless overturned or modified on appeal to SRBA. SRBA is the final body to which students may appeal certain rulings of Deans or the Vice-Provost in academic matters, and its decisions are final.

This policy applies to appeals of Graduate and Undergraduate Academic matters and Scholastic Offence decisions.

Note: All appeals based on Category 1 requests for relief related to non-credit courses provided by Western International College are not subject to the provisions of this policy or its related procedures. Students who are registered in non-credit courses at Western International College may appeal academic decisions related to those courses pursuant to the Western International College Policies.

2.0 DEFINITIONS

The definitions provided below apply to both this policy and the related procedure.

Appellant – ~~The~~ means the student who filed the appeal.

Dean – ~~for purposes of this policy and corresponding procedure only, is to be interpreted as~~ means the Dean or their designate or equivalent. In the case of graduate students, Dean is to be interpreted as Vice-Provost (Graduate & Postdoctoral Studies) or their designate. If the student is an undergraduate student registered at Western International College, Dean is to be interpreted as the Senior Academic Lead of Western International College. For an appeal based on a request for relief related to a Western Continuing Studies course, Dean ~~shall be~~ is to be interpreted as Dean of the partnering Faculty.

General marking or grading practices – means the overall marking or grading structure of a course or an assessment as applied to all students in the course. It does not apply to a mark or grade given to an individual student.

Party – means the parties to the appeal are the appellant and the respondent.

Reasonable Apprehension of Bias – means that a reasonable and informed person, viewing the matter realistically and practically, would think that it is more likely than not that a decision maker was biased in respect of the decision under appeal.

Respondent – means the Dean or Vice-Provost who made the initial decision that is under appeal in front of SRBA.

Scholastic Offences is defined in the policy on *Scholastic Offences*.

Senior Academic Lead means the Senior Academic Lead appointed by Western University for Western International College, or their designate. The designate must have an academic appointment at Western University.

University – ~~for the purposes of this policy,~~ means Western University and its Affiliated University Colleges.

Unreasonable ~~—for the purposes of appeals to SRBA,~~ means the decision exceeds a reasonable expectation, or refers to anything beyond what would be considered common sense for the average person based on the evidence provided. When determining whether a decision or severity of penalty is unreasonable, SRBA must consider that a high degree of deference is given to the Deans in reaching their decisions. The question posed to SRBA isn't whether someone besides the Dean could have made a different decision, but whether the Dean's decision could have been made by a reasonable person based on the evidence provided to the Dean. SRBA will only intervene if the decision falls outside the range of possible acceptable outcomes that are defensible in respect of the facts and the policy.

3.0 APPEALS AFTER THE COURSE/PROGRAM LEVEL

- 1) Requests for relief are handled at the course/program level and are subject to the requirements in the policies on *Request for Relief from Academic Decisions* and *Scholastic Offences*.
- 2) Following the issuance of the Dean's written decision for the request for relief, a student may have a right of appeal to SRBA if the decision falls within the jurisdiction of SRBA.
- 3) Appeals to SRBA must be made **within six (6) weeks** of the date of the Dean's decision. The decision of the Dean or designate remains in full force and effect unless and until overturned or modified by SRBA.

4.0 APPEAL APPLICATION

Appeals to SRBA must be made on an Appeal Application (Application) which must be filed with the University Secretariat **within six (6) weeks of the date of the Dean's decision**. Requirements for the Application are detailed in the *Procedure for Senate Review Board Academic Appeals*.

5.0 JURISDICTION AND GROUNDS FOR APPEAL

SRBA has jurisdiction to review certain academic decisions of Deans or the Vice-Provost (Graduate & Postdoctoral Studies). The University Secretariat shall not accept, and SRBA shall not consider, allegations set out in an Application that fall outside of SRBA's limited jurisdiction.

SRBA will not re-examine the case on its merits, re-evaluate academic work, re-assess grades, or replace the academic judgment of instructors, Department Chairs, or Deans.

SRBA only has jurisdiction to hear appeals from certain academic decisions of Deans under the specific grounds set out below, provided that the student has followed the procedures set out for requesting relief at the earlier levels.

- 1) A student has the right to an oral hearing before SRBA if the appeal is against a finding that the student's conduct amounted to a "scholastic offence"
- 2) A student may apply for, and SRBA may grant, an oral hearing if the student properly alleges that:
 - a) The penalty issued by the Dean for the finding of a scholastic offence is unreasonable.
 - b) The Dean failed to follow or to properly apply a Senate policy;
 - i. Students are required to list the policy or procedure and detail the alleged error in the Application.
 - ii. A failure to follow or properly apply a Senate policy that otherwise did not affect the outcome of the Dean's decision may be dismissed by SRBA as immaterial.
 - c) The general marking or grading practices were unreasonable.
 - i. Students are required to describe the specific marking or grading practice at issue and identify the concern with the procedure in the Application. SRBA will not look for evidence of unreasonableness in the design or implementation of the overall marking or grading structure beyond what the appellant identifies.
 - d) The Dean failed to observe a procedural requirement.
 - i. Students are required to list the procedure and detail how the Dean failed to observe it in the Application.
 - ii. A failure to follow or properly observe a procedural requirement that otherwise did not materially affect the outcome of the Dean's decision may be dismissed by the SRBA as immaterial.
 - e) There is a Reasonable Apprehension of Bias in the Dean's decision
- 4) The following grounds are outside SRBA's jurisdiction, without limitation:
 - a) A denial of transfer into a Faculty, School, Affiliated University College or program following a requirement to withdraw from another Faculty, School, Affiliated University College or program at the University;

- b) Decisions related to admissions and advanced standing;
 - c) Appeals falling under the *Policy on Academic Accommodations for Students with Disabilities*;
 - d) Appeals relating to alleged discrimination;
 - e) Appeals of tuition refund or other financially-related decisions; or
 - f) Decisions related to changes in graduate student supervision.
- 5) The following are not grounds for appeal to SRBA, without limitation:
- a) A student's dissatisfaction with a grade;
 - b) A claim that the grade does not reflect the student's knowledge of the material, or the effort expended on an assessment or course; or
 - c) Ignorance of Senate policies or particular program requirements.
- 6) Evidence of wrongdoing may result in criminal prosecution in addition to any proceedings within the University.

6.0 **INITIAL SRBA PANEL REVIEW**

Except where a student has an automatic right to an oral hearing before SRBA in accordance with this policy, an SRBA Panel may, if it determines that the Appellant has set out sufficient facts that, if proven, could support the granting of the appeal, order that an oral hearing be scheduled or deny the appeal based on the grounds and evidence provided in the Application and the Dean's response. The Panel may deny the appeal during the Initial Panel Review if the Panel is satisfied that the onus to prove the selected ground(s) of appeal was not met.

7.0 **ONUS**

- 1) The onus is on the student to satisfy SRBA that the ruling of the Dean was unreasonable on the evidence before the Dean or, with respect to a sanction imposed for a "scholastic offence", that the penalty was unreasonable. In cases with new evidence, the reasonableness standard shall be applied to the Dean's decision after the Dean has reviewed and considered the new evidence.
- 2) Notwithstanding 7.0(1) above, in cases where a Dean made a finding that a student's conduct amounted to a "scholastic offence", and where the student denies either that the acts were committed or that the acts amounted to a

“scholastic offence”, the onus is on the Dean to satisfy SRBA that the student committed the alleged acts and that the acts amounted to a “scholastic offence”.

- 3) If the Appellant alleges a failure by the Dean to follow or properly apply a Senate policy or to observe a procedural requirement, the onus is on the Appellant to satisfy SRBA that there was a failure to follow or properly apply a Senate policy or to observe a procedural requirement. For matters where the Appellant satisfies this burden, the Appellant must then also satisfy SRBA that the Dean’s decision was unreasonable based on the evidence before the Dean at the time the decision was issued.
- 4) If the student alleges a Reasonable Apprehension of Bias in the Dean’s decision, the onus is on the student to satisfy SRBA that there was a Reasonable Apprehension of Bias in the Dean’s decision.
- 5) The onus requirements set out in 7.0(1) and (2) above, for an appeal against a finding that a student's conduct amounted to a “scholastic offence” or against the sanction imposed for a scholastic offence, apply similarly to an appeal against a finding that there has been a breach of other University policies, such as the *Policy and Procedures for the Responsible Conduct of Research*, or an appeal against the sanction imposed for such breach.

8.0 ORAL HEARINGS

8.1 Retention of Legal Counsel

While legal counsel is not required, a student may retain legal counsel, at their own expense, to represent them in an appeal before SRBA. SRBA also reserves the right to retain counsel.

8.2 Costs

The parties must bear all their own legal expenses, if any. SRBA will not order the Faculty of the Respondent to pay all or part of the Appellant's costs, nor will it order the Appellant to pay all or part of the Faculty's costs.

8.3 Previous Decisions

Each appeal is decided on its merits. A decision of SRBA does not set a precedent.

8.4 Official Record of the Appeal

The official record of the appeal hearing will consist of all documentation submitted by the parties, the Notice of Decision, and the statement of reasons of SRBA. This

record will be retained by the University Secretariat in accordance with the University retention schedules.

9.0 FURTHER APPEAL

SRBA is normally the final level of academic appeal in the University; its decisions in substantive matters, and decisions as to jurisdiction and whether it will hear an appeal, are final.

In limited circumstances, the Chair of Senate (i.e., the President & Vice-Chancellor) may review decisions of SRBA if a party alleges a serious procedural error by SRBA, as set out in the *Procedure for Senate Review Board Academic Appeals*.

Decisions that are appealed to the Chair of Senate remain in full force and effect until the appeal is disposed of by the Chair of Senate.

Last Reviewed: September 18, 2026 ~~May 15, 2026~~

Revisions to the Policy on “Course Outlines”

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Course Outlines” be revised as shown in Item 13.3(b)(iv).

Executive Summary:

Revisions to the policy on “Course Outlines” expand its application to include undergraduate and graduate courses offered at Western International College. The revisions clarify that course outlines for Western International College courses must include the information required under the policy and that this information will be made available to students through a secure website.

An editorial amendment explicitly includes undergraduate and graduate courses offered by the Affiliated University Colleges, consistent with current practice.

Documentation Provided:

Revisions to the Policy on “Course Outlines”

Course Outlines

Subject:	Course Outlines
Sections:	Course Outlines (Syllabi) for Undergraduate Courses; Course Outlines for Graduate Courses;
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Graduate Program Design – Courses and Milestones; Registration in Graduate Programs
Effective Date:	September 1, 2026
Supersedes:	September 19, 2025; September 1, 2025; September 2024; September 2019

I. COURSE OUTLINES (SYLLABI) FOR UNDERGRADUATE COURSES

No later than the first day of class in the term a course is given, Faculties, Departments, Schools or Programs, **Affiliated University Colleges, and Western International College** (~~hereafter called “Academic Units”~~) must post on a secure website a course outline for each course offered that includes the course name and number, and the location and days and hours that the course is scheduled (including lecture, laboratory and tutorial hours).

Each course outline must include the following information or direct students to a secure course website where these details are available:

1. Course Information

Prerequisite checking - the student's responsibility

If applicable, a list of the prerequisites for the course and the following notation regarding the Senate regulation with respect to the student's

responsibility for ensuring that course prerequisites have been completed successfully or special permission from the Dean obtained:

“Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

2. **Instructor Information**

Full name, title and appropriate contact information of the instructor and, if the course is taught by more than one instructor, the name of the person responsible for the course [course coordinator].

3. **Course Syllabus**

A description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc. (hereafter called "assignments"), and any specific requirements for attendance and participation.

4. **Course Materials**

A description and approximate cost of the materials that are required (or recommended) for the course, including text books, supplemental information, notes, manuals, laboratory or safety materials, and any specific electronic devices.

5. **Methods of Evaluation**

A statement of the methods by which student performance will be evaluated and the weight of each, including an exact timetable and schedule of assignments, is required. When exact dates cannot be supplied, a tentative schedule must be issued, with an exact schedule to follow as soon as possible. This regulation does not preclude the administration of surprise assignments and quizzes, as long as the total number, approximate frequency, and value of such assignments are specified in the course outline.

Any course-specific conditions that are required to pass the course must be outlined. Conditions might include (i) minimum attendance at lectures, tutorials or laboratories, (ii) minimum overall grade on laboratory, tutorial or essay components of the methods of evaluation, or (iii) minimum required grades on a final exam, to name a few.

A clear indication of how absences from midterms, tutorials, laboratory experiments, or late essays or assignments, will be dealt with must be provided. The course outline must direct the student to the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#).

Course instructors who wish to change the evaluation procedure shown in the course outline must receive prior approval to do so from the dean (or designate) of the faculty concerned.

6. **Additional Statements**

Statement on Use of Electronic Devices

A clear statement of what electronic devices will or will not be allowed during tests and examinations.

Statement on the Use of Generative Artificial Intelligence (AI)

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence.

Statement on Academic Offences

The statement: "Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences policy](#), specifically, the definition of what constitutes a Scholastic Offence.

Additionally,

- A) If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline:

"All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com."

- B) If computer-marked multiple-choice tests and/or exams will be given, and software might be used to check for unusual coincidences in answer patterns that may indicate cheating, the following statement must be added to course outlines:

"Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Support Services

The [website for the Office of the Registrar](#), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the [services provided by the USC](#)) and Academic Support and Engagement, should be provided for easy access.

Statement on Gender-Based and Sexual Violence

All course outlines must contain the following statement:

“Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts on the [Wellness and Wellbeing website](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.”

All course outlines should contain the following statement: “Students who are in emotional/mental distress should refer to [Mental Health@Western](#) for a complete list of options about how to obtain help.”

Retention of Electronic Version of Course Outlines (Syllabi)

At the same time that course outlines/syllabi are posted on the appropriate website, each Department must forward an electronic version of items 1-5 of each course outline (syllabus) to the Office of the Dean of the Faculty or College. By the fourth week after the start of term, the Dean’s Office will forward all of the collected outlines to the Office of the Registrar, where they will be maintained in electronic form in the faculty/staff extranet for a minimum of ten years after the completion of the course. (Final retention periods and disposition will be determined by the relevant records retention and disposition schedule approved by the President’s Advisory Committee on University Records and Archives).

II. COURSE OUTLINES FOR GRADUATE COURSES

As soon as possible and in any case no later than two weeks prior to the course’s start, Faculties, Departments, Schools or Programs, **Affiliated University Colleges, and Western International College** (~~hereafter called “Academic Units”~~) must post on a secure website a course outline for each course offered. At the start of each course this outline also must be available electronically and/or in hard copy form.

In order to allow students to make informed decisions on their course selection and the scheduling of their studies, each course outline must include the following information or direct students to a secure course website where these details are available:

1. Course Information

This includes the course name and number, and the location and days and hours that the course is scheduled (including all required components of the class: lectures, seminars, colloquia, labs, etc.).

2. Enrollment Restrictions

All course outlines must include one of the following two statements regarding enrollment restrictions:

“Enrollment in this course is restricted to graduate students in [Insert name of program(s)].”

OR

“Enrollment in this course is restricted to graduate students in [Insert name of program(s)], as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.” For the policy on undergraduate students taking graduate courses, please see the policy on “Undergraduate Course Credit”.

3. Instructor Information

Full name, title and appropriate contact information of the instructor and, if the course is taught by more than one instructor, the name of the person responsible for the course [course coordinator].

4. Course Description and Graduate Course Level Learning Outcomes/Objectives

A description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc. (hereafter called "assignments"), and any specific requirements for attendance and participation.

Provide a list of course learning outcomes/objectives. Course learning outcomes/objectives should align with the graduate program's learning outcomes. Contact your graduate chair/administrator, or the School of Graduate and Postdoctoral Studies (SGPS), for a copy of the program learning outcomes. Ideally, students should be able to see how course learning outcomes/objectives are addressed through course requirements, activities and assessments.

5. Course Timeline and Format

Include an anticipated timeline of the content areas, or topics and/or other learning activities, covered over the course duration, as well as the format (face-to-face, online, hybrid) used to deliver the content. Instructors should

make every effort to follow the stated timeline. Normally, instructors cannot change the format of instruction during the course.

6. Course Materials

A description and approximate cost of the materials that are required (or recommended) for the course, including textbooks, supplemental information, notes, manuals, laboratory or safety materials, and any specific electronic devices.

7. Methods of Evaluation

A statement of the methods by which student performance will be evaluated and the weight of each, including an exact timetable and schedule of assignments. When exact dates cannot be supplied, a tentative schedule must be issued with an exact schedule to follow as soon as possible. This regulation does not preclude the administration of surprise assignments and quizzes, as long as the total number, approximate frequency, and value of such assignments are specified in the course outline.

Any course-specific conditions that are required to pass the course must be outlined. For example, conditions might include (i) minimum attendance at lectures or laboratories, (ii) minimum overall grade on laboratory or essay components of the methods of evaluation, or (iii) minimum required grades on a final exam.

Course instructors who wish to change the evaluation procedure shown in the course outline must receive prior approval to do so from the graduate chair of the program concerned.

8. Statement on Academic Offences

The statement: "Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences policy](#), specifically, the definition of what constitutes a Scholastic Offence.

Additionally,

A) If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline:

"All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and

Turnitin.com.”

B) If computer-marked multiple-choice tests and/or exams will be given, and software might be used to check for unusual coincidences in answer patterns that may indicate cheating, the following statement must be added to course outlines:

“Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.”

9. Health/Wellness Services

All course outlines must contain the following statement:

“Students who are in emotional/mental distress should refer to Mental Health Support at [Mental Health Support at Western](#) for a complete list of options about how to obtain help.”

10. Accessible Education (AE)

All course outlines must contain the following statement:

“Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education (AE), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AE and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations may include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.”

11. Statement on Gender-Based and Sexual Violence

All course outlines must contain the following statement:

“Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic

events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts on the [Wellness and Wellbeing website](#).

To connect with a case manager or set up an appointment, please contact support@uwo.ca.”

12. Statement on the Use of Generative Artificial Intelligence (AI)

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence. Refer to the Provisional Guidance for the use of Generative AI in Graduate Studies for more information. A link to this document is available on the School of Graduate and Postdoctoral Studies website.

Retention of Electronic Version of Course Outlines (Syllabi)

At the same time that course outlines/syllabi are posted on the appropriate website, each program must forward an electronic version of items 1, 3, 4, and 7 of each course outline to the SGPS. By the fourth week after the start of term, SGPS will forward all of the collected outlines to the Office of the Registrar, where they will be maintained in electronic form in the faculty/staff extranet for a minimum of ten years after the completion of the course. (Final retention periods and disposition will be determined by the relevant records retention and disposition schedule approved by the President's Advisory Committee.)

Last Reviewed:

September 18, 2026 ~~November 14, 2025~~

Revisions to the “Policy on Academic Consideration – Undergraduate Students in First Entry Programs” and its Associated Procedure

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the “Policy on Academic Consideration – Undergraduate Students in First Entry Programs” be revised as shown in Item 13.3(b)(v).

Executive Summary:

Revisions to the “Policy on Academic Consideration – Undergraduate Students in First Entry Programs” expand its application to include undergraduate students enrolled at Western International College. The revisions clarify that undergraduate students registered at Western International College will submit requests for academic consideration through Western International College Academic Advising.

An editorial revision is also included to remove the word “policy” from the policy title.

Revisions to the associated procedure for the policy establish procedures for undergraduate students registered at Western International College to request academic consideration due to absences that affect their coursework or assessments. It formalizes the use of the Student Absence Portal as the official method for reporting such absences.

The procedures describe how requests for academic consideration and supporting documentation are submitted and processed through the Student Absence Portal for students registered at Western International College and how such requests are made to the Western International College Academic Advising unit.

Proposed revisions to the policy are presented to Senate for approval. Revisions to the associated Procedure are under the authority of the Vice-Provost (Academic Programs) and are presented for information.

Documentation Provided:

Revisions to the “Policy on Academic Consideration – Undergraduate Students in First Entry Programs”

Revisions to the Procedure for Academic Consideration – Undergraduate Students in First Entry Programs (for information)

~~Policy on~~ **Academic Consideration**
– Undergraduate Students in First Entry Programs

Subject:	Academic Consideration – Undergraduate Students in First Entry Programs
Sections:	Purpose ; Statement of Principles ; Policy ; Appeals
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for the Policy on Academic Consideration – Undergraduate Students in First Entry Programs ; Student Medical Certificate
Officer(s) Responsible for Procedures:	Vice-Provost (Academic Programs)
Related Policies:	Accommodation for Religious Holidays ; Academic Accommodation for Students with Disabilities ; Attendance Regulations for Examinations ; Examination Conflicts ; Structure of the Academic Year
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 ; January 17, 2025; September 1, 2024; September 1, 2022

I. PURPOSE

This policy sets out the parameters for students to be excused from academic responsibilities for extenuating circumstances (i.e., personal circumstances beyond the student's control that have a substantial but temporary impact on the student's ability to meet essential academic requirements). Students experiencing longer-term impacts on their academic responsibilities should consult Accessible Education.

This policy applies only to students who have been admitted to first entry programs at Western University, ~~and~~ its Affiliated University Colleges, ~~and Western~~ **International College**. Students who are in second entry programs, including

Education, Law, Medicine & Dentistry, and the Ivey Business School, or graduate programs, are not subject to this policy and should consult their Faculty of Registration for information about academic consideration and how it is handled in their Faculty.

Students whose absence is directly related to a permanent or temporary disability should seek reasonable accommodations through Accessible Education (see policy on Academic Accommodation for Students with Disabilities).

II. STATEMENT OF PRINCIPLES

This policy on academic considerations reflects the following principles and aims:

1. A consistent and fair approach and experience for all students seeking academic consideration.
2. There is no expectation that a student must be in optimum physical or mental condition to carry out their academic responsibilities.
3. A desire to empower students to take responsibility for their decisions about absences and missed work due to extenuating circumstances.
4. Students must demonstrate mastery of the learning outcomes within their coursework (i.e., essential course requirements cannot be excused).
5. A desire to provide a mechanism for facilitating student well-being and academic fairness while acknowledging the integrity of relationships and interactions that students have with individuals and services on campus. These may include faculty members, academic advisors, Accessible Education, Learning Development and Success, Health and Wellness Services and community healthcare professionals.
6. Students, faculty, staff, and administrators are expected approach requests for academic consideration as being made and assessed in good faith, recognizing that evidence to the contrary (including false statements or altered forms or documents) may be liable to investigation as either a Scholastic Offense or a violation of the applicable Code of Student Conduct.
7. Academic considerations must not place undue hardship on the course instructor.
8. Instructors are encouraged to provide flexible assessments and to include this information to students in the course outline.

III. POLICY

1. Requests for academic consideration are made to the Academic Advising office of the student's Faculty of Registration. For undergraduate students registered at Western International College, requests are made to Western International College Academic Advising.
2. Requests for academic consideration must include the following components:
 - a) Self-attestation signed by the student
 - b) Indication of the course(s) and assessment(s) affected by the request
 - c) Supporting documentation as relevant

Requests without supporting documentation are limited to one per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. In such cases, the instructor must provide the student with another opportunity to demonstrate proficiency in the content evaluated by the missed assessment within the time frame of the course.

Documentation for medical illness, when required, must include the completion of a Western Student Medical Certificate (SMC) or, where that is not possible, equivalent documentation, by a health care practitioner.

Requests for examinations scheduled by the Office of the Registrar during official examination periods and practical laboratory and performance tests typically scheduled in the last week of the term **ALWAYS** require formal supporting documentation.

This policy does not apply to requests for academic consideration submitted for attempted or completed work, whether online or in-person. This includes (but is not limited to) term tests, performances, presentations, and laboratory/tutorial sessions to which the student has reported. Requests for retroactive relief are addressed in the policy on *Requests for Relief from Academic Decisions* and *Procedure for Undergraduate Student Academic Requests for Relief*.

3. Students must request academic consideration as soon as possible and no later than 48 hours after the missed assessment.
4. Once the request and supporting documents have been received and reviewed, appropriate academic consideration, if granted, shall be determined by the instructor in consultation with the academic advisor, in a

manner consistent with the course outline.

Academic consideration may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, or re-weighting of course requirements. Some forms of academic consideration, such as arranging Special Examinations, assigning a grade of Incomplete, or granting late withdrawals without academic penalty, may only be granted by the Academic Advising office of the Faculty of Registration.

5. An instructor may deny academic consideration for any assessment that is not required in the calculation of the final grade (e.g., “8 of 10 quizzes”). This assessment flexibility must be indicated on the course outline.
6. An instructor may deny academic consideration relating to the timeframe submission of work where there is already flexibility in the submission timeframe (e.g., 72-hour submission window). This assessment flexibility must be indicated on the course outline.

IV. APPEALS

A student may appeal a decision on academic consideration as set out in the policy on *Requests for Relief from Academic Decisions* and *Procedure for Undergraduate Student Academic Requests for Relief*.

Last Reviewed: September 18, 2026 ~~June 6, 2025~~

Procedure for ~~the Policy on~~ Academic Consideration – Undergraduate Students in First Entry Programs

Governing Policy:	Academic Consideration – Undergraduate Students in First Entry Programs
Sections:	Introduction ; Request for Academic Consideration Submission Process ; Instructors ; Privacy and Release of Information ; Audit ; Student Absence Portal Support
Officer(s) Responsible for Procedures:	Vice-Provost (Academic Programs)
Effective Date:	September 1, 2026 January 16, 2026
Supersedes:	January 16, 2026 (NEW)

I. INTRODUCTION

This procedure document provides instruction to students, staff, and instructors on the submission of a request for academic consideration and applies only to students who have been admitted to first entry programs at Western University, ~~and~~ its Affiliated University Colleges, ~~and Western International College~~.

II. REQUEST FOR ACADEMIC CONSIDERATION SUBMISSION PROCESS

Requests for academic consideration are made to the Academic Advising office of the student's Faculty of Registration through the Student Absence Portal. ~~For students registered at Western International College, requests are made to the Western International College Academic Advising unit through the Student Absence Portal.~~ The Student Absence Portal creates an official record of the absence in support of a formal request for academic consideration. Students access the Student Absence Portal using their Western User ID and password.

Prior to initiating a request for academic consideration, students are required to review the relevant policies, conditions, and other important information and confirm that they have read and understand these conditions regarding academic consideration and accept the terms of use of the Student Absence Portal.

Procedure for ~~the Policy on~~ Academic Consideration – Undergraduate Students in First Entry Programs

Requests for academic consideration include information on the type of absence (medical consideration, undocumented absence, for instance), reason for the request, information on the course and assessment, and may include supporting documentation.

Students are responsible for entering the start and end dates for the absence that match any corresponding supporting documentation (Student Medical Certificate or other medical documentation, for instance). For an undocumented absence, students do not need to enter the start and end dates as the undocumented absence is for a specific course component and not a duration of time. The information entered will be the due date of the specific course component that will be missed.

Students upload supporting documentation, as relevant, through the Student Absence Portal. Students may be asked by the academic advisor reviewing the request to provide additional relevant supporting documentation before the request for academic consideration is processed.

Students will enter information on the course assessment for which they are requesting consideration from a pre-populated list of their courses. Students select the appropriate course and section that is impacted by the absence, and the type of assessment. Students will need the following information about the assessment to complete the request: the name of the assessment, the weighting of the assessment, and the date and time of the assessment.

All requests for academic consideration must include completion of the self-attestation or student good-faith acknowledgement within the Student Absence Portal. Students must declare that they have read and understood the policies regarding academic consideration and confirm that the information that they have provided within their request for academic consideration is accurate and true and submitted in good faith. They also acknowledge that the University may verify the authenticity of any documentation by directly contacting the issuing office. The declaration includes an acknowledgement that the submission of any fraudulent documentation or information as part of a request for academic consideration will be treated as a scholastic offence.

After submitting a request for academic consideration, students receive an email notification that the request has been received. Students may view the status of submitted requests from the home page of the Student Absence Portal. Students will receive an email notification that the request has received an outcome; students can view any notes and important next steps from the course instructor(s) and/or academic advisor in the Student Absence Portal.

III. INSTRUCTORS

Requests for academic consideration submitted with supporting documentation go directly to Faculty Academic Advising units **or the Academic Advising unit at Western International College as appropriate** (see Privacy and Release of Information).

In the event that a student submits an undocumented absence, the request is forwarded through the Student Absence Portal to the instructor of the course. Instructors access requests in Extranet. Instructors verify that the request meets the conditions set out on the course outline. Where an instructor has provided flexibility in assessment or a designated assessment that requires supporting documentation, the request for academic consideration can be denied.

Instructors receive an email notification if there are requests awaiting their review.

IV. PRIVACY AND RELEASE OF INFORMATION

Student Medical Certificates and other documentation from a medical professional may require verification. The Faculty **or Western International College** Academic Advising unit may contact the office of the medical professional to verify supporting documentation provided with a request for academic consideration.

Course Instructors are prohibited under Senate policy from collecting medical documentation from undergraduate students seeking academic consideration. Medical documentation uploaded to the Student Absence Portal in support of a request for academic consideration is sent directly to the Faculty Academic Advising unit of the student's home faculty **or Western International College Academic Advising unit** for review and verification, and this documentation is held in confidence. Course Instructors are not able to access or receive student medical documentation within the Student Absence Portal.

The Student Absence Portal contains sensitive student information. All information contained within the Student Absence Portal is governed by the Code of Behaviour for Use of Computing, Technology, and Information Resources (contained in MAPP Policy 1.13 – Computing, Technology & Information Resources).

V. AUDIT

The Student Absence Portal Support Team in the Office of the Vice-Provost (Academic Programs) conducts periodic audits of requests for academic consideration within the Student Absence Portal for gathering data on requests for reporting purposes. In the process of conducting periodic audits and review of requests and supporting documentation, the Student Absence Portal Support Team

Procedure for ~~the Policy on~~ Academic Consideration – Undergraduate Students in First Entry Programs

may flag specific requests for further investigation by Faculty Academic Advising units.

VI. STUDENT ABSENCE PORTAL SUPPORT

Users are encouraged to contact the Student Absence Support Team by email (absence.portal@uwo.ca) for further assistance.

Last Reviewed: September 18, 2026 *

School of Graduate and Postdoctoral Studies:
Revisions to the Policy on “Graduate Program Design – Course Registration”

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 18, 2026, the policy on “Graduate Program Design – Course Registration” be revised as shown in Item 13.3(c)(i).

Executive Summary:

Revisions to the policy on “Graduate Program Design – Course Registration” are brought forward to provide clarity on how incomplete courses are handled. The revisions describe the approval process for the continuation of incomplete coursework into the following term and provide clarity on the deadline for the completion of the incomplete work. There is currently no language in the policy for the requirement of students to obtain approval for the continuation of incomplete coursework.

Editorial amendments are also included.

Documentation Provided:

Revisions to the Policy on “Graduate Program Design – Course Registration”

Graduate Program Design – Course Registration

Subject:	Graduate Program Design – Course Registration
Sections:	Adding or Dropping Graduate Courses ; Auditing Graduate Courses ; Repeated Courses ; Incomplete Courses ; Adding, Auditing, or Withdrawing from Undergraduate Courses ; Recognition for Prior Equivalent Work
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Program Design – Auditing a Graduate Course and Taking an Undergraduate Course
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Related Policies:	Adding and Dropping Courses *
Effective Date:	September 18, 2026 May 17, 2024
Supersedes:	May 17, 2024 ; March 15, 2024; September 16, 2022

1. Adding or Dropping Graduate Courses

All courses added or dropped by the student must be approved by the Graduate Chair of the student's program and by the Graduate Chair of the department offering the course (if the course is not from the student's program). Courses may not ~~normally~~ **typically** be added and dropped after the specified deadline dates.

Deadline dates for adding or dropping a course will ~~normally~~ **typically** be calculated according to the table below. A course that has been dropped by the last date specified for adding a course shall be expunged from the records. A course that has been dropped after the last date specified for adding a course but before the last date specified for dropping a course without academic penalty shall be recorded as "WDN". A course that has not been dropped in accordance with the above regulations and that has not been completed satisfactorily by the student shall be recorded as "F", failure.

Graduate Program Design – Course Registration

Weight of Course	Last Day to Add	Last Day to Drop
0.5, 1.0, 1.5 or 2.0	One month from the official beginning of the term in which the course begins	Two months from the beginning of term in which the course begins
0.25	10 Business days	50% of the way through the course

2. Auditing Graduate Courses

The student must declare an intention to audit a graduate course by the enrolment deadline for the term, using the Graduate Course Audit Form. The student must have the instructor's signed approval to audit the course, as well as approval from the Supervisor (if applicable) and Graduate Chair. An Audit requires regular attendance and any other obligations as stated by the course instructor in the Comments/Expectations section of the Graduate Course Audit Form. If these requirements are not met, the audit will be removed from the student's record at the instructor's request.

After the enrolment deadline, a student may not make a change from auditing a course to taking it for credit, or vice versa, within a given term. A student may, in a subsequent term, enroll in a given course for credit that has previously been audited.

Graduate courses delivered online may not be audited without special permission from the program.

3. Repeated Courses

When a course previously completed is repeated, both marks will appear on the official transcript, but only the last mark obtained is used for all academic purposes, even if it is lower than the previously obtained mark.

4. Incomplete Courses

When a student does not complete work for a course by the grade submission deadline, with approvals of the instructor and the program, a student may complete the work in the following term by the deadline specified by the program. In such cases, a grade of INC appears on the transcript. The INC will be changed to a grade if the work is completed by the deadline specified by the program but no later than the grade submission deadline for the term following the one in which the INC was awarded. If a grade is not submitted by this deadline, the INC becomes a Failure.

Graduate Program Design – Course Registration

A ~~numerical~~ grade submitted for an INC grade, or an F grade resulting from an INC, is final. The School of Graduate and Postdoctoral Studies (SGPS) will not consider a subsequent revision of either grade except on documented medical or compassionate grounds.

For incomplete courses related to a leave of absence, programs should see the Leave of Absence section and contact SGPS about academic considerations.

5. Adding, Auditing, or Withdrawing from Undergraduate Courses

Graduate Students may take undergraduate courses without additional charge only if needed for their degree requirements and with the approval of the Graduate Chair and SGPS. Graduate students taking undergraduate courses must follow the **undergraduate policy on “Adding and Dropping Courses”** ~~undergraduate regulations, as stipulated in the undergraduate calendar under ‘add/drop deadlines’.~~

Undergraduate courses, or combined courses in which undergraduate students predominate must be less than one-third of the student's total course requirement for the graduate degree. Graduate students may not take an undergraduate course at a Western-Affiliated University College (with the exception of programs whose home unit is an Affiliated University College).

6. Recognition for Prior Equivalent Work

Recognition for prior work acknowledges previously completed academic, and in some cases non-academic, work thereby reducing requirements for an individual student entering a degree program.

Recognition for prior work:

- is ~~normally~~ **typically** granted upon entry into a degree program
- can be granted based upon academic and non-academic work completed at Western or outside of Western
- is granted at the discretion of the graduate program at Western.

Last Reviewed: **September 18, 2026 ***

School of Graduate and Postdoctoral Studies:
Revisions to the Procedure for Registration in Graduate Programs

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The policy on “Registration and Progression in Graduate Programs” specifies the maximum registration period for graduate students, however, currently in the procedure related to the policy there is no process included for handling students who have passed the maximum registration period. The Procedure for Registration in Graduate Programs will be revised to include a new section to describe the process. The new section describes expectations for students whose progression towards degree completion has been significantly delayed beyond the typical degree completion time, and the process for withdrawal or extension for students who have reached the end of the maximum registration period.

Editorial amendments are also included.

Documentation Provided:

Revisions to the Procedure for Registration in Graduate Programs (for information)

Procedure for Registration in Graduate Programs

Governing Policy:	Registration and Progression in Graduate Programs
Sections:	Registration and Fee Payment ; Refunds ; Enrolling in an Interdisciplinary Combined PhD Option ; Leave of Absence ; Withdrawal after the Maximum Registration Period
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Effective Date:	September 18, 2026 September 1, 2026
Supersedes:	September 1, 2026; March 15, 2024

1. Registration and Fee Payment

To be registered graduate students must pay or make arrangements to pay all fees by the established deadline each term (refer to the Fees Schedule on the Office of the Registrar website).

2. Refunds

Fee refunds will be made on a pro rata basis to students who have completed all of their degree requirements, withdraw, or are required to withdraw before the end of a term. Detailed information on graduate tuition refunds is available on the Office of the Registrar's website.

Scholarships received from the School of Graduate and Postdoctoral Studies (SGPS) are also subject to pro-rating. Contact SGPS for details.

3. Enrolling in an Interdisciplinary Combined PhD Option

- It is recommended that the Home Program consult with an Associate Vice-Provost in SGPS prior to initiating the enrollment process.

- The student is accepted first into a “Home Program” and then applies for admission to the “Partnering Program”. The Home Program contacts SGPS and completes the Interdisciplinary Combined PhD Agreement Form (see Appendix A). This should be completed prior to the student’s first term of registration but no later two terms into the student’s registration in the Home Program.
- The student must meet the entrance requirements of both graduate programs and must be admitted by both programs.
- Following completion and approval of the “Interdisciplinary Combined PhD Degree Agreement” and admission to the Partnering Program, the student is transferred into the Interdisciplinary Combined PhD Degree Program

4. Leave of Absence

Financial Benefits:

- Graduate students may qualify for pregnancy/parental benefits such as paid pregnancy/parental leave or sick leave if they are employed as Graduate Teaching Assistants (GTA); consult the GTA Collective Agreement for further information.
- Graduate Students who are awarded funding through an external agency e.g. Tri-Agency (Research Grant or External Scholarship), OGS etc. may be entitled to certain benefits and should check with the particular granting agency for further information.

Service Benefits:

- Graduate students while on leave may opt into the Society of Graduate Students (SOGS) health plan which includes coverage of prescription drugs, as well as basic dental care and vision coverage.
- Graduate students while on leave may opt into Campus Recreation Services.
- Graduate students will retain email and library privileges.
- Student Health Services are available to those on leave.
- Graduate students on medical leave can retain bus pass service. Contact SOGS for more information.
- During a Compassionate leave international students can opt into UHIP for up to four months.

5. Withdrawal after the Maximum Registration Period

- Students are expected to make satisfactory progression towards their degree requirements as per the program’s expectations. Graduate programs are also expected to monitor and assess students’ progress (e.g., through Pathfinder Portfolio) at least annually and offer support and advice to students including those who are struggling or failing to meet program expectations.

Procedure for Registration in Graduate Programs

- Graduate programs must closely monitor the progress of graduate students whose progression towards the degree completion has significantly delayed beyond the typical degree completion time.
 - Doctoral students who enter the 4th term after typical duration, and master's students who enter the second term after typical duration in their degree programs, must meet with their supervisor and supervisory committee during that term, and provide a detailed plan including the timeline for the completion of their theses, using the Pathfinder Portfolio. The thesis completion timeline shall not go beyond the maximum registration period, except due to extenuating circumstances. The plan must be approved by the supervisory committee and the Graduate Chair.
 - The supervisory committee meetings must be held more frequently (until the thesis is submitted) to ensure the student's progression as per the thesis completion plan. Any changes to the thesis completion plan must be approved by the supervisory committee and the Graduate Chair through the Pathfinder Portfolio.
- If the thesis completion plan extends beyond the maximum registration period due to extenuating circumstances, an extension request with the detailed justification must be submitted and approved by the Graduate Chair, Associate Dean (Graduate) and Vice-Provost (Graduate & Postdoctoral Studies) (or designate).
- Any student who has reached the end of the maximum registration period without the extension request approval by the Graduate Chair, Associate Dean (Graduate), and Vice-Provost (Graduate & Postdoctoral Studies) will be withdrawn from their Academic Program.

Last Reviewed:

September 18, 2026 ~~May 15, 2026~~

APPENDIX A
Interdisciplinary Combined PhD Degree Agreement Form
(a link to this form is available on the SGPS website)

	Home Program	Partnering Program	Interdisciplinary Combined Program
Student Name: _____			
Supervisor(s):			
Supervisory committee members:			
Course and milestone requirements:			
Comprehensive examination(s) / Qualifying Examination milestones:			
Additional program requirements:			
Thesis topic:			
Funding Details:			

APPROVALS:

Student			
	Student: Name	Student: Signature	Date
Home Program			
	Supervisor: Name	Supervisor: Signature	Date

Procedure for Registration in Graduate Programs

Home Program			
	Graduate Chair: Name	Graduate Chair: Signature	Date
Partnering Program			
	Supervisor: Name	Supervisor: Signature	Date
Partnering Program			
	Graduate Chair: Name	Graduate Chair: Signature	Date
Home Program			
	Associate Dean-Graduate: Name	Associate Dean-Graduate: Signature	Date
Partnering Program <i>(if in a Faculty different from Home)</i>			
	Associate Dean-Graduate: Name	Associate Dean-Graduate: Signature	Date
SGPS			
	Vice-Provost: Name	Vice-Provost: Signature	Date

Western International College Undergraduate Sessional Dates (2026-2027)

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

Per the policy on the [Structure of the Academic Year](#), Western International College sessional dates are determined by Western International College in accordance with Senate Academic Policy and provided to the Senate Committee on Academic Policy for information and transmittal to Senate.

The Western International College Undergraduate Sessional Dates for Fall/Winter (2026-2027) are attached.

Documentation Provided:

Western International College Undergraduate Sessional Dates (2026-2027)

Western International College Undergraduate Sessional Dates

Fall 2026 Term	
Labour Day (Western International College closed)	Monday, September 7
Fall Term classes commence	Wednesday, September 9
Last Day to add a Fall Course	Tuesday, September 15
Last Day to withdraw from a Fall course without a 'WDN' grade and no financial penalty	Tuesday, September 22
National Day for Truth and Reconciliation (Non-Instructional Day)	Wednesday, September 30
Last day to withdraw from a Fall course with a grade of 'WDN' and no financial penalty	Tuesday, October 6
Fall Reading Week (no classes)	Saturday, October 10 – Sunday, October 18
Thanksgiving (Western International College closed)	Monday, October 12
Last day to withdraw from a Fall Course with a grade of 'WDN' and with financial penalty	Monday, November 30
Classes end	Wednesday, December 9
Study Day	Thursday, December 10
Examination period begins	Friday, December 11
Examination period ends	Tuesday, December 22
Inter-Term Break Begins	Wednesday, December 23

Winter 2027 Term	
Winter Term classes commence	Tuesday, January 5
Last Day to add a Winter Course	Monday, January 11
Last Day to withdraw from a Winter course without a 'WDN' grade and no financial penalty	Monday, January 18
Last day to withdraw from a Winter Course with a grade of 'WDN' and no financial penalty	Monday, February 1
Winter Term Reading Break (no classes)	Saturday, Feb. 13 – Sunday, Feb. 21
Family Day (Western International College closed)	Monday, February 15
Good Friday (Western International College closed)	Friday, March 26
Easter Sunday (Western International College closed)	Sunday, March 28
Last day to drop a Winter Course with a 'WDN' grade and financial penalty	Tuesday, March 30
Classes End	Friday, April 9
Study Days	Saturday, April 10 – Sunday, April 11
Examination period begins	Monday, April 12
Examination period ends	Friday, April 30
Inter-Term Break Begins	Saturday, May 1

Editorial Revisions to Titles of Academic Policies

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

As part of ongoing efforts to improve the organization, consistency, and accessibility of Western's academic policy framework, the University Secretariat completed a review of the titles of Senate academic policies and, in consultation with the relevant offices, made a series of editorial revisions. The revisions are intended to support a more coherent and user-friendly academic policy inventory by improving clarity, removing unnecessary terminology, and enhancing the grouping of related policies within the academic policy inventory on the University Secretariat website.

The title revisions generally:

- remove the word “policy” from policy titles;
- remove acronyms from policy titles; and
- revise select titles to more clearly group related policies within the alphabetical listing of academic policies on the University Secretariat website.

The revised titles are provided to Senate for information.

Following implementation of the revised titles, the University Secretariat will also update references within academic policies where renamed policies are cited, as necessary.

Documentation Provided:

Listing of Editorial Revisions to Titles of Academic Policies

Listing of Editorial Revisions to Titles of Academic Policies

~~Western University Policy on~~ Academic Accommodation for Students with Disabilities

Admission – ~~Doctor of Medicine~~ MD Program

~~Admission~~ – Engineering Excellence Admission Program

~~Graduate Degree~~ Admissions – Graduate Degrees

~~Admission~~ – Nursing Applicants

~~Admission~~ – Professional Upgrading and Non-Degree Credit Admissions

~~Admission~~ – Senior Citizens

~~Admission~~ – to the Bachelor of Medical Sciences (BMSc) Program

~~Undergraduate Degree~~ Admissions – Undergraduate Degrees

Athletic Financial Awards (AFA)

~~Undergraduate~~ Course Credit – Undergraduate

Criminal Records Check and Vulnerable Sector Screening (VSS)

~~Policy on~~ Establishing Senate Academic Policies and Procedures

~~Administration of~~ Examinations – Administration

~~Attendance Regulations for~~ Examinations – Attendance Regulations

~~Examinations~~ – Posting of Preliminary and Final Examination Timetables

~~Scheduling of~~ Examinations – Scheduling and Responsibility for Printing

~~Definitions of Types of~~ Examinations – Types

Graduation Requirements – Undergraduate Degrees

Official Student Record Information Privacy Policy

Part-Time Admission for Secondary School Students: Western's Initiative for Scholarly Excellence (WISE) and School within a University (SWAU)

Preliminary Year and Preliminary Year Plus at Western University

Progression and Graduation Requirements – Business Administration

Progression Requirements – Bachelor of Education (~~B.Ed.~~)

Progression Requirements – ~~MD~~ Doctor of Medicine Program

Scholarships – Admission and In-Course Scholarships

Removal of “Code of Student Conduct” Statement

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The [Code of Student Conduct](#) was approved by the Board of Governors on May 3, 2001 and remains in effect.

Following the Board’s approval, Senate was informed at its September 21, 2001 meeting that a statement referring students to the Code of Student Conduct would be added to the Academic Calendar. The statement informed students of their obligation to comply with the Code and advised where it could be obtained.

Code of Student Conduct

Every student is expected to comply with the provisions of the Code of Student Conduct. Sanctions for non-compliance range from a warning or reprimand to expulsion from the University. It is the responsibility of every student to read the Code and familiarize him or herself with its contents. The Code is available at <http://www.uwo.ca/univsec/pdf/board/code.pdf>. Copies can also be obtained from the Office of the Registrar, from Deans’ Offices and from Residences.

Although this statement was intended for inclusion in the informational sections of the Academic Calendar, it subsequently came to be presented in the list of Senate academic policies as “[Code of Student Conduct](#)” on the University Secretariat website.

A review of Senate records has found no evidence that Senate approved this statement as academic policy.

Following consultation with the Vice-Provost (Students), the University Secretariat determined that the information contained in the statement is communicated to students through other established channels. Accordingly, the “Code of Student Conduct” link on the Senate Academic Policy webpage will be revised to link directly to the Board approved Code of Student Conduct.

**Faculty of Engineering, Department of Electrical and Computer Engineering:
Revisions to Electrical Engineering Options**

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the following Electrical Engineering options, offered by the Faculty of Engineering, be revised as shown in Item 13.4(a)(i).

A. Electrical Engineering Program

B. Electrical Engineering/HBA (*offered with the Ivey Business School*)

D. Electrical Engineering/Law (*offered with the Faculty of Law*)

H. Electrical Engineering and Biomedical Engineering Option

M. Electrical Engineering and Artificial Intelligence Systems Engineering Program

Executive Summary:

The Department of Electrical and Computer Engineering is proposing a set of curriculum modifications to the Electrical Engineering options following the most recent Canadian Engineering Accreditation Board (CEAB) review.

The proposed modifications include the following:

- Course load reduction: The Electrical Engineering Program currently specifies 18.0 courses, of which 14.0 are required, 2.5 are technical electives, and 1.5 are non-technical electives. A thorough review of the existing program has identified that 13.0 courses are necessary to provide coverage of core competencies for the discipline. An additional 4.0 courses are required to meet the CEAB requirements. Thus, there is room to remove 1.0 course from the Electrical Engineering Program.
- Mechanical and Materials Engineering 2234A/B and Electrical and Computer Engineering 3370A/B will change from required courses to technical elective courses across all programs, as applicable. The content of Mechanical and Materials Engineering 2234A/B is seen by CEAB as being tangential to Electrical Engineering and the content in Electrical and Computer Engineering 3370A/B is addressed in other required courses.
- Electrical and Computer Engineering 3333A/B will become a required course for the options that do not currently include it in their requirements. This adjustment ensures that all options maintain a consistent set of core electrical and computer engineering competencies, supporting alignment with CEAB

expectations for comparable academic content and progression across degree pathways.

- Electrical and Computer Engineering 3370A/B will be removed from Year 4 of the Electrical Engineering and Biomedical Engineering combined degree (Option H).
- Engineering Leadership and Innovation 4110F/G will be added as a required course in the Electrical Engineering and Law combined degree (Option D), to address a gap identified in accreditation review.
- Reference to the former Engineering Science 4498F/G will be removed as a matter of housekeeping.

Taken together, these adjustments produce a more coherent and equitable program structure across all Electrical Engineering degree pathways. The changes reduce rigidity in the required sequence, allow students greater choice in advanced topics, and better align course availability with instructional capacity, without affecting the program's ability to meet CEAB graduate attribute and content requirements.

There will be no change to the program-level learning outcomes. The program-level learning outcomes are addressed by the common core courses required of all students in the Electrical Engineering program including combined and concurrent degree students. The removal of tangentially related (Mechanical and Materials Engineering 2234A/B) and redundant (Electrical and Computer Engineering 3370A/B) course material permits the reduction of overall course load without changing the program-level learning outcomes. The harmonization of core courses across all Electrical Engineering options by the addition of Electrical and Computer Engineering 3333A/B to options that previously did not specify it as a required course further reinforces consistent learning outcomes across all options.

The proposed modifications will apply to students entering the programs as of September 1, 2026. Students currently enrolled in any of these programs will be able to continue their original program of study or take advantage of the new program as desired.

Documentation Provided:

Revised Calendar Copy – A. Electrical Engineering Program

Revised Calendar Copy – B. Electrical Engineering/HBA

Revised Calendar Copy – D. Electrical Engineering/Law

Revised Calendar Copy – H. Electrical Engineering and Biomedical Engineering Option

Revised Calendar Copy – M. Electrical Engineering and Artificial Intelligence Systems Engineering Program

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21270>

A. ELECTRICAL ENGINEERING PROGRAM

Admission Requirements

Students entering the Electrical Engineering program must have completed the entire first-year program in Engineering, with no outstanding credits to be taken, and have a year-weighted average (YWA) of at least 60%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Engineering Science 1036A/B, and Physics 1402A/B.

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050, ~~Business Administration 1299E~~.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, ~~Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B~~, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled)

Module/Program Information

Second Year Program

~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B~~, Computer Science 1027A/B, ECE 2205A/B, ECE 2231A/B, ECE 2233A/B, ECE 2236A/B, ECE 2240A/B, ECE 2242A/B, ECE 2277A/B, ~~MME 2234A/B~~, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Writing 2130F/G.

Third Year Program

~~Numerical and Mathematical Methods 3415A/B~~, ECE 3330A/B, ECE 3331A/B, ECE 3332A/B, ECE 3333A/B, ECE 3336A/B, ECE 3337A/B, ECE 3399A/B, ~~ECE 3370A/B~~, ECE 3375A/B, Numerical and Mathematical Methods 3415A/B, Statistical Sciences 2141A/B, 0.5 non-technical elective*.

~~Selection of the non-technical elective must be approved by the Department Counsellor to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies, and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website.~~

Fourth Year Program

ECE 4416, ECE 4429A/B, ECE 4437A/B, ELI 4110F/G ~~or the former ES 4498F/G~~, Five 0.5 technical electives, 1.0 non-technical elective*.

*Selection of the non-technical elective must be approved by the **Academic Advisor** ~~Department Counsellor~~ to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website.

Technical Electives: Electrical Engineering

AISE 4025A/B, AISE 4030A/B, ECE 3349A/B, **ECE 3370A/B**, ECE 3380A/B, ECE 4430A/B, ECE 4431A/B, ECE 4432A/B, ECE 4433A/B, ECE 4436A/B, ECE 4438A/B, ECE 4439A/B, ECE 4445A/B, ECE 4451A/B, ECE 4455A/B, ECE 4456A/B, ECE 4457A/B, ECE 4460A/B, ECE 4464A/B, ECE 4468A/B, ECE 4469A/B, **MME 2234A/B**, MME 4452A/B, MME 4473A/B, MME 4482A/B, MME 4487A/B, the former ECE 4470A/B, the former ECE 4489A/B.

~~*Up to two MME half courses~~ **Note: A maximum of 1.0 MME course** from the approved list may be used as technical electives.

Some technical electives may not be offered in a given academic year.

For students registered in a concurrent degree program in Computer Science up to two computer science half courses at the 3000 level or higher may be used as technical electives.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21271>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21561>

B. ELECTRICAL ENGINEERING/HBA

This is a Combined Program also featured at the following pages:

- Western Main Campus - Electrical and Computer Engineering - B. ELECTRICAL ENGINEERING/HBA
- Western Main Campus - Electrical and Computer Engineering - HBA/ELECTRICAL ENGINEERING

Admission Requirements

Normally, students apply to the HBA program during their second year in Engineering by the published deadline. Application for the combined program is made during the first year in the HBA program. Students applying to the Ivey Business School's Advanced Entry Opportunity (AEO) are also eligible to be considered for the combined program. Admission to the program is competitive and limited. Upon completion of the program students will receive two degrees: a BA in Honours Business Administration and a BESC degree.

To be eligible for the combined program, all students, including those admitted via the AEO route, must have completed all the requirements of the first year curriculum in the Faculty of Engineering and the second year program in Option B in the Department of Electrical and Computer Engineering. Students must obtain a weighted average (YWA) of 78% in each year. During the second year of the program students are required to complete Business Administration 2257 with a minimum grade of 70%. Electrical Engineering students may take Business Administration 2257 during Intersession either after their first or second year. Demonstrated participation in extra-curricular and/or community activities, leadership and work experience are also admission criteria.

Module/Program Information

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050, ~~Business Administration 1299E~~.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, ~~Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B~~, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled)

Second Year Program

~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B~~, Business Administration 2257, Computer Science 1027A/B, ~~Business Administration 2257~~, ECE 2205A/B, ECE 2231A/B, ECE 2233A/B, ECE 2236A/B, ECE 2240A/B, ECE 2242A/B, ECE 2277A/B, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B.

Third Year Program

Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3307K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

Fourth Year Program

~~Numerical and Mathematical Methods 3415A/B~~, ECE 3330A/B, ECE 3331A/B, ECE 3332A/B, ECE 3333A/B, ECE 3336A/B, ECE 3337A/B, ~~ECE 3370A/B~~, ECE 3375A/B, ECE 3399A/B, Numerical and Mathematical Methods 3415A/B, Statistical Sciences 2141A/B.

Applied Project Requirement: Business Administration 4569.

Fifth Year Program

ECE 4416, ECE 4429A/B, ECE 4437A/B, ELI 4110F/G ~~or the former ES 4498F/G~~, one 0.5 technical elective from the approved list.

3.0 Business Administration courses:

- **0.5 course:** International Perspective Requirement: Business Administration 4505A/B.
- **0.5 course:** Corporations and Society Perspective Requirement: At least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
- **0.5 course:** Managerial Accounting Requirement: Business Administration 4624A/B.
- **1.5 elective courses** chosen from 4000 level Business courses.

Progression

Progression Standards

Students in this combined program must meet the following progression standards: Students enrolled in first year HBA (Year Three) must attain at least 78%.

In Years Four and Five, students must attain a minimum weighted average of 75% in their 4000 level HBA courses and a 75% average in their Engineering courses.

Failure to Meet Progression Standards

A student who fails to meet the progression standards in any year must withdraw from the combined program. However, a student who has met the progression standards of either the HBA or BESc program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either or both of the individual programs, must complete all the degree requirements of the individual program or programs in order to graduate from that/those program(s).

Related Information

Exchange Programs

Students enrolled in the combined program are not eligible for an exchange program with the Faculty of Engineering; however, they may be eligible for an exchange through the ~~Richard~~ Ivey **Business** School ~~of Business~~ in Year Five. This will require advanced planning and approval of both faculties.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21273>
<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21446>

D. ELECTRICAL ENGINEERING/LAW

This is a Combined Program also featured at the following pages:

- Western Main Campus - Electrical and Computer Engineering - D. ELECTRICAL ENGINEERING/LAW
- Western Main Campus - Electrical and Computer Engineering - LAW/ELECTRICAL ENGINEERING

Admission Requirements

See the policy on “[Admission – Law](#)” for admission criteria for BESc/JD combined degree programs.

Before entering the combined BESc/JD degree program, a student must have completed the first three years of the Electrical Engineering program at Western.

Module/Program Information

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050, ~~Business Administration 1299E~~.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, ~~Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B~~, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled)

Second Year Program

~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B~~, Computer Science 1027A/B, ECE 2205A/B, ECE 2277A/B, ECE 2231A/B, ECE 2233A/B, ECE 2236A/B, ECE 2240A/B, ECE 2241A/B, ~~MME 2234A/B~~, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Writing 2130F/G.

Third Year Program

~~Numerical and Mathematical Methods 3415A/B~~, ECE 3330A/B, ECE 3331A/B, ECE 3332A/B, ECE 3333A/B, ECE 3336A/B, ECE 3337A/B, ~~ECE 3370A/B~~, ECE 3375A/B, ECE 3399A/B, Numerical and Mathematical Methods 3415A/B, Statistical Sciences 2141A/B, 0.5 non-technical elective.

Selection of the non-technical elective must be approved by the Academic Advisor ~~Department Counsellor~~ to satisfy the CEAB requirements of subject matter that deals

with central issues, methodologies, and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website.

Fourth Year Program

First year Law curriculum. No courses outside Law may be taken during this year.

Fifth and Sixth Year Programs

ECE 4416, ECE 4437A/B, **ELI 4110F/G** ~~the former ECE 4470A/B~~.

In years five and six, students must take courses in Law totaling 46 credit hours. These courses must include the four compulsory upper-year courses and courses that satisfy the Faculty of Law writing requirements. They must also include one of the courses listed below under “Economics” and one listed under “Impact of Technology on Society”.

Notes: Fulfillment of the Faculty of Engineering requirement of courses that expose students to economics, ethical issues, and the impact of technology on society must be taken as follows:

Economics: One of Law 5220, Law 5550, Law 5555, or another Law course approved by the Associate Dean (Academic).

Impact of Technology on Society: One of Law 5350, Law 5600, Law 5610, Law 5625, Law 5630, Law 5814, or another Law course approved by the Associate Dean (Academic).

Progression

Progression Standards

Once admitted to the combined program, students are required to maintain a minimum year weighted average of 75% in their Engineering curriculum courses and a B- average in their Law courses.

Failure to Meet Progression Standards

A student who fails to meet the combined program progression standards in any year will be required to withdraw from the combined program. However, a student who has met the progression standards of either the Engineering or JD program, will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either or both of the individual programs, must complete all the degree requirements of the individual program or programs in order to graduate from that program or those programs.

Related Information

Exchange Programs

Students enrolled in the combined program are not eligible for an exchange program with the Faculty of Engineering; however, they may be eligible for an exchange through the Faculty of Law in Year Five or Six. This will require advanced planning with both faculties.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21608>

H. ELECTRICAL ENGINEERING AND BIOMEDICAL ENGINEERING OPTION

Admission Requirements

The Electrical and Biomedical Engineering Option (Option H) is a limited enrollment program. Upon completion, students will receive two degrees: a BESC in Electrical Engineering and a BESC in Biomedical Engineering (non-accredited). Admission to Option H is competitive; meeting the minimum requirements does not guarantee admission.

Students apply to Option H while in first year through the Intent-to-Register process. The Department of Electrical and Computer Engineering, in collaboration with the Director of Biomedical Engineering, will accept students into Option H. To be eligible for Option H, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 70%.

Acceptance into Option H does not guarantee acceptance into the concurrent degree program. Students apply to the concurrent degree program during their second year in Engineering by the published deadline. To be eligible for the concurrent degree program, students must complete all of the requirements of the second-year program in Option F of the Electrical Engineering Program, obtaining a minimum year-weighted average (YWA) of 70% and a minimum grade of 70% in BME 3201A/B.

Students who are not accepted into the concurrent degree program after second year will still be eligible to complete a BESC in Electrical Engineering provided that they meet the requirements for progression in Engineering. In this case, the BME 3201A/B course may count as a 0.5 technical elective in the program.

Module/Program Information

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled.)

Second Year Program

BME 3201A/B, Computer Science 1027A/B, ECE 2205A/B, ECE 2231A/B, ECE 2233A/B, ECE 2236A/B, ECE 2240A/B, ECE 2242A/B, ECE 2277A/B, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, 0.5 non-technical elective.

Third Year Program

Biology 1001A, Biology 1002B, BME 3301A/B, ECE 3330A/B, ECE 3331A/B, ECE 3332A/B, ECE 3336A/B, ECE 3337A/B, ECE 3375A/B, ECE 3399A/B, Numerical and Mathematical Methods 3415A/B, Statistical Sciences 2141A/B.

Fourth Year Program

Biochemistry 2280A, BME 3303A/B, **ECE 3333A/B**, ~~ECE 3370A/B~~, ECE 4455A/B, MME 4469A/B, Physiology 2130, 1.5 Biomedical Sciences **elective Electives**, 1.0 Healthcare **non-technical elective** ~~Non-technical Electives~~, 0.5 open elective.

Fifth Year Program

BME 4400E, ECE 4416, ECE 4429A/B, ECE 4437A/B, ECE 4445A/B, ELI 3000A/B or ELI 3100A/B or ELI 4200A/B or ELI 4300A/B or ELI 4400A/B, ELI 4110F/G, 1.0 BME technical electives, 0.5 ECE technical elective.

Biomedical Sciences Electives (Courses that do not appear on this list require special permission):

Anatomy and Cell Biology 2200A/B, Biochemistry 3385B, Biochemistry 3386B, Biology 2382A/B, Biology 2581A/B, Chemistry 2213A/B, Chemistry 2223B, Communication Sciences and Disorders 4417A/B, Health Sciences 2300A/B, Health Sciences 3300A/B, Kinesiology 2000A/B, Medical Biophysics 4700A/B, Medical Biophysics 4730A/B, Medical Sciences 4931F/G, Physiology 3140A, Psychology 2220A/B.

Biomedical Engineering (BME) Technical Electives (Courses that do not appear on this list require special permission):

AISE 4025A/B, CBE 4421A/B, ECE 4438A/B, Medical Biophysics 3518B, Medical Biophysics 3720A, Medical Biophysics 3820B, Medical Biophysics 4720B.

Non-technical Electives:

Selection of the non-technical electives must be approved by the Director of the School of Biomedical Engineering to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies, and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website. In addition, 1.0 course must focus on topics related to health care and the health-care system and its effects on individuals and society.

Healthcare Non-technical Electives:

Anthropology 2240A/B, Anthropology 2290A/B, Economics 2169F/G, GSWS 2244, History 2818F/G, History 2819F/G, History 2195A/B (King's), Law 3101A/B, Philosophy 2272F/G (King's), Philosophy 2715F/G, Political Science 2276F/G, Psychology 2036A/B, Psychology 2135A/B, Religious Studies 2239F/G (King's), Sociology 2179A/B, Sociology 2180A/B, Writing 3222F/G.

For the course credit designated as an “open elective”, students may select any course from the lists of biomedical science electives, BME technical electives, ECE technical electives, healthcare non-technical electives, or Faculty of Engineering approved non-technical electives.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21688>

M. ELECTRICAL ENGINEERING AND ARTIFICIAL INTELLIGENCE SYSTEMS ENGINEERING OPTION

Admission Requirements

The *Electrical Engineering and Artificial Intelligence Systems Engineering (option M)* is a limited-enrollment program. Upon completion, students will receive two degrees: a BESC in Electrical Engineering and a BESC in Artificial Intelligence Systems Engineering (non-accredited). Admission to Option M is competitive; meeting the minimum requirements does not guarantee admission. Students apply to Option M while in first-year through the Intent-to-Register process. To be eligible for Option M, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 75%.

Module/Program Information

~~Students who entered the Engineering Program in September 2021 will continue to follow their original AISE program progression.~~

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050, ~~Business Administration 1299E.~~

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: ~~Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B,~~ Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Physics 1401A/B and Physics 1402A/B.

Second Year Program

AISE 2205A/B (or SE 2205A/B if taken prior to 2024-25), AISE 2251A/B (or the former SE 2251A/B), ~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B,~~ ECE 2205A/B, ECE 2233A/B, ECE 2236A/B, ECE 2240A/B, ECE 2277A/B, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Statistical Sciences 2143A/B, Writing 2130F/G.

Third Year Program

AISE 3010A/B, AISE 3309A/B (or SE 3309A/B if taken prior to 2024-25), AISE 3350A/B (or the former ECE 3350A/B), Data Science 3000A/B, ECE 2231A/B, ECE 2242A/B, ECE 3330A/B, ECE 3331A/B, ECE 3332A/B, ECE 3333A/B, ECE 3375A/B, ~~Data Science 3000A/B,~~ Numerical and Mathematical Methods 3415A/B.

Fourth Year Program

AISE 4010A/B, AISE 4020A/B, AISE 4430A/B (or the former SE 4430A/B), ECE 3336A/B, ECE 3337A/B, ~~ECE 3370A/B,~~ ECE 3399A/B, ~~MME 2234A/B,~~ one 0.5 non-technical elective*, one 0.5 AISE technical elective, two 0.5 technical elective.

Fifth Year Program

AISE 3020A/B, AISE 4450A/B (or the former ECE 4450A/B), ECE 4416, ~~ELI 4110F/G,~~ ECE 4437A/B, ELI 4110F/G, four 0.5 technical electives, one 0.5 non-technical elective*, one 0.5 AISE technical elective.

*Selection of the non-technical elective must be approved by the department to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. More information about approved non-technical electives can be found on the Engineering website.

Technical Electives:

AISE 4025A/B, AISE 4030A/B, ECE 3349A/B, ~~ECE 3370A/B,~~ ECE 3380A/B, ECE 4430A/B, ECE 4431A/B, ECE 4432A/B, ECE 4433A/B, ECE 4436A/B, ECE 4438A/B, ECE 4439A/B, ECE 4445A/B, ECE 4451A/B, ECE 4455A/B, ECE 4456A/B, ECE 4457A/B, ECE 4460A/B, ECE 4464A/B, ECE 4468A/B, ECE 4469A/B, ~~MME 2234A/B,~~ MME 4452A/B, MME 4473A/B, MME 4482A/B, MME 4487A/B, the former ECE 4470A/B, the former ECE 4489A/B.

AISE Technical Electives:

AISE 4025A/B, AISE 4030A/B, AISE 4470A/B, AISE 4471A/B, Computer Science 3340A/B, Computer Science 4417A/B, Computer Science 4451A/B, Computer Science 4452A/B, ECE 3390A/B, ECE 4445A/B, ECE 4438A/B, SE 4455A/B.

~~*Up to two MME half courses~~ Note: A maximum of 1.0 MME course from the approved list may be used as technical electives.

Some technical electives may not be offered in a given academic year.

Related Information

The Artificial Intelligence Systems Engineering program is offered and administered by the Department of Electrical and Computer Engineering in the Faculty of Engineering.

Faculty of Engineering:
Revisions to Mechatronic Systems Engineering Options

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the following Mechatronic Systems Engineering options, offered by the Faculty of Engineering, be revised as shown in Item 13.4(a)(ii).

Mechatronic Systems Engineering

B. Mechatronic Systems Engineering/HBA (*offered with the Ivey Business School*)

C. Mechatronic Systems Engineering/Law (*offered with the Faculty of Law*)

D. Mechatronic Systems Engineering and Biomedical Engineering Option

E. Mechatronic Systems Engineering and Artificial Intelligence Systems Engineering Option

Executive Summary:

The proposed modifications to the Mechatronic Systems Engineering (MSE) options achieve four goals while maintaining program learning objectives and adhering to Canadian Engineering Accreditation Board (CEAB) requirements:

1. A reduction in total course load (excluding the common first-year program) from 18.0 to 16.0 courses.
2. A harmonization of the required courses across all MSE options.
3. An administrative consolidation of selected MSE courses to their equivalent Mechanical and Materials Engineering (MME) courses.
4. Housekeeping updates:
 - Removal of “the former Engineering Science 4498.
 - Addition of Statistical Sciences 2143A/B as an alternative to Statistical Sciences 2141A/B.
 - Addition of Engineering Leadership and Innovation 4100F/G as an alternative to Writing 2130F/G to satisfy the essay requirement.
 - Addition of a note prohibiting combined degree students from participating in the HBA/Law exchange programs while enrolled in the MSE capstone design course, MSE 4499.

Course load reduction: The MSE degree currently specifies 18.0 courses, of which 15.0 are required, 1.5 are technical electives, and 1.5 are non-technical electives. A thorough review of the existing program has identified that 14.0 courses are necessary to provide coverage of core competencies for the discipline. An additional 2.0 courses are required to meet CEAB requirements. Thus, 2.0 courses can be removed from the MSE curriculum without impacting program learning objectives or accreditation standards. This is accomplished by removing the requirement to take both Electrical and Computer Engineering (ECE) 4460A/B and ECE 4469A/B (see below) and the removal of the requirement to take additional MSE technical electives in Year 4 (or Year 5 in combined/concurrent degree programs).

The course load reduction will ease student workload by allowing students to spread the 16.0 courses more evenly over years 2, 3, and 4 and/or offer an opportunity to pursue their specific interests by maintaining the existing cadence in years 2 and 3, leaving room in year 4 to take courses of personal interest.

Harmonization across options: ECE 4460A/B and ECE 4469A/B are currently required courses in the MSE program, and optional courses in the combined degree programs with HBA and Law (Options B and C) and concurrent degree programs with Biomedical and Artificial Intelligence Systems engineering (Options D and E). This proposal harmonizes the underlying MSE component of all five program descriptions by specifying that all students must select at least one of the two courses (the second may still be taken as an elective, if desired). The change simplifies the accreditation process by harmonizing the courses to be considered in the “minimum path” calculation across all variants of the MSE program.

Consolidation of select MSE/MME courses: At its first offering, the MSE program was comprised of courses from MME and ECE courses with a limited number of MSE courses. As the MME program grew relative to MSE, it became a timetabling workaround to twin select MME courses with an MSE designation. The twinned courses share common curricula, learning objectives, and assessments. This mechanism is no longer required to facilitate timetabling, and so, the Faculty takes the opportunity in this proposal to revert to the original MME courses. MSE students will retain cohort-specific lab sections, both to maintain cohort identity and to facilitate timetabling restrictions from the distinct MME and MSE programs. Finally, reference to the former Engineering Science 4498F/G is removed as it was replaced by Engineering Leadership and Innovation 4110F/G many years ago.

The program-level learning outcomes will not change.

The proposed modifications will apply to students entering the programs as of September 1, 2026. Students currently enrolled in any of these programs will be able to continue their original program of study or take advantage of the new program as desired.

Documentation Provided:

Revised Calendar Copy – Mechatronic Systems Engineering

Revised Calendar Copy – B. Mechatronic Systems Engineering/HBA

Revised Calendar Copy – C. Mechatronic Systems Engineering/Law

Revised Calendar Copy – D. Mechatronic Systems Engineering and Biomedical Engineering Option

Revised Calendar Copy – E. Mechatronic Systems Engineering and Artificial Intelligence Systems Engineering Option

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21288>

MECHATRONIC SYSTEMS ENGINEERING

Admission Requirements

Students entering the Mechatronic Systems Engineering program must have completed the entire first year program in Engineering, with no outstanding credits to be taken, and have a Year Weighted Average (YWA) of at least 70%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Engineering Science 1022A/B/Y, Engineering Science 1036A/B, Engineering Science 1050, Physics 1401A/B and Physics 1402A/B.

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050, ~~Business Administration 1299E~~.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: ~~Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B~~, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled)

Module/Program Information

Second Year Program

~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B~~, Computer Science 1037A/B, ECE 2205A/B, MME 2202A/B (or the former MSE 2212A/B), MME 2204A/B (or the former MSE 2214A/B), MME 2213A/B (or the former MSE 2213A/B), MME 2273A/B (or the former MSE 2273A/B), MSE 2200Q/R/S/T, MSE 2201A/B, MSE 2202A/B, ~~MSE 2212A/B, MSE 2213A/B, MSE 2214A/B~~, MSE 2221A/B, MSE 2233A/B, ~~MSE 2273A/B~~ Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B.

Third Year Program

ECE 2277A/B, ECE 3330A/B, ECE 3331A/B, ECE 3375A/B, MME 3360A/B (or the former MSE 3360A/B), MME 3380A/B (or the former MSE 3380A/B), MME 3381A/B (or the former MSE 3381A/B), MSE 3301A/B, MSE 3302A/B, MSE 3310A/B, ~~MSE 3360A/B, MSE 3380A/B, MSE 3381A/B~~, Writing 2130F/G or ELI 4100F/G, 0.5 non-technical elective*.

Fourth Year Program

~~MSE 4401A/B, MSE 4499, ECE 4460A/B, or ECE 4469A/B, ELI 4110F/G or the former ES 4498F/G, MSE 4401A/B, MSE 4499, Statistical Sciences 2141A/B or Statistical Sciences 2143A/B, 1.0 non-technical elective, three 0.5 technical electives**.~~

*Selection of the non-technical elective must be approved by the **Academic Advisor** ~~Department Counsellor~~ to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies, and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website.

~~** Mechatronic Systems Engineering technical electives
Technical electives not chosen from this list require special permission:~~

~~ECE 3380A/B, ECE 4429A/B, ECE 4438A/B, ECE 4445A/B, ECE 4455A/B, ECE 4468A/B, MME 4424A/B, MME 4425A/B, MME 4459A/B, MME 4469A/B, MME 4470A/B, MME 4473A/B, MME 4480A/B, MME 4482A/B, MME 4492A/B, the former ECE 4470A/B.~~

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21286>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21453>

B. MECHATRONIC SYSTEMS ENGINEERING/HBA

This is a Combined Program also featured at the following pages:

- Western Main Campus - Mechatronic Systems Engineering - B. MECHATRONIC SYSTEMS ENGINEERING/HBA
- Western Main Campus - Mechatronic Systems Engineering - HBA/MECHATRONIC SYSTEMS ENGINEERING

Admission Requirements

Normally, students apply to the HBA program during their second year in Engineering by the published deadline. Application for the combined program is made during the first year in the HBA program. Students applying to the Ivey Business School's Advanced Entry Opportunity (AEO) are also eligible to be considered for the combined program. Admission to the program is competitive and limited. Upon completion of the program students will receive two degrees: a BA in Honours Business Administration and a BESC degree.

To be eligible for the combined program, all students, including those admitted via the AEO route, must have completed all the requirements of the first year curriculum in the Faculty of Engineering and the second year program in Option A of the Mechatronic Systems Engineering Program. Students must obtain a weighted average (YWA) of 78% in each year.

During the second year of the Engineering program students are required to complete Business Administration 2257 with a minimum grade of 70%. Mechatronic Systems Engineering students may take Business Administration 2257 during Intersession either after their first or second year. Demonstrated participation in extra-curricular and/or community activities, leadership and work experience are also admission criteria.

Module/Program Information

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050, ~~Business Administration 1299E~~.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: ~~Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B~~, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled)

Second Year Program

Business Administration 2257, ~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B~~, Computer Science 1037A/B, ECE 2205A/B, MME 2202A/B (or the former MSE 2212A/B), MME 2204A/B (or the former MSE 2214A/B), MME 2213A/B (or the former MSE 2213A/B), MME 2273A/B (or the former MSE 2273A/B), MSE 2200Q/R/S/T, MSE 2201A/B, MSE 2202A/B, ~~MSE 2212A/B, MSE 2213A/B, MSE 2214A/B~~, MSE 2233A/B, ~~MSE 2273A/B~~, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B ~~Business Administration 2257~~.

Third Year Program

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

Fourth Year Program

ECE 2277A/B, ECE 3330A/B, ECE 3331A/B, ECE 3375A/B, MME 3360A/B (or the former MSE 3360/B), MME 3380A/B (or the former MSE 3380A/B), MME 3381A/B (or the former MSE 3381A/B), MSE 2221A/B, MSE 3301A/B, MSE 3302A/B, MSE 3310A/B, ~~MSE 3360A/B, MSE 3380A/B, MSE 3381A/B.~~

Applied Project Requirement: Business Administration 4569

Fifth Year Program

~~MSE 4499, MSE 4401A/B, ECE 4460A/B or ECE 4469A/B, ELI 4110F/G or the former ES 4498F/G, MSE 4499, MSE 4401A/B, Statistical Sciences 2141A/B or Statistical Sciences 2143A/B, two 0.5 TE from the approved list.~~

3.0 Business Administration courses:

- **0.5 course:** International Perspective Requirement: Business Administration 4505A/B.
- **0.5 course:** Corporations and Society Perspective Requirement: At least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
- **0.5 course:** Managerial Accounting Requirement: Business Administration 4624A/B.
- **1.5 elective courses** chosen from 4000 level Business courses.

~~Approved Technical Electives: ECE 4455A/B, ECE 4460A/B, ECE 4469A/B~~

Progression

Progression Standards

Students in this combined program must meet the following progression standards:

Students enrolled in first year HBA (Year Three) must attain at least 78%.

In Years Four and Five, students must attain a minimum weighted average of 75% in their 4000 level HBA courses and a 75% average in their Engineering courses.

Failure to Meet Progression Standards

A student who fails to meet the progression standards in any year must withdraw from the combined program. However, a student who has met the progression standards of either the HBA or BESc program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the concurrent

program and wishes to pursue either or both of the individual programs, must complete all the degree requirements of the individual program or programs in order to graduate from that/those program(s).

Related Information

Exchange Programs

Students are **strictly prohibited** from participating in an exchange program while being enrolled in the **capstone design course** (MSE 4499). ~~Students enrolled in the combined program are not eligible for an exchange program with the Faculty of Engineering; however, they may be eligible for an exchange through the Richard Ivey School of Business in Year Five. This will require advanced planning and approval of both faculties.~~

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21287>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21454>

C. MECHATRONIC SYSTEMS ENGINEERING/LAW

This is a Combined Program also featured at the following pages:

- Western Main Campus - Mechatronic Systems Engineering - C. MECHATRONIC SYSTEMS ENGINEERING/LAW
- Western Main Campus - Mechatronic Systems Engineering - LAW/MECHATRONIC SYSTEMS ENGINEERING

Admission Requirements

See the policy on "[Admission – Law](#)" for admission criteria for BESC/JD combined degree programs.

Before entering the combined BESC/JD degree program, a student must have completed the first three years of the Chemical Engineering program at Western.

Module/Program Information

Engineering Common First Year Program

Full-year courses: **Business Administration 1299E**, Engineering Science 1050, ~~Business Administration 1299E~~.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: ~~Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B,~~ Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, **Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B**, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled)

Second Year Program

~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B,~~ Computer Science 1037A/B, ECE 2205A/B, MME 2202A/B (or the former MSE 2212A/B), MME 2204A/B (or the former MSE 2214A/B), MME 2213A/B (or the former MSE 2213A/B), MME 2273A/B (or the former MSE 2273A/B), MSE 2200Q/R/S/T, MSE 2201A/B, MSE 2202A/B, ~~MSE 2212A/B, MME 2213A/B, MSE 2214A/B,~~ MSE 2221A/B, MSE 2233A/B, ~~MSE 2273A/B~~ Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B.

Third-Year Program

ECE 2277A/B, ECE 3330A/B, ECE 3331A/B, ECE 3375A/B, MME 3360A/B (or the former MSE 3360A/B), MME 3380A/B (or the former MSE 3380A/B), MME 3381A/B (or the former MSE 3381A/B), MSE 3301A/B, MSE 3302A/B, MSE 3310A/B, ~~MSE 3360A/B, MSE 3380A/B, MSE 3381A/B,~~ Writing 2130F/G or ELI 4100F/G, ~~0.5 non-technical elective*~~.

~~Selection of the non-technical elective must be approved by the Department Counsellor to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies, and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website.~~

Fourth-Year Program

First year Law curriculum. No courses outside Law may be taken during this year.

Fifth and Sixth-Year Programs

One of ECE 4460A/B or ECE 4469A/B, MSE 4499, MSE 4401A/B, Statistical Sciences 2141A/B or Statistical Sciences 2143A/B, ~~one of ECE 4460A/B or ECE 4469A/B.~~

In years five and six, students must take courses in Law totaling 46 credit hours. These courses must include the four compulsory upper-year courses and courses that satisfy the Faculty of Law writing requirements. They must also include one of the courses listed below under “Economics” and one listed under “Impact of Technology on Society”.

Notes: Fulfillment of the Faculty of Engineering requirement of courses that expose students to the impact of technology on society, ethical issues, economics and the thought processes in the Humanities and Social Sciences must be taken as follows:

Economics: One of Law 5220, Law 5550, Law 5555, or another Law course approved by the Associate Dean (Academic).

Impact of Technology on Society: One of Law 5350, Law 5600, Law 5610, Law 5625, Law 5630, Law 5814, or another Law course approved by the Associate Dean (Academic).

Progression

Progression Standards

Once admitted to the combined program, students are required to maintain a minimum year weighted average of 75% in their Engineering curriculum courses and a B- average in their Law courses.

Failure to Meet Progression Standards

A student who fails to meet the combined program progression standards in any year will be required to withdraw from the combined program. However, a student who has met the progression standards of either the Engineering or JD program, will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either or both of the individual programs, must complete all the degree requirements of the individual program or programs in order to graduate from that program or those programs.

Related Information

Exchange Programs

Students are **strictly prohibited** from participating in an exchange program while being enrolled in the **capstone design course (MSE 4499)**. ~~Students enrolled in the combined program are not eligible for an exchange program with the Faculty of Engineering; however, they may be eligible for an exchange through the Faculty of Law in Year Five or Six. This will require advanced planning with both faculties.~~

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21610>

D. MECHATRONIC SYSTEMS ENGINEERING AND BIOMEDICAL ENGINEERING OPTION

Admission Requirements

The Mechatronic Systems Engineering and Biomedical Engineering Option (Option D) is a limited-enrollment program. Upon completion, students will receive two degrees: a BESC in Mechatronic Systems Engineering and a BESC in Biomedical Engineering (non-accredited). Admission to Option D is competitive; meeting the minimum requirements does not guarantee admission.

Students apply to Option D while in first year through the Intent-to-Register process. The Mechatronic Systems Engineering Program, in collaboration with the Director of

Biomedical Engineering, will accept students into Option D. To be eligible for Option D, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 70%.

Acceptance into Option D does not guarantee acceptance into the concurrent degree program. Students apply to the concurrent degree program during their second year in Engineering by the published deadline. To be eligible for the concurrent degree program, students must complete all of the requirements of the second-year program in Option D of the Mechatronic Systems Engineering Program, obtaining a minimum year-weighted average (YWA) of 70% and a minimum grade of 70% in BME 3201A/B.

Students who are not accepted into the concurrent degree program after second year will still be eligible to complete a BEng in Mechatronic Systems Engineering provided that they meet the requirements for progression in Engineering. In this case, the BME 3201A/B course may count as a 0.5 technical elective in the program.

Module/Program Information

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled.)

Second Year Program

BME 3201A/B, Computer Science 1037A/B, ECE 2205A/B, MSE 2200Q/R/S/T, MSE 2201A/B, MSE 2202A/B, MME 2202A/B (or the former MSE 2212A/B), MME 2213A/B (or the former MSE 2213A/B), MME 2204A/B (or the former MSE 2214A/B), MSE 2233A/B, MME 2273A/B (or the former MSE 2273A/B), Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B.

Third Year Program

Biology 1001A, Biology 1002B, BME 3301A/B, ~~ECE 2277A/B~~, ECE 3330A/B, ECE 3331A/B, MSE 2221A/B, MSE 3301A/B, MSE 3302A/B, MSE 3310A/B, MME 3360A/B (or the former MSE 3360A/B), MME 3380A/B (or the former MSE 3380A/B), MME 3381A/B (or the former MSE 3381A/B), 0.5 Biomedical Sciences elective.

Fourth Year Program

Biochemistry 2280A, BME 3303A/B, ECE 2277A/B, ECE 3375A/B, ECE 4455A/B, MME 4469A/B, Physiology 2130, Statistical Sciences 2141A/B or Statistical

Sciences 2143A/B, ~~1.5~~ 1.0 Biomedical Sciences electives, 1.0 Healthcare non-technical electives.

Fifth Year Program

BME 4400E, ECE 4445A/B, ECE 4460A/B or ECE 4469A/B, ELI 3000A/B or ELI 3100A/B or ELI 4200A/B or ELI 4300A/B, ELI 4110F/G, MSE 4401A/B, MSE 4499, 1.0 BME technical electives, ~~0.5 MSE technical elective~~, 0.5 Healthcare non-technical elective.

Biomedical Sciences Electives (Courses that do not appear on this list require special permission):

Anatomy and Cell Biology 2200A/B, Biochemistry 3385B, Biochemistry 3386B, Biology 2382A/B, Biology 2581A/B, Chemistry 2213A/B, Chemistry 2223B, Communication Sciences and Disorders 4417A/B, Health Sciences 2300A/B, Health Sciences 3300A/B, Kinesiology 2000A/B, Medical Biophysics 4700A/B, Medical Biophysics 4730A/B, Medical Sciences 4931F/G, Physiology 3140A, Psychology 2220A/B.

Biomedical Engineering (BME) Technical Electives (Courses that do not appear on this list require special permission):

AISE 4025A/B, CBE 4421A/B, CBE 4422A/B, CBE 4423A/B, ECE 4438A/B, ECE 4445A/B, Medical Biophysics 3330F, Medical Biophysics 3518B, Medical Biophysics 3720A, Medical Biophysics 3820B, Medical Biophysics 4720B, MME 4470A/B.

~~Non-technical Electives:~~

~~Selection of the non-technical electives must be approved by the Director of the School of Biomedical Engineering to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies, and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website. In addition, 1.0 course must focus on topics related to health care and the health-care system and its effects on individuals and society.~~

Healthcare Non-technical Electives:

Anthropology 2240A/B, Anthropology 2290A/B, Economics 2169F/G, GSWS 2244, History 2818F/G, History 2819F/G, History 2195A/B (King's), Law 3101A/B, Philosophy 2272F/G (King's), Philosophy 2715F/G, Political Science 2276F/G, Psychology 2036A/B, Psychology 2135A/B, Religious Studies 2239F/G (King's), Sociology 2179A/B, Sociology 2180A/B, Writing 3222F/G.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21690>

E. MECHATRONIC SYSTEMS ENGINEERING AND ARTIFICIAL INTELLIGENCE SYSTEMS ENGINEERING OPTION

Admission Requirements

The *Mechatronic Systems Engineering and Artificial Intelligence Systems Engineering (option E)* is a limited-enrollment program. Upon completion, students will receive two degrees: a BESC in Mechatronic Systems Engineering and a BESC in Artificial Intelligence Systems Engineering (non-accredited). Admission to Option E is competitive; meeting the minimum requirements does not guarantee admission. Students apply to Option E while in first-year through the Intent-to-Register process. To be eligible for Option E, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year weighted average (YWA) of 75%.

Module/Program Information

~~Students who entered the Engineering Program in September 2021 will continue to follow their original AISE program progression. MSE students who entered their progression in September 2022 will also have to follow their original AISE program progression.~~

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050, ~~Business Administration 1299E.~~

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: ~~Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B,~~ Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Physics 1401A/B and Physics 1402A/B.

Second Year Program

AISE 2205A/B (or SE 2205A/B if taken prior to 2024-25), AISE 2251A/B ~~(or the former SE 2251A/B), Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B,~~ MME 2202A/B (or the former MSE 2212A/B), MME 2213 (or the former MSE 2213A/B), MME 2214A/B (or the former MSE 2214A/B), MME 2273A/B (or the former MSE 2273A/B), ~~MSE 2221A/B, MSE 2273A/B,~~ MSE 2200Q/R/S/T, MSE 2221A/B, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Statistical Sciences 2141A/B or Statistical Sciences 2143A/B, ~~two 0.5~~ 1.0 non-technical electives*.

Third Year Program

AISE 3010A/B, AISE 3309A/B (or SE 3309A/B if taken prior to 2024-25), AISE 3350A/B ~~(or the former ECE 3350A/B),~~ AISE 3351A/B ~~(or the former ECE~~

~~3351A/B~~, Data Science 3000A/B, ECE 2205A/B, MME 3360A/B (or the former MSE 3360A/B), MSE 2201A/B, MSE 2202A/B, MSE 2233A/B, ~~MSE 3360A/B, Data Science 3000A/B~~, Writing 2130F/G or ELI 4100F/G, ~~one~~ 0.5 non-technical elective.

Fourth Year Program

AISE 4010A/B, AISE 4020A/B, AISE 4430A/B (or the former SE 4430A/B), ECE 2277A/B, ECE 3330A/B, ECE 3375A/B, ~~ECE 4469A/B~~, MME 3380A/B (or the former MSE 3380A/B), MME 3381A/B (or the former MSE 3381A/B), MSE 3302A/B, MSE 3310A/B, ~~MSE 3380A/B, MSE 3381A/B~~, one 0.5 AISE technical elective.

Fifth Year Program

AISE 3020A/B, AISE 4450A/B (~~or the former ECE 4450A/B~~), ~~ELI 4110F/G~~, ECE 4460A/B, ELI 4110F/G, MSE 3301A/B, MSE 4401A/B, MSE 4499**, ~~Three 0.5 technical electives, one 0.5~~ 1.0 AISE technical elective.

*Selection of the non-technical elective must be approved by the department to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. More information about approved non-technical electives can be found on the Engineering website.

**Capstone design projects must be reviewed in consultation with the AISE Program Director and have an approved AISE focus.

Technical Electives:

~~ECE 3380A/B, ECE 4429A/B, ECE 4438A/B, ECE 4445A/B, ECE 4455A/B, ECE 4468A/B, MME 4424A/B, MME 4425A/B, MME 4459A/B, MME 4469A/B, MME 4470A/B, MME 4473A/B, MME 4480A/B, MME 4482A/B, MME 4492A/B.~~

AISE Technical Electives:

AISE 4025A/B, ~~AISE 4030A/B~~, AISE 4470A/B, AISE 4471A/B, Computer Science 3340A/B, Computer Science 4417A/B, Computer Science 4451A/B, Computer Science 4452A/B, ECE 3390A/B, ECE 4438A/B, ECE 4445A/B, SE 4455A/B.

Some technical electives may not be offered in a given academic year.

Related Information

The Artificial Intelligence Systems Engineering program is offered and administered by the Department of Electrical and Computer Engineering in the Faculty of Engineering.

Faculty of Engineering, John M. Thompson Centre for Engineering Leadership and Innovation: Revisions to Integrated Engineering Options

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the following Integrated Engineering options, offered by the John M. Thompson Centre for Engineering Leadership and Innovation in the Faculty of Engineering, be revised as shown in Item 13.4(a)(iii).

Integrated Engineering Program

B. Integrated Engineering/HBA (*offered with the Ivey Business School*)

D. Integrated Engineering/Law (*offered with the Faculty of Law*)

Executive Summary:

The Integrated Engineering options will be revised to include a new full-year course, Integrated Engineering 2200Y, in Year 2 to strengthen hands-on technical skill development, preparing students for the design-intensive and project-based courses in the upper years of the program, including the capstone.

Integrated Engineering 2200Y focuses on the hands-on technical skills that Engineering students require. In order to make room for Integrated Engineering 2200Y in Year 2, the following changes will be made:

- *Integrated Engineering Program:* 0.5 non-technical elective will be moved from Year 2 to Year 4.
- *B. Integrated Engineering/HBA Option:* Statistical Sciences 2143A/B will be moved from Year 2 to Year 4.
- *D. Integrated Engineering/Law Option:* 0.5 non-technical elective will be removed from the combined degree program.

In addition, the technical elective lists across all program options will be updated to include courses newly available to Integrated Engineering students.

The program-level learning outcomes remain unchanged.

Documentation Provided:

Revised Calendar Copy – Integrated Engineering Program

Revised Calendar Copy – B. Integrated Engineering/HBA

Revised Calendar Copy – D. Integrated Engineering/Law

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21285>

INTEGRATED ENGINEERING PROGRAM

Admission Requirements

Students entering the Integrated Engineering program must have completed the entire first year program in Engineering, with no outstanding ~~credits~~ **courses** to be taken, and have a Year Weighted Average (YWA) of at least 60%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Physics 1401A/B, Physics 1402A/B, Engineering Science 1022A/B/Y and Engineering Science 1050.

Engineering Common First Year Program

Full-year courses: **Business Administration 1299E**, Engineering Science 1050, ~~Business Administration 1299E~~.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: ~~Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B~~, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, **Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B**, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled.)

Module/Program Information

Second Year Program

~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B~~, CBE 2220A/B, CBE 2221A/B, CEE 2220A/B, ECE 2277A/B, **IE 2200Y**, IE 2298, **MME 2204A/B** or the former **MSE 2214A/B**, **MME 2285A/B**, ~~MSE 22214A/B~~, **Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B**, Statistical Sciences 2143A/B, ~~0.5 non-technical elective*~~.

~~*Selection of the non-technical elective must be approved by the Department Counsellor to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website. The progression sequence of non-technical and technical electives may be changed to fulfill the prerequisite requirements of desired technical electives, upon approval by the Program Director.~~

Third Year Program

CBE 2291A/B, CBE 3322A/B, CEE 2202A/B, CEE 2221A/B, ~~MME 3374A/B or the former ECE 2238A/B~~, ELI 3000A/B ~~or the former ES 3331A/B~~, ELI 3100A/B** or ELI 3200A/B, MME 2213A/B or the former MSE 2213A/B, MME 3360A/B or the former MSE 3360A/B, MME 3374A/B or the former ECE 2238A/B, MSE 3301A/B or MME 3379A/B, ~~MSE 3360A/B~~, 0.5 non-technical elective**, 0.5 technical elective***.

*ELI 3100A/B may be taken in Year 3 or Year 4 to balance course load if it is needed.

Selection of **non-technical electives must be approved by the Academic Advisor to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website. The progression sequence of non-technical and technical electives may be changed to fulfill the pre-requisite requirements of desired technical electives, upon approval by the Program Director.

Fourth Year Program

ELI 4100F/G, ELI 4300A/B or ELI 4200A/B, ~~IE 4499~~, ELI 4110F/G, IE 4499, 0.5 non-technical elective**, ~~five 0.5~~ 2.5 technical electives***.

~~**ELI 3100A/B may be taken in Year 3 or Year 4 to balance course load if it is needed.~~

*****3.0 technical electives** in total are required for the Integrated Engineering degree program. The following are recommended technical electives from each department. Other courses may be taken if prerequisite requirements are satisfied. Students may elect to substitute up to two 0.5 courses from the Faculty of Science as technical electives. These technical electives must be approved by the Integrated Engineering Curriculum Committee.

Chemical and Biochemical Engineering:

CBE 2224A/B, CBE 2290A/B, CBE 3307A/B, CBE 3310A/B, CBE 3315A/B, CBE 3316A/B, CBE 3318A/B, CBE 3324A/B, CBE 4421A/B, CBE 4485A/B, CBE 4409A/B.

Civil and Environmental Engineering:

CEE 3340A/B, CEE 3348A/B, CEE 3355A/B, CEE 3361A/B, CEE 3362A/B, CEE 3386A/B, CEE 4402A/B, CEE 4405A/B, CEE 4412A/B, CEE 4418A/B, CEE 4438A/B, CEE 4458A/B, CEE 4465A/B, CEE 4478A/B, CEE 4479A/B.

Electrical and Computer Engineering:

ECE 3375A/B, ECE 4436A/B, SE 3314A/B.

Mechanical and Materials Engineering:

MME 3348A/B, MME 3379A/B, MME 3381A/B, MME 4452A/B, MME 4459A/B, MME 4473A/B, MME 4487A/B, MME 4490A/B, MME 4492A/B, ~~MME 3348A/B~~.

Additional Technical Electives: IE 4490A/B, IE 4491A/B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21283>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21451>

B. INTEGRATED ENGINEERING/HBA

This is a Combined Program also featured at the following pages:

- Western Main Campus - John M. Thompson Centre of Engineering Leadership and Innovation - B. INTEGRATED ENGINEERING/HBA
- Western Main Campus - John M. Thompson Centre of Engineering Leadership and Innovation - HBA/INTEGRATED ENGINEERING

Admission Requirements

Normally, students apply to the HBA program during their second year in Engineering by the published deadline. Application for the combined program is made during the first year in the HBA program. Students applying to the Ivey Business School's Advanced Entry Opportunity (AEO) are also eligible to be considered for the combined program. Admission to the program is competitive and limited. Upon completion of the program students will receive two degrees: a BA in Honours Business Administration and a BESC degree.

To be eligible for the combined program, all students, including those admitted via the AEO route, must have completed all the requirements of the first year curriculum in the Faculty of Engineering and the second year program in Option B of the Integrated Engineering program. Students must obtain a weighted average (YWA) of 78% in each year.

During the second year of the program students are required to complete Business Administration 2257 with a minimum grade of 70%. Integrated Engineering students may take Business Administration 2257 during Intersession either after their first or second year. Demonstrated participation in extra curricular and/or community activities, leadership and work experience are also admission criteria.

Module/Program Information

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050, ~~Business Administration 1299E~~.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: ~~Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B~~, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled.)

Second Year Program

~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Business Administration 2257, CBE 2221A/B, CEE 2220A/B, ECE 2277A/B, IE 2200Y, IE 2298, MME 2204A/B or the former MSE 2214A/B, MME 2285A/B, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Statistical Sciences 2143A/B, Business Administration 2257.~~

Third Year Program

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

Fourth Year Program

CBE 2220A/B, CBE 2291A/B, CBE 3322A/B, CEE 2202A/B, ~~MME 3374A/B~~, ELI 3000A/B ~~or the former ES-3331A/B~~, ELI 3100A/B** or ELI 4300A/B or ELI 3200A/B, ELI 4110F/G, MME 2213A/B or the former MSE 2213A/B, MME 3360A/B or the former MSE 3360A/B, MME 3374A/B, Statistical Sciences 2143A/B.

**ELI 3100A/B may be taken in Year 4 or Year 5 to balance course load if it is needed.

Applied Project Requirement: Business Administration 4569.

Fifth Year Program

ELI 4100F/G, IE 4499, ~~three 0.5~~ 1.5 technical electives** (~~see list below~~).

3.0 Business Administration courses:

- **0.5 course:** International Perspective Requirement: Business Administration 4505A/B.
- **0.5 course:** Corporations and Society Perspective Requirement: At least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
- **0.5 course:** Managerial Accounting Requirement: Business Administration 4624A/B.
- **1.5 elective courses** chosen from 4000 level Business courses.

****Technical Electives:**

Chemical and Biochemical Engineering:

CBE 2224A/B, CBE 2290A/B, CBE 3307A/B, CBE 3310A/B, CBE 3315A/B, CBE 3316A/B, CBE 3318A/B, CBE 3324A/B, CBE 4421A/B, CBE 4409A/B, CBE 4485A/B.

Civil and Environmental Engineering:

CEE 3340A/B, CEE 3348A/B, CEE 3355A/B, CEE 3361A/B, CEE 3362A/B, CEE 3386A/B, CEE 4402A/B, CEE 4405A/B, CEE 4412A/B, CEE 4418A/B, CEE 4438A/B, CEE 4458A/B, CEE 4465A/B, CEE 4478A/B, CEE 4479A/B.

Electrical and Computer Engineering:

ECE 3375A/B, ECE 4436A/B, SE 3314A/B.

Mechanical and Materials Engineering:

MME 3348A/B, MME 3379A/B, MME 3381A/B, MME 4452A/B, MME 4459A/B, MME 4473A/B, MME 4487A/B, MME 4490A/B, MME 4492A/B.

Additional Technical Electives: IE 4490A/B, IE 4491A/B.

Progression

Progression Standards

Students in this combined program must meet the following progression standards: Students enrolled in first year HBA (Year Three) must attain at least 78%.

In Years Four and Five, students must attain a minimum weighted average of 75% in their 4000 level HBA courses and a 75% average in their Engineering courses.

Failure to Meet Progression Standards

A student who fails to meet the progression standards in any year must withdraw from the combined program. However, a student who has met the progression standards of either the HBA or BESc program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either or both of the individual programs, must complete all the degree requirements of the individual program or programs in order to graduate from that/those program(s).

Related Information

Exchange Programs

Students enrolled in the combined program are not eligible for an exchange program with the Faculty of Engineering; however, they may be eligible for an exchange through the Richard Ivey Business School of Business in Year Five. This will require advanced planning and approval of both faculties.

~~Students enrolled in the combined program are not eligible for an exchange program with the Faculty of Engineering; however, they may be eligible for an exchange through the Richard Ivey School of Business in Year Five. This will require advanced planning and approval of both faculties.~~

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21284>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21452>

D. INTEGRATED ENGINEERING/LAW

This is a Combined Program also featured at the following pages:

- Western Main Campus - John M. Thompson Centre of Engineering Leadership and Innovation - D. INTEGRATED ENGINEERING/LAW
- Western Main Campus - John M. Thompson Centre of Engineering Leadership and Innovation - LAW/INTEGRATED ENGINEERING

Admission Requirements

See the policy on “[Admission – Law](#)” for admission criteria for BSc/JD combined degree programs.

Before entering the combined BSc/JD degree program, a student must have completed the first three years of the Chemical Engineering program at Western.

Module/Program Information

Engineering Common First Year Program

Full-year courses: Business Administration 1299E, Engineering Science 1050, ~~Business Administration 1299E.~~

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: ~~Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B,~~ Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled)

Second Year Program

~~Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B,~~ CBE 2220A/B, CBE 2221A/B, CEE 2220A/B, ECE 2277A/B, IE 2200Y, IE 2298, MME 2204A/B or the former MSE 2214A/B, MME 2285A/B, ~~MSE 2214A/B,~~ Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Statistical Sciences 2143A/B, ~~0.5 non-technical elective*.~~

~~*Selection of the non-technical elective must be approved by the Department Counsellor to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website. The progression sequence of non-technical and technical electives may be changed to fulfill the pre-requisite requirements of desired technical electives, upon approval by the Program Director.~~

Third Year Program

CBE 2291A/B, CBE 3322A/B, CEE 2202A/B, CEE 2221A/B, ~~MME 3374A/B or ECE 2238A/B~~, ELI 3000A/B ~~or the former ES 3331A/B~~, ELI 3100A/B or ELI 3200A/B ~~or the former ES 3330A/B~~, ELI 4110F/G ~~or the former ES 4498F/G~~, MME 2213A/B or the former MSE 2213A/B, MME 3360A/B or the former MSE 3360A/B, MME 3374A/B or the former ECE 2238A/B, MME 3379A/B or MSE 3301A/B, ~~MSE 2213A/B, MSE 3360A/B~~, 0.5 non-technical elective*.

*Selection of the non-technical electives must be approved by the Academic Advisor to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website. The progression sequence of non-technical and technical electives may be changed to fulfill the pre-requisite requirements of desired technical electives, upon approval by the Program Director.

Fourth Year Program:

First year Law curriculum. No courses outside Law may be taken during this year.

Fifth and Sixth Year Programs:

ELI 4100F/GA/B ~~or the former ES 4480A/B~~, ELI 4300A/B or ELI 4200A/B ~~or the former ES 4481A/B~~, IE 4499 ~~or the former ES 4499~~.

In years five and six, students must take courses in Law totaling 46 credit hours. These courses must include the four compulsory upper-year courses and courses that satisfy the Faculty of Law writing requirements. They must also include one of the courses listed below under “Economics” and one listed under “Impact of Technology on Society”.

Notes: Fulfillment of the Faculty of Engineering requirement of courses that expose students to economics, ethical issues, and the impact of technology on society must be taken as follows:

Economics: One of Law 5220, Law 5550, Law 5555, or another Law course approved by the Associate Dean (Academic).

Impact of Technology on Society: One of Law 5350, Law 5600, Law 5610, Law 5625, Law 5630, Law 5814, or another Law course approved by the Associate Dean (Academic).

Progression

Progression Standards

Once admitted to the combined program, students are required to maintain a minimum year weighted average of 75% in their Engineering curriculum courses and a B- average in their Law courses.

Failure to Meet Progression Standards

A student who fails to meet the combined program progression standards in any year will be required to withdraw from the combined program. However, a student who has met the progression standards of either the Engineering or JD program, will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either or both of the individual programs, must complete all the degree requirements of the individual program or programs in order to graduate from that program or those programs.

Related Information

Exchange Programs

Students enrolled in the combined program are not eligible for an exchange program with the Faculty of Engineering; however, they may be eligible for an exchange through the Faculty of Law in Year Five or Six. This will require advanced planning with both faculties.

Faculty of Science, Department of Physics and Astronomy:
Withdrawal of the Major in Scientific Computing and Numerical Methods

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, admission to the Major in Scientific Computing and Numerical Methods, offered by the Department of Physics and Astronomy in the Faculty of Science, be discontinued; and

That students currently enrolled in the module be permitted to graduate upon fulfillment of the module requirements by August 31, 2031; and

That the module be withdrawn effective September 1, 2031.

Executive Summary:

The Department of Physics and Astronomy is withdrawing the Major in Scientific Computing and Numerical Methods due to low enrolment. There has been consistently low enrollment in this module:

	21-22	22-23	23-24	24-25	25-26
Program Enrollment	1	2	0	0	1

This module was inherited from the closure of the Department of Applied Mathematics and merger with the Departments of Mathematics and the Department of Physics and Astronomy. This module came to the Department of Physics and Astronomy as the faculty that taught the key numerical courses (Numerical and Mathematical Methods 4613A/B, Numerical and Mathematical Methods 4617A/B, Numerical and Mathematical Methods 4817A/B) also came to Physics and Astronomy. However, since the merger, these courses have not been taught as they are not deemed to be crucial to the mission of Physics and Astronomy. This has greatly reduced the flexibility in choice of courses to be taken to complete the module. The Department tries to evolve with student interests, so part of that evolution includes closing underutilized modules.

Students currently enrolled in the Major will be supported to graduate by August 31, 2031, with sufficient required courses offered on schedule and advising available to ensure timely completion.

Documentation Provided:

Revised Calendar Copy – Major in Scientific Computing and Numerical Methods

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21066>

**MAJOR IN SCIENTIFIC COMPUTING AND NUMERICAL METHODS –
ADMISSION DISCONTINUED**

Admission to this module is discontinued effective September 1, 2027. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the program requirements by August 31, 2031.

The module requirements remain unchanged.

Faculty of Science, Department of Statistical and Actuarial Sciences:
Revisions to the Honours Specialization in Financial Modelling

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Honours Specialization in Financial Modelling, offered by the Department of Statistical and Actuarial Sciences in the Faculty of Science, be revised as shown in Item 13.4(b)(ii).

Executive Summary:

Revisions are proposed to the Honours Specialization in Financial Modelling to:

- Change Financial Modelling 3613A/B from a required course to an optional course.
- Remove Applied Mathematics 4613/B and Applied Mathematics 4617A/B and add the corresponding courses, Numerical and Mathematical Methods 4613A/B and Numerical and Mathematical Methods 4617A/B.
- Remove former courses that are no longer offered.

The Department plans to offer Financial Modelling 3613A/B less frequently in future years, which will cause issues for students in the module if the course is required. Therefore, it is best to make the course optional.

The former Actuarial Science 2555A/B, the former Actuarial Science 2557A/B, the former Statistical Sciences 3520A/B, and the former Statistical Sciences 4521F/G have not been offered in over ten years, and thus will be removed from the module.

Applied Mathematics 4613A/B and Applied Mathematics 4617A/B are no longer offered and have been replaced with Numerical and Mathematics Methods 4613A/B and Numerical and Mathematical Methods 4617A/B. The module will be updated accordingly.

The proposed changes reduce the module from 9.5 to 9.0 courses. This reduction does not compromise the program-level learning outcomes, which will continue to be fully met by the revised course requirements.

The proposed changes will apply to students who begin the module in September 2026 or later. Students currently enrolled in the module will follow the requirements outlined in the Academic Calendar from the year they entered the module.

Documentation Provided:

Revised Calendar Copy – Honours Specialization in Financial Modelling

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21054>

HONOURS SPECIALIZATION IN FINANCIAL MODELLING

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including: (Calculus 1000A/B or Calculus 1500A/B) and (Calculus 1501A/B or (Calculus 1301A/B with a mark of at least 85%)), plus 2.0 additional principal courses, with no mark less than 60% in any of the 3.0 principal courses.

Mathematics 1600A/B or Mathematics 1700A/B with a mark of at least 60%. If not taken in Year 1, it must be completed prior to the second term of Year 2.

Recommended (but not required) first year courses: **Computer Science 1026A/B and/or Computer Science 1027A/B**, Economics 1021A/B and Economics 1022A/B, Philosophy 1200, ~~Computer Science 1026A/B and/or Computer Science 1027A/B~~.

Note: Numerical and Mathematical Methods 1412A/B and Numerical and Mathematical Methods 1414A/B; or the former Applied Mathematics 1412A/B and the former Applied Mathematics 1414A/B or the former Applied Mathematics 1413 may be substituted for the 1.0 Calculus course requirement. Numerical and Mathematical Methods 1411A/B or the former Applied Mathematics 1411A/B may be substituted for Mathematics 1600A/B or Mathematics 1700A/B.

Module

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

3.5 courses: Statistical Sciences 2503A/B (or the former Applied Mathematics 2503A/B), Statistical Sciences 2857A/B, Statistical Sciences 2858A/B, Statistical Sciences 2864A/B, Statistical Sciences 3657A/B, Statistical Sciences 3858A/B, Statistical Sciences 4861A/B.

0.5 course: Actuarial Science 2553A/B.

~~3.0~~ **2.5** **courses:** Financial Modelling 2555A/B (~~or the former Actuarial Science 2555A/B~~), Financial Modelling 2557A/B (~~or the former Actuarial Science 2557A/B~~), Financial Modelling 3520A/B (~~or the former Statistical Sciences 3520A/B~~), ~~Financial Modelling 3613A/B~~, Financial Modelling 3817A/B*, Financial Modelling 4521A/B (~~or the former Statistical Sciences 4521F/G~~).

2.0 courses: ~~Calculus 2402A/B, Mathematics 2700A/B (or the former Applied Mathematics 2811A/B)~~, Applied Mathematics 2814A/B ~~F/G~~, Applied Mathematics 3815A/B, Calculus 2402A/B, Mathematics 2700A/B (or the former Applied Mathematics 2811A/B).

0.5 course from: ~~Applied Mathematics 4613A/B** or Applied Mathematics 4617A/B*~~, **Actuarial Science 4997F/G/Z**, Applied Mathematics 4999Z, Data Science 3000A/B, **Financial Modelling 3613A/B**, Financial Modelling 4998F/G/Z, **Numerical and Mathematical Methods 4613A/B**, **Numerical and Mathematical Methods 4617A/B**, Statistical Sciences 4864A/B, Statistical Sciences 4960F/G, Statistical

Sciences 4999F/G/Z, ~~or Actuarial Science 4997F/G/Z;~~ the former Applied Mathematics 3611F/G, the former Applied Mathematics 4613A/B, the former Applied Mathematics 4617A/B.

Calculus 2402A/B may be replaced by either (Calculus 2502A/B and Calculus 2503A/B) or (Calculus 2502A/B and Mathematics 2122A/B or the former Mathematics 2123A/B). When such a replacement occurs, the module will include ~~40.0~~ 9.5 courses.

~~* May be offered only in odd-numbered academic years.~~

~~** May be offered only in even-numbered academic years.~~

Faculty of Social Science, Department of Anthropology:
Withdrawal of the Minor in Environment and Culture and the Minor in Refugee and Migrant Studies

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, admission to the Minor in Environment and Culture and the Minor in Refugee and Migrant Studies, offered by the Department of Anthropology in the Faculty of Social Science, be discontinued; and

That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2031; and

That the modules be withdrawn effective September 1, 2031.

Executive Summary:

Over the last year and a half, the Department of Anthropology has been reviewing its undergraduate program, mapping its courses, reassessing its program learning outcomes, and looking at current and projected future enrollments. As part of this process, the Department has determined that it has too many modules and it is closing modules with low enrolments.

In recent years, the Minor in Environment and Culture and the Minor in Refugee and Migrant Studies have had very low enrolments. There are currently two students enrolled in the Minor in Environment and Culture. There is one student currently enrolled in the Minor in Refugee and Migrant Studies.

Additionally, due to recent retirements, the Department is no longer able to offer the core courses that are central to these Minors.

Students currently in the modules will be able to complete them. If they chose to do so, they will be able to switch to one of the Department's other modules. While the Department can no longer offer key courses for these modules, it is committed to helping students find other courses, either in Anthropology or other programs, that can serve as equivalents and that will allow them to complete the modules.

Documentation Provided:

Revised Calendar Copy – Minor in Environment and Culture

Revised Calendar Copy – Minor in Refugee and Migrant Studies

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20992>

MINOR IN ENVIRONMENT AND CULTURE – ADMISSION DISCONTINUED

Admission to this module is discontinued effective September 1, 2027. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the program requirements by August 31, 2031.

The module requirements remain unchanged.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20993>

MINOR IN REFUGEE AND MIGRANT STUDIES – ADMISSION DISCONTINUED

Admission to this module is discontinued effective September 1, 2027. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the program requirements by August 31, 2031.

The module requirements remain unchanged.

**King's University College: Renaming of and Revisions to the Honours
Specialization in Applied Psychology**

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, the “Honours Specialization in Applied Psychology” offered by King's University College be renamed as the “Honours Specialization in Professional Applications of Psychology”; and

That students currently enrolled in the module be permitted to graduate with the old name of the module on their diploma until August 31, 2032, upon request to the Office of the Registrar; and

That the module requirements be revised as shown in Item 13.4(d)(i).

Executive Summary:

King's University College proposes revisions to the Honours Specialization in Applied Psychology to:

- Rename the module as the Honours Specialization in Professional Applications of Psychology.
- Change the admissions requirements to (a) replace Mathematics 1228A/B with Statistical Sciences 1023A/B at King's, and (b) increase the additional courses used in calculating the admissions average from 2.0 courses to 3.0 courses.
- Require 1.0, instead of 1.5, additional courses at the 3000-level, as well as 1.0, instead of 1.5, additional courses at the 3000-level or above.
- Require students to complete 1.0 course from either Psychology 4692E or Psychology 4694E.
- Update the progression requirements to specify a minimum mark in Psychology 2840F/G, Psychology 3840F/G, and Psychology 3891F/G.

The new module name will better convey the nature of the program as well as address potential confusion around the term ‘applied’. In the Ontario high school system, ‘applied’ is used to describe courses that are not aligned with university preparation streams; because of this, prospective students may misinterpret the program’s academic rigor or relevance, which could inadvertently discourage interest.

In consultation with the Department of Psychology, the School of Management, Economics and Mathematics at King's University College has determined that Mathematics 1228A/B does not sufficiently relate to the needs of students pursuing a

Psychology degree. The School has developed a curriculum for Statistical Sciences 1023A/B that better relates to the academic needs of Psychology students.

By calculating the admissions average using an additional course at the 1000-level, the relative weight of the quantitative requirement is lowered to allow more grace to the students interested in pursuing an Honours Specialization (to one-quarter of the admissions calculation from one-third of the admissions calculation).

Currently, only the modular average is used for progression decisions. Requiring minimum marks of 70% in the second-year methods (Psychology 2840F/G) and the required upper-year statistics course (Psychology 3891F/G) to progress in the Honours Specialization underscores the importance of quantitative skills for Honours Specialization students, and is in line with Western's progression requirements in their Honours Specialization in Psychology program.

The new modular requirements improve the academic rigour of the program and will help to bolster enrolment in important 4000-level courses which directly relate to the professional applications of psychology, Psychology 4692E and Psychology 4694E.

There will be no changes to the program-level learning outcomes.

Students currently enrolled in the module be permitted to graduate with the old module name upon request to the Office of the Registrar. Additionally, students currently enrolled in the module will be permitted to proceed under the progression requirements in place at their most recent admission to the Honours Specialization.

Documentation Provided:

Revised Calendar Copy – Honours Specialization in Applied Psychology

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21693>

HONOURS SPECIALIZATION IN ~~APPLIED~~ PROFESSIONAL APPLICATIONS OF PSYCHOLOGY

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee admission. Admission is determined at Spring Adjudication only.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 75% in ~~3.0~~ 4.0 principal courses, including 1.0 course from ~~Psychology 1000-1999~~ ~~Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1010A/B, or Psychology 1010A/B and Psychology 1015A/B~~; Statistical Sciences 1023A/B at King's or Mathematics 1228A/B (if completed prior to September 2027), Statistical Sciences 1024A/B; and ~~1.0~~ 2.0 additional courses at the 1000 level, with no mark in these principal courses below 60%.

Students who wish to enter the Honours Specialization in ~~Applied~~ Professional Applications of Psychology ~~can apply via Intent to Register into the program in first or second year. They~~ after second or third year must meet the requirements for admission after first year, and have a minimum cumulative average of 75% in all Psychology courses that will count toward the module, with no mark below 60% in any of these courses, and no mark below 70% in Psychology 2840F/G, Psychology 3840F/G, or Psychology 3891F/G.

Module

9.0 courses:

0.5 course: Psychology 2840F/G.

0.5 course from: Psychology 2100-2299.

0.5 course from: Psychology 2300-2799.

0.5 course: Psychology 2990A/B.

1.0 additional courses ~~in from:~~ Psychology ~~from the~~ 2100-2999 ~~series~~.

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

1.5 courses: Psychology 3840F/G, Psychology 3891F/G, Psychology 3893F/G.

~~4.5~~ **1.0 additional courses** in Psychology at the 3000-level.

~~4.5~~ **1.0 additional courses** in Psychology at the 3000-level or above.

1.0 course from: Psychology 4692E, Psychology 4694E.

1.0 course: Psychology 4893E.

Progression

A minimum cumulative modular average of 75% with a minimum grade of 70% in Psychology 2840F/G, Psychology 3840F/G, and Psychology 3891F/G, and a minimum grade of 60% in all other ~~each~~ courses of the module, and a passing grade in all optional courses ~~each option~~. Note: Students will be permitted to proceed under the progression requirements in place at their most recent admission to the Honours Specialization module.

**King's University College: Revisions to the Honours Specialization,
Specialization, Major, and Minor in Psychology**

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, the following Psychology modules, offered by King's University College, be revised as shown in Item 13.4(d)(ii).

Honours Specialization in Psychology

Specialization in Psychology

Major in Psychology

Minor in Psychology

Executive Summary:

King's University College proposes to revise the admission requirements for the Honours Specialization, Specialization, Major, and Minor in Psychology to replace Mathematics 1228A/B with Statistical Sciences 1023A/B at King's.

Additional revisions are proposed for the Honours Specialization in Psychology to (a) increase the additional courses used in calculating the admissions average from 2.0 courses to 3.0 courses, and (b) update the progression requirements to specify a minimum mark in Psychology 2840F/G, Psychology 3840F/G, and Psychology 3891F/G.

In consultation with the Department of Psychology, the School of Management, Economics and Mathematics at King's University College has determined that Mathematics 1228A/B does not sufficiently relate to the needs of students pursuing a Psychology degree. The School has developed a curriculum for Statistical Sciences 1023A/B that better relates to the academic needs of Psychology students.

By calculating the admissions average for the Honours Specialization using an additional course at the 1000-level, the relative weight of the quantitative requirement is lowered to allow more grace to the students interested in pursuing an Honours Specialization (to one-quarter of the admissions calculation from one-third of the admissions calculation).

Currently, only the modular average is used for progression decisions in the Honours Specialization. Requiring minimum marks of 70% in the second-year methods (Psychology 2840F/G) and the required upper-year statistics courses (Psychology 3891F/G and Psychology 3892F/G) to progress in the Honours Specialization underscores the importance of quantitative skills for Honours Specialization students, is predictive of success in the Honours Thesis (Psychology 4891E)

requirement, and is in line with Main Campus' progression requirements in their Honours Specialization in Psychology program.

There will be no changes to the program-level learning outcomes.

Students currently enrolled in the modules will be permitted to proceed under the progression requirements in place at their most recent admission to the module.

Documentation Provided:

Revised Calendar Copy – Honours Specialization in Psychology

Revised Calendar Copy – Specialization in Psychology

Revised Calendar Copy – Major in Psychology

Revised Calendar Copy – Minor in Psychology

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21237>

HONOURS SPECIALIZATION IN PSYCHOLOGY

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee ~~that students wishing to transfer into this module will be offered~~ admission. Admission is determined at Spring Adjudication only.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 75% in ~~3.0~~ 4.0 principal courses, including 1.0 course from ~~Psychology 1000-1999 Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1003A/B, or Psychology 1010A/B and Psychology 1015A/B; Statistical Sciences 1023A/B at King's or~~ Mathematics 1228A/B (if completed prior to September 2027), Statistical Sciences 1024A/B; and ~~1.0~~ 2.0 additional courses at the 1000-level, with no mark in these principal courses below 60%.

Students who wish to enter the Honours Specialization in Psychology after second or third year must meet the requirements for admission after first year, and have a minimum cumulative average of 75% in all Psychology courses that will count toward the module, with no mark below 60% in any of these courses, and no mark below 70% in Psychology 2840F/G, Psychology 3840F/G, or Psychology 3891F/G.

Module

9.0 courses:

0.5 course: Psychology 2840F/G.

0.5 course from: Psychology 2100-2299.

0.5 course from: Psychology 2300-2799.

1.5 additional courses in from: Psychology ~~from the~~ 2100-2999 series.

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

1.5 courses: Psychology 3891F/G, Psychology 3892F/G, Psychology 3893F/G.

1.5 further-Psychology additional courses in Psychology at the 3000-level.

1.0 course: Psychology 4891E.

1.5 additional courses in Psychology at the 3000-level or above.

Progression

Progression Requirements

A minimum cumulative modular average of 75% with a minimum grade of 70% in Psychology 2840F/G, Psychology 3840F/G, or Psychology 3891F/G, and a minimum grade of 60% in ~~each~~ all other courses of the module, and a passing grade in all optional courses ~~each option~~. Note: Students will be permitted to proceed under the progression requirements in place at their most recent admission to the Honours Specialization module.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21238>

SPECIALIZATION IN PSYCHOLOGY

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee that students wishing to transfer into this module will be offered enrolment.

Admission Requirements

Completion of first-year requirements, including 1.0 **course** from **Psychology 1000-1999** ~~Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1003A/B, or Psychology 1010A/B and Psychology 1015A/B~~ with a mark of at least 60%; **Statistical Sciences 1023A/B at King's or Mathematics 1228A/B (if completed prior to September 2027)** and Statistical Sciences 1024A/B.

Module

9.0 courses:

0.5 course: Psychology 2840F/G.

0.5 course from: Psychology 2100-2299.

0.5 course from: Psychology 2300-2799.

6.5 additional courses in Psychology courses at the 2000-level or above.

0.5 course in Psychology at the 3000-level or above.

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

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21235>

MAJOR IN PSYCHOLOGY

Admission Requirements

Completion of first-year requirements, including 1.0 **course** from **Psychology 1000-1999** ~~Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1003A/B, or Psychology 1010A/B and Psychology 1015A/B~~ with a mark of at least 60%; **Statistical Sciences 1023A/B at King's or Mathematics 1228A/B (if completed prior to September 2027)**, and Statistical Sciences 1024A/B.

Module

6.5 courses:

0.5 course: Psychology 2840F/G.

0.5 course from: Psychology 2100-2299.

0.5 course from: Psychology 2300-2799.

1.0 additional course in Psychology at the 2000-level or above.

3.5 additional courses in Psychology at the 2100-level or above*.

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

~~*Note:~~ Students enrolled in an Honours Double Major must complete at least 1.0 Psychology course at the 3000-level or above.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21236>

MINOR IN PSYCHOLOGY

Admission Requirements

Completion of first-year requirements, including 1.0 **course** from **Psychology 1000-1999** ~~Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1003A/B, or Psychology 1010A/B and Psychology 1015A/B~~ with a mark of at least 60%.

Module

4.0 courses:

4.0 courses in Psychology ~~courses~~ at the 2000-**level** or above.

School of Graduate and Postdoctoral Studies:
Major Modification to the Master of Arts in Art History and Curatorial Studies

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Master of Arts in Art History and Curatorial Studies be revised as shown in Item 13.4(e)(i).

Executive Summary:

Students in the project-based Master of Arts (MA) in Art History and Curatorial Studies curate an exhibition as part of the program requirements. After the exhibition, a dossier document is required which is the documentation of their exhibition/event. The dossier should include a properly organized and indexed documentation of the exhibition. Components must include the exhibition description, a list of included works/artefacts etc., photo documentation (or video link), and an 800-1000 word reflection. The dossier can also include additional materials such as a call for submissions, promotional materials, fundraising letters, catalogue etc. There is no set page count for the dossier; students are counselled about the dossier by their supervisors.

The exhibition and dossier both need milestone tracking as they necessarily occur at different stages of the MA program. The program is proposing to add a milestone for the dossier. Currently, the dossier is a required component of the program but is not formalized as a milestone. The milestone allows for the student to be recognized as having completed the documentation of the exhibition.

Current program	Proposed Change(s)
All project-based MA students complete an exhibition and submit a dossier	All project-based MA students complete an exhibition and submit a dossier
Milestones (3)	Milestones (4)
Exhibition Major Research Paper Academic Integrity Module	Exhibition Major Research Paper Academic Integrity Module Dossier

The Program Learning Outcomes will not change as students are already completing this work.

Current students will not be affected by this modification as they are already required to complete the dossier.

School of Graduate and Postdoctoral Studies:
Major Modification to the Doctor of Philosophy in Business Administration

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Doctor of Philosophy in Business Administration be revised as shown in Item 13.4(e)(ii).

Executive Summary:

The Ivey Business School is seeking approval to reinstate a Finance field in the Doctor of Philosophy in Business Administration.

Documentation Provided:

Major Modification Proposal

Major Modification Proposal

The Finance field in the Doctor of Philosophy (PhD) in Business Administration was not accepting students at the time of the last review (2020-2021) and therefore is being processed under Western's Institutional Quality Assurance Process (IQAP) as a major modification to the PhD in Business Administration.

In 2012, following internal consultation, it was determined that there was insufficient supervisory capacity to continue accepting students in the Finance field. The last Finance student completed the program in 2018. While there was sufficient interest from applicants, due to insufficient supervisory capacity, admissions to the Finance field were suspended in 2020-21. Since that time, there has been continued interest in the Finance field from potential applicants, despite it not being offered or marketed. The Finance group has now confirmed sufficient supervisory capacity.

Reinstating the Finance field will enable the Business Administration program to offer a highly sought-after field, attracting more applicants and helping ensure the program remains competitive with peer institutions. Finance is a standard doctoral field at major Canadian peer business schools, so applicants seeking a Finance PhD are likely to compare the Ivey Business School against institutions that already offer the field. Reinstating the Finance field would close a visible gap between Ivey's current PhD field portfolio and peer offerings that include Finance.

Finance already has strong visibility among Ivey Honours Business Administration, Master of Business Administration and Master of Science students, creating a natural awareness and potential pipeline for research-oriented students. Through these programs Ivey has a strong history of supporting the finance field.

Current program	Proposed Change(s)
Finance Field No current program details; field is not currently offered.	Finance Field Total credits = 6.5 Required (4.5 credits): • Bus 9702: <i>Multivariate Analysis</i> (0.5 credit) • Bus 9704: <i>Research Methods</i> (1.0 credit) • Bus 9801: <i>Finance I: Research Topics in Asset Pricing</i> (0.5 credit) • Bus 9831: <i>Finance II: Research Topics in Corporate Finance</i> (0.5 credit) • Bus 9841: <i>Finance III: Research Topics in Finance</i> (0.5 credit) NEW • Bus 9714: <i>Causal Inference for Management</i> (0.5 credit)

	• Bus 9811: <i>Empirical Asset Pricing</i> (0.5 credit) • Bus 9821: <i>Corporate Finance</i> (0.5 credit) Required Electives: Select 0.5 credit from: • Econ 9601: <i>Microeconomics I</i> (0.5 credit) • Econ 9603: <i>Macroeconomics I</i> (0.5 credit) Select 1.5 credits from: • Econ 9601: <i>Microeconomics I</i> (0.5 credit) • Econ 9602: <i>Microeconomics II</i> (0.5 credit) • Econ 9603: <i>Macroeconomics I</i> (0.5 credit) • Econ 9604: <i>Macroeconomics II</i> (0.5 credit) • Econ 9605: <i>Econometrics and Quantitative Methods I</i> (0.5 credit) • Econ 9606: <i>Econometrics and Quantitative Methods II</i> (0.5 credit) • Econ 9607: <i>Economic Mathematics I</i> (0.5 credit) • Econ 9609: <i>Advanced Applied Economics</i> (0.5 credit) • Econ 9611: <i>Advanced Microeconomics</i> (0.5 credit) • Econ 9615: <i>Advanced Econometrics I</i> (0.5 credit) • Econ 9634: <i>Empirical Industrial Organization</i> (0.5 credit) • Econ 9647: <i>Financial Econometrics</i> (0.5 credit) • Econ 9665: <i>Time Series Econometrics</i> (0.5 credit) • A 9000-level course(s) approved by the discipline coordinator Milestones (9): • Human Ethics Training • Academic Integrity Module • Gender-Based & Sexual Violence Prevention Education • PhD Research Seminar Series • Teaching Milestone
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	• Comprehensive Exam • Thesis Proposal • Thesis Defense • Direct Entry students only: Research Paper (Year 1)
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The Program Learning Outcomes for the PhD in Business Administration apply to all fields and will not change with the reinstatement of the Finance field.

School of Graduate and Postdoctoral Studies:
Major Modification to the Doctor of Philosophy in Physics

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Doctor of Philosophy in Physics be revised as shown in Item 13.4(e)(iii).

Executive Summary:

The Department of Physics and Astronomy is proposing a major modification to the Doctor of Philosophy in Physics to revise the structure of the comprehensive examination and associated course requirements. The proposed structure enables deeper engagement with material, better aligns assessment with graduate-level standards, and provides increased flexibility for students to select coursework that supports their research direction.

Documentation Provided:

Major Modification Proposal

Major Modification Proposal

Currently, the Physics Comprehensive Examination Part I for the Doctor of Philosophy (PhD) in Physics is satisfied through PHYS 9610, which consists of a set of short modules covering core undergraduate-level physics topics. Students are assessed through four separate module tests, each administered by a different instructor. A final examination is offered to students who do not successfully pass a module test component. This structure results in a fragmented and highly compressed evaluation of background knowledge.

Under the current program structure, students complete 1.5 full-course equivalents (FCE) of graduate coursework. This includes PHYS 9610 (0.5 FCE), which is a required course that constitutes Comprehensive Examination Part I and counts toward the total course requirement.

At least 1.0 FCE must be taken from courses offered by the Department of Physics and Astronomy. This requirement is typically satisfied through PHYS 9610 (0.5 FCE) and at least 0.5 FCE of additional elective graduate courses offered by the Department of Physics and Astronomy. The remaining 0.5 FCE may be completed through elective courses, which may be taken either within or outside the department.

Under the proposed structure, students will continue to complete 1.5 FCE of graduate coursework, of which at least 1.0 FCE must be taken from courses offered by the Department of Physics and Astronomy. Comprehensive Examination Part I will consist of 0.75 FCE of required graduate-level Physics and Astronomy courses, which will count toward both the total course requirement and the departmental minimum.

Of these, at least one 0.25 FCE course must be selected from core areas (Quantum Mechanics, Electrodynamics, or Statistical Mechanics), while the remaining courses will be selected from an approved list in consultation with the student's Supervisory Committee to support their research direction. All courses used to satisfy Comprehensive Examination Part I must be graduate-level courses offered by the Department of Physics and Astronomy.

The remaining 0.75 FCE will be completed through elective coursework.

This change shifts the assessment of background knowledge and problem-solving ability from a compressed, multi-instructor module-based format to a more coherent, rigorous, and graduate-level evaluation, better aligned with preparation for PhD research.

In addition, this structure provides increased flexibility in course selection, which is particularly beneficial in an interdisciplinary environment and supports alignment with Combined PhD programs at Western.

Comprehensive Examination Part II will be revised to require a research proposal, replacing the previous option of either a written review paper or a research proposal.

Comprehensive Examination Part I and Part II together constitute a single program milestone (Comprehensive Examination Milestone).

This modification does not change the total course requirement for the program (1.5 FCE). The increase from 0.5 to 0.75 FCE in Comprehensive Examination Part I is offset by a corresponding reduction in elective coursework.

Rationale

Students consistently find that three weeks per module is too short. In addition, assigning multiple instructors and a coordinator to a single 0.5-credit course is an inefficient use of teaching resources and limits the number of graduate courses that can be offered. Overall, both students and instructors feel that the current format is not an effective use of time and effort.

The current structure of Comprehensive Part I, based on PHYS 9610, has evolved over time in response to the need to assess incoming PhD students' background knowledge. Initially designed primarily as an assessment, it was later expanded into a series of short instructional modules to provide guidance and preparatory material.

While this addresses the need for structure, the resulting format introduces several limitations. The modules are delivered over short timeframes (approximately three weeks each), which does not allow sufficient depth of engagement. This is particularly challenging in an increasingly interdisciplinary department, where students enter with a wide range of backgrounds. As a result, some students struggle to keep pace, while others find the material insufficiently challenging. Overall, the current structure is not well aligned with the level and diversity of preparation expected in a PhD program.

In addition, the course relies on multiple instructors (up to six, plus a coordinator) to deliver a single 0.5 FCE course. This fragmented structure can lead to inconsistencies in delivery and assessment and represents an inefficient use of faculty teaching resources. It also limits the department's ability to offer a broader range of graduate-level courses.

The proposed modification replaces this structure with graduate-level coursework that includes substantial written assessments. This allows students to engage more deeply with material that is relevant to their research and appropriate to their background. Students who require additional preparation can be directed to targeted undergraduate courses, rather than relying on a uniform module-based approach.

At the program level, this change enables the department to reallocate teaching effort toward a wider and more flexible set of graduate courses, improving both course

availability and academic depth. It also better supports interdisciplinary training, as students can select courses aligned with their research direction.

In addition, the increased flexibility of this structure supports alignment with Combined PhD programs at Western. By allowing coursework to be selected in a way that reflects both disciplinary and interdisciplinary needs, the program can more easily accommodate students pursuing combined or collaborative training pathways.

Overall, the proposed changes provide a more flexible, rigorous, and efficient framework that better prepares students for PhD-level research.

In addition, the revision of Comprehensive Examination Part II to require a research proposal further strengthens alignment with the development of independent research skills expected at the PhD level.

The primary changes affect Year 1 (Comprehensive Examination Part I), with a minor revision to Comprehensive Examination Part II in Years 1-2, while Years 2-4 otherwise remain unchanged.

Current program	Proposed Change(s)
Overview: - Total credits: 1.5 PHYS 9610: <i>Comprehensive Part I</i> (0.5 FCE) – must be one of these courses 1.0 FCE elective graduate courses Milestones (4) - Academic Integrity Module - Comprehensive Exam - Graduate Seminar (milestone) - Thesis Year 1: PHYS 9610 is a 0.5-credit course in which students are required to complete four modules, each approximately three weeks in	Overview: - Total credits: 1.5 0.25 FCE required elective from core areas (Quantum Mechanics, Electrodynamics, or Statistical Mechanics) 1.25 FCE elective graduate courses Milestones (4) - Academic Integrity Module - Comprehensive Exam - Graduate Seminar (milestone) - Thesis Year 1: Students are required to complete 0.75 FCE (three 0.25 FCE courses) of graduate-level Physics and

duration, selected from six core areas. The course is designed at the senior undergraduate level to prepare students for graduate-level coursework. Assessment is based on four module tests (typically administered by different instructors) and a final examination. To satisfy Comprehensive Examination Part I, students must achieve: • a minimum weighted average of 80%, and • no individual test below 70%. Students who do not meet these requirements may be required to: • write a final examination, and/or • repeat modules or assessments in a subsequent offering of PHYS 9610. Years 1–2: Students complete the Comprehensive Examination Part II, consisting of: • a written review paper or research proposal, and • an oral examination.	Astronomy coursework to satisfy Comprehensive Examination Part I. All courses must be selected from an approved list. At least one 0.25 FCE course must be in a core area (Quantum Mechanics, Electrodynamics, or Statistical Mechanics), while the remaining courses are selected in consultation with the student's Supervisory Committee to support their research direction. Assessment is based on written examinations within each course, comprising at least 50% of the final grade. To satisfy Comprehensive Examination Part I, students must achieve: • a minimum weighted average of 70% (SGPS requirement), and • no individual course grade below 60% (SGPS requirement). Students who do not meet these requirements may: • repeat or replace one course, subject to Supervisory Committee approval. Years 1–2: Students complete, no later than the 4th term, the Comprehensive Examination Part II, consisting of: • a research proposal, and • an oral examination.
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Successful completion of Part I and Part II of the Comprehensive Examination constitutes completion of the Comprehensive Exam Milestone.	Successful completion of Part I and Part II of the Comprehensive Examination constitutes completion of the Comprehensive Exam Milestone. Where the Supervisory Committee does not include sufficient subject-matter expertise, an additional examiner may be appointed.
Year 2 – 4: Students are required to complete the remaining graduate-level coursework for a total of 1.5 FCE. Students focus on research and thesis development.	Year 2 – 4: Students are required to complete the remaining graduate-level coursework for a total of 1.5 FCE. Students focus on research and thesis development.

The proposed modification does not alter the intended learning outcomes of the program but rather strengthens alignment between the program structure and the existing PLOs, which emphasize foundational knowledge, research preparation, and the development of independent scientific skills.

While the assessment method for Comprehensive Examination Part I has changed, this modification does not alter the PLOs themselves. Rather, it strengthens their assessment by shifting from short module-based tests to more comprehensive evaluation through graduate-level coursework with substantial written examinations. The mapping between PLOs and assessment methods has been updated accordingly to reflect this change.

The revised structure supports the PLOs in the following ways:

Subject Knowledge (Depth and Breadth of Knowledge):

References to the previous PHYS 9610 module-based structure in the PLO documentation have been updated, where applicable, to reflect the new coursework-based Comprehensive Examination Part I structure. No changes to the learning outcomes themselves are required.

Critical Thinking and Problem Solving:

The use of substantial written examinations within graduate courses provides a more rigorous and comprehensive evaluation of students' ability to apply advanced theoretical and/or experimental methods to complex problems.

Research Expertise and Originality:

Shifting Comprehensive Examination Part I from an assessment of undergraduate-level knowledge to a focus on graduate-level material better aligns with the development of skills required for independent research and thesis work.

Communication Skills:

The continued emphasis on written assessments and the research proposal in Part II supports the development of clear and effective scientific communication, both written and oral.

Professional Development:

The proposed structure maintains existing program elements (e.g., Supervisory Committee meetings and graduate seminar participation) while improving coherence in early-stage training, supporting students' overall academic and professional development.

In addition, the revised structure allows students to tailor their coursework to their background and research direction, while addressing gaps in preparation through appropriate undergraduate coursework where needed. This flexibility is particularly important in an increasingly interdisciplinary program with diverse student preparation. The revised structure also improves consistency in assessment and better reflects graduate-level expectations for mastery of foundational physics.

Current students will not be negatively affected by this modification. Students who have already begun or are in the process of completing Comprehensive Examination Part I under the current PHYS 9610 structure will be permitted to complete this requirement according to the regulations in place at the time of their entry into the program. The proposed changes will apply only to incoming students following the implementation date, who will complete Comprehensive Part I through the revised graduate coursework-based structure. Where appropriate, limited flexibility may be provided on a case-by-case basis, in consultation with the student's Supervisory Committee, to ensure that no student is disadvantaged during the transition.

New Donor-Funded Scholarships, Awards, and Prizes

Action: ☐ Approval ☒ Information ☐ Discussion

At its meeting on September 8, 2026, the Senate Committee on Academic Curriculum and Awards approved, on behalf of the Senate, the terms of reference for the new donor-funded scholarships, awards, and prizes shown in Item 13.4(f), for recommendation to the Property and Finance Committee of the Board of Governors.

Documentation Provided:

New Donor-Funded Scholarships, Awards, and Prizes

New Donor-Funded Scholarships, Awards, and Prizes

Any Undergraduate Program

Agnes Coleman Bursary

Awarded to undergraduate students in any program based on financial need who are from West Lorne, Rodney, Dutton, Aldborough or Dunwich Townships, in the County of Elgin. 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 \$4,000 awarded annually

Effective Date: 2026-2027 academic year

This bursary was established through a bequest to Brescia University College from the estate of Agnes Coleman.

Brescia Alumnae Bursary

Awarded to full-time undergraduate students 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 \$5,900 awarded annually

Effective Date: 2026-2027 academic year

Brescia Alumni General Scholarship

Awarded to full-time undergraduate students in first, second or third year of any program based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$9,100 awarded annually

Effective Date: 2026-2027 academic year

This scholarship was established through the generous support of Brescia alumnae who have made gifts in support of Brescia's general scholarship fund.

Brescia Faculty Association Award

Awarded to full or part-time undergraduate students in their second, third or fourth year based on financial need and academic achievement. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

Value: 1 at \$5,351.60 awarded annually

Effective Date: 2026-2027 to 2028-2029 academic years inclusive

Donnelly OSOTFII Bursary

Awarded to full-time undergraduate students in Year 1 of any program based on financial need. Preference will be given to candidates who are mature students from London, Ontario and who are pursuing their first university degree. 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 \$3,600 awarded annually
Effective Date: 2026-2027 academic year

This award is offered through the Ontario Trust for Student Support (OTSS) program and the Ontario Student Opportunity Trust Fund (OSOTF II) program, and recipients must meet Ontario residency requirements.

Eleanore Donnelly Bursary

Awarded to full-time undergraduate students entering first year of any program, based on financial need. Preference will be given to candidates who are mature students from London, Ontario. 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 \$7,200 awarded annually
Effective Date: 2026-2027 academic year

Eleanore Donnelly OTSS Bursary

Awarded to full-time undergraduate students in Year 1 of any program based on financial need. Preference will be given to candidates who are mature students from London, Ontario and who are pursuing their first university degree. 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: 3 at \$5,000 awarded annually
Effective Date: 2026-2027 academic year

This award is offered through the Ontario Trust for Student Support (OTSS) program and the Ontario Student Opportunity Trust Fund (OSOTF II) program, and recipients must meet Ontario residency requirements.

Heather MacDougall Memorial Bursary

Awarded to full-time undergraduate students in third year of any program, based on financial need. Candidates must also demonstrate community involvement through volunteering. 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 \$4,600 awarded annually
Effective Date: 2026-2027 academic year

Ilva Costantini-Stoll Memorial Award

Awarded to full-time undergraduate students in third or fourth year of any honours program based on academic achievement and community involvement. The Office of the Registrar will select the recipients.

Value: 1 at \$5,200 awarded annually
Effective Date: 2026-2027 academic year

This award was established in memory of Ilva Costantini-Stoll, a mature Brescia University College student who passed away suddenly.

Jennifer Forler Bursary

Awarded to full-time undergraduate students in any program 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 \$700 awarded annually
Effective Date: 2026-2027 academic year

This bursary was established in memory of Jennifer Forler '89 who tragically passed away in a car accident in July 1989 shortly after her graduation.

Joan Francolini Scholarship

Awarded to full-time undergraduate students in third year of any program based on academic achievement who obtained a minimum average of 80% in the previous year and demonstrated leadership on campus, in their community or within their family. The Office of the Registrar will select the recipients.

Value: 1 at \$8,600 awarded annually
Effective Date: 2026-2027 academic year

This scholarship was established through the generous support of friends of the late Dr. Joan Francolini '55. This scholarship honours her outstanding contributions to Brescia and her legacy as an exceptional community leader and mentor. Dr. Francolini served as Chair of the Board from 2006-11, a member of the Foundation Board and was

installed as Brescia's inaugural Chancellor in 2013. She was an unwavering ambassador and champion for Brescia and was an outstanding role model.

Marjorie and Philip Pocock Scholarship

Awarded to full-time undergraduate students in first, second or third year of any program based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$1,200 awarded biennially

Effective Date: 2026-2027 academic year

This scholarship was established in 1972 through a generous bequest from the estate of John Philip Pocock Sr.

Morrisette Institute for Entrepreneurship Founders Award

Awarded to full-time undergraduate students in Year 2 of any degree program on main campus or the affiliated university colleges based on demonstrated engagement with entrepreneurship activities at Western and academic achievement. Applications can be obtained online through the Morrisette Institute for Entrepreneurship's website and must be submitted with a one-page statement that describes the applicant's entrepreneurship activities. Applications will be open to students at the end of Year 1, with an application deadline of April 30. Recipients will be confirmed in the fall once they register in Year 2. A committee in the Morrisette Institute for Entrepreneurship will select the recipients. The award will continue in Years 3 and 4, provided that the recipient maintains full-time status and continues engagement with entrepreneurship activities at Western, as determined by the Morrisette Institute for Entrepreneurship. The award value will increase to \$10,000 in Year 4, as long the recipient progresses to leadership of entrepreneurship activities, as determined by the Morrisette Institute for Entrepreneurship. If a recipient does not maintain the award, a replacement student will be selected from the same cohort.

Value: 2 at \$20,000 (\$5,000 in years 2 and 3, and \$10,000 in year 4)

Effective Date: 2026-2027 to 2028-2029 academic year inclusive

Mother St. James Hickey Scholarship

Awarded to full-time undergraduate students in second or third year of any program based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$2,900 awarded annually

Effective Date: 2026-2027 academic year

This scholarship was established in memory of Mother St. James who was an English Professor, Academic Dean, 1939-45, 1947-56 and a highly respected lecturer and a lively reader of Shakespeare's works in class.

Olive Higgins Scholarship

Awarded to full-time undergraduate students in any program based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$3,500 awarded annually

Effective Date: 2026-2027 academic year

This scholarship was established through a generous bequest to Brescia University College from the estate of Olive Higgins (Brescia University College 1933).

Patricia and Laura Gray Award

Awarded to full-time undergraduate students in any year of any program based on academic achievement and community involvement. The Office of the Registrar will select the recipients.

Value: 1 at \$5,434.26 awarded annually

Effective Date: 2026-2027 to 2032-2033 academic years

This award was established through the generous support of Patricia Gray '46, in memory of her sister Laura Gray '53, a well-respected London lawyer who passed away in 1983. This award was renamed the Patricia and Laura Gray Award upon Patricia's passing in 2010.

Rhoda Olive Scanlan Macrae Bursary

Awarded to full-time undergraduate students in any program 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: 10 at \$5,123.80 awarded annually

Effective Date: 2026-2027 academic year only

This bursary was established by a bequest to Brescia University College from the estate of Rhoda Olive Scanlan Macrae.

Sister Marina Stock Award

Awarded to full-time undergraduate students in their second, third or fourth year based on financial need and academic achievement. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

Value: 1 at \$703.13

Effective Date: 2026-2027 only

This award was established through the generous support of Sister Jane Stock in memory of her sister, Sister Marina, who served as the Registrar of Brescia College from 1954-64.

Sister Mary Agnes Fuerth Scholarship

Awarded to full-time undergraduate students in first, second, or third year of any program based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$1,300 awarded annually

Effective Date: 2026-2027 academic year

This scholarship was established by donations made to Brescia University College and honours Sister Mary Agnes Fuerth.

Sister St Anne International Student Bursary

Awarded to full-time undergraduate international students based on financial need. The Office of the Registrar will select the recipients.

Value: 1 at \$1,800 awarded annually

Effective Date: 2026-2027 academic year

This bursary was established by donations made to Brescia University College and honours Sister St Anne.

St. John's Bursary

Awarded to a full-time undergraduate student based on financial need who self-identifies as being a single mother. 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 \$100.22 awarded annually

Effective Date: 2026-2027 academic year only

This bursary was established through the generous support of St. John's Lodge 209a.

The Dorschell Fund Bursary

Awarded to full-time undergraduate students in any program, 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: 11 at \$5,000 awarded annually

Effective Date: 2026-2027 academic year

Ursuline Scholars International Award

Awarded to full-time international students in any year of study based on academic achievement and demonstrated community involvement. The Office of the Registrar will select the recipients.

Value: 1 at \$4,650 awarded annually

Effective Date: 2026-2027 academic year

This award was established through the generous support of alumnae and friends who made gifts made in honour of Sister LaFramboise, Mother St. Wilfreid, Sister Arleene Walker, Sister Carola Sharp, Sister Dolores Kuntz, Sister Margaret Hanley, Sister Marie Rosier and Sister St. Michael Guinan.

Ursuline Scholars Scholarship

Awarded to students enrolled in Year 1 with a minimum average of 80% and demonstrated involvement in extra-curricular activities. The Office of the Registrar will select the recipients.

Value: 1 at \$4,650 awarded annually

Effective Date: 2026-2027 academic year

This award was established through the generous support of alumnae and friends who made gifts made in honour of Sister LaFramboise, Mother St. Wilfreid, Sister Arleene Walker, Sister Carola Sharp, Sister Dolores Kuntz, Sister Margaret Hanley, Sister Marie Rosier and Sister St. Michael Guinan.

Wintermeyer Scholarship

Awarded to full-time undergraduate students in first, second, or third year of any program based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$1,800 awarded annually

Effective Date: 2026-2027 academic year

This scholarship was established by Alfred Wintermeyer and the Wintermeyer family through a donation to Brescia University College.

Wisdom Award

Awarded to full-time or part-time students in any program with mature student status based on academic achievement and financial need. Preference will be given to candidates who are students over the age of 25. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

Value: 3 at \$5,190.20

Effective Date: 2026-2027 academic year only

This award was established through donations to Brescia University College.

Faculty of Arts and Humanities

Alice Veronica and William Kenneth Rogers Award

Awarded to full-time undergraduate students in third or fourth year of an honours degree program in English Language and Literature based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$4,500 awarded annually

Effective Date: 2026-2027 academic year

This award was established through a generous bequest from the estate of Mary-Alice Rogers in honour of her parents, Alice and William Rogers.

Alice Veronica and William Kenneth Rogers Bursary

Awarded to full-time undergraduate students in third or fourth year of an honours degree program in English Language and Literature 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 \$4,500 awarded annually

Effective Date: 2026-2027 academic year

This bursary was established through a generous bequest from the estate of Mary-Alice Rogers in honour of her parents, Alice and William Rogers.

Eleanore Donnelly French Award

Awarded to the full-time undergraduate student with the highest average in third year French Studies, Faculty of Arts and Humanities. The Office of the Registrar will select the recipients.

Value: 1 at \$4,913.74 awarded annually

Effective Date: 2026-2027 academic year only

This award was established by Brescia in honour of Eleanore Donnelly '39, who was a member of the Advisory Council, President of the Alumnae Association and a generous donor.

Ivey Business School

Brass Family Entrepreneurship Award

Awarded to students enrolled in the HBA Entrepreneurship Certificate program at Ivey Business School, based on a strong passion for entrepreneurship, evidenced by initiative, ventures undertaken, or sustained engagement with entrepreneurial activities, alongside strong academic achievement. The Ivey Business School will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

Chris Casey HBA Award

Awarded to HBA1 students in the Ivey Business School based on academic achievement and financial need. Preference will be given to candidates who demonstrate leadership potential and have expressed academic interest in, or career aspirations related to, the industrial, manufacturing, engineering, automotive, or defence sectors. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Ivey Business School will select the recipients once the Office of the Registrar has determined financial need.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

Chris Taves Founders Award

Awarded to full-time undergraduate students in Year 2 of any degree program on main campus or the affiliated university colleges based on demonstrated engagement with entrepreneurship activities at Western and academic achievement. Applications can be obtained online through the Morrisette Institute for Entrepreneurship's website and must be submitted with a one-page statement that describes the applicant's entrepreneurship activities. Applications will be open to students at the end of Year 1, with an application deadline of April 30. Recipients will be confirmed in the fall once they register in Year 2. A committee in the Morrisette Institute for Entrepreneurship will

select the recipients. The award will continue in Years 3 and 4, provided that the recipient maintains full-time status and continues engagement with entrepreneurship activities at Western, as determined by the Morrisette Institute for Entrepreneurship. The award value will increase to \$10,000 in Year 4, as long the recipient progresses to leadership of entrepreneurship activities, as determined by the Morrisette Institute for Entrepreneurship. If a recipient does not maintain the award, a replacement student will be selected from the same cohort. Only one recipient will hold this award in any given year.

Value: 1 at \$20,000 (\$5,000 in years 2 and 3, and \$10,000 in year 4)

Effective Date: 2026-2027 to 2030-2031 academic years inclusive (final new recipients selected in 2028-2029)

François Lemieux MBA Scholarship

Awarded to full-time graduate students in the MBA program, Ivey Business School, based on academic achievement. A committee in the Ivey Business School will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$10,000 awarded annually

Effective Date: May 2026 to April 2031 inclusive

Ivey Alumni Network Calgary Chapter MBA Scholarship

This award is available to students entering the MBA program at the Ivey Business School, based on demonstrated leadership and community involvement. Successful candidates will exhibit evidence of character, energy and leadership potential. Preference will be given to candidates from Western Canada. Final selection of the recipient will be made by the MBA Scholarship Review Committee.

Value: 1 at \$16,750

Effective Date: May 2026 to April 2027 only

This award is made possible through the proceeds of the Ivey Leadership Award Dinner and the Ivey Alumni Network, Calgary Chapter.

Patricia Doig Leadership Award

Awarded to full-time undergraduate students in the Certificate in Purpose-Driven and Character Leadership, Ivey Business School, based on academic achievement and demonstrated leadership through community involvement. The Ivey Business School will select the recipients.

Value: 1 at \$5,600

Effective Date: 2026 - 2027 academic year

This award was established through a generous bequest from the Estate of Patricia Doig and support of family and friends. This award honours Pat's passion for women's

education and her mindful leadership. She was a member of Brescia's Board of Trustees for eight years, including Chair during a pivotal time in its history, successfully transitioning to secular management.

Faculty of Engineering

London Hydro Engineering Award

Awarded to full-time undergraduate students in Electrical Engineering, Faculty of Engineering, based on academic achievement. The Faculty of Engineering will select the recipients. An online application must be submitted through the Engineering Undergraduate Services' website (<http://www.eng.uwo.ca/undergraduate>) by September 30.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established with a generous gift from London Hydro to support Western students.

Faculty of Health Sciences

Canadian Association of Foodservice Professionals Award of Excellence

Awarded to full-time undergraduate students in the Food and Nutrition degree program, Brescia School of Food and Nutritional Sciences, Faculty of Health Sciences, based on academic achievement. Candidates must also demonstrate commitment to and involvement in student professional development associations. The Office of the Registrar will select the recipients.

Value: 1 at \$2,000

Effective Date: 2026-2027 academic year only

Catherine (MacDonald) Powell OTSS Bursary

Awarded to full-time undergraduate students in Year 3 of a degree in the Brescia School of Food and Nutritional Sciences, Faculty of Health Sciences, based on financial need and community involvement. 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 \$4,400 awarded annually

Effective Date: 2026-2027 academic year

This award was established through the generous support of family and friends in memory of Catherine (MacDonald) Powell, '42 UA. This award is offered through the Ontario Trust for Student Support (OTSS) program and the Ontario Student Opportunity

Trust Fund (OSOTF II) program, and recipients must meet Ontario residency requirements.

Dr. Patricia M. Giovannetti Graduate Studies Award MScFN program

Awarded to full-time graduate students in the Brescia School of Food and Nutritional Sciences, MScFN program, based on academic achievement. One award is reserved for a student in the MScFN project stream and one award is reserved for a student in the MScFN course-based stream. A committee in the Brescia School of Food and Nutritional Sciences will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 2 at \$1,500 awarded annually
Effective Date: May 2026

This award was established through a generous bequest to Brescia University College from the estate of Dr. Patricia Giovannetti, Chair of the Department of Home Economics from 1972-89.

Food and Nutritional Sciences Faculty & Staff Graduate Scholarship

Awarded to full-time graduate students in first year of the Brescia School of Food and Nutritional Sciences, MScFN program, based on academic achievement (minimum 80% admission average) and demonstrated commitment to the dietetic profession. Preference will be given to candidates who graduated from an undergraduate degree program in the Brescia School of Food and Nutritional Sciences. A committee in the Brescia School of Food and Nutritional Sciences will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$2,100 awarded annually
Effective Date: May 2026

Kyle MacDonald Combined-Degree Scholarship

Awarded to full-time undergraduate students in the Brescia School of Food and Nutritional Sciences, Faculty of Health Sciences, in a (BScFN)Foods & Nutrition /(BESc) Chemical Engineering combined-degree program, based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$2,506.51
Effective Date: 2026-2027 academic year only

Established by Kyle MacDonald through a gift to Brescia University College, this award recognizes the value of enriched educational experiences.

Sister Dominica Dietrich - Dr. Geraldine M. Montag OTSS Award

Awarded to full-time graduate students entering the Brescia School of Food and Nutritional Sciences MScFN program based on academic achievement (minimum 80% admission average) and financial need. A committee in the Brescia School of Food and Nutritional Sciences will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$6,700 awarded annually
Effective Date: May 2026

This award was established in 2007 through the generous support of Dr. Montag to commemorate her 60th reunion and to honour Sister Dominica who served as Dean of Brescia College from 1954-60. This award is offered through the Ontario Trust for Student Support (OTSS) program and the Ontario Student Opportunity Trust Fund (OSOTF II) program, and recipients must meet Ontario residency requirements.

Sofia Ceolin (Class of 87) Award

Awarded to full-time undergraduate students in second, third, or fourth year of a degree in Foods and Nutrition, Brescia School of Food and Nutritional Sciences, Faculty of Health Sciences, based on academic achievement and financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

Value: 1 at \$1,400 awarded annually
Effective Date: 2026-2027 academic year

This award was established in memory of Sofia Ceolin James through the generous support of her family and friends. Sofia graduated from Brescia in 1987 from the Foods & Nutrition program and passed away suddenly in 1994, just weeks after the birth of her daughter.

Ursuline Leadership Bursary

Awarded to full-time graduate students in first year of the Brescia School of Food and Nutritional Sciences, MScFN program, based on financial need. Candidates must have graduated from a degree program at Western University prior to entry in the program. A committee in the Brescia School of Food and Nutritional Sciences will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$2,400 awarded annually
Effective Date: May 2026

This award was established through the generous support of the Class of '55, led by Committee members: Joan Francolini, Joyce Gillelan, Nadia Martin and Patricia Pettigrew in celebration of their 55th anniversary and to honour the vision and dedication of the Ursuline Sisters.

Faculty of Information and Media Studies

Krypton Rental Group Continuing Student Award

Awarded to full-time undergraduate students in year 2 entering the Creative Arts and Production (CAP) program based on academic achievement. Preference will be given to candidates who self-identify as belonging to an equity-deserving group. The award will continue in year 3 and year 4 provided recipients maintain full-time status, remain in the CAP program and achieve a 70% average. If a student does not qualify to retain the award, a replacement recipient will be selected from the same year. The CAP Program c/o the Faculty of Information and Media Studies will invite candidates to self-identify by September 30. The Faculty of Information and Media Studies, in consultation with the CAP Program Committee, will select the recipients.

Value: 3 at \$16,500 (\$5,000 in Year 2, \$5,000 in Year 3 and \$6,500 in Year 4)

Effective Date: 2026-2027 to 2030-2031 (with final new Year 2 recipient selected in 2028-2029)

This award is made possible by a generous gift from Krypton Rental Group Inc., a leading provider of sustainable rental vehicles for the entertainment industry. Krypton and CEO/Founder, Mark Angel, are committed to supporting the creativity and drive of students as they pursue their goals and passions. Building on their connection to the creative industries, Krypton believes in removing barriers to education and opening doors to hands-on learning. This award aims to empower students to develop skills, gain confidence, and make lasting contributions to the arts and production community.

Schulich School of Medicine & Dentistry

Dr. Kent and Mrs. Francine Floreani Bursary in Dentistry

Awarded to full-time undergraduate students in the Doctor of Dental Surgery (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 \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This bursary is made possible by a generous donation from Dr. Kent Floreani (DDS 1987, MCID 1992) and Francine Floreani.

Dr. Rose Ann Ng Award in Family Medicine

Awarded to full-time undergraduate students graduating from the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry, based on academic achievement and commitment to family medicine. Preference will be given to candidates who are graduating from the Windsor campus MD program and match to a Family Medicine residency at Western's Windsor campus. If a candidate matching this preference is not found, then preference will be given to candidates graduating from the London MD program who match to a Family Medicine residency at any Western University campus. The Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at \$1,000 awarded annually

Effective Date: 2026-2027 academic year

Dr. Ng, born in Windsor, Ontario, graduated from The University of Western Ontario in 1988. Over the past 35 years, Dr. Ng has been involved in the Hospital and Long-Term Care, and her own private practice in Windsor, alongside her brother, Dr. Albert Ng (MD '84), and her father, the late Dr. Edward Ng. She believes that well-rounded physicians allow for better understanding and ability to guide patients through their healthcare journey. This award will support those who choose to train in the Windsor region, with the goal of encouraging them to stay and support the tradition of medical excellence for our community.

Kate and Family Paediatric Psychiatry Award

Awarded to residents in the Child and Adolescent Psychiatry Subspecialty Residency Program, Schulich School of Medicine & Dentistry, based on academic achievement. Preference will be given to candidates in their final year. The Department of Psychiatry, Schulich School of Medicine & Dentistry will select the recipients.

Value: Number of awards will vary in values of \$5,000, \$10,000 or more, based on funds available

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

Our family established this award because we experienced firsthand the profound impact that compassionate mental health care can have during a challenging time. The psychiatry resident who supported Kate and our family demonstrated warmth, genuine care, and understanding of Kate's situation, which enveloped us like a warm hug during our most difficult days. How can we ever thank such care and empathy combined with knowledge and expertise? A small token is to ensure those residents specializing in child mental health get support so that others can receive the amazing care we did as a family.

Ontario Dental Association Student Award

Awarded to full-time undergraduate students graduating from the Doctor of Dental Surgery (DDS) program, Schulich School of Medicine & Dentistry based on academic achievement. Candidates must be members of the Ontario Dental Association in good standing at the time of selection. Schulich Dentistry, Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

The Ontario Dental Association is pleased to support this award for a fourth-year student. This recognition reflects the strong partnership between the ODA and Schulich Dentistry, as well as our shared commitment to academic excellence, lifelong learning, professionalism, and high-quality oral health care for the future dentists of Ontario.

Wes and Jean Dunn Dentistry Award

Awarded to a full-time student graduating from the Doctor of Dentistry (DDS), Schulich School of Medicine & Dentistry who is pursuing graduate training with the intent to engage in a career in dental education and/or research, based on academic achievement. Recipient must be a Canadian citizen or permanent resident. Schulich Dentistry, Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at \$4,000 awarded annually

Effective Date: 2026-2027 academic year

Wes Dunn served as the inaugural Dean of Dentistry at Western beginning in 1965. This award was established through donations from friends and colleagues of Dr. Dunn upon his retirement from Western in 1982. He and his wife Jean Dunn continued to be enthusiastic supporters of Dentistry throughout their lives. Dr. Dunn passed away on November 15, 2020 at the age of 96.

Don Wright Faculty of Music

Arthur Rowe Piano Award for Performance Excellence

Awarded to full-time undergraduate students in the Bachelor of Music with Honours in Performance (Piano) program at the Don Wright Faculty of Music based on academic achievement and performance excellence. Preference will be given to candidates entering 4th year. The Don Wright Faculty of Music will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established by the Gordon Jeffery Music Foundation Board in appreciation for the years of service to the organization by Arthur Rowe. Arthur is an accomplished solo and collaborative pianist, a Western University alumnus;

B.Mus. Honours '74, Western Wall of Fame Award recipient, former Western University Music faculty member, former Gordon Jeffery Music Foundation Artistic Director.

Dr. Michael Currin Memorial Award in Music

Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. The Don Wright Faculty of Music will select the recipients.

Value: 2 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established in memory of Dr. Michael Currin who grew up in a musical family. Music was a big part of his everyday life and over the years, Michael built an extensive and eclectic music library. He was also a regular attendee at Western's Faculty of Music concerts which he appreciated and enjoyed and often talked about "giving back."

Faculty of Science

Judy Steward Legacy Award

Awarded to full-time undergraduate students in the Faculty of Science or the Faculty of Engineering based on academic achievement. Preference will be given to candidates in the Faculty of Science who are self-identified women in programs where they are underrepresented, which currently include programs in Computer Science and Mathematics. If a recipient meeting this preference is not identified, then preference will be given to candidates the Faculty of Engineering who are self-identified women in programs where they are underrepresented. The Office of the Registrar will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established to honour Judy Steward's remarkable forty-year career and her unwavering dedication to the Western University community. Judy is a proud alumna of the Faculty of Library Science (now the Faculty of Information and Media Studies) and served as a leader on Western's campus technology services team. Throughout her tenure, she was defined by her passion for supporting the success of students, faculty, and staff alike. This award seeks to recognize those who strengthen the university environment, reflecting the professional legacy Judy built over four decades, ensuring that her spirit of community support continues to thrive at Western.

Faculty of Social Science

Brescia Bold In Honour of John Mitchell Award

Awarded to full-time undergraduate students in the Faculty of Social Science, Department of Psychology, based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$1,000

Effective Date: 2026-2027 academic year only

This award was established by donations to Brescia University College honouring John Mitchell.

Ron Williamson Graduate Award in Archaeology

Awarded to graduate students in the Department of Anthropology, Faculty of Social Science, studying Archaeology and Biological Anthropology or Applied Archaeology based on academic achievement. Preference will be given to candidates working in the field of Great Lakes Archaeology. A committee in the Department of Anthropology will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$15,000 awarded annually

Effective Date: May 2026

This award was established by a generous gift from Ron Williamson (BA 1977 Western, PhD 1985 McGill) to support graduate students in the Department of Anthropology at Western University. This award reflects Dr. Williamson's deep appreciation for his time at Western, where his academic experience played a formative role in shaping his career in archaeology.

Athletics

Baxter Family Football Award

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Mustangs Football Team. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

Value: 2 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2029-2030 academic years inclusive

This award was established with a generous gift from Mr. Matthew Baxter (B.A.'08) and Dr. Danielle Glista (B.HSc.'03, M.Sc.'06, Ph.D.'11) to support Western students.

Heffernan Family Football and Track and Field Award

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a contribution as a member of the Men's Football Team and/or Track and Field Team. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established by Mr. Christian Heffernan (BA 2004, BEd 2008) and his family.

Leeswood Women's Rugby Award

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a contribution as a member of the Women's Rugby team. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

Renken Men's Wrestling Award

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Wrestling team. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established with a generous gift from Brian Renken (BA 1978) to support Western students.

**Cyclical Reviews of Undergraduate Programs in Microbiology and Immunology;
Pathology and Laboratory Medicine; International Relations; Psychology**

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on September 8, 2026, the Senate Committee on Academic Curriculum and Awards approved the recommendations of the Subcommittee on Program Review – Undergraduate with respect to the cyclical reviews of the undergraduate programs in Microbiology and Immunology, Pathology and Laboratory Medicine, International Relations, and Psychology.

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Schulich School of Medicine & Dentistry	Microbiology and Immunology	Feb. 26-27, 2026	Good Quality
Schulich School of Medicine & Dentistry	Pathology and Laboratory Medicine	Feb. 11-12, 2026	Good Quality
Social Science	International Relations	Feb. 9-10, 2026	Good Quality with Report in Two Years
Social Science	Psychology	Feb. 4-5, 2026	Good Quality

The Final Assessment Reports for these reviews are attached.

Documentation Provided:

Final Assessment Report – Microbiology and Immunology

Final Assessment Report – Pathology and Laboratory Medicine

Final Assessment Report – International Relations

Final Assessment Report – Psychology



Microbiology and Immunology
Final Assessment Report & Implementation Plan
May 2026

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	Bachelor of Medical Sciences (BMSc)	
Modules	Honours Specialization in Microbiology and Immunology Major in Microbiology and Immunology Minor in Microbiology and Immunology	
Date of Last Review	2017-2018	
External Reviewers	Dr. Jean Marshall, Department of Microbiology and Immunology Dalhousie University	Dr. Caitlin Mullarkey, Department of Biochemistry and Biomedical Sciences McMaster University
Internal Reviewers	Dr. Anton Puvirajah, Associate Dean (Teacher Education) Faculty of Education	Asad Awawdeh, Criminology & Political Science Undergraduate Student
Date of Site Visit	February 26 & 27, 2026	
Date Review Report Received	March 14, 2026	
Date Program/Faculty Response Received	Program Response: March 16, 2026 Faculty Response: March 16, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: June 16, 2026 ACA: September 8, 2026 Senate (for information): September 18, 2026	
Year of Next Review	2033-2034	
Progress Report	June 2029	

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 undergraduate Microbiology and Immunology Program, delivered by the Schulich School of Medicine & Dentistry.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Schulich School of Medicine & Dentistry.

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 Subcommittee on Program Review - Undergraduate (SUPR-U) and the Senate Committee on Academic Curriculum and Awards (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 cyclical review process that is made public; all other documents are confidential to the undergraduate Microbiology and Immunology Program, the Schulich School of Medicine & Dentistry, and SUPR-U.

Executive Summary

The Bachelor of Medical Sciences (BMSc) program at Western University was introduced in 2001 as a joint venture between the Schulich School of Medicine & Dentistry and the Faculty of Science to provide students with training in the basic medical sciences. From its inception in 2001 with approximately 30 students, the program grew in popularity to 300 students by 2010 and now to over 1100 students in 2024-2025. The office of Basic Medical Sciences Undergraduate Education (BMSUE) oversees the delivery of the modular programs within the seven basic medical sciences departments including the Department of Microbiology and Immunology.

Originating in 1939, the Department of Microbiology and Immunology now offers three module options that allow students to explore the disciplines of microbiology and immunology while complementing their studies with courses from other departments and faculties. Total modular enrolments in 2024-2025 were 131 students. The undergraduate program continues to evolve in response to emerging scientific discoveries, public health priorities, and pedagogical innovation. Students benefit from integrated learning environment that blends foundational theory, laboratory skills, and independent research.

The self-study was informed by several student focus groups, an alumni survey, a workplace skills analysis (via use of Lightcast), revision of the program learning outcomes and a curriculum mapping exercise. Initiated by a full-day departmental curriculum retreat, the Undergraduate Education Committee met regularly in support of the development of the self-study.

The external reviewers shared a positive assessment of the Microbiology and Immunology Program. They offer eight recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Nationally recognized and research-active faculty members – with research funding increasing 45% over the past 5 years.
- The curriculum is intentionally sequenced to build knowledge progressively while minimizing redundancy across bacteriology, virology, and immunology.
- Students enrolled in the Honours Specialization module complete a full-year independent research project (Microbiology and Immunology 4985E) as their capstone experience which provides the opportunity to conduct original research under faculty supervision, while developing advanced skills in experimental design, data analysis, and scientific communication.
- Experimentation with student-centered pedagogy such as a flipped-classroom pandemic simulation project in Microbiology and Immunology 3200B, collaborative expert-interview video projects in Microbiology and Immunology

3500B, and diverse assessment formats across courses (e.g., pandemic narratives, newspaper articles, biotechnology portfolios).

- The Microbiology and Immunology Student Association (MISA) plays a central role in building academic and community connections supported by including participation in “Meet the Professor” nights and mentorship at an annual Case Competition.
- The Murray Seminar Series brings leading microbiologists and immunologists to Western to present their research and interact with students and faculty.

Concerns and Areas of Improvement Identified and Discussed by the Program

- An unevenly distributed faculty complement, combined with a wave of pending retirements and slow recruitment, threatens both curricular breadth and workload equity.
- Gaps in faculty expertise (particularly parasitology and mycology) limit coverage of important areas of the discipline
- Institutional course enrolment thresholds constrain specialized offerings that align with student interests and emerging disciplinary trends.
- Students and alumni commented on limited career preparation and experiential pathways beyond the thesis – suggesting a need for more structured programming (e.g., alumni panels, industry site visits, clinical placements) to connect disciplinary training to diverse professional outcomes.

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 in-person over two days with the:

- Vice-Provost, Academic Programs
- Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Vice-Dean, Basic Medical Sciences
- Associate Dean, Basic Medical Sciences
- Department Chair, Department of Microbiology and Immunology
- Undergraduate Chair, Department of Microbiology and Immunology
- Undergraduate Education Committee Members
- Members of the Western Libraries Team
- Associate Director, Digital Learning, Centre for Teaching and Learning
- Educational Developer, Digital Learning, Centre for Teaching and Learning
- Department Staff
- Department Faculty Members

- Undergraduate Students
- Graduate Teaching Assistants

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. 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 FAR. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

The External Reviewers shared that the program: *“is a rigorous and well-regarded program that aligns strongly with the University’s strategic priorities in research-informed teaching, experiential learning, and student success. The curriculum is thoughtfully structured, progressing from foundational coursework to advanced laboratory training and a capstone fourth-year research thesis. The department is committed to continued improvement of the program and course offerings and importantly is responsive to the needs of students in the broader educational landscape.”*

Strengths of the Program:

- All courses in the program are taught by full-time faculty members, the vast majority of whom maintain active research laboratories.
- The third-year laboratory courses (Microbiology and Immunology 3610F and 3620G) are particularly distinctive for the breadth of modern techniques introduced (such as hands-on animal handling) which the reviewers note is uncommon in undergraduate programs across the country.
- Professional development is strengthened by a new course, Beyond the Bench: Building Skills for Scientific and Professional Success, which is a co-requisite for the Microbiology and Immunology 4986Y thesis course.
- Courses incorporate discussion of the societal and structural determinants that influence infectious disease outcomes, encouraging students to consider how health inequities, socioeconomic factors, and global disparities shape disease burden and healthcare access.
- Extensive capstone research thesis where students spend about 15 hrs/week embedded in a faculty member's lab immersed in research experiences that develop experimental design, data analysis, and scientific communication skills.
- A significant number of Honours Specialization students choose to remain in the department to pursue graduate studies.

Prospective Areas of Improvement for the Program to Consider

- A disproportionate share of program administration, curriculum coordination, and student support rests on a single individual (the Undergraduate Chair) (associated with recommendation #1).
 - o Importance of reviewing the Terms of Reference for the Undergraduate Chair role and the role and responsibilities of Course Coordinators (associated with recommendations #1 and #7).
- Review of administrative support and assistance in day-to-day class and evaluation management – currently administrative support appears temporary and limited (associated with recommendation #2).
- Consider ways to harmonize curriculum across bacteriology, virology, and immunology themes and improve consistency in assessment practices within multi-instructor courses. (associated with recommendations #5 and #6).
- Current admissions processes, based primarily on GPA and course completion, may disproportionately disadvantage students from equity-deserving groups (associated with recommendation #8).
- Revisit any competing demands on students in relation to the restructured thesis course (Microbiology and Immunology 4985E) and the Beyond the Bench professional development offering (Microbiology and Immunology 4986Y).
- Individuals able to teach in more than one of the three traditional disciplines of bacteriology, immunology and virology would be particularly valuable as would increased expertise in mycology or parasitology.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: Re-evaluate Scope and Intensity of Undergraduate Chair Workload - Implement additional support mechanisms or structural adjustments to distribute responsibilities or curriculum coordination, program administration, and student support more effectively. - Explore a dedicated Teaching Scholar to support the program particularly regarding areas such as curriculum development, pedagogical innovation, and coordination of large undergraduate courses.	Program: To support the critical contributions of the Undergraduate Chair, we propose establishing an Associate Undergraduate Chair position. This role would provide additional support during periods of high workload and ensure continuity in leadership when the Undergraduate Chair is unavailable. We also propose establishing three Curriculum Lead roles on the Undergraduate Education Committee in the areas of immunology, bacteriology, and virology. These roles will support integration of the curriculum across courses and year levels. The current Undergraduate Chair is also planning to establish a Microsoft Teams channel to support Course Coordinators. This resource will include standard operating procedures (SOPs) and training materials to address common and frequently recurring questions related to course coordination. It will also provide clear guidance on appropriate points of contact for various types of inquiries, helping to distribute responsibilities across the Undergraduate Education Committee. Faculty: The decanal team supports the program's response. Teaching Scholar advertisements are developed in conjunction with HR at the Schulich School of Medicine & Dentistry and the advertisements are posted on the Faculty or Relations Website. A search committee with appropriate expertise across the basic medical sciences and led by the Associate Dean, Basic Medical Sciences Undergraduate Education, is formed and is responsible for reviewing applicants, interviews and final selection. The decanal team encourages MNI faculty to apply for Teaching Scholar's positions when they become available, but these positions are not typically allocated to any department or program.

Recommendation #2: Establish Dedicated Administrative Support for the Program: To support program operations and reduce the heavy workload on the Undergraduate Chair, stable administrative staffing is needed to assist faculty with teaching logistics, Brightspace, class evaluations, and student enquiries.	Program: Over the past year, following the retirement of the departmental Manager of Administration and Finance (MAF), we have benefitted from the appointment of an experienced MAF who has been key in restructuring administrative operations. This MAF position is now shared with the Department of Biochemistry, reflecting a broader shift toward shared administrative roles across the Schulich School of Medicine & Dentistry as part of the School's restructuring across its 21 administrative units. Although several administrative roles are now shared across two departments (with Biochemistry), there remains an effective shortfall of at least one position. To address this gap, financial approval has been secured to recruit a new staff member to be shared between both departments. Interviews are imminent, and this hire is expected to alleviate the additional workload currently being placed on the Undergraduate Administrator in both departments. Faculty: The decanal team supports, the program's response.
Recommendation #3: Bolster Faculty Member Capacity Support recruitment of 40/40/20 faculty members to the Department to ensure appropriate disciplinary expertise for course delivery, while also providing capacity to accommodate research leaves and anticipated faculty retirements.	Program: We fully agree and are actively addressing this through three ongoing faculty searches. Interviews are currently underway for two 40:40:20 appointments in the fields of neurovirology and neuroimmunology. While these positions are slated to start as early as July 1, 2026, a more realistic timeline is that the candidates will join the department in 2027. In addition, we are also hiring a faculty member for the endowed Miriam Burnett Research Chair in Urological Sciences within the Lawson Research Institute (Lawson) in the field of microbiome research, with the expectation that this position will be filled by July 1, 2026. Although the appointment is structured as 60% research, 20% teaching, and 20% service, we anticipate that the appointed Burnett Chair also make meaningful contributions to the undergraduate curriculum. Collectively, these three hires are expected to help alleviate teaching demands across the department. Faculty: The decanal team supports, the program's response.

Recommendation #4: Support for Department Vision Provide necessary supports to ensure that the Department's Chair vision for strengthening undergraduate education can be implemented effectively and sustainability while maintaining the high standards and reputation of the Microbiology and Immunology program.	Program: The Department Chair works closely with senior leadership in the Schulich School of Medicine & Dentistry to ensure alignment with and support for the Department of Microbiology and Immunology's strategic vision. Ongoing, coordinated investments from the School in future faculty hires and infrastructure related to infection and immunity will help sustain a strong cohort of undergraduate educators and ensure continued delivery of high-quality teaching in the Department of Microbiology and Immunology. Faculty: The decanal team supports, the program's response. There are many resources at the university that can assist with program development and enhancement. Examples include working with other BMSUE undergraduate chairs to develop and share best practices, the Centre for Teaching and Learning, the Librarians/Archivists and EDID-DIA offices (Indigenous Initiatives and Associate Dean, EDI-D at Schulich). While never a guarantee, monetary support can be requested by the department through the annual budget process and through the Science Student Donation Fund. New faculty hires, beyond those already committed, in the Basic Medical Sciences are prioritized by the Basic Science Chairs based on teaching and research needs of the Schulich School of Medicine & Dentistry and institutional priorities.
Recommendation #5: Harmonize Curriculum Across Thematic Areas Continue efforts to harmonize the curriculum across thematic areas (bacteriology, virology, and immunology) at all program levels to promote coherence, integration, and progression of learning outcomes.	Program: The Department Chair has submitted a budget request to support a Strategic Retreat to occur in Spring 2027. As part of this initiative, a comprehensive review of the undergraduate curriculum is proposed to identify opportunities for greater harmonization. The program will also consider opportunities to further integrate the core disciplines of immunology, bacteriology, and virology across the curriculum. In this context, upcoming faculty hires in neurovirology and neuroimmunology present a valuable opportunity to bridge traditionally distinct areas, reflecting the increasingly interdisciplinary nature of these fields. Similarly, the anticipated Burnett Chair in microbiome research is expected to bring expertise that spans bacteriology, bioinformatics, and urology, creating further opportunities for cross-disciplinary integration. Collectively, these efforts will support a more cohesive and forward-looking undergraduate curriculum. Faculty: The decanal team supports, the program's response.

Recommendation #6: Improve Assessment Consistency in Multi-Instructor Courses Undertake a review of assessment and evaluation practices in multi-instructor courses to better ensure alignment, consistency, and transparency for students and support consistent quality of outcomes. Consider mechanisms to make grading criteria available in advance to students so that expectations for assessment are transparent and consistently understood.	Program: When multiple instructors are required, Course Coordinators will play a key role in harmonizing assessments (particularly examinations) to ensure greater consistency, a practice that has already been implemented successfully in select courses (e.g., Microbiology and Immunology 3500B). With respect to grading transparency, we acknowledge the importance of clearly communicating expectations to students. In many cases, detailed grading rubrics are used internally to support consistency, particularly in courses with multiple teaching assistants, without being fully prescriptive to students in advance. A significant portion of grading is conducted by TAs, and we have established several mechanisms to promote consistency and fairness. These include assigning specific TAs to grade assessments across the entire class, incorporating peer review and calibration among TAs, and providing detailed grading guidelines and exemplars. We also facilitate ongoing communication through platforms such as Microsoft Teams and, where appropriate, structured “grading retreats” to support discussion and alignment among graders. Moving forward, these practices will be reviewed more systematically through the Curriculum Leads and our new annual course documentation process to ensure continued alignment and identify opportunities for improvement. We will also seek guidance from the Centre for Teaching and Learning, as needed. Faculty: The decanal team supports, the program’s response.
Recommendation #7: Define Course Coordinator Roles and Annual Reviews Define the role and responsibilities of course coordinators and ensure that each course is annually reviewed for content updates and coherence between instructors and that teaching retreats are held regularly (at least every 3 years) to review overall course contents and offerings.	Program: The Department will formalize and clearly communicate the roles and responsibilities of Course Coordinators. To support ongoing curriculum quality, responsibility for annual course review will be shared with the newly established Curriculum Leads (immunology, bacteriology, and virology). Each Curriculum Lead will convene annual meetings with Course Coordinators within their area to review course content, assessment practices, and alignment across instructors and year levels. A standardized review template will be developed to guide these discussions and document any updates, revisions, and areas for improvement. This approach will ensure a consistent and structured process for capturing changes while distributing the workload more effectively. At the program level, the Undergraduate Chair will work with Curriculum Leads to synthesize key findings and identify broader trends or gaps. These insights will inform departmental planning, including the scheduled retreat in Spring 2027. Teaching retreats will continue on a regular cycle (at least every three years) to support ongoing, coordinated curriculum development.

	Faculty: The decanal team supports, the program's response.
Recommendation #8: Enhance Admissions Flexibility for Equity-Deserving Students Consider enhancing the flexibility of competitive entrance requirements to allow for less than full course load students (4 rather than 5 courses per term) to compete effectively for places in the program in documented situations of need for course reduction (e.g., disability, caregiving or parental responsibilities etc).	Program: Students are currently supported through existing institutional resources, including Academic Advising and Accessible Education, which provide guidance and formal accommodations where appropriate. At the same time, admissions policies and competitive entry requirements for the Microbiology and Immunology program are governed at the level of the broader Bachelor of Medical Sciences (BMSc) program. As such, this recommendation falls outside the direct purview of the Department. Any changes to entrance requirements would need to be considered and implemented by the Decanal Team overseeing the BMSc program. Faculty: As many BMSc programs are currently undergoing IQAP review, we plan to review program level recommendations such as entrance requirements at future Basic Medical Science Undergraduate Education committee meetings.

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Re-evaluate Scope and Intensity of Undergraduate Chair Workload	- Restructure Undergraduate Education Committee to include three curriculum lead roles. - Establish an Associate Undergraduate Chair position. - Establish a Microsoft Teams channel to support Course Coordinators.	Department Chair; Undergraduate Chair; Undergraduate Education Committee	By September 2026
Recommendation #2: Establish Dedicated Administrative Support for the Program	- Recruit a new staff member to be shared between the Microbiology and Immunology and the Biochemistry Departments. - Continue to advocate for the importance of sustained administrative support.	Chief Administrative Officer; Department Chairs; Manager of Administration and Finance	By July 2027
Recommendation #3: Bolster Faculty Member Capacity	- Support the three ongoing faculty searches that are currently underway and are slated to start as early as July 1, 2026, including for the endowed Miriam Burnett Research Chair in Urological Sciences within the Lawson Research Institute (Lawson).	Department Chair; Selection/Appointment Committees	By July 2027
Recommendation #4: Support for Department Vision	- Ongoing and coordinated investments from the Schulich School of Medicine & Dentistry in future faculty hires and infrastructure related to infection and immunity will help sustain a strong cohort of undergraduate educators and the delivery of high quality teaching.	Decanal Team; Department Chairs	Ongoing with check-in as part of June 2029 progress report.

Recommendation #5: Harmonize Curriculum Across Thematic Areas	- Submit a budget request to support a strategic retreat in Spring 2027. A comprehensive review of the undergraduate curriculum is proposed to identify opportunities for greater harmonization. - Identify opportunities to further integrate the core disciplines of immunology, bacteriology and virology across the curriculum. ■ Explore additional approaches to strengthen this integration across courses.	Department Chair; Undergraduate Chair	By July 2027
Recommendation #6: Improve Assessment Consistency in Multi-Instructor Courses	- Streamline teaching assignments to reduce fragmentation across instructors. ■ When multiple instructors are required, Course Coordinators will play a key role in harmonizing assignments, particularly examinations. ■ Seek guidance from the Centre for Teaching and Learning, as needed. - Systematic review of TA assignments and grading practices through the Curriculum Leads and the new annual course documentation process.	Department Chair; Undergraduate Chair; Curriculum Leads	By September 2027
Recommendation #7: Define Course Coordinator Roles and Annual Reviews	- Formalize and clearly communicate the roles and responsibilities of Course Coordinators. - Convene annual meetings with Course Coordinators to review course content, assessment practices and alignment across instructors and year levels. ■ A standard review template will be developed to guide discussions and document updates, revisions and areas for improvement. ■ Insights from meetings will inform departmental planning. - Continue teaching retreats on a regular cycle (at least every three years) to support ongoing coordinated curriculum development.	Department Chair; Undergraduate Chair; Curriculum Leads; Course Coordinators	By September 2026

Recommendation #8: Enhance Admissions Flexibility for Equity-Deserving Students	- Review the entrance requirements at future Basic Medical Sciences Undergraduate Education committee meetings.	Decanal Team	Ongoing with check-in as part of June 2029 progress report.
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Pathology and Laboratory Medicine
Final Assessment Report & Implementation Plan
May 2026

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	Bachelor of Medical Sciences (BMSc)	
Date of Last Review	2017-2018	
Modules Reviewed	Honours Specialization in Pathology Honours Specialization in Medical Bioinformatics Honours Specialization in One Health Major in Pathology Major in Medical Bioinformatics Major in One Health	
External Reviewers	Dr. Bruce McKay Professor, Department of Biology Carleton University	Dr. Donna Slater Professor, Department of Physiology and Pharmacology University of Calgary
Internal Reviewers	Dr. Andrew Nelson Department Chair, Anthropology	Olivia Matthews, Undergraduate Student Sociology
Date of Site Visit	February 11-12, 2026	
Date Review Report Received	March 11, 2026	
Date Program/Faculty Response Received	Program Response: March 20 2026 Faculty Response: March 23, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: June 16, 2026 ACA: September 8, 2026 Senate (for information): September 18, 2026	
Year of Next Review	2033-2034	
Progress Report	June 2029	

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 Undergraduate Pathology and Laboratory Medicine program delivered by the Schulich School of Medicine & Dentistry.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Schulich School of Medicine & Dentistry

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 Subcommittee on Program Review - Undergraduate (SUPR-U) and the Senate Committee on Academic Curriculum and Awards (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 cyclical review process that is made public; all other documents are confidential to the Undergraduate Pathology and Laboratory Medicine program, the Schulich School of Medicine & Dentistry, and SUPR-U.

Executive Summary

The Bachelor of Medical Sciences (BMSc) program at Western University was introduced in 2001 as a joint venture between the Schulich School of Medicine & Dentistry and the Faculty of Science to provide students with training in the basic medical sciences. From its inception in 2001 with approximately 30 students, the program grew in popularity to 300 students by 2010 and to over 1100 students in 2024-2025. The office of Basic Medical Sciences Undergraduate Education (BMSUE) oversees the delivery of the modular programs within the seven basic medical sciences departments, including Pathology and Laboratory Medicine.

The Department of Pathology and Laboratory Medicine at Western University offers three Honours Specialization modules and three Major modules in the BMSc program across three disciplines of study; Pathology, Medical Bioinformatics, and One Health. The primary objective of the Pathology and Medical Bioinformatics disciplines are to equip students with a deep, specialized understanding of human health and disease at the molecular, cellular, and organismal levels. The objectives of the One Health discipline are to prepare students to address complex health challenges from a broad, interdisciplinary perspective. The program's core objective is to cultivate an understanding of how human health is inextricably linked to animal health and the environment. Total program enrollment (in year 3 and year 4) was at 179 in 2024-2025.

The self-study was informed by a multi-day student focus group and a faculty focus group, supplemented by institutional enrolment data, curriculum mapping, alumni surveys, and teaching effectiveness metrics. The Undergraduate Education Committee, Module Leads, along with key faculty and staff, held a series of meetings in support of the development of the self-study brief.

The external reviewers shared a positive assessment of the Pathology and Laboratory Medicine Program. They offer five recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The trio of disciplines offered by the department allows for a broad spectrum of modern medical challenges with curriculum extending from the traditional study of disease (Pathology) to cutting-edge computational analysis (Medical Bioinformatics) and the interdisciplinary connections between human, animal, and environmental health (One Health).
- Strong capstone research experience and departmental Research Day – All Honours Specialization students complete a year-long, individual research thesis under faculty supervision. Mandatory participation in the Annual Pathology and Laboratory Medicine Research Day provides students with professional presentation experience and published abstracts.

- Medical Sciences 4000E: *Partnering for Impact in Medical Sciences*, is being introduced as a capstone course for students taking an Honours BMSc degree with a double major. Previously, capstone courses were limited to Honours Specialization students.
- Proactive community-building and equity initiatives – The department hosted its first-ever HSP Welcome and Orientation event in September 2025 (with ~75% attendance), established the "Pathology Commons" as a learner-centered wellness and collaboration hub, created a departmental EDI Award and initiated an alumni network.
 - The creation of an internal "EDID Taskforce", to make recommendations on how to apply an EDI lens to selection committee processes at all levels to ensure fairness and promote diversity in hiring and admissions.
- Substantial program growth over the past decade – Total upper-year enrolment grew from 63 students in 2015-2016 to a peak of 210 in 2022-2023. The Honours Specialization in Pathology demonstrates stable demand (20-25 students annually), while Medical Bioinformatics and One Health show dynamic growth trajectories.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Low international student enrollment requires analysis and development of program-wide strategies to increase the admission of international students.
- Fostering inclusive research environments with the implementation of a formal laboratory code of conduct, idea sharing sessions, training for research supervisors on subjects such as conflict resolution and ethical supervision, as well as a research project EDI checklist to guide students in considering the ethical implications of their work.
- Consideration of more diverse assessments i.e., scaffolded assignment approaches, open book or process based assignments.
 - Students identified an absence of dedicated laboratory or practical skills courses in Year 3 as a gap that left them feeling unprepared for their capstone research.
- Resources stretched thin despite program growth – The faculty and operating staff complements have remained flat over the past decade even as student enrolment nearly tripled.
- The dispersed nature of research sites, large class sizes in foundational courses, and limited undergraduate-specific events contribute to a more fragmented student community.
 - Strengthen the engagement with students and the Western Pathology Association

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 in-person over two days with the:

- Vice-Provost, Academic Programs
- Vice-Provost, Academic Planning, Policy & Faculty
- Director, Office of Academic Quality and Enhancement
- Vice Dean, Basic Medical Sciences
- Associate Dean, Basic Medical Sciences
- Assistant Dean, Program Review and Development
- Department Chair
- Undergraduate Chair
- Incoming Undergraduate Chair
- Program Faculty Members
- Program Administrative Staff
- Teaching and Learning Librarian
- Collections & Content Strategies Librarian
- Undergraduate Students
- Alumni/Graduate Teaching Assistants

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. 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). The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers noted that the *“Pathology and Laboratory Medicine undergraduate program is highly sought after; providing undergraduates with excellent foundations in science and pathology, plus excellent opportunities for experiential learning within the honours thesis in state-of-the-art research laboratories mentored by successful researchers.”*

Strengths of the Program:

- Excellent faculty expertise spanning both clinical pathology and basic science research.

- Strong and dedicated administrative staff who demonstrate collegiality, passion, and responsibility for the program.
- Highly competitive program attracting exceptional students, with the vast majority of graduates gaining positions in medical school, research-based graduate programs, law, and other health professional programs.
- Strong experiential learning through the fourth-year honours thesis, which was praised by students and alumni as the highlight of their program experience.
- Modernization of the foundational Pathology 3500 course, incorporating team projects, comprehensive case studies, and the PULSE (Pathology Undergraduate Laboratory Skills Enhancement) project.
- Positive new community-building initiatives, including the September 2025 HSP Welcome and Orientation event, which was much appreciated by students and represents a meaningful step toward fostering a sense of belonging in the program

Prospective Areas of Improvement for the Program to Consider

- Graduate Teaching Assistants lack compulsory, department-specific pedagogical training. (Associated with Recommendation #1)
- Students reported a limited sense of cohort identity or community within the Department until their fourth year; the Western Pathology Association does not appear to engage undergraduate students, and there is no undergraduate club or society for PALM students. (Associated with Recommendation #2)
- Small course sizes in Pathology, Medical Bioinformatics, and One Health courses mean that formal student questionnaire (SQCT) feedback, including written comments, is often withheld due to insufficient response numbers. (Associated with Recommendation #3)
- The multi-instructor design of Pathology 3500 has led to inconsistencies in presentation styles, assessment expectations, and exam question authorship, contributing to student concerns about fairness and lower grade averages. (Associated with Recommendation #4)
- Students reported that academic advising in Years 1 and 2 was insufficient for making informed decisions about module selection. (Associated with Recommendation #5)
- Several courses risk not meeting Western's minimum enrolment thresholds (30 for 3000-level; 15 for 4000-level), particularly in the smaller Medical Bioinformatics and One Health modules.
- Admission to the program is based primarily on grades. It may be worth revisiting admission criteria to consider factors such as research interest, relevant experience, or equity considerations.
- Consider developing a team-teaching model for key or required courses to ensure teaching sustainability during sabbaticals or faculty departures.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: Graduate Teaching Assistant Training Consider a short required formal training workshop to help new teaching assistants excel in this new and challenging role. Develop pedagogical training for GTAs specific to the requirements of this undergraduate program.	Program: The Undergraduate Chair will lead a collaborative initiative involving all course coordinators across Pathology, Medical Bioinformatics, and One Health. Specifically, a supplemental document will be prepared for each course to highlight the key technical and pedagogical skills required and provide a comprehensive list of detailed responsibilities. This will ensure that expectations are transparent and that GTAs are matched effectively to their roles. Furthermore, the program will take proactive steps to enhance the professional development of our graduate students. To complement centralized training, the program will mandate formal orientation meetings between course coordinators and their assigned GTAs prior to the start of each term. These meetings will ensure alignment on course objectives, grading standards, and laboratory protocols, fostering a more cohesive and supported teaching environment for the 2026-2027 academic year and beyond. Faculty: The Decanal team supports the program response.
Recommendation #2: Facilitate a Student Cohort Consider strategies to encourage their undergraduate students to engage with their cohort through some cohort strategy.	Program: We acknowledge the reviewers' concerns regarding the historical challenges of cohort building within the two-step BMSc program design. As the program has now moved towards assured progression to Year 4, we are in an ideal position to cultivate a strong, integrated community of Year 3 and 4 students. We recognize that while the Western Pathology Association (WPA) exists to promote interaction across the department, undergraduate participation has been a noted gap that we are committed to bridging. To address a lack of student cohort, we held our first Welcome Event in September 2025 to bring Year 3 and 4 students into the departmental fold. The event was received extremely well by students, confirming a high demand for cohort-based engagement. We will now formalize this Welcome Event as an annual staple. This initial touchpoint will serve as the foundation for a unified identity among all students within our modules, regardless of their specific year or specialization. Furthering this strategy, the department will implement a structured annual calendar of engagement to ensure students remain connected beyond the first week of classes. This includes a new mid-term check-in event every December to provide support and a formalized final celebration and reflection event in April to recognize students' hard work over the year. We will launch a formal partnership with the WPA to create undergraduate-specific social and networking

	events. Faculty: The Decanal team supports the program response.
Recommendation #3: Mechanism for Regular Student Feedback If written responses can't be shared from SQCT data given small course sizes, the Department should encourage alternative forms of feedback. In class informal anonymous polling could be one solution.	Program: To ensure our course coordinators and instructors receive actionable feedback without compromising student anonymity or data integrity, we will implement a multi-tiered strategy to encourage alternative and ongoing forms of assessment. Starting in the 2026-2027 academic year, the department will formally encourage and provide resources for instructors to utilize mid-term informal feedback mechanisms. We will recommend the adoption of anonymous in-class polling tools and stop-start-continue surveys, which allow students to provide immediate, constructive input while the course is still in progress. These informal touchpoints not only provide instructors with the individual student perspectives the reviewers highlighted but also foster a culture of transparency and responsiveness that can lead to higher engagement in formal year-end evaluations. Furthermore, we will work with course coordinators to standardize a Feedback Reflection period during the final week of classes. This dedicated time will be used to explain to students how their specific qualitative comments directly influence curriculum design and course delivery for future cohorts. Faculty: The Decanal team supports the program response.
Recommendation #4: Pathology 3500 Students reported inconsistencies in presentation styles and assessments in Pathology 3500, contributing to low satisfaction and grades. The course is being modernized with team projects and case studies; we encourage continued attention to these concerns.	Program: The Program is fully committed to modernizing our foundational course: Introduction to Human Pathology (Pathology 3500). The Program recognizes that while the diversity of clinical expertise from Pathologists is a significant asset, it has historically led to inconsistencies in presentation and assessment. Significant work has already begun to modernize the course structure, lectures, and content. This included a shift toward team-based assignments and application-of-knowledge projects, such as comprehensive case studies, to move beyond rote memorization. To address the specific concerns regarding assessment (GTAs assisting in drafting questions), the next phase of this update involves a rigorous cross-check by the course coordinator with each individual lecturer to ensure that all test and exam questions accurately reflect the specific points of emphasis delivered in class. To further ensure a cohesive student experience, the course coordinator will design a uniform lecture slide template and provide this resource to all instructors, including our clinical faculty, to standardize the delivery of information and reduce the cognitive load on students caused by varying presentation styles. Beyond the changes to Pathology 3500, the department will gather deeper data across all 3rd-year entry courses within other modules in the BMSc program.

Recommendation #5: Academic Advising - Send program representatives to attend sessions in the now compulsory Medical Sciences 1000Y course; to highlight and give earlier insight into the Pathology programs; - Place the 'pathways' to Pathology and Laboratory Medicine modules on the department website and guide attention to these specific pathways in the first year Medical Sciences 1000Y course; - Offer to advise interested students in years 1 and 2 to ensure that they meet requirements. This could be in the realm of a small group session one or two times per year, the key being to assist those who are likely to apply.	Faculty: The Decanal team supports the program response. Program: It is important to note that the reviewers' findings were based on consultations with current Year 4 students. Because these students would not have experienced the Medical Sciences 1000Y course, some of their concerns may have already been addressed through the introduction of this new compulsory curriculum. However, we agree that early-year navigation remains a critical period for students. To further bridge this gap without overextending centralized academic advising resources, we will implement a series of targeted outreach initiatives designed to capture student interest as early as Year 1. In Medical Sciences 1000Y, departmental faculty representatives will introduce students to a wider support network, including upcoming information sessions, newly appointed Western Pathology Association (WPA) undergraduate Year 3 and 4 student representatives, and integrated social and academic events. The Program will host specialized information sessions, distinct from the standard Intent to Register events, Fall Preview Day, and Spring Open House, tentatively titled Discover Pathology and Discover Medical Bioinformatics. During these sessions, faculty members will present the academic and career potential of these fields and reinforce the wider support networks and events. We are also committed to enhancing our digital presence by placing clear, visual pathways to our various modules on the department website; these resources will be explicitly highlighted during our Medical Sciences 1000Y presentations to ensure students can visualize their academic trajectory early on. Finally, to assist those students most likely to apply to our modules, we will offer small-group advising sessions once or twice per year for interested students in Years 1 and 2. These sessions will focus on ensuring prerequisite requirements are met while fostering an early sense of belonging within the department, ensuring that by the time students reach. Faculty: The Decanal team supports the program response and would like to point out that there may be some confusion by the reviewers around Academic Advising support. All the BMSc modules have an opportunity to discuss their offerings in the Medical Sciences 1000Y course. The information sessions include a faculty member, typically the lead for the module, as well as a student that is currently enrolled in the module or recently graduated from the module to provide both perspectives. The excellent response and commitment from PaLM will certainly help increase the robustness and awareness of academic advising for students 2026-2027 interested in Pathology and Medical Bioinformatics modules.
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Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1: Graduate Teaching Assistant Training	- Prepare a supplemental document for each course to highlight the key technical and pedagogical skills required and provide a comprehensive list of detailed responsibilities. - Recommend various GTA training sessions offered centrally. - Mandate formal orientation meetings between course coordinators and their assigned GTAs prior to the start of each term.	Undergraduate Program Chair; Graduate Program Chair; Undergraduate course coordinators	By September 2026
2: Facilitate a Student Cohort	- Formalize the Welcome Event piloted in September 2025 to bring Year 3 and Year 4 students into the departmental fold. - Implement a structured annual calendar of engagement to ensure students remain connected beyond the first week of classes - o Integrate a new mid-term check-in event every December to provide support and formalize a final celebration and reflection event in April to recognize student's work.	Undergraduate Chair; Module Leads; WPA	By September 2026
3: Mechanism for Regular Student Feedback	- Develop a multi-tiered strategy to encourage ongoing forms of assessment. - Formally encourage and provide resources for instructors to utilize mid-term informal feedback mechanisms via anonymous in-class polling tools and stop-start-continue surveys. - o Consult with the Centre for Teaching and Learning on best practices. - Standardize a Feedback Reflection period during the final week of classes.	Course Coordinators; Undergraduate Education Committee	By December 2026

4: Pathology 3500	- Cross-check each individual lecturer to ensure that all test and exam questions accurately reflect the specific points of emphasis delivered in class. - Design a uniform lecture slide template and provide this resource to all instructors, including clinical faculty, to standardize the delivery of information and reduce the cognitive load on students caused by varying presentation styles. - Gather data across all 3rd-year entry courses within other modules in the BMSc program (e.g., course grade averages, student perceptions of the courses, modules and the field).	Pathology 3500 course coordinator; Undergraduate Program Chair; Undergraduate Education Committee	By October 2026
5: Academic Advising	- Implement a series of targeted outreach initiatives designed to capture student interest as early as Year 1. For instance, in Medical Sciences 1000Y, departmental faculty representatives will introduce students to a wider support network, including upcoming information sessions, newly appointed Year 3 and 4 student reps, and social and academic events. - o Consider textual and graphic roadmaps that make clear the links between Years 1 and 2 and Years 3 and 4. - Host specialized information sessions, tentatively titled Discover Pathology and Discover Medical Bioinformatics. - Enhancing digital presence by placing clear, visual pathways to various modules on the department website; these resources will be explicitly highlighted during Medical Sciences 1000Y presentations. - Offer small group advising sessions once or twice per year for interested students in Years 1 and 2.	Medical Sciences 1000Y faculty (from the department); Undergraduate Education Committee; Program Staff; WPA	By September 2027



International Relations
Final Assessment Report & Implementation Plan
May 2026

Faculty / Affiliated University College	Faculty of Social Science	
Degrees Offered	Bachelor of Arts (BA)	
Date of Last Review	2017-2018	
Modules Reviewed	Honours Specialization in International Relations	
External Reviewers	Dr. Daniel Gorman Professor, Department of History University of Waterloo	Dr. David Haglund, Professor, Department of Political Studies Queen's University
Internal Reviewers	Dr. Jeff Wood, Associate Dean Undergraduate Studies Faculty of Engineering	Morgan DeCampos, Undergraduate Student, English Language and Literature
Date of Site Visit	February 9 and 10, 2026	
Date Review Report Received	March 11, 2026	
Date Program/Faculty Response Received	Program Response: April 23, 2006 Faculty Response: May 7, 2026	
Evaluation	Good Quality with Report in Two Years	
Approval Dates	SUPR-U: June 16, 2026 ACA: September 8, 2026 Senate (for information): September 18, 2026	
Year of Next Review	2033-2034	
Progress Report	June 2029	

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 Undergraduate International Relations Program, delivered by the Faculty of Science.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Social Science.

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 Subcommittee on Program Review - Undergraduate (SUPR-U) and the Senate Committee on Academic Curriculum and Awards (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 cyclical review process that is made public; all other documents are confidential to the Undergraduate International Relations Program, the Faculty of Social Science, and SUPR-U.

Executive Summary

The International Relations (IR) Program is firmly anchored in the Faculty of Social Science and since 2006 has provided an academically demanding and solid preparation for a wide range of careers in government, law, business, journalism, and education. The program is jointly offered by the Departments of Political Science and History and encompasses two interdisciplinary degrees: an Honours Specialization in International Relations and an Honours Specialization in International Relations/HBA offered in conjunction with the Ivey Business School since 2010. Students are generally admitted in their second year once they have completed the necessary prerequisites. Both programs are aimed at outstanding students with a high degree of self-organization and excellent academic, social, and communication skills, curious about global affairs. Total enrolment in the Honours Specialization was at 62 students in 2025-2026. Since 2021,

17 students graduated with the combined degree in Honours Specialization International Relations/HBA.

The self-study was informed by student focus groups, faculty and student surveys and staff consultations in History, Political Science, and the Ivey Business School. Three work study students supported the development of a new website, data visualizations, and comparative analysis of IR programs in Canada. The review process was scaffolded by a dedicated International Relations Review Committee.

The external reviewers shared a positive assessment of the International Relations Program. They offer 12 recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The IR program is the only collaborative History–Political Science joint program of its kind among known Canadian IR programs, offering students a genuinely blended disciplinary experience.
- The signature 4th-year capstone project, historically team-taught by faculty from both departments and involving collaborative policy research, is celebrated by alumni and students as a formative, career-shaping learning experience.
- The program's student club the "Association of International Relations" (AIR), actively organizes events, including Symposia, Lectures, and Career Workshops.
- Students frequently participate in further studies and internships abroad with institutions such as; Erasmus University Rotterdam, Sciences-Po, Paris, Bocconi University, Milan, and Yonsei University, Seoul.
- Current initiative by alumni to create dedicated co-op positions for IR students with the Canadian Forces (CF).
- Alumni survey data shows 92% full-time employment and 64% pursuing graduate or professional school (at institutions such as Munk, NPSIA, Sciences Po, and Harvard Kennedy School).
- Strong potential for engaging with other areas beyond history and political science to environmental studies, Indigenous studies, economics, the arts, health sciences, journalism, music, film and media studies etc.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Significant enrolment volatility and recruitment challenges.
- The team-taught, year-long, interdisciplinary capstone (the former International Relations 4702E) was split into two separate half-courses taught independently by each department due to workload and resource constraints, diminishing curricular cohesion.

- Currently, no mandatory micro- or macroeconomics requirement, leaving roughly two-thirds of graduates underprepared for graduate-level IR training and for employer expectations identified in Lightcast labour market data.
- No required experiential placement, placing it among a small minority of Canadian IR programs without one, despite this being one of the most widely expressed requests from current students and alumni.
- Need for a dedicated exit survey of students to more regularly track feedback on program strengths and weaknesses.
- Need for a dedicated budget independent of its constituent departments, sufficient to sustain its current experiential learning activities.

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 in-person over two days with the:

- Vice-Provost, Academic Programs
- Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Dean, Faculty of Social Science
- Associate Dean, Academic, Faculty of Social Science
- Director, Culture and Inclusion, Ivey Business School
- Academic Advisor, Ivey Business School
- Department Chair, History
- Department Chair, Political Science
- Undergraduate Chair, History
- Undergraduate Chair, Political Science
- Program Director, International Relations
- Archives and Special Collections Librarian
- Associate Chief Librarian, Planning
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students
- President, University Students' Council

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. 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 FAR. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers shared that the program “*offers a highly engaged and cohesive student experience, frequently described by students as a ‘tight knit family’ characterized by small class sizes, close peer relationships, and strong connections with faculty.*”

Strengths of the Program:

- Distinctive interdisciplinary model with the integration of Political Science theory/methods and History's contextual depth is viewed by students, many faculty, and the decanal office as a prestigious, distinguishing feature.
- Rigorous academic structure anchored by the capstone and essay-intensive courses.
- Strong extra-curricular career and experiential learning ecosystem with alumni workshops, applied projects, co-op placements (including unique Canadian Forces opportunities), exchange pathways, and professionalization resources.
- Multiple signature initiatives like networking events, research symposia, collaborations with the arts (e.g., the VandeBilt exhibit) and student-led associations, have enriched the program’s intellectual and community life.
- Strong program leadership has been a critical contributor to program revitalization.
- Excellent library support, adequate student services, and minimal operating costs.

Prospective Areas of Improvement for the Program to Consider

- A renewed governance structure and succession plan is urgently needed (associated with recs #9, #10, #12).
- Need to institutionalize the program’s signature activities through shared governance, dedicated staff support, and infrastructure investment so they can survive upcoming leadership transitions (associated with rec #4).
- Divergent understandings of what constitutes "International Relations," differing methodological expectations, and inconsistent IR-eligible course criteria have produced parallel rather than coordinated curriculum development across host departments (associated with rec #8).
 - o Collaborative development of a program mission statement, defining what constitutes as “International Relations”.
- Consideration of Economics 1022A/B as a year 1 prerequisite for admission to the IR program to not overload the current credit heavy module (associated with rec #5).
- Maintain one integrated capstone with an alternating departmental host, or two synchronized sections in high-demand years (associated with rec #7).
- Inconsistent marketing across departments and a Year 2 entry limit first-year exposure (associated with rec #3).

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: IR program remain in existence for at least six more years There is too much value to the University in this program to allow it to be discontinued without a serious attempt to make it work on a sustainable basis, which inter alia will entail assuring each core department that the program contributes to rather than undermines its own interests.	Program: We are grateful for the thorough report of the program's external reviewers and agree with their assessment that the joint IR program constitutes an important educational asset to Western. As the report points out, there are challenges in managing the differing perspectives and interests of the two constituent departments. Nonetheless, we will make a serious effort to achieve departmental cooperation and enhance the program's operation. Faculty: The Faculty of Social Science values the IR program and hopes that it will continue and flourish. We therefore support both History and Political Science to find a cooperative structure for the program.
Recommendation #2: Target 70 to 100 students as its ideal and attainable size. An enrolment of this size would allow the program to protect the cohort and capstone quality that students and faculty pointed to as a strength of the program.	Program: The recommendation of a program size of 70 to 100 students is both sensible and achievable. Such an enrolment number supports Western's interest in strategic growth but also ensures that students continue to experience community. IR wants to grow but also wants its students to 'belong and thrive'. We imagine a slightly larger 2nd year cohort and recognize that a 4th-year IR cohort beyond 25 students may require multiple sections of the project-based capstone and so might not be feasible in terms of faculty resource allocation. Faculty: The decanal office supports the growth outlined in the program response. We will support recruitment efforts, for example by increasing the visibility of IR at Fall Preview Day and the March Open House, and promoting it at events such as the Ontario University Fair.

Recommendation #3: Maintain its Year-2 direct entry option. Initiatives such as the revised website, expanded alumni and LinkedIn connections, recruiting at open houses and by each department, and the engagement of students (AIR appears to be very active and invested in the program) all point to a capacity to attract and maintain a sustainable program enrolment.	Program: Year 2 direct entry should be maintained as current practice. The program will continue to raise its profile among first-year students. During 2025/26 we have launched a new initiative which allowed IR students in year 2 to bring interested friends to extra-curricular, career, and networking IR events. We have also expanded our engagement opportunities during the Intent to Register period through direct program presentations in large first-year lecture classes. While such efforts are time-consuming, they are also effective. We are confident that we will be able to grow our cohort by another 25% for the incoming class in the fall of 2026. The USC student club AIR plays a central role in those recruitment efforts. Faculty: The decanal office encourages both Political Science and History to promote IR in their first-year courses. Academic Advising can also remind students of the IR option during Intent to Register in February and March.
Recommendation #4: Institutionalize its student-engagement efforts to further reinvigorate the program. Continue the various research, career and networking, and co-op and exchange initiatives that have been offered to students. We heard from various people that sustainable co-op/exchange pipelines can be fostered with the Co-op Office & Western International. We also heard separately from many different people about valuable ideas they have for the program.	Program: Student engagement efforts are essential for the further re-invigoration of the program. During the academic year 2025/26 we continued with our annual cycle of activities; in the fall we hosted the Western Lecture in International Relations and held our research symposium on Memory and Commemoration of World War Two in IR. In the winter semester we organized an art exhibit at Weldon, hosted a symposium on art and IR, organized a special career seminar on war crimes prosecution, organized an IR essay competition and an end of year celebration. In addition, students were invited to 12 bi-weekly IR coffee hours. Our students made extensive use of those extra-curricular learning opportunities. The annual cycle of activities in the IR program requires around CND \$8,000-\$10,000 – most of the funding in the past came from the Student Donation Fund. In 2026-27, the Dean's Office will provide us with funding at levels previously acquired by SDF. We cannot know how much money will be available through SDF in the future. Faculty: The decanal office will continue our funding commitment via the Student Donation Fund. We also encourage the IR Program Director to reach out to the Social Science Co-op group and Career Services, which has dedicated Social Science staff. Class visits or career events can be arranged through them.

Recommendation #5: Consider making ECON 1022 a Year 1 prerequisite for admission to the IR program. There is merit in making ECON 1022 a prerequisite, rather than incorporating Economics classes into the program itself, is that the IR module is already heavy, and it is not clear where course requirements within it could be deleted.	Program: This recommendation reflects one of the most widely expressed requests by our students and alumni and would help to better prepare our students for graduate training in International Relations. We will explore its possible implementation. We recognize that making Economics 1022A/B a year 1 prerequisite may impact projected admission numbers. We also acknowledge some students may not learn about IR and its requirements until winter of year 1. We agree to consider some flexibility for program entry in year 2 (with special permission) for those who did not complete Economics 1022A/B in year 1 but are enrolling in it for year 2. We can consider excluding the Economics 1022A/B grade from the average of courses required for admission to IR. Faculty: The decanal office fully supports this idea, but suggests that the program consider making Economics 1022A/B not an admission requirement, but a requirement to complete the program, which means the course could be taken at some time other than Year 1.
Recommendation #6: Maintain its extra-curricular career and professionalization focus, rather than add a Year 3 credit on “IR Careers & Professional Practice.” The idea of a careers course in Year 3 is attractive in the abstract. It would provide a “bridging” course between the Years 2 and 4 courses the students take. We were very impressed with the alumni workshops, applied projects, integration of co-op and other experiential learning opportunities, and other professionalization resources already offered to students.	Program: The program will not create a new year 3 credit on IR Careers and Professional Practice at this time. We will continue to use extra-curricular, career, and professional events to cover this content. Over the last three years, IR has devoted resources to institutionalize an annual career workshop in the winter semester. The first event featured senior leaders from diplomacy and NGOs; the second event showcased successful IR graduates in diplomacy, law, and public administration; the most recent career seminar featured Norman Farrell, Canada’s most experienced war crimes prosecutor. We have also organized regular consultations with the Social Science Co-op Office, and our collaborative initiative with Social Science and the Canadian Forces created two dedicated co-op positions with the CF in 2026. Experiential learning opportunities remain a focus of IR’s career preparation program. Faculty: The decanal office supports the initiatives outlined in the program response.

Recommendation #7: Maintain one integrated capstone with an alternating departmental host OR two synchronized sections in high-demand years. Tutorials and/or a joint symposium could supplement, or even constitute, the capstone depending on faculty member's pedagogical goals and approaches. This recommendation would avoid a full team-taught model (where faculty only receive half-credit) and help each department balance its contribution to the IR program with staffing its own respective programs.	Program: The program will discuss this recommendation with both contributing departments. The current director, two department chairs, and two undergraduate chairs have discussed the possibility of creating a 0.5 capstone course, one that is project-based and has common learning objectives agreed to by both departments (i.e. 3-4 weeks of content and a group project that changes each year so that it will be similar in format year-to-year). That course would be taught annually by either one History or one Political Science faculty (to avoid the challenge of receiving half-credit), ideally in an alternating manner (i.e. History in 2027-28, Political Science in 2028-29, History in 2029-30). Possibly there could be an interdisciplinary panel to hear presentations on the projects. This plan would allow students to wrestle with real world problems in International Relations and possibly present their work to an interdisciplinary academic audience. This is one option; further discussion may yield other sustainable solutions that are also workable in terms of faculty resource allocation. Faculty: The decanal office fully supports the idea outlined in the program response.
Recommendation #8: Seek ways to balance or streamline the course eligibility and offerings of each department to provide for greater program coherence. We would recommend that the list of eligible History courses be evaluated and perhaps narrowed. Where possible, the two departments could coordinate their course planning to ensure IR students have as cohesive an array of course offerings as possible each year from which to choose. Another curricular possibility is a cross-listed course in Year 2 or 3, which would further emphasize the	Program: The program recognizes, as the report described, that there are a variety of perspectives on IR as a subject of study both between and within Political Science and History. Students will learn about these differences by taking a variety of required and elective courses. We also recognize the advantage of greater program coherence. The History Department will re-evaluate and may reduce the number of courses on their list of IR eligible courses in year 3 and year 4. The Political Science Department will re-evaluate program requirements and may make IR2704 and IR4704 (depending on the outcome of discussions regarding Recommendation #7) mandatory again. For curricular coherence, we will also collectively evaluate the content of the three required year 2 courses for the IR module, recognizing their dual curricular and cohort-building goals. Each department promises to schedule and teach the required courses for the modules. At the same time, we must recognize that efforts to ensure curricular coherence will sometimes be limited by scheduling or personnel constraints, both in terms of instructor availability and student schedules. Faculty: The decanal office supports the initiatives described in the program response.

joint and cohort experience of the program.	
Recommendation #9: Revise its governance structure. We would recommend that the program adopt a model of Co-Directors, one from each department. Such a shared governance model would ensure continued leadership and involvement from both partner departments, reduce the workload of the current Director position, facilitate succession planning, and reinvigorate the “joint” nature of this program of which the students spoke so highly. If a Director and Associate Director model is preferable, then that could nonetheless achieve the same goal.	Program: The program welcomes the report’s recommendations on governance reform. To ensure program coherence and ongoing cooperation we prefer the model of IR Director and Associate Director. An effective rotational term is three years after which the Associate Director normally would become the next Director of the program. The Director or Directors will be advised by an IR Advisory Committee which may include a staff member, a student, an alumnus, the undergraduate chairs, and the IR Director or Directors. The administrative home of the program will follow the director. Since the current IR Director is stepping down on June 30, 2026, we are actively seeking individuals willing to serve as Director and Associate Director. Faculty: In conversation with the Department Chairs in both Political Science and History, we agree that this is the best solution. If either Department is unable to fill those roles, as an undergraduate module the Undergraduate Chair in each Department can be responsible.
Recommendation #10: Support Program Leaders with a stipend or indirectly via release-time funding/course releases.	Program: This recommendation is dependent on the Faculty of Social Science Dean’s Office. We have been informed that a stipend for a full-time faculty member does not fit the university’s policy for such a role; undergraduate chairs and graduate chairs have more responsibility but do not receive a stipend. A course release has not typically been granted for this role. While it may be difficult to secure a director or co-directors without a course release, the Dean confirmed in a meeting on April 2 with both department chairs and the Associate Dean (Undergraduate) that a course release for a single program director will not be approved at this time. Such duties would count toward a full-time faculty member’s service activity. Faculty: It is indeed correct that during the current budgetary environment, we cannot support a stipend or a course release. As IR is in essence a module, we cannot offer

	stipends or course releases at the module level, but ask that administrative tasks are regulated through the respective Undergraduate Chairs in each department (who receive course release) and be recognized in the Program Director's annual performance evaluation.
Recommendation #11: Provide the necessary infrastructure for the program's strategic growth This might include the assignment of graduate TA/tutorial support, the creation of an IR Student Experience staff role (or perhaps streamlining of IR program staff responsibilities), annual course eligibility reviews, and support for the continuation of ongoing program-building efforts such as the website, alumni page, and experiential learning opportunities, among others.	Program: This recommendation is again dependent on the Faculty of Social Science Dean's Office. The program has the infrastructure and requires continued infrastructural support. This is particularly important given that the administrative home for the program alternates based on the home department of the IR Director. GTA marker support from the departments will depend on the size of the class, marking needs, and the availability of GTA resources. Faculty: As for Recommendation 10, such support is unfortunately not possible at the level of a module. Both departments have staffing that already have responsibility for such tasks. Moreover, the Faculty of Social Science has dedicated Student Experience support for career and experiential learning matters.
Recommendation #12: Consideration be given to combining the roles of Director/Associate Director with each Department's Undergraduate Chair responsibilities If a program committee was also to be created, as suggested above, then it could provide the "IR-specific" input necessary when the Associate Chairs are specialists in non-IR History or Political Science fields.	Program: In practice, Undergraduate Chairs are already involved in the program; they will continue to handle the SOC (course approval) process through EPC, timetabling, transcript evaluations and other routine duties currently under their purview. We do feel that for IR to be a distinct program it requires its own distinct leadership. As to governance reform, we prefer the Director/Associate Director model outlined in recommendations #9 and will seek its implementation starting fall of 2026. The Dean has indicated that if the programs are unable to secure a Director (or Director and Associate Director), leadership of IR would fall to the two Undergraduate Chairs from History and Political Science. Faculty: The decanal office agrees with the program response.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, in consultation with the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan. Recommendations #10 and #11 have not been included in the Implementation Plan as they will not be actioned, as outlined in the responses summarized above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Remain in existence for at least six more years.	- Hold a meeting or series of meetings during the 2026 fall term to discuss program development and the implementation of the external review recommendations. - Support both History and Political Science to find a cooperative structure for the program.	Department Chairs; Dean's Office	By January 2027
Recommendation #2: Target 70 to 100 students as its ideal and attainable size.	- Support recruitment efforts, for example by increasing the visibility of IR at Fall Preview Day and March Open House, and promoting it at events such as the Ontario Universities' Fair. - Aim to reach 70 students by fall 2028.	Program Director; Department Chairs; Dean's Office	By September 2028
Recommendation #3: Maintain its Year-2 direct entry option.	- Expand engagement opportunities during the Intent to Register period through direct program presentations in large first-year lecture classes. - Promote IR in Political Science and History first-year courses. - Academic Advising to remind students of the IR option during Intent to Register in February and March.	Program Director; Undergraduate Chairs; Academic Advisors	By September 2027
Recommendation #4: Institutionalize its student-engagement efforts to further reinvigorate the program.	- Coordinate with the IR student club AIR, and write SDF applications for new activities to ensure continued high level program engagement events. - The Dean's office to continue our funding commitment via the Student Donation Fund.	Dean's Office; Program Director	Check in on progress report in June 2029

Recommendation #5: Consider making Economics 1022A/B a Year 1 prerequisite for admission to the IR program.	• Explore making Economics 1022A/B a year 1 prerequisite (or program completion requirement), and consider flexibility for program entry in year 2, for those that did not complete Economics 1022A/B in year 1. • Consider excluding the Economics 1022A/B grade from the average of courses required for admission to the program.	Program Director	Decision by December 2026
Recommendation #6: Maintain its extra-curricular career and professionalization focus, rather than add a Year 3 credit on “IR Careers & Professional Practice.”	• Rather than create a new year 3 credit on IR Careers and Professional Practice, continue to use extra-curricular, career, and professional events to cover this content.	Program Director	Check in on progress report in June 2029
Recommendation #7: Maintain one integrated capstone with an alternating departmental host OR two synchronized sections in high-demand years.	• Create a 0.5 capstone course, one that is project-based and has common learning objectives agreed to by both departments. • Teach capstone annually by either one History or one Political Science faculty (to avoid the challenge of receiving half-credit), ideally in an alternating manner. • Discuss other sustainable solutions that are also workable in terms of faculty resource allocation.	Program Director; Department Chairs; Undergraduate Chairs	By September 2027
Recommendation #8: Seek ways to balance or streamline the course eligibility and offerings of each department to provide for greater program coherence.	• The History Department will re-evaluate and may reduce the number of courses on their list of IR eligible courses in year 3 and year 4. • The Political Science Department will re-evaluate program requirements and may make International Relations 2704F/G and International Relations 4704F/G mandatory again. • Collectively evaluate the content of the three required year 2 courses for the IR module. • Each department promises to schedule and teach the required courses for the modules.	Program Director; Department Chairs; Undergraduate Chairs	By September 2027

Recommendation #9: Revise its governance structure.	• Implement governance model with a Director and Associate Director • Setup permanent IR Advisory Committee to advise leadership.	Department Chairs; Undergraduate Chairs	By January 2027
Recommendation #12: Combine the roles of Director/Associate Director with each Department's Undergraduate Chair responsibilities.	• Implement this recommendation only if the programs are unable to secure a dedicated Director (or Director and Associate Director).	Department Chairs	By September 2026 (should conditions be met)

Psychology
Final Assessment Report & Implementation Plan
May 2026

Faculty / Affiliated University College	Faculty of Social Science	
Degrees Offered	Bachelor of Arts (BA), Bachelor of Science (BSc)	
Date of Last Review	2017-2018	
Modules Reviewed	Honours Specialization in Psychology (BA and BSc) Major in Psychology Minor in Psychology Honours Specialization in Developmental Cognitive Neuroscience (BSc)	
External Reviewers	Dr. Katherine Duncan Professor, Department of Psychology University of Toronto	Dr. Aaron Newman Professor, Department of Psychology and Neuroscience Dalhousie University
Internal Reviewers	Dr. Ken Yeung, Associate Dean, Academic Faculty of Science	Braedan Lovie, Undergraduate Student Social and Political Thought King's University College
Date of Site Visit	February 4 and 5, 2026	
Date Review Report Received	March 24, 2026	
Date Program/Faculty Response Received	Program Response: April 23, 2026 Faculty Response: May 7, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: June 16, 2026 ACA: September 8, 2026 Senate (for information): September 18, 2026	
Year of Next Review	2033-2034	
Progress Report	June 2029	

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 Undergraduate Psychology Program, delivered by the Faculty of Social Science.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Social Science.

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 Subcommittee on Program Review - Undergraduate (SUPR-U) and the Senate Committee on Academic Curriculum and Awards (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 cyclical review process that is made public; all other documents are confidential to the Undergraduate Psychology Program, the Faculty of Social Science, and SUPR-U.

Executive Summary

The Department of Psychology at Western University has a long and distinguished history, tracing its origins to psychology courses first offered in 1898 within the Department of Philosophy. In 1948, psychology became an independent department, reflecting its maturation as a scientific discipline. Over the decades, the department has expanded significantly in both size and scope, establishing itself as one of the largest and most research-active psychology departments in Canada. Today, the department offers a comprehensive undergraduate curriculum alongside vibrant graduate programs and internationally recognized research clusters. It continues to be a leader in both education and scholarship, fostering interdisciplinary connections with fields such as neuroscience, business, education, and health sciences.

The undergraduate psychology program at Western is designed to provide students with a thorough foundation in both the breadth of the discipline and the depth required for advanced study. All students begin with a common first-year course that introduces the major areas of psychology, followed by a selection of core courses in statistics, research methods, and foundational content areas such as cognition, development, and biological bases of behaviour. Total enrolment in 2024-2025 was at 1,546 students.

The self-study included refinement of the program learning outcomes and a curriculum mapping exercise. It was equally informed by a student focus group and a dedicated departmental retreat which served as a forum for broad consultation and collaborative planning.

The external reviewers shared a positive assessment of the Psychology Program. They offer six recommendations with considerations for further enhancement

Strengths and Innovative Features Identified by the Program

- Internationally recognized, research-intensive faculty with Times Higher Education (2025) ranking Western's Psychology Department 2nd in Ontario, 4th in Canada and 92nd globally.
- Honours Thesis Meta-Analysis course provides a rigorous, distinctive capstone alternative not found at comparable Canadian institutions.
- A revised statistics sequence now incorporates R, Python, Bayesian methods, and meta-analysis at the undergraduate level, equipping students with transferable data science skills valued across multiple sectors and professional pathways.
- Robust experiential learning opportunities which include honours thesis supervision, independent study courses, paid USRI/USRA research internships, community-engaged learning, and the BrainsCAN Diversity in Neuroscience Summer Internship Program.
- The Social and Personality Psychology Group, has a CFI-funded laboratory with testing space appropriate for individual and group testing, as well as software systems dedicated to collecting and analyzing survey data.
- Students have the opportunity to publish their research projects in the Western Undergraduate Psychology Journal.
- Significant cross-campus impact and interdisciplinary reach with the program delivering over 5,300 FCEs to non-Psychology students (in 2024–25).

Concerns and Areas of Improvement Identified and Discussed by the Program

- Growing student enrolment–faculty complement imbalance.
- Potential revisions to the Developmental Cognitive Neuroscience module due to low enrollment and resource demands of its specialized required courses.

- Need for greater community-based learning opportunities and practical focus that allows students to engage with diverse populations and apply psychological principles in real-world contexts.
 - o Explore partnerships with local organizations to create placements or projects that address issues of equity and mental health in the community.
- Unnecessary overlap among introductory-intermediate courses (e.g., three child development courses at the 20xx level vs. one modular course).
- Further integration of indigenous perspectives, and expansion of EDID focused content.
- Development of more robust mechanisms to track and support program alumni such as; alumni panels and networking events, LinkedIn tracking, enhanced alumni surveys, departmental newsletter, and collaboration with Western's Alumni Office.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a undergraduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost, Academic Programs
- Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Dean, Faculty of Social Science
- Associate Dean, Academic, Faculty of Social Science
- Department Chair
- Assistant Department Chair
- Associate Chair, Undergraduate Affairs
- Assistant Chair, Undergraduate Affairs
- Teaching and Learning Librarian
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. 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 FAR. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

Strengths of the Program:

- Internationally distinguished researchers, clinicians, and educators, reflected in high levels of Tri-Council funding, prestigious awards (Royal Society, Killam, Steacie Fellowships, CRCs), and multiple teaching excellence recognitions.
- Innovative and well-scaffolded research methods pedagogy.
- The addictions course, which places students in harm reduction and safe consumption sites to conduct interviews and develop recommendations, was singled out as a standout example of high-impact experiential learning connecting academic content to pressing social issues.
- The statistical curriculum and honours thesis options were both recently modified to provide students with a stronger and more scaffolded statistics curriculum, and new options to use meta-analyses.
- Department administrator's commitment and resourcefulness. For instance, via the development of AI tools for automated syllabus review as a creative, model-worthy response to resource constraints.
- Inclusion of TA-led labs and tutorials early in the curriculum. Psychology 1000A/B lectures are complemented with small laboratory sections of approximately 40 students.
- Use of transparent, grades-based criteria for allocating access to experiential learning opportunities, specifically the thesis projects, ensures equitable access without requiring students to independently navigate faculty connections.

Prospective Areas of Improvement for the Program to Consider

- Faculty retirements have eroded the expertise that distinguished the Developmental Cognitive Neuroscience module from other core modules, leading to substantial overlap in requirements.
- Bayesian statistics and meta-analysis in the third-year course comes at the expense of foundational frequentist methods (ANOVA, GLM, correlation) that students need for their thesis research.
- Machine learning, AI, and big data methods are absent from the curriculum.
- A need to strengthen career preparation and postgraduate pathways through a better understanding on student needs, goals, and experiences.
- Difficulty accessing courses needed to graduate on time, particularly in psychopathology and clinical fields.
- Major stream students reported difficulty accessing courses due to lower enrollment priority relative to Honours Specialization students, raising equity concerns that warrant reassessment.
- TA-led tutorials in methods/statistics courses were highly uneven and dependent on the assigned TA. Additional training and oversight of TA's would be beneficial to ensure more consistent learning.
- Opportunity to capitalize and expand the program's experiential and community-based learning opportunities through a potential applied psychology pathway.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendations	Program/Faculty Response
Recommendation #1: Better alignment between desired degree outcomes and curriculum. Steps could include: a) surveys and focus groups with current students to understand their perceived needs; b) surveys of recent graduates to understand their pathways and how the program supported them; c) designating a faculty contact for the Western Psychology Association; d) better advertising of events related to advising; e) more integration of career pathways in psychology and the "hidden curriculum" into first and second year courses to help students better plan; f) Consider student interest in academic planning around which courses, numbers of sections, and enrolments best meet interests/career goals; g) Develop a new module or certificate that communicates more clearly to students how particular pathways through the curriculum could support their goals.	Program: The program accepts sub-recommendations (a) through (g) in principle and propose the following actions: (a–b) Student and graduate surveys. The Undergraduate Affairs Committee (UAC) will develop a short survey instrument for current students and recent graduates to gather data on perceived career preparedness and pathway outcomes. We will work with the Western Alumni Office to facilitate graduate outreach. Results will inform curriculum planning discussions at the department level. (c–d) Western Psychology Association (WPA) faculty contact. The Associate Chair, Undergraduate Affairs, will designate a faculty member (the chair of the outreach committee) to serve as a standing contact for the WPA. This will provide continuity of communication as the WPA executive changes annually and allow the department to better support and co-promote career advising and networking events. (e–f) Career pathway integration in the curriculum. Undergraduate affairs will work with instructors of first- and second-year courses to identify low-burden opportunities to introduce students to the range of postgraduate pathways available to psychology graduates, including the prerequisites and competencies those pathways require. This addresses the "hidden curriculum" concern raised by faculty during the site visit. We will also invite the university's career office to present in relevant courses, as noted by reviewers as a practice that has worked well in other programs. (g) Applied Psychology programming. The department has already been developing a proposal for an Honours Specialization in Applied Psychology, and this work will continue under the direction of the Undergraduate Affairs Committee. We recognize that faculty discussion is ongoing and that alignment on scope and structure is needed before a formal proposal is advanced. Faculty: We support the initiatives described in the program response and encourage the department to take full advantage of dedicated career and co-op services/supports available in the Faculty.

Recommendation #2: Expand course access and flexibility to better align with student interests and support timely degree completion. The department should consider: a) Allowing courses from other departments or affiliate colleges count toward the Psychology degree, reducing pressure on teaching resources; b) Adding (or slightly expanding capacity in) courses related to psychopathology and clinical fields; c) Offering more summer courses at the second- and third-year levels, particularly gateway courses such as second-semester statistics, to reduce bottlenecks that can delay progression by a full year.	Program: The Department acknowledges the course access concerns raised by students and agrees that degree completion bottlenecks, particularly in clinical and mental health areas, represent a genuine equity and student experience issue that warrants attention. (a) Cross-listed and affiliate courses. The Undergraduate Affairs Committee will undertake a review of courses offered by allied departments and affiliate colleges — particularly those relevant to counselling, mental health, and social work — to identify candidates for cross-listing or recognition toward Psychology degree requirements. (b) Clinical and psychopathology course capacity. The Department agrees that courses in clinical psychology and psychopathology are underrepresented relative to student demand. Where instructional resources permit, we will explore modest cap expansions in high-demand clinical courses at the 3000-level, recognizing the reviewers' caution against eroding the small-group format that makes these courses pedagogically valuable. We will also make the case to the Faculty that a strategic hire in the clinical area — whether research-stream or teaching-stream — is the most direct and targeted solution to this bottleneck. (c) Summer course offerings. The Department will investigate the feasibility of offering selected gateway courses in the summer, with priority given to second-semester statistics (Psychology 2812A/B) where a missed offering can delay progression by a full academic year. Faculty: We support offering high-demand and module-critical courses in the summer. We would prefer the Department address course availability internally rather than lose enrollments to external universities, which includes the affiliates. Future hires in the clinical area are dependent on budgetary approval and an assessment of strategic priorities across all departments.
Recommendation #3: Review and revise the statistics and quantitative methods sequence. a) Given that a separate course on meta-analysis now exists, consider that it could be removed from the core third year course. b) Reinforcing key frequentist	Program: The Department agrees that the third-year statistics course (Psychology 3801F/G) warrants review in light of the feedback received from both students and faculty. (a) Psych 3801F/G content review. The course instructor(s) and the Undergraduate Affairs Committee will undertake a review of Psychology 3801 with particular attention to the balance between Bayesian methods and foundational frequentist techniques (ANOVA, GLM, correlation) that students draw on most directly in their thesis research. Given that meta-analysis is now covered in the dedicated Honours Thesis Meta-Analysis stream (Psychology 4860E/4861E/4862E), the rationale for retaining substantial meta-analysis content in 3801F/G will be evaluated. (b)

methods rather than introducing Bayesian and meta-analysis methods in third year could help, as could summer offerings of gateway courses to address the time-to-completion problems students expressed related to the heavy methods sequence. c) Evaluate the options for foundational first year quantitative requirements. For example, could introductory computer science be accepted as an alternative for Data Science?	Program-level tailoring. We will explore whether the methods sequence can be better differentiated across modules — for example, whether Major students and Honours Specialization students would benefit from modestly different emphases in upper-year statistics, reflecting their different research trajectories and career goals. This is a longer-term curriculum discussion that will be brought to the Undergraduate Affairs Committee. (c) Quantitative prerequisites. The suggestion that introductory computer science (Computer Science 1026A/B or equivalent) be accepted as an alternative to Data Science 1000A/B will be reviewed in consultation with the relevant departments to assess preparation equivalence for the second-year statistics sequence. Faculty: We support the initiatives outlined in the program response.
Recommendation #4: Revise or discontinue the Developmental Cognitive Neuroscience specialization. The department should evaluate whether the specialization can be broadened while remaining meaningfully differentiated — for example, by reframing it as a broader Cognitive Neuroscience specialization that leverages existing faculty strengths yet is distinct from the Science-based Neuroscience program — or whether resources would be better directed toward strengthening core offerings at a time when the department is being asked to do “less with less”.	Program: The Department has been actively discussing the future of the Honours Specialization in Developmental Cognitive Neuroscience (DCN) as part of this review process, and the reviewers' feedback affirms that a decision is needed. The Department acknowledges the key concerns raised: enrolment has declined to 21 students in 2024–25; requirements have come to overlap substantially with the BSc Honours Specialization; and the highly specialized course requirements place demands on teaching resources that are difficult to sustain as the faculty complement contracts. At the same time, neuroscience remains an area of genuine departmental strength and student interest, and we are mindful that any decision has implications for currently enrolled students who must be protected. The Undergraduate Affairs Committee will facilitate a structured departmental discussion — drawing on input from area faculty, enrolment data, and the self-study curriculum mapping — to evaluate two options: (1) broadening the DCN module into a Cognitive Neuroscience Honours Specialization that better reflects the department's current faculty profile and is meaningfully distinct from the Faculty of Science's Neuroscience program; or (2) a phased discontinuation of the DCN module with appropriate teach-out provisions for currently enrolled students. Faculty: We support the initiatives outlined in the program response.

Recommendation #5: Reconsider how experiential learning opportunities are structured and credited. We recommend that the department both revisit workload crediting for supervision and think creatively about scaling experiential learning. The meta-analysis capstone is already a valuable and creative step, placing several students under a single supervisor to complete knowledge synthesis projects. We encourage the department to explore additional models along these lines, such as team research projects within labs or community-engaged learning courses, that would broaden access to meaningful experiential learning while making more sustainable use of faculty capacity.	Program: Workload crediting for supervision. The workload committee of the Psychology Department will bring a motion body to consider crediting honours thesis and independent study supervision toward faculty workload and will consider additional workload for community engaged learning. There is clear support for this in the current collective agreement under Section 5 of “Workload”. Recognizing supervision in workload accounting would more accurately reflect faculty contributions and create the conditions for a more sustainable and honest conversation about expanding access. Scalable experiential learning models. The meta-analysis capstone (Psychology 4860E/4861E/4862E) already demonstrates that meaningful research experiences can be structured at greater scale than individual thesis supervision. We will identify additional models — including team-based lab research experiences, group community-engaged learning courses, and structured research assistant placements — that could broaden access to experiential learning while distributing supervisory load more equitably. Development of 4th year practicum course that places senior UG as mentors in Psychology 1002A/B / 1003A/B will be introduced as experiential course. Demand management. We acknowledge that some students currently enrolled in independent study courses may be better served by other experiential learning formats. Clearer advising about the purpose and appropriate use of independent study — connected to the career pathway work described under Recommendation 1 — will help ensure opportunities are matched to student goals. Faculty: We support the department in developing alternative capstone courses and experiences. We encourage them to reach out to Student Experience and their experiential learning experts for support. Acknowledging the workload is a helpful form of internal transparency on the distribution of work in the faculty. Departments will ultimately need to balance their resources with obligations when they make workload decisions.
Recommendation #6: Collaboratively develop a plan for sustainable resourcing. a) Staff. In the near term, ensuring that staff have full access to the information systems they need to do their jobs would meaningfully reduce unnecessary friction at relatively little cost. When	Program: (a) Staff access to information systems. We fully agree that ensuring staff have unimpeded access to the student information and administrative systems they need is a near-term, low-cost action that would meaningfully reduce friction and workload. The Department will work with the Faculty and relevant university offices to identify and remove specific access barriers that are currently limiting staff effectiveness. Staff complement restoration. The Department will make a formal case to the Faculty for the restoration of the administrative staff line(s) lost during recent budget reductions. The reviewers' recognition provides strong external support for this request. (b) Limited Duty instructors. The

financial conditions allow, restoring the lost staff line should be treated as a high priority.

b) Limited Duty instructors.

Sustaining support for the LDs whose subject-matter expertise and excellent course delivery is instrumental to the continued success of these offerings. We encourage open dialogue between the department and Faculty about how to resource this service teaching obligation sustainably and fairly.

c) Clinical faculty hire. The most acute curricular gap facing students is access to courses in clinical and mental health areas, where demand consistently outstrips available seats. Expanding offerings in this area requires faculty with the relevant clinical expertise.

d) Teaching workload. We recommend that the department be afforded the autonomy to develop targeted internal solutions, and that any structural changes to workload be considered collaboratively and evaluated against their downstream effects on the student experience.

Department will engage in open dialogue with the Faculty about the sustainable resourcing of the LD instructor model. The reviewers were explicit that LD instructors bring unique subject-matter expertise that cannot simply be redistributed to research-active faculty, and that the service teaching the department provides to 3,000–6,500 non-degree students annually represents a substantial institutional contribution. We will document and quantify this contribution as part of the resourcing conversation. (c) Clinical faculty hire. The Department reaffirms its position that a strategic appointment in clinical psychology — whether research-stream or teaching-stream — is the single most targeted intervention available to address the most acute student-facing bottleneck in the program. We will work with the Faculty to make the case for this hire as a priority when conditions allow. (d) Teaching workload. The Department shares the reviewers' caution about a blanket increase to the standard teaching load from 2+1 to 2+2. As the reviewers noted, such a change risks reducing faculty capacity for the very supervision and mentorship activities that students identified as among the most valuable parts of their education, without directly addressing the specific gaps — primarily clinical course access — that students are experiencing.

Faculty: In the current fiscal environment there is a reduction in overall administrative/professional staff across the Faculty. Psychology is not alone in this process as every Department will be affected by staffing changes. To restore our budget to better standing we will reduce the LD budget across the Faculty. It should be noted that in many universities undergraduate teaching across areas is common for faculty who may have different research expertise. The Department has the freedom to determine what courses they wish to offer. That said reduced enrolments will have a further negative effect on the Faculty budget.

Implementation Plan

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

Recommendations	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Better alignment between desired degree outcomes and curriculum.	• Develop a short survey instrument for current students and recent graduates to gather data on perceived career preparedness and pathway outcomes. • Work with the Western Alumni Office to facilitate graduate outreach. Designate a faculty member to serve as a standing contact for the Western Psychology Association (WPA). Support and co-promote career advising and networking events. • Work with instructors of first- and second-year courses to identify low-burden opportunities to introduce students to the range of postgraduate pathways. Invite the university's career office to present in relevant courses. • Finalize the development of a proposal for an Honours Specialization in Applied Psychology. Use the recommended student surveys to better inform the current concept.	UAC; Program Chair Associate Chair Associate Chair Associate Chair, Program Chair; UAC	By January 2027 By Sept 2026 By December 2026 By May 2027
Recommendation #2 Expand course access and flexibility to better align with student interests and support timely degree completion.	• Review courses offered by allied departments and affiliate colleges, particularly those relevant to counselling, mental health, and social work, to identify candidates for cross-listing or recognition toward Psychology degree requirements. • Explore modest cap expansions in high-demand clinical courses at the 3000-level. Make the case to the Faculty that a strategic hire in the clinical area, whether research-stream or teaching-stream, is the most direct and targeted solution to this bottleneck.	Associate Chair, Academic Affairs UAC Department Chair; Dean's Office	By January 2027 By May 2027

	Investigate the feasibility of offering selected gateway courses in the summer, with priority given to second-term statistics (Psychology 2812A/B) where a missed offering can delay progression by a full academic year.	Department Chair	By December 2026
Recommendation #3 Review and revise the statistics and quantitative methods sequence.	- Undertake a review of Psychology 3801F/G with particular attention to the balance between Bayesian methods and foundational frequentist techniques (ANOVA, GLM, correlation) that students draw on most directly in their thesis research. The rationale for retaining substantial meta-analysis content in Psychology 3801F/G will be evaluated. - Explore whether the methods sequence can be better differentiated across modules. - The suggestion that introductory computer science (Computer Science 1026A/B or equivalent) be accepted as an alternative to Data Science 1000A/B will be reviewed in consultation with the relevant departments to assess preparation equivalence for the second-year statistics sequence.	UAC Associate Chair; UAC Department Chairs; Associate Chair	By September 2026 By January 2027 By January 2027
Recommendation #4 Revise or discontinue the Developmental Cognitive Neuroscience specialization.	Facilitate a structured departmental discussion — drawing on input from area faculty, enrolment data, and the self-study curriculum mapping — to evaluate two options: (1) broadening the DCN module into a Cognitive Neuroscience Honours Specialization that better reflects the department's current faculty profile and is meaningfully distinct from the Faculty of Science's Neuroscience program; or (2) a phased discontinuation of the DCN module with appropriate teach-out provisions for currently enrolled students. Develop implementation plan with any formal curriculum change initiated through the appropriate channels.	Department Chair, UAC; Associate Chair	By Sept 2027

Recommendation #5 Reconsider how experiential learning opportunities are structured and credited.	• Consider crediting honours thesis and independent study supervision toward faculty workload and consider additional workload for community engaged learning. • Identify additional models — including team-based lab research experiences, group community-engaged learning courses, and structured research assistant placements — that could broaden access to experiential learning while distributing supervisory load more equitably. • Develop a 4th year practicum course that places senior UG as mentors in Psychology 1002A/B / 1003A/B. • Ensure clearer advising about the purpose and appropriate use of independent study.	Workload Committee; Department Chair	By September 2026 By May 2027 By January 2027 By January 2027
Recommendation #6 Collaboratively develop a plan for sustainable resourcing.	• Work with the Faculty and relevant university offices to identify and remove specific access barriers that are currently limiting staff effectiveness. • Make a formal case to the Faculty for the restoration of the administrative staff line(s) lost during recent budget reductions. ◦ Find ways to streamline administrative processes to ensure that these roles are not overburdened. • Engage in open dialogue with the Faculty about the sustainable resourcing of the LD instructor model. Document and quantify this contribution as part of the resourcing conversation. • Work with the Faculty to make the case for a clinical faculty hire as a priority when conditions allow. • Request that any workload changes be considered collaboratively and evaluated against their downstream effects on the student experience and research mentorship capacity.	Department Chair; Dean's Office	By December 2026 By Dec 2026 By Dec 2026 Next hiring cycle Ongoing

**Cyclical Reviews of Graduate Programs in Theory and Criticism; Philosophy;
Biochemistry; Physiology and Pharmacology**

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on September 8, 2026, Senate Committee on Academic Curriculum and Awards approved the recommendations of the Subcommittee on Program Review – Graduate with respect to the cyclical reviews of the graduate programs in Theory and Criticism, Philosophy, Biochemistry, and Physiology and Pharmacology.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Arts and Humanities; Social Science; Information and Media Studies	Theory and Criticism	Mar. 3-4, 2026	Good Quality
Arts and Humanities	Philosophy	Jan. 28-29, 2026	Good Quality
Schulich School of Medicine & Dentistry	Biochemistry	Jan. 14-15, 2026	Good Quality
Schulich School of Medicine & Dentistry	Physiology and Pharmacology	Feb. 4-5, 2026	Good Quality

The Final Assessment Reports for these reviews are attached.

Documentation Provided:

Final Assessment Report – Theory and Criticism

Final Assessment Report – Philosophy

Final Assessment Report – Biochemistry

Final Assessment Report – Physiology and Pharmacology

Theory and Criticism
Final Assessment Report & Implementation Plan
May 2026

Faculty / Affiliated University College	Faculty of Arts and Humanities, Faculty of Social Science, Faculty of Information and Media Studies	
Degrees Offered	M.A., PhD	
Date of Last Review	2017-2018	
External Reviewers	Dr. Robert Gibbs Professor, Department of Philosophy University of Toronto	Dr. Nathan Brown, Professor, Department of English Concordia University
Internal Reviewers	Dr. Krzysztof Kapulkin, Professor, Department of Mathematics	Kaitlyn Wade, PhD Candidate, Computer Science
Date of Site Visit	March 3 & 4, 2026	
Date Review Report Received	March 24, 2025	
Date Program/Faculty Response Received	Program Response: April 22, 2026 Faculty Response: April 17, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 15, 2026 ACA: September 8, 2026 Senate (for information): September 18, 2026	
Year of Next Review	2033-2034	
Progress Report	June 2029	

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 Theory and Criticism Program, delivered by the Faculty of Arts and Humanities, Faculty of Social Science, Faculty of Information and Media Studies (FIMS).

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Arts and Humanities.

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 Subcommittee on Program Review - Graduate (SUPR-G) and the Senate Committee on Academic Curriculum and Awards (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 cyclical review process that is made public; all other documents are confidential to the Graduate Theory and Criticism Program, the Faculty of Arts and Humanities, Faculty of Social Science, FIMS, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Centre for the Study of Theory and Criticism was created in 1986 as Canada's only Centre for interdisciplinary theoretical research housed between the Faculties of Arts and Humanities and Social Sciences. Since the inception of its MA program in theory in 1990, the Centre has been the preferred destination for students of excellent caliber from Canada and from abroad, and this tradition has continued at the doctoral level since the launching of the PhD program in 2002. With total enrolment in the MA at 21 students and 45 students in the PhD (in 2023-2024), the Theory and Criticism program is now supported by the Faculty of Arts and Humanities, the Faculty of Social Science, and FIMS. Core faculty are drawn from not only these but also the Don Wright Faculty of Music and the Affiliated University Colleges (Huron and King's).

The interdisciplinary study of theory and criticism requires an understanding of the presuppositions and limits of the disciplines under discussion and of what it means to work across these disciplines. The program fosters this understanding in courses that take up theoretical issues from a number of disciplinary perspectives and that also work across these disciplines. Independent research, in both courses and the thesis, requires students to delimit a field of study and to articulate the borders of their own work as well, to come to an understanding of where their work cannot yet go.

The self-study was informed by a survey and focus group session with current students as well as an anonymous survey of faculty members affiliated with the program. The external reviewers shared a positive assessment of the graduate Theory and Criticism Program. They offer four recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The students run their own journal of theory, *Chiasma*, which includes peer-reviewed articles, interviews, and book reviews. The students also regularly organize and host conferences and seminars.
- In varied professional development offerings, students have the opportunity to hone their skills in writing grant applications, applying for conferences, writing and delivering conference papers, academic publishing, and navigating the academic (and non-academic) job market.
- A vibrant speaker series where students have the opportunity to serve as respondents, ask questions, and converse with speakers more informally. Students also run "Theory Sessions", a forum for their own works in progress.
- Generous financial support for students to offset the cost of travel for research and scholarly conferences.
- Active commitment to EDI, decolonization, and Indigenization. The program embeds these principles across its curriculum (e.g., course on "Psychoanalysis and Indigenous Critical Theory"), maintains a faculty-student Equity Committee,

and has updated the Core Qualifying Exam reading list to include antiracism and decolonization theory.

- The Centre participates in Western's Centre for Transitional Justice as an affiliated program so that students can participate in the Collaborative Specializations in Transitional Justice and Environment and Sustainability.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Tightening budget and the resulting reduction in cohort sizes.
- Persistent gender imbalance and small applicant pool.
- Opportunity to bring more new scholars and faculty to the program, emphasizing the importance of connecting new faculty members to students and to the spirit of the program.
- Expand and better integrate professionalization workshops, with an opportunity to restore a regularly taught core course in methods and professionalization to the program.
 - o Students and faculty have identified a gap in structured preparation for the study of theory and the qualifying exams that could be served by a core course.
- There currently is no co-op program established for graduate students, but there may be opportunities in the future to connect students with community programs.

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 in-person over two days with the:

- Associate Vice-Provost, Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Dean, Faculty of Arts and Humanities
- Associate Dean Graduate & Postdoctoral Studies, Faculty of Arts and Humanities
- Program Director
- Program Faculty Members
- Graduate Program and Departmental Staff
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. 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). 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 that the program is *“excellent by every educational metric. Founded 40 years ago, the Centre is still at the leading edge of graduate education in its field, with brilliant students, renowned professors, and a strong curricular structure.”*

Strengths of the Program:

- Distinguished faculty complement, diverse in methods and disciplines.
- Outstanding student quality, publications, and time-to-completion.
- Funding is competitive and generous.
- Non-dogmatic or restrictive approach to inquiry, cultivating the intellectual freedom of the students (and the professors), and fostering critical thinking in relation to human values.
- Particularly rigorous multi-stage process of assessment for the MA program.
- The uniqueness of the program draws talented and intelligent students who would not always fit in a more discipline specific graduate program.

Prospective Areas of Improvement for the Program to Consider

- Development of a core course, mandatory in the first year of the program, which would be coordinated by the Director and co-taught by faculty affiliated with the program (associated with recommendation #3).
- Bring together all partner Faculties through regular Steering and Advisory Committee meetings (associated with recommendation #1).
- Restore full-time, dedicated Graduate Program Coordinator to maintain continuity and institutional knowledge (associated with recommendation #2).
- Build structured occasions for sustained faculty engagement, for instance through the organization of *faculty colloquium* meetings on a monthly basis (associated with recommendation #3).
- Work toward more even distribution of supervisory duties among affiliated faculty members (associated with recommendation #4).
- Support the Centre's autonomy as essential to its interdisciplinary culture and international standing.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: Strengthen Tri-Faculty Governance and Program Autonomy To sustain the role of all three faculties in the governance of the program, it is recommended that the Steering and Advisory Committee meet annually. The Committee should also approve a new four-year academic plan.	Program: The Steering and Advisory Committee typically meets annually. During this meeting, the Director discusses some of the big picture issues regarding the Theory Centre, including: budget, admissions trends, program design modifications, recent student and faculty success, and the Theory Centre's long-term vision (4 year plan). The Steering and Advisory Committee has met intermittently in recent years. The Theory Centre Director will ensure that the Steering and Advisory Committee meets annually. At the upcoming meeting in May 2026, the Director will also present a new four-year academic plan. The Director will be able to present the big picture issues to all members of the committee so that information and knowledge about the Theory Centre can be properly shared and flow among all involved faculties. This annual meeting will help to reaffirm our connections across the three faculties. Faculty: The Dean's office supports the program's response.
Recommendation #2: Restore a Dedicated Full-Time Program Coordinator Because of the unique graduate education structure of the program, it is recommended to staff the Graduate Coordinator Position with a single administrator in a full-time role, handling the range of administrative tasks the program requires, including financial management, TA appointments, faculty affiliations, student progress, and advising.	Program: The Theory Centre has been fortunate to have a full-time staff Program Coordinator, until recently. The persons that we have had in the Program Coordinator role have provided immense knowledge, stability, and support for the daily operations of the Theory Centre. The Program is now in a period of transition without any person fulfilling the role of Program Coordinator. Some of the duties of the role have been parceled to other staff members in the faculty to fill in on a short-term basis. The Program urges support and have asked for the replacement of a Program Coordinated as a single position in a full-time role. The request is that the Arts and Humanities Faculty support the rehiring of this position. An alternate plan is to work with available staff in the Faculty who would be trained to support the program. Faculty: The Dean's office recognizes the many years of valuable service of the previous Program Coordinator. Staffing, however, is a budgetary decision that requires looking at the needs of the Faculty as a whole.

Recommendation #3: Foster Faculty Engagement Through Structured Programming Two measures are recommended in this respect: a) the organization of a faculty colloquium meeting on a monthly basis, at which faculty affiliated with the program present their own research. b) the development of a core course which would be co-taught by faculty affiliated with the program.	Program: The program has the challenge of creating forums for intellectual and social community since there is no standing faculty and faculty offices are dispersed across campus. We welcome having more structured opportunities for student and faculty discussions: a) Standing faculty at the Theory Centre do regularly deliver talks in the Theory Sessions Speaker Series. The program will formalize a more consistent faculty colloquium and mobilize the Research Committee, which helps to solicit speakers. The program anticipates being able to schedule a faculty colloquium at least once a semester. b) In 2025-2026 the program reintroduced a pilot course designed for incoming students to focus on methods and skills in critical theory. A modification to the program will be initiated by instituting this course as a requirement for all first year MA and PhD students. Faculty: The Dean's office supports the program's response.
Recommendation #4: Improve Distribution of Supervisory Responsibilities The program should work toward a more even distribution of supervisory duties among affiliated faculty. Two possible ways of achieving this are: a) The admissions committee could identify a faculty advisor to each student when reviewing the files and making offers. Or b) A process could be implemented whereby each student meets with the Graduate Program Leadership committee at the end of the second semester in the program to discuss possible supervisors and how their preference accords with the current distribution of supervisory duties.	Program: The Program recently added a policy that a faculty member can only take on a maximum of one new student per year. Although students are not asked to have a supervisor before they are admitted to the program, students are connected with potential faculty supervisors when they enter in first year. The program also ask that students in the first year contact several faculty to get to know their potential interests. In order to have a more even distribution of supervisors across the faculty, we will be able to institute a meeting with each student and the Director. At the end of the first semester, the Director will be able to advise the student as to possible supervisors and their availability. This meeting will allow for the Director to encourage a better distribution of supervision across the core faculty. Faculty: Although the Dean's office supports the program's response, we also encourage the program to keep 4a) in mind, particularly if they find it difficult in the future to distribute supervisory roles more evenly and fairly. Since a similar process of assigning advisors to incoming students has been implemented in Philosophy, the program could consult with the Philosophy graduate chair about how to achieve 4a).

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 are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Strengthen Tri-Faculty Governance and Program Autonomy	- Ensure that the Steering and Advisory Committee meets annually. - Present a new four-year academic plan at the spring 2026 meeting.	Program Director	By June 2026, then ongoing
Recommendation #2: Restore a Dedicated Full-Time Program Coordinator	- Provide the support for the rehiring of this full-time position, as budgetary priorities allow. - Alternatively, or in the interim, train available staff in the Faculty to support the program.	Dean's Office; Program Director	By December 2026
Recommendation #3: Foster Faculty Engagement Through Structured Programming	- Formalize a more consistent faculty colloquium at least once per term. - Mobilize the Research Committee to help solicit speakers. - Recommend that faculty also include other program affiliate members as guest speakers in their classes. - Initiate a program modification to institute a core course as a requirement for all first year MA and PhD students (the one piloted in 2025-2026).	Program Director; Research Committee	By December 2026
Recommendation #4: Improve Distribution of Supervisory Responsibilities	- Discuss and decide on a feasible and effective approach, which may consist of: - o Instituting a meeting with each student and the Director at the end of the first term of the program. - o Assigning advisors to incoming students.	Program Director; Steering and Advisory Committee	By January 2027

Faculty / Affiliated University College	Faculty of Arts and Humanities	
Degrees Offered	M.A., PhD	
Date of Last Review	2017-2018	
Approved Fields	Feminist Philosophy; History of Philosophy; Moral, Political and Legal Philosophy; Philosophy of Mind & Language; Philosophy of Science	
External Reviewers	Dr. Jennifer Saul, Professor, Department of Philosophy University of Waterloo	Dr. Susanna Schellenberg Professor, Department of Philosophy Rutgers University
Internal Reviewers	Dr. Ankush Agarwal Associate Professor, Department of Statistical and Actuarial Sciences	Haojin Deng, PhD Candidate, Electrical and Computer Engineering
Date of Site Visit	January 28 and 29, 2026	
Date Review Report Received	February 22, 2026	
Date Program/Faculty Response Received	Program Response: March 27, 2026 Faculty Response: March 30, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 15, 2026 ACA: September 8, 2026 Senate (for information): September 18, 2026	
Year of Next Review	2033-2034	
Progress Report	June 2029	

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 Philosophy Program delivered by the Faculty of Arts and Humanities

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Arts and Humanities

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 Subcommittee on Program Review - Graduate (SUPR-G) and the Senate Committee on Academic Curriculum and Awards (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 cyclical review process that is made public; all other documents are confidential to the Graduate Philosophy Program, the Faculty of Arts and Humanities, the School of Graduate and Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Philosophy Department has offered a Master of Arts (MA) degree since the late 1940s and a Doctor of Philosophy (PhD) degree since the late 1960s. Currently, the department offers two graduate degrees: a one-year MA and a PhD, across five fields of research: Feminist Philosophy; History of Philosophy; Moral, Political and Legal Philosophy; Philosophy of Mind and Language; and the Philosophy of Science. Total enrolment in the MA was at 18, and at 77 for the PhD in 2023-2024.

The Department maintains a close relationship with the Rotman Institute of Philosophy, a research centre focused on philosophical questions arising in the sciences. The Institute was previously housed within the Department but became an independent University-level institute in 2023. The Department is also home to the Centre for Digital Philosophy, which develops and maintains several of the most widely used open-access platforms in the global philosophy community, including PhilPapers, PhilJobs, PhilEvents, and PhilArchive.

The Department is committed to preparing graduate students for a diverse range of career paths, both within and beyond academia. The primary goal is to foster the development of research, writing, teaching, and professional skills that support success in academic philosophy while also equipping students for careers in alternative fields for which a background in philosophy is beneficial, such as careers in law, policy, publishing, and public service.

The self-study was informed by a focus group session with 17 MA and PhD students as well as a departmental retreat, at which faculty discussed the findings of the focus group alongside their own reflections on program strengths and challenges.

The external reviewers shared a positive assessment of the Philosophy Graduate Program. They offer 13 recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- International reputation and research breadth of faculty members: The Department is ranked 50th worldwide by QS and 4th in Canada by the Philosophical Gourmet Report.
- Strong sense of community between students and faculty and the high quality of instruction.
- Strong relationship with the Rotman Institute of Philosophy provides graduate students with access to interdisciplinary research, the Lab Associates Program at the Centre for Brain and Mind, reading groups, and dedicated workspace—fostering unique cross-disciplinary engagement.

- Dual MA program with Renmin University and Fudan University in China. Students from these institutions complete one year of a two-year MA in China and graduate with degrees from both institutions.
- Active chapter of Minorities and Philosophy (MAP), promoting inclusivity within the discipline. MAP organizes an annual conference featuring undergraduate speakers, providing mentorship opportunities and helping to foster early-career scholarly development in a supportive environment.
- The department's Climate Committee addresses a wide range of issues related to the department's intellectual, social, and interpersonal environment, broadly construed, and includes staff and student representatives.
- Graduate students regularly present at major international conferences and publish in highly regarded journals.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Faculty complement decline threatening program breadth and supervisory capacity. Need to plan for upcoming faculty retirements to maintain coverage in core areas.
- Improve communication and clarity regarding student progression expectations and timelines, with emphasis at the prospectus stage.
- Underutilized and underdeveloped non-academic career support.
- Rotating course schedules are posted too late for effective planning.
- Funding is no longer competitive with peer Ontario philosophy programs, particularly for international MA students.

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 in-person (with one reviewer joining remotely) over two days with the:

- Vice-Provost, Graduate & Postdoctoral Studies
- Associate Vice-Provost, Graduate & Postdoctoral Studies
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy & Faculty
- Dean, Faculty of Arts and Humanities
- Associate Dean Graduate & Postdoctoral Studies, Faculty of Arts and Humanities
- Director, Rorman Institute
- Members of Western Libraries
- Department Chair
- Graduate Chair
- Program Faculty Members

- Graduate Program Staff
- Graduate Students
- Members of Western's Minorities and Philosophy (MAP) Chapter

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. 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). 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 that *"the faculty of the department are clearly deeply devoted to both maintaining research excellence and properly supporting graduate students."*

Strengths of the Program:

- Excellent and well-respected faculty members with significant and ambitious research programmes and a strong international profile.
- Recognized strengths in feminist philosophy, philosophy of mind, philosophy of science (especially neuroscience and philosophy of physics), history of philosophy, and value theory.
- Innovative Prospectus Course designed to guide students toward on-time completion – and willingness to continue rethinking practices to improve student progression.
- Facilities and research infrastructure. For instance, hosting of PhilPapers viewed as "the premier research tool in philosophy worldwide" is described as a great asset.
- Proactive climate and equity initiatives toward hiring women, establishing a Climate Committee, conducting climate surveys, providing graduate student mentors, forming a Welcoming Committee, and implementing a Safer Classrooms module.

Prospective Areas of Improvement for the Program to Consider

- Current funding has not kept pace with the cost of living, forcing students to take outside work which directly delays completion, reduces program participation, and weakens the Department's ability to recruit top applicants (associated with recommendation #1).
- The prospectus course, while innovative in design, is undermined because students frequently enter it without having completed prior requirements, resulting in compounding delays rather than the structured progression.

- Comprehensive exams are a significant barrier to timely progression. Consider alternative milestone models(associated with recommendation #3).
- Establish more regular, department-wide events for building community cohesion (associated with recommendation #4).
- Providing teaching experience for graduate students, which is very valuable for those seeking academic posts(associated with recommendation #10).
- Clarifying admissions standards for prospective students (associated with recommendation #2), ways for current students to find a supervisor (associated with recommendation #13) and expectations regarding supervision (associated with recommendation #12).
- Considerable variation among supervisors in terms of frequency of meetings, supportive mentoring, and prompt feedback.
- Hybrid delivery and teaching opportunities for graduate students should be explored.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: Bolster Graduate Student Funding Graduate funding has not kept up with the cost of living. This negatively affects student progression since students are required to work on the side to support themselves. It also negatively affects student residency in London: students cannot afford to live in London, and this not only increases their travel time, but does not allow them to participate in the program as much as ideal. Further, lack of graduate student funding, negatively affects the quality of students that the department can attract.	Program: Base graduate student funding packages are determined at the Faculty level and not set by individual Departments (though there has been discussion recently of introducing flexibility for individual units to set their own priorities in funding, such as offering more funding to doctoral students at the expense of funding for MA students). The Department has supplemented, and continues to supplement, base graduate student funding by offering qualified students scholarships/fellowships drawn from external and internal research funds. Data that the Department collected in 2024 indicated that faculty members had contributed approximately \$775,000 in external research monies to graduate students (in the form of scholarships, graduate research assistantships, and graduate fellowships) since 2016. The Department continues to encourage faculty members to apply for external research funding to support graduate students. Faculty: The Faculty agrees with the program response but would add that the Faculty cannot be so flexible in the future about funding packages that it violates the minimum funding guarantee for PhD students. The Faculty agrees that graduate funding packages need to increase, although it's been difficult to do that because of budget deficits.
Recommendation #2: Update Admission Standards Documentation	Program: The program will ensure the webpage is clearly stating that requirements are only minimum requirements and that admissions is competitive, resulting in applicants meeting the minimum requirements not being guaranteed admissions. Faculty: The Faculty supports the program's response.

Recommendation #3: Replace Comprehensive Exams with Alternatives For instance: • Waterloo "Research Area" model: Students contract with a supervisor on a topic, readings, and assignments over two terms to deepen expertise or prepare for the PhD. • Western WSGS model: Students choose between a research paper plus a detailed course syllabus, or two research papers. • Prospectus-as-milestone model: The existing dissertation prospectus and two-hour proposal defense would serve as the sole gateway between coursework and dissertation writing, eliminating comprehensives entirely.	Program: The Department will create a subcommittee, chaired by the Graduate Chair and composed of faculty members and current PhD students to conduct research on pre-dissertation requirements of other philosophy departments and the needs of our graduate students, and to offer one or more proposals for modifying our requirements to the Graduate Affairs Committee (GAC). Faculty: The Faculty supports the program's response and is happy to help implement whatever change is agreed on.
Recommendation #4: Establish Regular Community-Building Events Perhaps a small budget could be allocated to low-cost treats and a work-in-progress seminar for faculty and grad students. The latter is inexpensive and especially useful for building community cohesion.	Program: The Department will draw on accumulated monies in our Highest Priority Needs fund, and other donor sources, to support and enhance graduate student and faculty events. The Department will also consider introducing a work-in-progress seminar. In the past, we held Philosophical Briefings—informal 15-minute presentations on faculty research—which we may consider reinstating. We will consider various models and involve graduate students in this discussion as appropriate. Faculty: The Faculty supports the program's response.
Recommendation #5: Ensure Best Practice for Climate Reviews The university should explicitly allow department members to contact reviewers to arrange a private conversation if desired.	Program: This is a matter for SGPS and the Office of Academic Quality and Enhancement to consider. The Department will support these units' response. Faculty: The Faculty supports the program's response.

Recommendation #6: Resume Regular Climate Surveys Perhaps every year, or every other year, to get a clearer picture of the atmosphere for graduate students.	Program: The Climate Committee is already planning a climate survey for this year, and the Department Chair will ensure that future Climate Committee chairs are aware of the importance of conducting such surveys on a regular basis. Faculty: The Faculty supports the program's response.
Recommendation #7: Enable Anonymous Reporting of Concerns	Program: The Climate Committee has discussed the idea of an online feedback form and has a version that is ready to share with the Department for feedback. The aim of the form will be, positively, to solicit suggestions of ways in which the Department could strengthen its equity, diversity, and inclusion efforts. The program will also continue to support students in directing formal complaints to appropriate channels (e.g., the Office of the Ombudsperson). Faculty: The Faculty supports the program's response.
Recommendation #8: Model Respect for Diverse Approaches Cultivate and model respect for different topics and approaches to philosophy. Careful faculty modelling of respect for a wide range of methodologies and topics can do a great deal to set a tone that students follow.	Program: The program will discuss ways of communicating the Department's appreciation of and respect for the diversity of research interests represented by our community, including ways of making community members mindful of the attitudes they convey both privately and publicly (e.g., on social media). This may involve adding language to the department website affirming its appreciation of and respect for the diversity of faculty research interests. A works-in-progress session may indirectly help address this recommendation, since it would help familiarize faculty and graduate students with the diversity of research interests represented in our department. Conducting regular climate surveys will allow us to monitor progress. Faculty: The Faculty supports the program's response.

Recommendation #9: Clarify Expectations in Shared Courses Urge the faculty who are teaching courses shared with undergraduates to be explicit with students about how they are approaching the issue of level, so that graduate students understand the courses are not actually beneath them.	Program: This concerns cross-listed graduate/undergraduate courses. The Department will communicate this recommendation to faculty and will recommend communicating clearly in course outlines and elsewhere how course requirements and/or grading expectations differ for undergraduate and graduate courses. Faculty: The Faculty supports the program's response.
Recommendation #10: Hire PhD Students as Sessionals, if possible.	Program: Sessional teaching opportunities for graduate students are limited because standing limited-duties appointments hold priority for most higher-enrollment courses. Additional concerns include the potential impact on student progression when students assume sole course responsibility, and equity considerations, as such opportunities cannot be offered to all students on track in the program. Mindful of these constraints and concerns, but also of the fact that teaching experience is important for employment outcomes after graduating, the Department developed the "Mentorship in University Teaching" (MiUT), which allows graduate students to work with a regular faculty mentor, in the context of a GTAship, to help design and deliver a portion of a course (usually between 3-4 weeks of lectures). We will continue to encourage instructors to offer MiUTs, emphasizing their importance in graduate education. Faculty: The Faculty supports the program's response and agrees with the reviewers that PhD students at Western should have opportunities for sessional teaching. There are too many barriers to that now, including financial ones that prevent our Faculty from offering more limited-duties teaching. The program has been creative in developing the "MiUT" option for its PhD students.

Recommendation #11: Introduce a Publication-Focused Seminar Consider introducing a 3rd-year paper seminar as an optional course for students aiming to secure an academic job. Students could come into the seminar with their best or favourite paper written so far. The goal of the seminar would be to help students get this paper to a state that it can be submitted to an academic journal.	Program: The Department will consider this at a GAC meeting, bearing in mind that teaching resources are already rather stretched. If a seminar is not possible or desirable, the program will consider offering a workshop on academic publishing, offering students advice on, for example, whether and how to publish, where to publish, how to respond to referee comments. The outcome of the discussion on comprehensive exams might also inform the decision on how to best support students in publishing, since one alternative model to that of comprehensive exams is a qualifying paper model, which would produce a potentially publishable paper as an output. Faculty: The Faculty supports the program's response.
Recommendation #12: Formalize Supervisory Expectation Contracts Consider reinstating the practice of making a (revisable) contract with the supervisor about expectations, including turnaround time and frequency of meetings.	Program: The Department will consider this at a GAC meeting. Members of the department may be able to provide sample contracts. Faculty: The Faculty supports the program's response and would be happy to provide it with sample contracts.
Recommendation #13: Improve Guidance on Finding Supervisors	Program: The program has recently begun a practice of asking faculty members if they are taking on new students at the time of determining graduate admissions, which we hope will make it easier to ensure supervisory capacity in students' areas of interest and to minimize cases in which students' research projects don't align with faculty expertise. Faculty: The Faculty supports the program's response.

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 are responsible for enacting and monitoring the actions noted in Implementation Plan. Recommendation #5 has not been included in the Implementation Plan as it is outside of the scope of the Program and Faculty. It will be considered by the OAQE and SGPS as outlined above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Bolster Graduate Student Funding	- Continue to supplement base student funding by offering qualified students scholarships/fellowships drawn from external and internal research funds. - Encourage faculty members to apply for external research funding to support graduate students, including for recruitment purposes. - Work with new decanal team to examine alternative ways of increasing the funding packages.	Department Chair; Graduate Chair; Dean's Office	Report back as part of progress report in June 2029
Recommendation #2: Update Admission Standards Documentation	Ensure that the webpage is clear – emphasizing that the stated requirements are minimum requirements, and that admissions are competitive resulting in applicants meeting the minimum requirements not being guaranteed admission.	Graduate Chair;	By Sept 2026
Recommendation #3: Replace Comprehensive Exams with Alternatives	- Create a subcommittee, chaired by the Graduate Chair and composed of faculty members and current PhD students, to conduct research on pre-dissertation requirements of other philosophy departments and the needs of the program's graduate students. - Offer one or more proposals for modifying our requirements to the GAC.	Department Chair; Graduate Chair;	By January 2027

Recommendation #4: Establish Regular Community-Building Events	• Draw on accumulated monies in the Highest Priority Needs Fund, and other donor sources, to support and enhance graduate student and faculty events. • Consider introducing a work-in-progress seminar.	Department Chair; Graduate Chair;	By Sept 2026
Recommendation #6: Resume Regular Climate Surveys	• Implement a climate survey by the end of the calendar year. • Establish a regular frequency of future surveys.	Department Chair; Climate Cmmt Chair	By Dec 2026
Recommendation #7: Enable Anonymous Reporting of Concerns	• Develop an online feedback form and seek feedback from department members. • Continue to support students in directing formal complaints to appropriate channels (e.g., the Office of the Ombudsperson).	Department Chair	By Dec 2026
Recommendation #8: Model Respect for Diverse Approaches	• Discuss ways of communicating the Department's appreciation of and respect for the diversity of research interests represented by our community, including ways of making community members mindful of the attitudes they convey both privately and publicly (e.g., on social media). • Examine adding language to the department website affirming the program's appreciation of and respect for the diversity of faculty research interests.	Department Chair; Graduate Chair	By Sept 2026
Recommendation #9: Clarify Expectations in Shared Courses	• Strongly encourage faculty members to communicate clearly in course outlines and elsewhere how course requirements and/or grading expectations differ for undergraduate and graduate courses.	Department Chair;	By Sept 2026
Recommendation #10: Hire PhD Students as Sessionals	• Encourage instructors to offer MiUTs, emphasizing their importance in graduate education.	Department Chair;	By Sept 2026

Recommendation #11: Introduce a Publication-Focused Seminar	Examine ways to support academic publishing (e.g. workshop, seminar), offering students advice on, for example, how to publish, where to publish, how to respond to referee comments	Department Chair; GAC	By Sept 2026
Recommendation #12: Formalize Supervisory Expectation Contracts	- Examine this option in depth and other ways to support the supervisory relationship as part of the work of the GAC. - Solicit examples – e.g., from members of the department.	Department Chair; GAC	By Sept 2026
Recommendation #13: Improve Guidance on Finding Supervisors	- Reinstate and review the first-year faculty mentorship program, which pairs incoming students with a faculty mentor. - Communicate clearly that students' mentors and the Graduate Chair are available to help students find a supervisor.	Department Chair; Graduate Chair	By Sept 2026

Biochemistry
Final Assessment Report & Implementation Plan
May 2026

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	MSc, PhD	
Approved Fields	Macromolecular Structure and Dynamics; Genome Dynamics, Epigenetics, and Gene Expression; Signal Transduction and Intracellular Communication; Human Genetics and Clinical Biochemistry; Proteomics; and Bioinformatics	
Date of Last Review	2017-2018	
External Reviewers	Dr. Timothy Hughes Professor, Department of Molecular Genetics, University of Toronto	Dr. Lisa Craig Professor, Department of Molecular Biology and Biochemistry Simon Fraser University
Internal Reviewers	Lars Rehmann, Associate Dean, Faculty of Engineering	Anthony Cruz, PhD Student & Member of SUPR-G
Date of Site Visit	January 14 and 15, 2026	
Date Review Report Received	January 23, 2026	
Date Program/Faculty Response Received	Program Response: March 24, 2026 Faculty Response: April 10, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 15, 2026 ACA: September 8, 2026 Senate (for information): September 18, 2026	
Year of Next Review	2033-2034	
Progress Report	June 2029	

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 Biochemistry Program, delivered by the Schulich School of Medicine & Dentistry.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Schulich School of Medicine & Dentistry.

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 Subcommittee on Program Review - Graduate (SUPR-G) and the Senate Committee on Academic Curriculum and Awards (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 cyclical review process that is made public; all other documents are confidential to the Graduate Biochemistry Program, the Schulich School of Medicine & Dentistry, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Department of Biochemistry at Western University has a distinguished legacy of scientific leadership and graduate training. Established in 1924, the department began its graduate program in 1947 awarding its first Master of Science (MSc) and Doctor of Philosophy (PhD) degrees in 1948 and 1949, respectively. Currently, the MSc and the PhD are offered in the following fields of study: Macromolecular Structure and Dynamics; Genome Dynamics, Epigenetics, and Gene Expression; Signal Transduction and Intracellular Communication; Human Genetics and Clinical Biochemistry; Proteomics; and Bioinformatics. Total enrolment was at 46 students in the MSc program and 52 in the PhD program in 2023-2024.

With a strong emphasis on hands-on research, mentorship, and collaborative scholarship, the program prepares graduates for competitive careers in academia, the biotechnology and pharmaceutical industries, health-related research institutes, and various professional disciplines such as medicine, law, and education. Core objectives of the program include training students to conduct innovative and ethical research, contribute to scholarly and public dialogue, and address complex scientific and societal challenges.

The self-study was informed by a student focus group, an analysis of LinkedIn profiles associated with program alumni, and a dedicated faculty survey. The external reviewers shared a positive assessment of the graduate Biochemistry Program. They offer eight recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Students train alongside internationally recognized researchers.
 - o Biochemistry students benefit from cross-institutional co-supervision opportunities through Western's affiliated research institutes, including the Robarts Research Institute, Lawson Health Research Institute, and the London Regional Cancer Program.
- BioCORE is the department's state-of-the-art research and training facility offering: Individual and group training sessions in mass spectrometry, proteomics, and enzyme kinetics.
- Strong interdisciplinary reach through the Collaborative Specialization in Machine Learning in Health and Biomedical Sciences (launched in 2022).
- The department hosts multiple high-profile speaker events each year including: The Menten Lecture Series, The Harold B. Stewart Memorial Lecture, and The Graduate Research Retreat.
- The Biochemistry Graduate Student Association (BGSA) helps organize career panels, alumni Q&A events, and themed seminar days, often engaging alumni in biotech, science policy, and medical fields.
- Both MSc and PhD students are well published by the time of graduation.
- Strategic faculty renewal had enabled seven new faculty members in high-growth areas (AI-based genome science, metabolomics, computational biology, translational medicine) to join the department.
- Departmental feedback collected through focus groups and surveys consistently reports high satisfaction with advisory committee mentorship, clarity of milestones, and the relevance of skill-building components to career readiness.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Establish more opportunities for experiential or applied learning (such as industry placements, entrepreneurship training, or inter-institutional research collaborations).
- Need for greater exposure to industry, regulatory, and science communication career paths.
- Efforts are underway to implement more systematic alumni career tracking, leveraging LinkedIn, email surveys, and program-maintained contact databases.
 - o Alumni mentoring programs to provide students with direct exposure to career pathways and professional networking opportunities.
- The Biochemistry Graduate Student Association (BGSA), in collaboration with program leadership, is expanding its role in organizing professional development events, including alumni speaker panels, non-academic career workshops, and peer mentorship matching.
- Equity, diversity, and inclusion (EDI) principles are being more deliberately integrated into student advising, mentorship training, and committee formation, in alignment with Schulich and Western-wide commitments.

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 in-person over two days with the:

- Vice-Provost, Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy & Faculty
- Director, Office of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Members of the Western Libraries Team
- Associate Dean Graduate & Postdoctoral Studies, Schulich School of Medicine & Dentistry
- Department Chair
- Graduate Chair
- Program Faculty Members
- Graduate Program Staff
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. 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 FAR. 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

Strengths of the Program:

- Internationally distinguished faculty with over 75% of the program's 43 contributing faculty ranked in the global top 2% in their discipline.
- World-class BioCORE research facilities that house mass spectrometry, protein crystallography, NMR, and nanopore sequencing instrumentation staffed by four highly qualified specialists.
- Exceptional student research output with 86% of PhD students publishing first-author papers and all PhD students publishing at least one paper and more than 50% of MSc students publishing one or more papers.
- Competitive time-to-completion and low withdrawal rates.
- Establishment of an EDID committee appears to have resulted in meaningful change that is appreciated by students, staff and faculty members.

Prospective Areas of Improvement for the Program to Consider

- Courses appear to be selected according to faculty expertise rather than to cover all aspects of current biochemistry, with notable absences in foundational areas such as cell biology, nucleic acids, basic protein biochemistry, statistics and no coverage of cryo-EM (associated with recommendation #1).
- Barriers to cross-listing and undergraduate course access such as lengthy approval, no credit received and sense that such courses are not encouraged (associated with recommendation #1).
- Focus on non-local student recruitment to foster greater diversity of perspective and experience and augment global reputation – given that many students come from Western (associated with recommendation #4).
- Development of a strategic plan for faculty renewal is required to maintain broad expertise in the offerings of the program and to work toward a better gender balance across core faculty members (associated with recommendation #6).
- Under-resourced administrative and systems support given the size of the Department and the large number of graduate students (associated with recommendation #7).
- Students and faculty noted that research stipends are inadequate for students living independently or supporting families, making the program less attractive to applicants from outside London and to international students (associated with recommendation #8).

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: The program should review its course curriculum and course policies, considering what the program leads and faculty think all students should know, what the students have asked for and can be reasonably provided, and ensuring that the curriculum is up-to-date. • Communicate to both faculty and students clear policies on graduate students taking undergraduate courses to fill foundational knowledge gaps. • Clearly state what the prerequisite competencies are required for any given course. • Consider adding cryoEM to Protein Structure Determination courses, given that it was a topic of much discussion at the in-person visit.	Program: Actions: The Graduate Committee will undertake a structured curriculum review that is informed by reviewer feedback, student input, supervisor input and current program needs. This review will: 1) identify the foundational knowledge level expected at entry to the MSc and PhD programs; 2) clarify what background knowledge students are expected to acquire independently; 3) define a streamlined approval process for graduate students who need selected senior undergraduate or graduate courses to address foundational gaps; and 4) identify opportunities to refresh existing graduate courses. The program will develop a curated list of approved undergraduate and graduate courses across Biochemistry, Schulich and relevant campus units that may be used to address foundational knowledge gaps. The program will also revise course descriptions/outlines to state prerequisite competencies and expected self-learning more explicitly. The Graduate Committee will explore offering more accessible entry points in selected topic areas, including introductory or beginner-friendly training in bioinformatics and technique-focused offerings that leverage departmental and core-facility expertise where feasible. The Committee will also ask the instructors of the Protein Structure Determination courses to evaluate how cryo-EM content can be incorporated at an appropriate theoretical level within the current curriculum. Faculty: Decanal team supports program response.

Recommendation #2: The program should strengthen communication of procedures, policies, expectations, and opportunities to both students and faculty.

Better communication using various means (email, through courses, faculty meetings, committee meetings, supervisor: student meetings) and with regularity (e.g. annually) can help resolve ongoing misunderstandings in relation to responsibilities and expectations.

Program: The program will strengthen communication by consolidating key procedures, expectations, and timelines into a revised graduate handbook and annual guidance package for students and faculty. This will include expectations regarding committee meetings, qualifying exam preparation, degree progression, student responsibility for scheduling and follow-up, and the role and limits of supervisors, committees, and research cores. The Department will host a Graduate Spring Retreat, with all faculty members and graduate students invited, to review themes arising from the IQAP process and create dedicated time for focused discussion on program development, student experience, communication practices, and strategic priorities moving forward. The Graduate Chair and Graduate Program Administrator/Coordinator will introduce an annual communication cycle that includes orientation messaging to incoming students, an annual reminder to all students and supervisors, and clearer guidance at key milestones. Advisory committee forms will be reviewed and harmonized so that expectations regarding meeting frequency, progress, and committee responsibilities are stated more consistently. The program will implement research-based graduate student progress tracking, milestone documentation, supervisory committee review, and Graduate Chair evaluation, with the goal of having it operational by the start of the Fall 2026 term. BGSA will be invited to bring forward student questions or concerns regularly, including anonymous themes where appropriate. BioCORE-specific expectations for booking, training, user responsibilities, and staff support will be clarified and communicated to students and supervisors.

Faculty: The decanal team supports the program response. For non-program-based options, we want to highlight that there are many resources available to students at Western. The decanal team recognizes that students now communicate differently and traditional methods such as email and handbooks may not be the best way to reach them. To address this issue, we will produce a short video to introduce students to financial, wellness, and conflict resolution resources and pathways available to them. We will include viewing of this video as a requirement within the existing “Introduction to Biomedical Research” milestone which all students in Schulich research thesis-based programs must complete within the first term of their program.

Recommendation #3: The program should increase its efforts to engage alumni for seminars, networking, and other career-related activities, including organization of career fairs, which may require sponsorship

Beyond the existing institutional-level career and professional development workshops that are offered, Departments and Programs seem better suited to provide career-specific advice. Student-led events focused on professional development and career planning may be most effective, with Departmental support.

Program: Building on existing career panels and seminar activities, the program will seek to expand alumni participation in the regular seminar series and work with BGSA to organize at least one annual alumni or career event focused on career pathways in academia, industry, biotech, health research, policy and related sectors. The Graduate Chair and Graduate Program Administrator/Coordinator will work with Western and Schulich alumni relations and willing faculty supervisors to update alumni contact lists and identify graduates interested in participating in seminars, panel discussions, networking events, or mentoring opportunities. The program will also explore sponsorship or co-support for a small alumni or professional development event when appropriate.

Faculty: The decanal team supports the program response. There are many supports for career development at Western, including careers fairs, and the Decanal team in the Schulich School of Medicine and Dentistry is currently engaged in reviewing and expanding opportunities at the University level with the Vice-Provost's office. We also recognize that students need additional career support at the Faculty and Department/Program level focused on the types of careers they are likely to encounter once they leave Western. Graduate Studies and Postdoctoral Affairs at Schulich offers a monthly webinar '[Beyond the Degree](#)', to connect current students with alumni from the Basic Medical Science departments. The webinars are recorded and available through YouTube. The Decanal team is considering additional career opportunities and will consult with programs, students and student organizations at the graduate (and undergraduate) level.

Recommendation #4: The program should strongly consider bolstering recruitment outside of London. There appears to be a tradition of recruiting graduate students locally, often from those who have done undergraduate projects in the same laboratory. Diversity of experience among the incoming students is important to avoid insularity.	Program: The program will broaden recruitment beyond London by reviewing current recruitment practices and strengthening external-facing materials. This will include updating the graduate program website and faculty research pages, developing clearer descriptions of program strengths and research opportunities and using existing departmental social media channels more systematically to highlight trainee outcomes, facilities and available projects. The Graduate Chair and Department Chair will also review whether a modest recruitment budget can be re-established for targeted outreach beyond Western, including digital materials, participation in recruitment events and outreach to peer institutions across Ontario and Canada. The program will continue to encourage supervisors to recruit broadly. Faculty: The decanal team supports the program response. The Decanal office offers support for recruitment through participation in recruitment events both locally and across Ontario. We assist programs by working collaboratively with Schulich Communications to produce postcards for use at these events and will work with the program to provide updated recruitment material. SGPS also produces short videos showcasing current students for inclusion on the ‘Explore our Programs’ program-specific pages. There is an opportunity to update the MSc program video to include a current student who was recruited from beyond Western and concurrently develop a communication plan to further support recruitment.
Recommendation #5: The program name should be revisited. There may be benefit to changing/expanding the program name to modernize the program and reflect this diversity of disciplines, which would positively impact recruiting and careers for graduates.	Program: The program will discuss this recommendation at the Graduate Committee and Department level. The review will consider whether the current program name continues to serve effectively as an umbrella for the department's research breadth or whether an expanded or modernized name would better reflect current strengths in molecular biology, genomics, computational biology, proteomics and AI-enabled biomedical research. Any proposal to rename the program would require broad consultation with faculty, students, departmental leadership, Schulich and the SGPS, with careful consideration of recruitment value, clarity for applicants and administrative implications. At this stage, the program will evaluate the issue formally rather than presuming a change is required. Faculty: Decanal team supports program response.

Recommendation #6: Continue efforts to increase diversity among faculty members. The Department's establishment of an EDID committee appears to have resulted in meaningful change that is appreciated by students, staff and faculty members. Efforts to recruit more women and members of other underrepresented groups should continue to better reflect the diversity of the student body.	Program: The program supports this recommendation and will continue to work with the Department and Schulich to prioritize equity-informed faculty renewal. The Graduate Program will ensure that graduate-program needs and the importance of diverse mentorship are communicated during departmental planning and hiring discussions. The program will continue to partner with the Department's EDID Committee and support efforts to attract and retain women and members of other underrepresented groups, while also considering research-area renewal that supports the future directions of the graduate program. Faculty: The University and the Schulich School of Medicine & Dentistry have developed policies concerning EDID along with critical resources and training. Western and the Schulich School of Medicine & Dentistry have an Office of Equity, Diversity and Inclusion. The Schulich School of Medicine & Dentistry has appointed an Associate Dean of Equity, Diversity, Inclusion and Decolonization that can provide assistance (https://www.schulich.uwo.ca/edid/) and trained HR staff that can assist with EDID concerns, initiatives and/or hiring. With respect to new hires in the Schulich School of Medicine & Dentistry, there are plans to hire at least 30 additional new faculty by 2030. New faculty hires in the Basic Medical Sciences are prioritized by the Basic Science Chairs based on teaching and research needs of the Schulich School of Medicine and the research priorities of Western with a lens towards EDID. The Chairs along with the Dean's office will determine the best use of resources to ensure renewal and diversity. Schulich has made huge efforts to diversify faculty members in terms of gender and racial background.
Recommendation #7: Increase institutional funding to the Department to support core facilities, increased staffing, student recruitment. Continued University support for the four BioCore staff members will ensure high quality data collection and training. Increasing the	Program: The program strongly supports continued institutional investment in BioCORE, graduate-program administration and recruitment infrastructure. The Graduate Chair and Department Chair will continue to communicate to Schulich and Western that core-facility staff, administrative support and stable operating flexibility are essential to graduate training, timely progression and effective recruitment. At the program level, needs related to core-facility training, staffing pressures and recruitment support will be documented and advanced through annual planning, budget and review processes. The program will advocate that BioCORE reserves be treated as essential for equipment maintenance and repair planning, and that additional administrative support be considered where workload pressures risk affecting service quality and program delivery. Faculty: Decanal team supports program response.

number of administrative staff would provide much needed support for the Graduate Coordinator and Manager.	
Recommendation #8: Increase the value of the Western Graduate Research Scholarship. Increasing the value of the WGRS would allow higher minimum stipends, putting more money into student's pockets and making Western more competitive for recruiting graduate students.	Program: The program will continue to advocate for this through the Department, Schulich and SGPS. Improved institutional scholarship support would not only strengthen student affordability and reduce pressure on supervisor research funds but also improve competitiveness for recruiting outstanding students, especially those coming from outside Western. While the scholarship value is determined institutionally, the program will continue to monitor student funding pressures and communicate their impact on recruitment and student experience in its annual reporting and discussions with Faculty and SGPS leadership. Faculty: Student stipend support is an ongoing challenge. The decanal team understands the stipend concerns of students and notes that an increase in base funding for MSc and PhD students was recommended at the Schulich School of Medicine & Dentistry Graduate Affairs Committee Meeting (Nov. 27, 2025). WGRS funding will be reviewed for the upcoming budget cycle. With the latest announcement of an increase in tuition and WGU by the province, a respective increase of WGRS is anticipated.

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 are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: The program should review its course curriculum and course policies, considering what the program leads and faculty think all students should know, what the students have asked for and can be reasonably provided, and ensuring that the curriculum is up-to-date.	• Undertake a structured curriculum review that is informed by reviewer feedback, student input, supervisor input and current program needs. • Develop a curated list of approved undergraduate and graduate courses across Biochemistry, Schulich and relevant campus units. • Revise course descriptions/outlines to state prerequisite competencies and expected self-learning more explicitly. • Explore offering more accessible entry points in selected topic areas, including introductory or beginner-friendly training in bioinformatics and technique-focused offerings that leverage departmental and core-facility expertise where feasible. • Evaluate how cryo-EM content can be incorporated at an appropriate theoretical level within the current curriculum or future course revisions.	Graduate Chair; Graduate Committee; course instructors; Graduate Program Administrator/ Coordinator; BioCORE Facility Manager	By December 2026
Recommendation #2: The program should strengthen communication of procedures, policies, expectations, and opportunities to both students and faculty.	• Strengthen communication by consolidating key procedures, expectations, and timelines into a revised graduate handbook and annual guidance package for students and faculty. • Host a Graduate Spring Retreat with all faculty members and graduate students invited, to review themes arising from the IQAP process and create dedicated time for focused discussion on program development, student experience, communication practices, and strategic priorities. • Introduce an annual communication cycle that includes orientation messaging to incoming students, an annual reminder to all students and supervisors, and clearer guidance at key milestones.	Graduate Chair; Graduate Program Administrator/ Coordinator; Graduate Committee; BGSA representatives; BioCORE Facility Manager;	By September 2027

	• Implement for research-based graduate student progress tracking, milestone documentation, supervisory committee review, and Graduate Chair evaluation. • Work with BGSA and BioCORE leadership to improve two-way communication. • Produce a short video to introduce students to financial, wellness, and conflict resolution resources and pathways available to them. We will include viewing of this video as a requirement within the existing “Introduction to Biomedical Research” milestone.	supervisors and advisory committees	
Recommendation #3: The program should increase its efforts to engage alumni for seminars, networking, and other career-related activities, including organization of career fairs, which may require sponsorship	• Expand alumni participation in the regular seminar series and work with BGSA to organize at least one annual alumni or career event focused on career pathways. • Work with Western and Schulich alumni relations and willing faculty supervisors to update alumni contact lists and identify graduates interested in participating in seminars, panel discussions, networking events, or mentoring opportunities. • Explore sponsorship or co-support for a small alumni or professional development event when appropriate.	Graduate Chair; Graduate Program Administrator/ Coordinator; BGSA; seminar organizers; Department Chair	By September 2027
Recommendation 4: The program should strongly consider bolstering recruitment outside of London.	• Broaden recruitment beyond London by reviewing current recruitment practices and strengthening external-facing materials. E.g., update the graduate program website and faculty research pages, developing clearer descriptions of program strengths and research opportunities. • Investigate whether a modest recruitment budget can be re-established for targeted outreach beyond Western, including digital materials, participation in recruitment events and outreach to peer institutions.	Graduate Chair; Department Chair; Graduate Program Administrator/ Coordinator	By December 2026

Recommendation 5: The program name should be revisited.	Consider whether the current program name continues to serve effectively as an umbrella for the department's research breadth or whether an expanded or modernized name would better reflect strengths in molecular biology, genomics, computational biology, proteomics and AI-enabled biomedical research.	Graduate Chair; Graduate Committee; Department Chair	By July 2027
Recommendation 6: Continue efforts to increase diversity among faculty members.	- Prioritize equity-informed faculty renewal. Ensure that graduate-program needs and the importance of diverse mentorship are communicated during departmental planning and hiring discussions. - Support efforts to attract and retain women and members of other underrepresented groups, while also considering research-area renewal that supports the future directions of the graduate program.	Department Chair; Faculty hiring committees; EDID Committee; Graduate Chair	Ongoing with check in as part of the June 2029 progress report.
Recommendation 7: Increase institutional funding to the Department to support core facilities, increased staffing, student recruitment.	- Needs related to core-facility training, staffing pressures and recruitment support will be documented and advanced through annual planning, budget and review processes. - Advocate that BioCORE must be treated as essential for equipment maintenance and repair planning.	Department Chair; Graduate Chair; BioCORE Facility Manager;	Ongoing with check in as part of the June 2029 progress report.
Recommendation 8: Increase the value of the Western Graduate Research Scholarship.	- Monitor student funding pressures and communicate their impact on recruitment and student experience in its annual reporting and discussions with Faculty and SGPS leadership. - Review WGRS funding at the upcoming budget cycle.	SGPS leadership for scholarship policy and funding; Department Chair	Ongoing with check in as part of the June 2029 progress report.

Physiology and Pharmacology
Final Assessment Report & Implementation Plan
May 2026

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	M.Sc., PhD	
Date of Last Review	2017-2018	
External Reviewers	Dr. Elizabeth Cowey Professor, Department of Physiology and Biophysics Dalhousie University	Dr. Rashmi Kothary Professor, Faculty of Medicine University of Ottawa
Internal Reviewers	Dr. Elizabeth Webb Associate Dean, Graduate and Postdoctoral Studies Faculty of Science	Ella Doornaert PhD Candidate Neuroscience
Date of Site Visit	February 4 and 5, 2026	
Date Review Report Received	February 11, 2026	
Date Program/Faculty Response Received	Program Response: March 26, 2026 Faculty Response: March 26, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 15, 2026 ACA: September 8, 2026 Senate (for information): September 18, 2026	
Year of Next Review	2033-2034	
Progress Report	June 2029	

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 Physiology and Pharmacology Program, delivered by the Schulich School of Medicine & Dentistry

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Schulich School of Medicine & Dentistry

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 Subcommittee on Program Review - Graduate (SUPR-G) and the Senate Committee on Academic Curriculum and Awards (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 cyclical review process that is made public; all other documents are confidential to the Graduate Physiology and Pharmacology Program, the Schulich School of Medicine & Dentistry, the School of Graduate and Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The department of Physiology and Pharmacology is the largest medical science department in the Schulich School of Medicine & Dentistry, serving as the academic home for about 80 full-time and cross-appointed faculty members, 85 graduate students, 10 postdoctoral fellows, and 20 administrative and research staff.

This research-intensive department has a strong commitment to graduate education, offering Master of Science (MSc) and Doctor of Philosophy (PhD) degrees, with research and teaching emphasizing the multidisciplinary and integrative nature of current research in physiology and pharmacology. MSc and PhD Students develop skills as physiology and pharmacology researchers in diverse fields, including neuroscience, cardiovascular sciences, endocrinology, reproductive and developmental biology, musculoskeletal biology, cell biology, receptor biology and cell signaling, stem cell biology and regenerative medicine, cancer biology, basic and clinical pharmacology and toxicology, drug metabolism-pharmacokinetics, and pharmacogenomics.

The self-study was informed by dedicated student surveys and a graduate student-led focus group. Additionally, a departmental retreat carried out an analysis of strengths, weaknesses, opportunities, and threats (SWOT) in association with the Graduate Program.

The external reviewers shared a positive assessment of the Graduate Program in Physiology and Pharmacology. They offer ten recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The Department secured nearly \$80 million in peer-reviewed research funding from 2019–2024, with faculty holding multiple Canada Research Chairs and prestigious national/international awards.
- Mandatory biannual advisory committee meetings, with a dedicated Graduate Studies Representative (GSR) on every committee, have helped with monitoring student progress and timely degree completion.
- Molecular Techniques (PHYSPHRM 9550), a two-week optional intensive laboratory course for graduate students, allows students to learn key techniques and aspects of experimental design prior to their official start in the program.
- To support the exploration of academic and non-academic career options the program's Departmental Seminar Series features alumni from the program to talk about their post-graduation career trajectory every year.
- Students benefit from participation in two strong Collaborative Specializations (Developmental Biology and Musculoskeletal Health Research) and industry internship opportunities (e.g., Genentech).

Concerns and Areas of Improvement Identified and Discussed by the Program

- Graduate stipends are not keeping pace with inflation, international students have limited scholarship access.
- Difficulty recruiting qualified applicants from outside Western's undergraduate pipeline, compounded by federal caps on international student permits, extended visa wait times, and competition from course-based MSc programs.
- Students at satellite research sites (e.g., Victoria Hospital, St. Joseph's) face logistical obstacles attending on-campus seminars and TA obligations and appear unaware of what departmental core facilities and equipment are available to them.
- Limited non-academic career exposure. Students desire more information, networking, and programming around alternative careers outside of academia, including greater industry representation at seminars.
- Need for clearer institutional guidance on the use of artificial intelligence in teaching and research.
- Promote anonymous reporting from graduate students on laboratory /program issues.
- Combine different courses and training at Western and promote micro-credential or digital badges that would be relevant and achievable for Physiology and Pharmacology students.

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 in-person over two days with the:

- Vice-Provost, Graduate & Postdoctoral Studies
- Associate Vice-Provost, Graduate & Postdoctoral Studies
- Director of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Vice-Provost Academic Planning, Policy & Faculty
- Vice Dean, Basic Medical Sciences, Schulich School of Medicine & Dentistry
- Associate Dean, Graduate and Postdoctoral Studies, Schulich School of Medicine & Dentistry
- Assistant Dean, Program Review and Development, Schulich School of Medicine & Dentistry
- Collections & Content Strategies Librarian
- Teaching and Learning Librarian
- Department Chair
- Graduate Program Chair
- Graduate Education Committee Members

- PhysPharm Graduate Student Council Members
- Program Faculty Members
- Graduate Program and Departmental Staff
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. 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 FAR. 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 that *“the Phys Pharm department has a high-performing, research-intensive graduate program with very solid fundamentals [...] Overall student satisfaction appeared very high with almost all aspects of the student experience and the departmental head and graduate program leadership are to be congratulated.”*

Strengths of the Program:

- A very active department level EDID committee with trainee representation, participation on the faculty EDID committee, a needs assessment survey, improved web-based resource visibility, and a Graduate Opportunity Scholarship that has already recruited underrepresented trainees.
- The Grant Writing course provides a unique opportunity for students to prepare for work beyond the program.
- Individual lab spaces were well equipped and there was a good approach to the use of core facilities, with students having access to small office spaces.
- The inclusion of an arm’s length GSR in the research advisory committee is seen as a critical resource for students.
- Faculty are consistently successful in securing competitive funding (~80 M CAD in 2019–2024; 21 new CIHR grants and multiple NSERC, CFI and foundation awards) and hold numerous CRCs and endowed chairs, providing an excellent training environment.
- Student research productivity is exceptional. For instance, all 42 PhD graduates in the review period produced at least one first-author paper and averaged ~6.5 publications each.
- Completion times have improved significantly with the MSc completion dropping from ~32.5 to ~25.8 months for post-pandemic cohorts.

Prospective Areas of Improvement for the Program to Consider

- Consider expanding admissions decisions from the Graduate Program Director alone to the full graduate committee and providing EDI-related training to supervisors who select students for admission (associated with recommendation #8).
- Develop a plan to strategically address upcoming retirements (associated with recommendation #9).
- Increasing translational research opportunities for students (associated with recommendation #5).
- Alter the timing of program events to better accommodate and foster community for students (associated with recommendation #6), including the Molecular Techniques course. (associated with recommendation #3).
- Better support and communications for students regarding conflict resolution pathways, wellness and mental health resources (associated with recommendation #10).
- To address the imbalance of Physiology and Pharmacology courses, continue targeted pharmacology faculty recruitment, and the inclusion of stronger pharmacology focused graduate electives or streams. (associated with recommendation #2).
- Student stipends need urgent attention (associated with recommendation #1).

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: Increase Stipends, Especially for MSc Students Overall, there is agreement that student stipends are a major issue, especially for master's level students. Ph.D. student stipends are higher and are an attraction to students to transfer. The challenge is compounded for international students, who begin their program as master's students, where their tuition fees are significantly higher than when they become Ph.D. students.	Program: The program has been aware of this issue and to address it we have increased our base stipend for MSc students by \$2000 in September of 2022 and again by \$2000 for MSc and PhD students in April of 2024. Furthermore, we also offer the opportunity for supervisors with international MSc students without scholarships to increase their stipend by \$3400. These efforts have ensured that our funding packages are in line with other units within Schulich. We will continue our ongoing effort, along with other units within Schulich, to advocate for an increase to Western Graduate Research Scholarship (WGRS) funding, particularly for domestic and international MSc students. We are also working with Western to identify and access alternate funding mechanisms. In particular, we will advocate to standardize international MSc fees (currently ~\$23,000/year) to parallel those of international PhD and domestic MSc/PhD fees (~\$9000/year). Finally, we will engage in an open discussion with faculty supervisors regarding the breakdown of graduate students funding packages and explore the possibility of adjusting stipends. Faculty: Balancing the needs of the students with available resources and maintaining comparable (harmonized) funding packages across programs can be difficult. The decanal team agrees with the approach proposed by the program and notes that an increase in base funding for MSc and PhD students was recommended at the Schulich School of Medicine and Dentistry Graduate Affairs Committee Meeting (Nov. 27, 2025). WGRS funding will be reviewed for the upcoming budget cycle. With the latest announcement of an increase in tuition and WGU by the province, a respective increase of WGRS is anticipated. We also note that alternative sources of funding need to be investigated outside the traditional funding models (WGRS, grants, Teaching Assistantships, Tri-Agency and OGS funding). A good example is the MITACS (mitacs.ca) industry, academic and government partnership grants.

Recommendation #2: Strengthen Pharmacology Representation and Recruitment The previous review flagged physiology as dominant; the department has responded via the Human Therapeutics milestone and more integrated undergrad Phys/Pharm courses, and prioritizes pharmacology in new hires, but acknowledges that the balance is still tilted. Continued targeted pharmacology recruitment, and perhaps stronger pharmacology focused graduate electives or streams, would further address this.	Program: With regards to faculty recruitment, the strategic plan for growth of the department does include expansion in the area of Pharmacology. This strategy aligns with Schulich priorities, especially around the Bioconvergence Centre that is currently in the planning stages of construction and current recruitments in the area of Medicinal Chemistry (CRC joint with Science in progress). We acknowledge however that the ability to recruit new faculty requires budgetary approval from Schulich. With respect to the suggestion to increase Pharmacology focused graduate electives, we offer two PhD courses that cover major concepts in Pharmacology (“Pharmacokinetics” and “Translational Research-Bench to Bedside”). We agree with the reviewers that expansion of elective options could only benefit our trainees. Faculty: The decanal team concurs with the plan proposed by the program. However, we note that the external reviewers also recommended that we prioritize new pharmacology faculty hires. New faculty hires in the Basic Medical Sciences are prioritized by the Basic Science Chairs based on teaching and research needs of the School and the research priorities of Western. The Chairs along with the Dean’s office will determine if hiring additional pharmacology-oriented faculty is the most strategic use of resources.
Recommendation #3: Reschedule Molecular Techniques Course Timing There is an optional Molecular Techniques course that is offered in late August. The timing of this course makes it difficult for all interested students to participate. The course could be offered during reading week in the early fall of each year to make it more accessible to a larger cohort of students and help minimize inequalities.	Program: We will consult the Molecular Techniques course manager and teaching team to explore potential alternatives for its delivery. One possibility is to deliver the course in two increments: the first half offered during the 1st week of September and the second half during fall reading week. Since access to the departmental teaching labs during the academic year is the limitation that motivated its current scheduling, we will also explore potential alternate locations. We acknowledge here that limitations to teaching spaces is a major constraint, particularly those equipped for both didactic and lab-based learning. Faculty: The decanal team agrees with the response provided by the program.

Recommendation #4: Ensure Regular Advisory Committee Meetings Although the advisory committee meetings are meant to be held every six months, they are strictly student-driven and often are held less frequently. Our recommendation is to have these meetings on a more regular basis, and have oversight provided by the departmental office.	Program: All new graduate students meet with their supervisor and their graduate student representative (GSR) within 2 weeks of starting their degree and go through a letter of understanding. This letter, signed by the student, supervisor, and GSR, explains that students are required to meet with their full Advisory Committee by the end of the first term of their degree and every 6 months thereafter. The Graduate Administrator then contacts students as the first term is ending to remind them that they should have their first Advisory Committee meeting. This information is also highlighted in the Student Handbook, mentioned at the Graduate Chair's meet and greet session in September, and in the CCT 9551 graduate course. Therefore, although the organization of the Advisory Committee meetings is student led, there are multiple reminders in place that promote student self-reliance and responsibility. Moreover, our graduate administrator will send email reminders to students who have gone more than 6 months between advisory meetings. To improve implementation, we will include calendar prompts in the GSR report at the end of each Advisory Committee meeting. Automated reminders via Outlook a month prior to when the next meeting should occur will help trigger meetings. We will include calendar prompts in the GSR report at the end of each Advisory Committee meeting. Automated reminders via Outlook a month prior to when the next meeting should occur would remind students and supervisors to schedule a meeting. Faculty: The decanal team agrees with the response provided by the program. The program could also develop a culture of booking the date/time of the next student advisory committee meeting at the conclusion of each advisory committee meeting.
Recommendation #5: Expand Translational Research Training Opportunities The SWOT "Opportunities" section in the self-study also points to better leveraging existing basic-clinical collaborations to create more structured translational training experiences, which remains an area for growth. There is an opportunity to	Program: Although we welcome clinical scientist engagement in the graduate program, this is mostly out of our control. Supervisors may accept graduate students from different graduate programs and most clinician scientists do not directly supervise graduate students (they largely engage as collaborator or co-supervisors). While we would be pleased to facilitate 'match making' between basic and clinical researchers in specific areas, the decision to co-supervise graduate trainees is one that must be made by individual researchers. We clarify for the reviewers that we have 15 faculty members whose primary appointments are in clinical departments but hold cross or adjunct appointments with us. We agree with the value of promoting structured translational training experiences and will explore ways in which we can promote alternate paths for clinician scientist engagement in graduate student training.

increase the translational research opportunities for the students.	Faculty: The decanal team agrees with the response provided by the program.
Recommendation #6: Improve Event Scheduling for Multi-Site Inclusion Graduate students are distributed across three sites. This has its challenges when it comes to getting a sense of community. However, common activities such as seminars, research days, and social gatherings throughout the year help to mitigate this geographical divide.	Program: We agree that engaging graduate students from multiple sites citywide is important. To address this, the department has been cognizant to ensure representation of faculty and students from all sites on key committees. This has facilitated certain events being held simultaneously at both sites, including socials and seminars. Although we already have graduate student representation on departmental committees, we will redouble our efforts to capture the student voice by ensuring that we have students from multiple sites on all social and planning committees to mitigate this as much as possible. We will balance the timing of events with our EDID based focus, for example scheduling seminars to end before 4 PM to facilitate school pick up for faculty, staff and students with care-giving responsibilities. Faculty: The decanal team concurs with the response provided by the program.
Recommendation #7: Develop Clear AI Usage Guidelines The rapid development and easy access to artificial intelligence requires a clearer direction of how it should be utilized within academia, including both teaching and research.	Program: To address this, we will create opportunities for shared learning on this topic, for example inviting AI specialists to discuss appropriate use of AI in academia at our departmental meetings, special seminars (for e.g. our “Lunch and Learn” series). Based on the information gathered from these sources and recommendations from SGPS, the Graduate Executive Committee will discuss how to incorporate AI specific resources in graduate student scholarship. Criteria and recommendations on AI usage will then be added to the Graduate Student Handbook. Faculty: The decanal team agrees with the response provided by the program. We note that AI has the power to be both transformative and disruptive. Western is working at all levels to establish policies, best practices and guardrails for the use of AI at the institution. In addition to the activities proposed by the program, there are new resources available to all graduate students through the Own Your Future program, including a 5-module online workshop ‘Harnessing GenAI for Research’.

Recommendation #8: Broaden EDI Lens in Admissions Process Expanding all admissions decisions to the larger graduate programs committee rather than leaving it in the hands of the graduate program director will hopefully result in a more consistent and systematic EDI lens being applied to the acceptance process. We also recommend that admissions-related EDI training be provided to supervisors who are selecting students.	Program: Admission to the Graduate Program in Phys/Pharm is dependent on a 2-step process. The first is provisional acceptance into the program based on student grades, letters of reference, the student's statement of interest and the applicant's CV. For the past decade, the Graduate Program Chair has adjudicated most student applications and discussed applications that were borderline in the area of academic achievement with the Graduate Executive Committee. Moving forward, the Graduate Executive Committee will be consulted with all applications where students have been accepted at Western but fall below the WGRS funding cutoff (i.e., between 70 and 80% overall average). The committee will discuss the applicants' letters of reference and personal statements to better assess the different methods in which students received their education. The second step in being admitted to the Graduate Program in Phys/Pharm is dependent on securing a supervisor and laboratory placement. The Inclusive Excellence Guidance PDF described in the recommendation will be shared with all potential supervisors. Furthermore, we will encourage supervisors to access the UWO EDI Learning website, which contains several training resources including online modules and workshops. Faculty: The decanal team concurs with the response provided by the program. There are many excellent EDI-DIA training resources available at Western that can provide invaluable insights for all faculty involved in selection processes, including admissions, scholarships and awards. We also note that the Schulich School of Medicine and Dentistry has appointed an Associate Dean of Equity, Diversity, Inclusion and Decolonization that can provide assistance.
Recommendation #9: Preserve Administrative Team Complement and Continuity The administration team was uniformly described as outstanding by all members of the department. We recommend that this administrative team not be disrupted or reduced in complement, and that centralization be avoided.	Program: We agree that our Graduate Program, and the Department as a whole, benefit from a strong administrative team. It is our understanding that currently there are no plans at Schulich to reduce our administrative complement or to centralize administrative support. For this reason, we do not see this as an immediate concern. To prepare for potential retirements or unexpected leaves, our Operations Manager has developed a strategic plan that distributes responsibilities across the administrative team to ensure continuity. Faculty: The decanal teams also recognizes the excellence of the administrative team and agrees that there are no current plans to alter the current arrangement.

Recommendation #10: Clarify Wellness and Conflict Resolution Resources

There did appear to be some confusion concerning which resources were available to students regarding their wellness and conflict resolution pathways. We recommend that a flow chart be added to the graduate handbook outlining conflict resolution pathways, and additionally that information related to wellness and mental health resources be repeated briefly at all subsequent student advisory meetings.

Program: We will update the Student Handbook to include a flowchart for conflict resolution and mental health resources. Information on how to access these resources will be highlighted at the yearly Graduate Program Chair's 'meet and greet' with graduate students and will also be included as a brief checkbox item in the first advisory committee GSR report to indicate if the student is aware of the flowchart. Although mental health resources are linked on the department's Graduate Studies website, it is currently in the "life and community support" link and requires a few clicks to access it. We will move it so that it can be accessed on the Graduate Studies main page. At the beginning of each academic year, we will send out a GSR refresher package to all members of the Graduate Studies Committee.

Faculty: We agree with the program's response. There are many resources available to students at Western. The decanal team recognizes that students now communicate differently and traditional methods such as email and handbooks may not be the best way to reach them. To address this issue, we will produce a short video to introduce students to financial, wellness, and conflict resolution resources and pathways available to them. We will include viewing of this video as a requirement within the existing "Introduction to Biomedical Research" milestone which all students in Schulich research thesis-based programs must complete within the first term of their program.

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 are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Increase Stipends, Especially for MSc Students	- Review WGRS funding. - Investigate alternative funding sources – outside the traditional funding models. - Advocate to standardize international MSc fees to parallel those of international PhD and domestic MSc/PhD fees. - Engage in an open discussion with faculty supervisors regarding the breakdown of graduate students funding packages. - Explore the possibility of adjusting stipends to improve student wellness.	Dean's Office; Graduate Chair	By September 2027
Recommendation #2: Strengthen Pharmacology Representation and Recruitment	Explore the opportunity to have the following courses serve as electives for graduate students: "DSP9001: <i>Adverse Events of Drug Use</i>", "DSP9002: <i>Pharmacovigilance Methods and Applications</i>", "DSP9003: <i>Pharmacogenomics and Variability in Drug Response</i>", and "DSP9004: <i>Legal aspects of Drug Safety</i>".	Dean's Office; Department Chair	By September 2027
Recommendation #3: Reschedule Molecular Techniques Course Timing	Consult the Molecular Techniques course manager and teaching team to explore potential alternatives for its delivery, and alternative locations.	Graduate Chair	By September 2027
Recommendation #4: Ensure Regular Advisory Committee Meetings	- Include calendar prompts in the GSR report at the end of each Advisory Committee meeting. - Send automated reminders via Outlook a month prior to when the next meeting should occur to remind students and supervisors to schedule a meeting.	Graduate Chair; Graduate Administrator	By September 2027

Recommendation #5: Expand Translational Research Training Opportunities	Explore ways in which we can promote alternate paths for clinician scientist engagement in graduate student training, for example as members of their Comprehensive Exam Committees and/or Advisory Committees.	Graduate Chair, GSR's	By September 2026
Recommendation #6: Improve Event Scheduling for Multi-Site Inclusion	- Capture the student voice by ensuring student representation from multiple sites on all social and planning committees. - Balance the timing of events with our EDID based focus.	Graduate Chair; Social Committee Chair;	By January 2027
Recommendation #7: Develop Clear AI Usage Guidelines	- Create opportunities for shared learning on this topic, for example inviting AI specialists to discuss appropriate use of AI in academia at our departmental meetings, special seminars (for e.g. our “Lunch and Learn” series). - Discuss how to incorporate AI specific resources in graduate student scholarship. - Add criteria and recommendations on AI usage to the Graduate Student Handbook.	Graduate Chair; GEC	By September 2027
Recommendation #8: Broaden EDI Lens in Admissions Process	- Consult the Graduate Executive Committee (GEC) with all applications where students have been accepted at Western but fall below the WGRS funding cutoff. - Encourage supervisors to access the Western EDI Learning website, which contains several training resources including online modules and workshops. - Create EDID portal and promote EDID recruitment workshops for supervisors.	Graduate Chair; GEC	By September 2026

Recommendation #9: Preserve Administrative Team Complement and Continuity	• Develop a strategic plan that distributes responsibilities across the administrative team to ensure continuity.	Graduate Chair; GEC	Ongoing
Recommendation #10: Clarify Wellness and Conflict Resolution Resources	• Update the Student Handbook to include a flowchart for conflict resolution and mental health resources. • Highlight how to access resource at the yearly Graduate Program Chair's 'meet and greet' with graduate students. • Move the Mental Health resources link so that it can be accessed on the main page of the website. • Send out a GSR refresher package to all members for the Graduate Studies Committee which will include, updated items in the Graduate Student Handbook, mental health and wellness resources, etc.	Graduate Chair	By September 2027

Pugliese-Zorzi Visiting Professorship in Italian Canadian Studies

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on University Planning, Senate approve establishment of the Pugliese-Zorzi Visiting Professorship in Italian Canadian Studies in the Faculty of Arts and Humanities.

Executive Summary:

Approval Process for the Terms of Reference/Establishment of this Academic Position

MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of academic positions. Western Advancement is utilizing the open process in respect of this academic position.

Under the open process, the proposal is submitted to the committee for recommendation to Senate. It will then be brought to the Property and Finance Committee of the Board for approval on behalf of the Board.

Funding

An Endowment to support the Professorship has been established through a donation totaling \$1,500,000 from the Estate of Olga Louise Pugliese.

Effective Date

May 1, 2027

Purpose

The holders of the Pugliese-Zorzi Visiting Professorship in Italian Canadian Studies will be recognized scholars of Italian language and culture in and/or related to Canada who will further educational innovation involving students and the wider community, extending the reach and dynamism of Italian language and culture in and/or related to Canada.

Criteria

Appointments to the Professorship will be conducted according to the University's relevant Policies and Procedures and according to Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships of the University.
(https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf)

Appointments to the position will be conducted in accordance with the relevant policies and procedures of the University. Terms of appointments may vary depending on

availability of the holder of the Visiting Professorship and funding available. The University will engage an expert in Italian language and culture in Canada from a relevant department at the University in the selection process.

More than one visiting professorship may be appointed in any given year, based on funding available.

Allowable Expenses

Funds available will be used to support salary and benefits and/or expenditures that directly support the work of the visiting professor or their activities while at Western including expenses related to graduate students or others working with the professor. In addition, funds may be used for, but are not limited to, an honorarium, travel, housing/accommodation, and support costs.

Funds available may be saved for up to three years to enable the Faculty to appoint the Pugliese-Zorzi Visiting Professorship in Italian Canadian Studies for a longer period of time.

The Dean of the Faculty of Arts and Humanities, or their designates, will be responsible for allocating and spending.

Reporting

The University agrees to report annually to the Estate representative regarding the activities of the Professorship.

Approval Process of the Name

MAPP Policy 1.44 – Namings establishes the process for the naming of university assets, including intangible assets such as academic positions.

The authority to name, change, or revoke a name rests with the Board or its delegate(s).

The Vice-President (Western Advancement) has delegated authority to approve a naming, change a name, or to revoke a name in recognition of gifts or grants of less than \$1 million. The Fundraising and Donor Relations Committee has delegated authority to approve a naming, change a name, or to revoke a name in recognition of gifts or grants of \$1 million or more but less than \$10 million. The Board of Governors has the authority to approve a naming, change a name, or revoke a name in recognition of gifts or grants of \$10 million or more.

As this gift is \$1 million or more but less than \$10 million, the Fundraising and Donor Relations Committee of the Board of Governors will approve the name of this Professorship contingent on the approval of the establishment of this asset through the procedures set out through MAPP Policy 2.22 Appendix 2.

Honorary Degree Recipient - Autumn 2026

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Honorary Degree recipient and the Autumn 2026 Convocation ceremony at which they will be awarded is included for information.

Documentation Provided:

Honorary Degree Recipient – Autumn 2026

Autumn 2026 Honorary Degree Recipients

Mitch Frazer (October 21, 2026 – 3:00 p.m.)

Mitch Frazer is a distinguished Canadian lawyer, educator, and philanthropist whose leadership has shaped law, higher education, and public service. As Managing Partner of Mintz LLP and Chancellor of Ontario Tech University, he has advanced innovation, student success, and institutional excellence. A published author and active community leader, his mentorship, advocacy, and philanthropy have strengthened organizations and expanded opportunities across Canada.

Academic Administrative Appointments

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

Faculty Relations advised of the following academic administrative appointments as of September 2026.

Documentation Provided:

Academic Administrative Appointments

Information for Senate - September 2026

Start Date	End Date	Name	Department	Admin Appointment
2026-05-01	2026-08-31	Carlisle,Emily	WL-User Experience Student Eng	Acting Library Director
2026-05-01	2026-08-31	Meert-Williston,Deborah	WL-Archives / Special Collect	Acting Library Head
2026-05-01	2026-08-31	Rudman,Debbie	Occupational Therapy	Acting School Director
2026-05-04	2031-05-03	Green,Jennifer	Office of the Chief Librarian	Associate Chief Librarian
2026-05-04	2028-05-14	Tippett,Marisa	WL-Research and Scholarly Com	Library Head
2026-05-11	2028-06-30	Shaw,Lynn	Occupational Therapy	School Director
2026-05-12	2027-06-30	Stanley,Meagan	WL - Teaching and Learning	Acting Library Head
2026-06-01	2030-05-31	Mazar,Rochelle	Office of the Chief Librarian	Associate Chief Librarian
2026-07-01	2029-06-30	Miller,Alan	Law - Office of the Dean	Assistant Dean
2026-07-01	2031-06-30	Johnson,Tricia	Arts - Office of the Dean	Associate Dean (Acad Programs)
2026-07-01	2029-06-30	Nocilla,Alfonso	Law - Office of the Dean	Associate Dean (Acad Programs)
2026-07-01	2031-06-30	Arku,Godwin	Soc Science - Office of Dean	Associate Dean (Grad,PostDoc)
2026-07-01	2029-06-30	Burucua,Constanza	Arts - Office of the Dean	Associate Dean (Grad,PostDoc)
2026-07-01	2028-06-30	Quan-Haase,Anabel	Info & Media Studies - General	Associate Dean (Grad,PostDoc)
2026-07-01	2029-06-30	Oosterveld,Valerie	Law - Office of the Dean	Associate Dean (Research)
2026-07-01	2031-06-30	Ragogna,Paul	Science - Office of the Dean	Associate Dean (Research)
2026-07-01	2031-06-30	Wild,Geoff	Vice-Provost Acad Plan,Policy	Associate Vice Provost
2026-07-01	2028-06-30	Roland,Sophie	Music - Office of the Dean	Acting Dean
2026-07-01	2027-06-30	Voogt,James	Soc Science - Office of Dean	Acting Dean
2026-07-01	2026-12-31	Barteet,Charles	Visual Arts	Acting Department Chair
2026-07-01	2029-06-30	Hodgetts,Lisa	Anthropology	Department Chair
2026-07-01	2027-06-30	Katchabaw,Mike	Computer Science	Acting Department Chair
2026-07-01	2031-06-30	MacDougall,Robert	History	Department Chair
2026-07-01	2027-06-30	McKenzie,Charles	Medical Biophysics	Acting Department Chair
2026-07-01	2029-06-30	Sendova,Kristina	Statistics & Actuarial Science	Department Chair
2026-07-01	2027-06-30	Thorn,Richard	Department of Biology	Acting Department Chair
2026-07-01	2029-06-30	Williamson,Stephen	Economics	Department Chair
2026-07-01	2031-06-30	Rushton,Alison	Physical Therapy	School Director
2026-07-01	2027-12-31	Wong,Eric	Schulich - Office of the Dean	Acting Vice Dean, Medical Education
2026-09-01	2027-08-31	Burke,Shauna	School of Health Studies	Acting School Director
2026-10-01	2026-12-31	Haggerty,Nicole	Ivey - Associate Dean	Associate Dean

Election Results – Senate Committees

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At the June 5, 2026 Senate meeting the following nominations were received, resulting in electronic votes:

1. Three nominations to serve on the Senate Committee on Academic Curriculum and Awards (ACA).
2. Two nominations to serve on the Senate Committee on University Planning (SCUP).
3. Two nominations to serve on the Subcommittee on Undergraduate Academic Courses (SOC).

An electronic vote was subsequently held on Jun 16-18, 2026.

The following individuals have been elected:

Senate Committee on Academic Curriculum and Awards: Aaron Hodgson was elected to serve on ACA as a faculty member for a term from July 1, 2026 to June 30, 2027.

Senate Committee on University Planning: Miguel Quinones-Mateu was elected to serve on SCUP as a member of faculty who is a member of Senate at the time their term on the Committee begins, for a term from July 1, 2026 to June 30, 2027.

Subcommittee on Undergraduate Academic Courses: Dan Bousfield was elected to serve on SOC as a faculty member. However, Dan Bousfield subsequently withdrew from the election. Gildo Santos will serve as on SOC as a faculty member for a term from July 1, 2026 to June 30, 2028.

The certified Simply Voting election results are attached.

Documentation Provided:

Simply Voting Certified Results



5160 Decarie Boulevard, Suite 502
Montreal, QC, H3X 2H9 Canada
1 (800) 585-9694

Jun 18, 2026

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - Senate - Committees - June 2026

Start: 2026-06-16 12:00:00 America/Toronto

End: 2026-06-18 12:00:00 America/Toronto

Turnout: 45 (46.9%) of 96 electors voted in this ballot.

Senate Committee on Academic Curriculum and Awards (ACA) - Faculty member - ONE position electable

Option	Votes
HODGSON, Aaron	18 (42.9%)
VICZKO, Melody	15 (35.7%)
STARK, Luke	9 (21.4%)

VOTER SUMMARY

Total Voters	45
Abstain	3 (6.7%)

Senate Committee on University Planning (SCUP) - Faculty member of Senate - ONE position electable

Option	Votes
QUIÑONES-MATEU, Miguel	32 (72.7%)
LI, Jun	12 (27.3%)

VOTER SUMMARY

Total Voters	45
Abstain	1 (2.2%)

Subcommittee on Undergraduate Academic Courses (SOC) - Faculty member - ONE position electable

Option	Votes
BOUSFIELD, Dan	25 (59.5%)
SANTOS, Gildo	17 (40.5%)

VOTER SUMMARY

Total Voters	45
Abstain	3 (6.7%)



Election ID: 295320
To validate the authenticity of this
report please contact Simply
Voting at info@simplyvoting.com.

Items Removed from the Consent Agenda

Action: ☐ Approval ☐ Information ☐ Discussion

Executive Summary:

Items that have been removed from the Consent Agenda will typically be included here by noon on the Thursday before the meeting.

Question Period

Questions for Senate to be addressed during the agenda.

No questions were received concerning the matters included on the agenda.

Questions for Senate to be addressed during question period.

The following questions were submitted to the Operations/Agenda Committee (OAC) for the September 18, 2026 Senate meeting and subsequently routed to Senate:

1. Matheus Sanita Lima, Official Observer:

Following the August 14 prolonged power outage, Western stated that it is “assessing ways to improve power stability across campus through infrastructure upgrades.” What is the scope and timeline of this assessment, and how and when will its findings, priorities, and proposed next steps be reported to Senate and the University community?

2. Matheus Sanita Lima, Official Observer:

Given the recurrence of major power outages, what governance and oversight mechanisms are currently in place for assessing Western’s electrical infrastructure capacity and resilience, particularly as the University plans for enrollment growth and campus expansion, and how is this information reported to Senate?

Excerpt from Senate’s Adopted Policies and Procedures:

4. Questions for Senate

4.1 Questions regarding matters on the agenda

- (a) It is suggested, though not required, that Senators and Official Observers (collectively “members”) who wish to ask questions on matters on the agenda submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. The University 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.
- (b) Members may ask their questions when the relevant agenda matter is reached in the meeting.

4.2 Question Period

The Question Period has two functions:

- (a) To allow members to ask questions about or re-open matters previously dealt with by Senate, and raise questions on other matters within Senate’s mandate.

- (b) To provide time for open discussion and debate of issues within Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2.1 Questions and Issues for Discussion

- (a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.
- (b) The Chair of OAC shall submit a Chair's report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

4.2.2 General Regulations

- (a) Questions and issues may be submitted at any time. Questions or issues received by the University Secretariat at least eight days prior to the next OAC meeting will be addressed at or in advance of the next Senate meeting. Questions or issues received less than eight days before the next OAC meeting will be addressed at or in advance of the Senate meeting next following.
- (b) Questions and descriptions of issues should be brief and to the point (i.e. 200 words or less). Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising and must provide an electronic copy.
- (c) No motions may be put forward or considered during the Question Period.
- (d) The length of the Question Period is limited to 30 minutes unless extended by a majority vote of Senate.
- (e) Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- (f) During Question Period, questions or comments on issues should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- (g) A member who has submitted a question is entitled to ask one supplementary question relating to the response.
- (h) If after an answer is received or discussion of an issue 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 unit on campus.

- (i) If there are issues or questions that have not been addressed 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 Question Period of the following meeting of Senate, unless withdrawn by the member(s) who initially submitted the questions or issues.

* The deadline for submitting questions and issues for discussion for consideration by OAC is 4:00 p.m. on:

Submission Deadline (to OAC)	OAC Meeting Date
Tuesday, September 1, 2026	Wednesday, September 9, 2026
Tuesday, September 29, 2026	Wednesday, October 7, 2026
Tuesday, October 27, 2026	Wednesday, November 4, 2026
Tuesday, November 17, 2026	Wednesday, November 25, 2026
Tuesday, December 14, 2026	Wednesday, January 6, 2027
Tuesday, February 2, 2027	Wednesday, February 10, 2027
Tuesday, March 2, 2027	Wednesday, March 10, 2027
Tuesday, April 6, 2027	Wednesday, April 7, 2027
Tuesday, April 27, 2027	Wednesday, May 5, 2027
Tuesday, May 18, 2027	Wednesday, May 26, 2027

Questions or issues for discussion submitted after the deadline will be considered by OAC at a subsequent meeting.