

**SENATE AGENDA**

1:30 p.m., Friday, June 9, 2017  
**Arts and Humanities Building, Rm 1R40**

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

1. **Minutes of the Meeting of May 19, 2017**
2. Business Arising from the Minutes
3. Report of the President – **EXHIBIT I** (A. Chakma)
4. Unanimous Consent Agenda – **EXHIBIT II**
5. Reports of Committees:  
Operations/Agenda - **EXHIBIT III** (M. McGlynn)  
Nominating Committee – **EXHIBIT IV** (W. Pearson)  
Academic Policy and Awards - **EXHIBIT V** (S. Macfie)  
University Planning - **EXHIBIT VI** (D. Laird)
6. Report of the Academic Colleague – **EXHIBIT VII** (Erika Chamberlain)
7. Discussion and Question Period
8. New Business
9. Adjournment

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

**APPROVAL OF MINUTES**

**REPORT OF THE PRESIDENT**

**UNANIMOUS CONSENT AGENDA  
FOR ACTION**

**OPERATIONS/AGENDA COMMITTEE  
FOR ACTION**

Revisions to the Terms of Reference of the University Research Board  
FOR INFORMATION  
Candidates for Degrees and Diplomas – Spring Convocation 2017

**NOMINATING COMMITTEE  
FOR ACTION**

Selection Committee for the Provost & Vice-President (Academic)  
Senate Review Board Academic

**SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)  
FOR ACTION**

Notice of Motion: Accommodation for Political Candidacy of Students

School of Graduate and Postdoctoral Studies:

- Modification to the Thesis-Based Master of Science (MSc), Kinesiology
- Revisions to the Master of Physical Therapy (MPT) Professional Masters' Program
- Revisions to the Ivey Master of Science (MSc) in Management Program
- Revisions to the MSc/PhD Program in Pathology to Introduce the Field of One Health
- Introduction of a Dual Doctoral Degree Program (PhD) between Tongji University and Western University

Faculty of Science: Introduction of a Major and an Honors Specialization in Data Science

Faculty of Social Science:

- Introduction of an Honors Specialization in Politics, Philosophy and Economics – Politics and Philosophy
- Revisions to and Renaming of the Honors Specialization in Economics, Politics and Philosophy
- Withdrawal of the Honors Specialization in Canadian-American Relations

Huron University College:

- Introduction of the Huron EnRoute Program
- Introduction of an Honors Specialization in Global Health Studies
- Introduction of a Major in Governance, Leadership and Ethics

King's University College: Introduction of the Combined Degree/Diploma in Finance and Wealth Management with Fanshawe College

Renewal of the Articulation Agreement between Brescia University College, Huron University College, King's University College, Western University, and Fanshawe College for Qualified Graduates of the Police Foundations Diploma Program

Policy Revisions:

- Revisions to the "International Applicants' Admission Requirements" Policy
- Revisions to the "International Dual-Credential Degree Programs (Undergraduate and Doctoral Programs)" Policy

FOR INFORMATION

Revisions to the "Admission – MD Program" Policy

Revisions to 2017-2018 Sessional Dates (Faculty of Education and Ivey School of Business)

SUPR-G Report: Cyclical Review of the Graduate Program in Applied Mathematics

SUPR-U Report: Cyclical Reviews of Anthropology, Applied Mathematics and Huron University College, Economics

New Scholarships and Awards

**SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)  
FOR INFORMATION**

Annual Report on Promotion and Tenure

**REPORT OF THE ACADEMIC COLLEAGUE  
FOR INFORMATION**

**MINUTES OF THE MEETING OF SENATE**

**MAY 19, 2017**

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

SENATORS: 68

A. Abuhussein	D. Jorgensen	K. Olson
R. Andersen	J. Kim	H. Orbach-Miller
E. Ansari	J. Knowles	G. Parraga
P. Bishop	A. Kothari	I. Paul
A. Bowlus	D. Laird	W. Pearson
J. Capone	S. Macfie	S. Roland
T. Carmichael	E. Macpherson	L. Rosen
A. Chakma	M. McDayter	C. Roulston
E. Chamberlain	D. McDonald	B. Rubin
A. Chant	M. McGlynn	J. Rylett
K. Clark	K. Mequanint	D.R. Sainani
K. Cole	K. Meyers	V. Schwean
R. Collins	J. Michalski	Z. Sinel
M. Crossan	M. Milde	V. Staroverov
C. Davidson	K. Miller	C. Steeves
J. Deakin	L. Miller	D. Sylvester
C. Dean	D. Moser	G. Tigert
G. Dekaban	S. Mumm	J. Toswell
N. Dyer-Witthford	P. Nesbitt-Larking	S. Trosow
J. Garland	V. Nielsen	T. Tucker
J. Hatch	V. Nolte	M. Viczko
E. Hegedues	C. O'Connor	B.A. Younker
C. Jones	C. Olivier	

Observers: E. Avila, A. Di Sebastiano, J. Doerksen, T. Hinan, J. McMullin, S. Pitel, J. Sadler

By Invitation: K. Meadows, M. Rothstein, C. Stinson

S.17-105 **Land Acknowledgement**

G. Parraga read the Land Acknowledgement.

S.17-106 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of April 21, 2017 were approved as circulated.

S.17-107 **REPORT OF THE PRESIDENT** [Exhibit I]

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

- Provincial budget
- "We Speak" employee engagement survey results
- Leadership update

He also reported on a recent meeting with the Prime Minister and senior government officials that included discussion about the report of the Advisory Panel on Federal Support for Fundamental Science: *Investing in Canada's Future – Strengthening the Foundations of Canadian Research* (the Naylor Report), noting that it is very important that the research community continues the conversation by engaging with Members of Parliament and with the public because that is where the support is coming from. He said that given this Panel has disbanded, there will be a push for U15 to advocate on behalf of universities.

S.17-108 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by S. Macfie, seconded by D. Laird,

That the items listed in Exhibit II, Unanimous Consent Agenda, excluding item 11, Faculty of Social Science, Huron University College, and King's University College: Introduction of a Joint Minor in Public History and item 17, National Survey of Student Engagement (NSSE) be approved or received for information by Senate by unanimous consent.

CARRIED

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

S.17-109 **Senate Membership – Faculty of Arts and Humanities Constituency**

It was moved by S. Macfie, seconded by D. Laird,

That Carolyn McLeod, representative of the Faculty of Arts and Humanities constituency, be granted a six-month leave of absence (July 1 – December 31, 2017) and that Benjamin Hill be appointed to fill her seat during her leave.

CARRIED (By Unanimous Consent)

S.17-110 **Senate Membership: Vacancies filled by Appointment**

It was moved by S. Macfie, seconded by D. Laird,

That the Senate seats be filled for the July 1, 2017 – June 30, 2019 term by appointment at the recommendation of the units concerned as shown below:

- Faculty of Arts and Humanities: Alison Conway, Alexander Meyer
- Brescia University College: June Matthews

CARRIED (By Unanimous Consent)

S.17-111 **Senate Membership: Undergraduate Student Constituency**

It was moved by S. Macfie, seconded by D. Laird,

That the following seats be declared vacant effective May 1, 2017 as a result of the students' resignation/leave of absence:

Matthew Jadd (Huron)  
Madeline Crystal (Education)  
Hirad Zafari (Medicine & Dentistry)  
Courtney Hardy (Science)  
Mitchell Pratt (Social Science)  
Arman Bachman (At-Large)  
Rebecca Meharchard (At-Large)

Arjun Singh (At-Large)

and that,

Domonic McDonald (King's)  
Kelvin Zhou (Science)  
Shaha Yousafzai (Social Science)  
Justin Kim (At-Large)

be elected to complete their term until June 30, 2017.

CARRIED (By Unanimous Consent)

S.17-112 **Senate Membership – Administrative Staff Constituency**

It was moved by S. Macfie, seconded by D. Laird,

That effective May 1, 2017 Kim Miller, elected representative of the Administrative Staff, be appointed to replace Lee Ann McKivor, who has resigned.

CARRIED (By Unanimous Consent)

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

S.17-113 **Information Item Reported by the Senate Nominating Committee**

The Report of the Senate Nominating Committee, detailed in Exhibit IV, contained the following item that was received for information by Senate by unanimous consent:

- Results of the Election of Administrative Staff to the Senate Committee on University Planning [C. Alleyne and V. Sarkany were elected to serve on SCUP]

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

S.17-114 **Notices of Motion: Examination Policy and Political Accommodation**

The Chair of SCAPA recalled that H. Orbach-Miller presented the following Notices of Motion on behalf of the student senators at the March Senate meeting:

“That Senate task the 2017/2018 Senate Committee on Academic Policy and Awards (SCAPA) with the creation of an Ad-Hoc committee to review the Examination Conflicts policy and present a report and recommendation by the February 2018 meeting of Senate on the following matters:

1. Under the current examination policy framework, how many conflicts typically arise in a given academic term?
2. Does this policy add or contribute stressors to students' academic experience?
3. Is the current policy reflective of practices at peer institutions?
4. Should this policy additionally apply to mid-term examinations?

5. What are the ramifications of extending the number of hours provision in the policy by a marginal amount (e.g. changing “more than two such examinations in any 23-hour period” to a 24, 25, or 26-hour period)
6. Should this policy be amended in some capacity?

SCAPA shall determine the composition of the committee, as long as it contains at least one (1) student Senator. Additionally, SCAPA may choose to widen the scope of the committee’s mandate as long as it remains reflective of the original intent.

Current policy: [https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/conflicts.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/conflicts.pdf)

And

“That Senate amend [POLICY 1.3 - Political Candidacy of Students](#) as shown in Appendix A”.

After careful and lengthy consideration, SCAPA is acting on both motions, but in a manner that differs from the suggestions within the motions.

S.17-114a

**Motion 1: Examination Policy**

1) SCAPA obtained data from the Registrar’s Office and consulted the Academic Counsellors to answer questions 1, 3 and 5 within the motion.

*Q1: How many conflicts are there?* Under the current policy, students having 3 indirect exam conflicts in 23 hours (or 4 in 47 hours or 5 in 72 hours) may request accommodation. An indirect conflict means that these exams are scheduled in consecutive exam time slots. It is important to note that some indirect conflicts within the ‘3 in 23’ category may reappear within the other two categories, depending on the timing of the exams. Table 1 summarizes indirect conflicts since 2012-13 under the current policy and proposed changes. Looking at indirect conflicts in the 3 in 23 category (which are presumed to cause more stress for students), over the past four years an average of 60 indirect conflicts (among an average of 96,421 exam sitters) arose during the December examination period and an average of 16 indirect conflicts (among an average of 109,309 exam sitters) arose during the April exam period. These numbers represent the total number of scheduling conflicts; some students with these conflicts may not have requested accommodation. The reduction in indirect conflicts within the 3 exams in 23 hours category has been declining over the past five years due to purposeful efforts by the Registrar’s Office to improve scheduling. Clearly, there is more pressure in the December exam period, which is understandable since it takes place over fewer days.

*Q5: How many conflicts would arise under the proposed policy?* Also within Table 1 are the numbers of indirect scheduling conflicts that would have arisen if the policy changes to extend the period for accommodation by one exam slot. Looking at the 3 in 23 category, the proposed changes would increase the number of indirect scheduling conflicts by an average of 740% in December and 1090% in April.

Another way to interpret these data is an average of 467 students out of 96,421 exam sitters (0.5% of exam writers) in December have written 3 exams in 4 consecutive time slots, and an average of 186 students out of 96,421 exam sitters (0.2% of exam writers) have done so in April. While the percentages of student in each category are small, this 7- to 10-fold increase in the number of ‘make-up’ exams means that special exams would extend well into January and May.

*Q3: What about peer institutions?* Based on data collected in 2012-13, when this policy was last examined, as well as conversations with academic counsellors, our peer institutions have similar policies about indirect exam conflicts. Some other institutions use the term ‘3 exams in 24 hours’ in the same way as Western uses ‘3 exams in 23 hours’, specifically, to mean 3 exams in 3 consecutive exam slots.

2) Questions 2, 4 and 6 within the motion relate to stress arising from the policy, whether or not the policy should include mid-terms and whether or not it the policy should be revised, respectively. These issues were carefully considered in 2012-13, the last time this policy was examined. Since that time, a pilot Fall Study Week has been established, which should further reduce stress in the fall term, in which the number of indirect exam conflicts is greater.

**SCAPA's Recommended Action:** The policy about indirect examination conflicts be re-examined at the same time as the pilot Fall Study Break be evaluated (winter 2019). Data included in that review will include information from the Registrar's Office and the academic counsellors as well as formal surveys done by the Vice-Provost (Academic Programs) office and/or a student group (e.g., USC or student senators).

S.17-114b

**Motion 2: Political Accommodation**

The motion proposes an addition to MAPP 1.3, which covers accommodations for students running for public office. SCAPA recognized that this is a policy under the Board's purview and recommended that the issue of political accommodation for students be moved into the Senate's policy framework. SCAPA is generally in favour of a policy that would cover accommodating attendance requirements for students who are running for executive positions in student organizations.

**SCAPA's Recommended Action:** The current motion is specific to the USC. SCAPA has requested that a joint proposed motion from all student organizations (e.g., USC, SOGS, MBA, the affiliates and, perhaps, PSAC) be introduced that clearly identifies which executive positions would be covered by a new Political Accommodation policy.

H. Orbach-Miller agreed to both of SCAPA's recommendations.

S.17-115

**Faculty of Arts and Humanities, Department of Visual Arts: Revisions to the Admission Requirements for the Bachelor of Fine Arts, Honors Specialization in Studio Arts**

It was moved by S. Macfie, seconded by D. Laird,

That effective September 1, 2017 the admission requirements for the Bachelor of Fine Arts, Honors Specialization in Studio Arts, be revised as shown in Exhibit V, Appendix 1.

CARRIED (By Unanimous Consent)

S.17-116

**Richard Ivey School of Business: Revisions to the HBA Program Curriculum**

It was moved by S. Macfie, seconded by D. Laird,

That the HBA program curriculum be revised as shown in Exhibit V, Appendix 2 for students entering the program as of September 2017.

CARRIED (By Unanimous Consent)

S.17-117

**Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Biochemistry and Cancer Biology**

It was moved by S. Macfie, seconded by D. Laird,

That effective September 1, 2017, an Honors Specialization in Biochemistry and Cancer Biology, leading to an Honors Bachelor of Medical Sciences (BMSc) degree, be introduced in the Department of Biochemistry in the Schulich School of Medicine & Dentistry as shown in Exhibit V, Appendix 3.

CARRIED (By Unanimous Consent)

S.17-118 **Faculty of Science, Department of Computer Science: Introduction of a Minor in Computer Hardware Design**

It was moved by S. Macfie, seconded by D. Laird,

That effective September 1, 2017, a Minor in Computer Hardware Design be introduced in the Department of Computer Science, Faculty of Science as shown in Exhibit V, Appendix 4.

CARRIED (By Unanimous Consent)

S.17-119 **Faculty of Social Science, Department of Management and Organizational Studies: Revisions to the BMOS Internship Program**

It was moved by S. Macfie, seconded by D. Laird,

That effective September 1, 2017, the BMOS Internship program be revised as shown in Exhibit V, Appendix 5.

CARRIED (By Unanimous Consent)

S.17-120 **Faculty of Social Science, Huron University College, and King's University College: Introduction of a Minor in Public History**

It was moved by S. Macfie, seconded by D. Sylvester,

That effective September 1, 2017, a Minor in Public History be introduced in the Faculty of Social Science, Huron University College, and King's University College as shown in Exhibit V, Appendix 6.

With the concurrence of Senate, the Principal of King's University College and the Acting Dean, Faculty of Arts and Social Science, Huron University College, the following two English courses will be added to this program through the DAP process: English 3580F (formerly 3777F/G) Creativity and the Local and English 2164E Human Rights and Creative Practices.

The question was called and CARRIED.

S.17-121 **Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding Transfer Credit for Students in the Early Childhood Education Program**

It was moved by S. Macfie, seconded by D. Laird,

That Senate approve, and recommend to the Board of Governors, the renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding the transfer of credit for students in the Early Childhood Education Program, effective January 1, 2017, as shown in Exhibit V, Appendix 7.

CARRIED (By Unanimous Consent)

S.17-122 **Revisions to the “Registration and Progression in Three-Year, Four-Year and Honors Programs” Policy (Breadth Requirements for First Year and Degree Structure)**

It was moved by S. Macfie, seconded by D. Laird,

That the “Registration and Progression in Three-Year, Four-Year and Honors Programs” Policy be revised effective September 1, 2017, as shown in Exhibit V, Appendix 8.

CARRIED (By Unanimous Consent)

S.17-123 **Revisions to the “Course Numbering Policy, Essay Courses, and Hours of Instruction” Policy**

It was moved by S. Macfie, seconded by D. Laird,

That the “Course Numbering, Essay Courses, and Hours of Instruction” Policy be revised effective September 1, 2017, as shown in Exhibit V, Appendix 9.

CARRIED (By Unanimous Consent)

S.17-124 **Information Item Reported by the Senate Committee on Academic Policy and Awards**

Exhibit V, Report of the Senate Committee on Academic Policy and Awards, detailed in Exhibit V, contained the following item that was received for information by the Senate by unanimous consent.

- New Scholarships and Awards

**REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANNING** [Exhibit VI]

S.17-125 **Hicks Morley Professorship in International Labour Law**

It was moved by S. Macfie, seconded by D. Laird,

That the Hicks Morley Professorship in International Labour Law be established and appointed within the Faculty of Law.

CARRIED (By Unanimous Consent)

S.17-126 **Naming of the DAN Department of Management & Organizational Studies**

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

That Senate approve and recommend to the Board of Governors, that the Department of Management and Organizational Studies within the Faculty of Social Science be named the DAN Department of Management & Organizational Studies.

The Chair of SCUP, D. Laird, reported that in January 2006, the Management and Organizational Studies program was officially named the Aubrey Dan Program in Management and Organizational Studies, in recognition of a gift of \$5 million from Aubrey Dan, BACS '85. This gift continues to provide significant support to faculty and students through the establishment of endowments for a professorship, faculty fellowships, a research fund and a large number of student awards. The naming of the DAN Department of Management & Organizational Studies recognizes the significant donor support of Aubrey Dan and clarifies that the program and the department are essentially the same.

Asked about the risk assessment done regarding this naming, K. Cole, Vice-President (External) said a reputational assessment is done for any gift over \$1 million to determine if there are any risks for the university and to assess the financial liability (if any) to the University. Case by case decisions will not be considered as setting precedent for the next occasion. The University has guidelines that are used to evaluate a naming. A question to consider is does the name fit with Western's culture. Ms. Cole said that Aubrey Dan meets the criteria as he is engaged and passionate about the program. There is no concern about interference in the academic activities from Mr. Dan. Ms. Cole noted that Western would not accept any donation without considering whether the donor is a fit.

Asked why the name is spelled in all caps, Ms. Cole said that doing so gives the name more prominence and attention because it is only three letters long. The format of the name is a request from Mr. Dan and was thoroughly debated within the department and the Senate Committee on University Planning (SCUP).

The question was called and CARRIED.

S.17-127 **Western Libraries Annual Report 2016**

Senate received for information the Western Libraries Annual Report 2016. C. Steeves, Vice-Provost and Chief Librarian, provided an overview of her report, detailed in Exhibit VI, Appendix 3.

S.17-128 **National Survey of Student Engagement** (NSSE)

Senate received for information the National Survey of Student Engagement (NSSE) detailed in Exhibit VI, Appendix 4. J. Doerksen, Vice-Provost (Academic Programs) provided an overview of the report noting that the survey assesses time and effort students dedicate to educational activities and how an institution deploys resources and organizes learning opportunities to engage students in empirically-supported learning activities. The survey is administered at Western to first and senior year undergraduate students in winter/spring every three years (2014, 2017). Response rate in 2014 was 34 per cent and in 2017 it was approximately 27 per cent. Given that this is an American survey that all Ontario Universities participate in, some Ontario universities have added questions relating directly to Ontario specific context. Ontario students may not interpret questions in the same way that US students do. A criticism of NSSE is that it is hard to move a performance indicator. The Provost noted that NSSE scores will be part of the metrics of SMA submissions.

S.17-129 **REPORT FROM THE BOARD OF GOVERNORS** [Exhibit VII]

The report from the Board of Governors, detailed in Exhibit VII, was received for information by unanimous consent.

S.17-130 **ANNOUNCEMENTS** [Exhibit VIII]

Announcements, detailed in Exhibit VIII, were received for information by unanimous consent.

**DISCUSSION AND QUESTION PERIOD**

S.17-131 **Implementation of the Recommendations of the Senate ad hoc Committee on Renewal**

A member voiced concern that a year has passed and the recommendations of the Senate *ad hoc* Committee on Renewal have not all been implemented. Senate should receive a detailed progress report. The Chair of the Operations/Agenda Committee, the Committee that was tasked with the implementation of the recommendations, explained that 10 recommendations were received, many of which had sub parts. In all, about 30 recommendations were considered. Many

of the recommendations have been resolved and their disposition is recorded in the Senate minutes. Some recommendations involve financial and personnel resources. Some recommendations can be resolved in the short term while others need more time to develop a resolution. A progress list reflecting the disposition of the recommendations will be developed. He reported that some issues were referred to legal counsel such as investigating the possibility of adding members to Senate which would involve opening the UWO Act.

Responding to comments about adding staff to the Secretariat, J. Deakin said that the office is in the midst of a reorganization in that the legal staff will be shifted from its portfolio. Also, Western is conducting a search to replace the University Secretary who left mid-April to pursue a job in London, England.

In answer to questions regarding revisions to the terms of reference of the University Research Board (URB) , the Acting Secretary said that URB will consider revisions to the terms of reference at its June 1 meeting.

S.17-132

**Budget Allocation for Developing an Attendance Management System**

Responding to questions asked about the development of an attendance management system, J. O'Brien, Associate Vice-President (Human Resources) said that the request for an attendance management module came from a number of faculties and units. Human Resources will invest in this project, including personnel, consequently funding is required. She added that this system will replace time tracker.

The Provost explained that the development of the attendance management system came into being as a result of the latest budget planning process. Several faculties requested a system be developed, consequently, rather than having many different systems, one system will be provided for tracking absences and vacations and it will be supported by ITS. This attendance management system will be used for keeping track of PMA and UWOSA staff, in the first instance.

**ADJOURNMENT**

The meeting adjourned at 3:35 p.m.

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A. Chakma  
Chair

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E. Hegedues  
Acting Secretary

**REPORT OF THE PRESIDENT**

To: Senators  
From: Amit Chakma  
Date: June 1, 2017  
Re: President's Report to Senate

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For the June 9, 2017 Senate meeting, in addition to items I may speak to as part of my oral report, I wish to highlight the following news and developments since the last meeting of Senate on May 19, 2017.

**Federal “supercluster” initiative:** On May 24, the Minister of Innovation, Science and Economic Development, Navdeep Bains, announced a new initiative that will invest a total of \$950 million in up to five “innovation superclusters” as part of the government’s strategy to jumpstart high-growth sectors of the Canadian economy. Proposals will be evaluated based on their strategy for creating and growing new companies, creating jobs that require advanced skill sets, equipping Canadians with the knowledge and skills for the jobs of the future, attracting private investment, and generating meaningful economic activity that leads to prosperity for Canadians.

“Superclusters” are defined as dense areas of business activity where innovation happens and where many middle-class jobs are created. They attract large and small companies that collaborate with postsecondary institutions and not-for-profit organizations to form consortia that work collaboratively on converting ideas into marketable products and services. The program plans to direct its investments to industries related to advanced manufacturing, agri-food, clean technology, digital technology, health/biosciences, clean resources, infrastructure and transportation. Funding applications must be led and submitted by either a Canadian company or an international company with Canadian operations. Each application must include companies of all sizes as well as post-secondary institutions or not-for-profit organizations, and each business-led consortium must commit to matching dollar-for-dollar the amount it is requesting from the program. The deadline for submitting a letter of intent is July 21, 2017, after which a shortlist of applicants will be invited to prepare a full application.

Western is in the process of exploring whether there may be potential opportunities to participate in such a business-led consortium with our various industry partners.

.../2

**Western hosts inaugural World's Challenge Challenge:** During this past week, Western hosted 10 student teams from universities around the world that competed for a share of \$45,000 in prize money during our first annual World's Challenge Challenge. The three-day event featured student teams that had already won competitions at their own universities. Finalists had the opportunity to present their solutions to global challenges to a panel of judges that included **Heidi Balsillie**, philanthropist and founder of the Fairmount Foundation; **Janet De Silva**, President & CEO, Toronto Region Board of Trade and former Dean of Ivey Asia; **Anne van Leeuwen**, Consul-General of The Netherlands in Toronto, Canada; and **Twee Brown**, Vice-President, Marketing and Public Relations, Adamas Group.

Challenges tackled by the student teams covered a broad range of issues, including vertical farming to address food security in urban centres; closing the gap in world digital literacy; using biotechnology to remediate electronic waste; plastic pollution; and technology to prevent the poaching of rhinos and elephants in Africa. Teams came from six countries, including the University of Hong Kong (Hong Kong), Radboud University (Netherlands), University at Buffalo (US); Monash University (Australia), University of Otago (New Zealand), University of Alberta, Dalhousie University, University of Waterloo, University of British Columbia, and our own team from Western. **Alicia Roy, Robyn Follett and Danielle Skuy** from Dalhousie placed first (winning \$30,000) with their plan to launch a mobile clinic in Uganda that would make 3D-print prosthetics from recycled plastics. Second place was won (\$15,000) by **Raoul Luijten, Stef Pieter Op den Kamp and Nila Patty** from Radboud with their plan to reduce waste in Indonesia by recycling plastic litter gathered from beaches into reusable ice packs that can be chilled in solar-powered freezers.

Thanks and congratulations to **Julie McMullin** and the team of Western International staff, faculty, students and volunteers who organized and contributed to the success of this event, which provided wonderful exposure for Western along with a global forum to profile the talents of some truly exceptional students.

**Leadership update:** On May 15, Western was pleased to announce the appointment of **Christine Stapleton** as our new Director of Sport & Recreation Services, effective July 3. Christine comes to Western from the University of Calgary where she has been Director of Athletics for the past two years. Prior to her current role, Christine served as Associate Director of Athletics at the University of Waterloo, which was her first administrative role following an award-winning career as coach of the women's basketball program at the University of Regina. We look forward to welcoming Christine and supporting her work in building on the strengths of our athletics programming.

Meanwhile, the work of selection committees for the Vice-President (Operations & Finance), University Secretary, and the Deans of Information & Media Studies, Science, and the Ivey Business School all remain underway.

**UNANIMOUS CONSENT AGENDA**

**FOR APPROVAL**

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

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

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

1. Candidates for Degrees and Diplomas	INFORMATION
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**Report of the Senate Committee on Academic Policy and Awards (SCAPA) –EXHIBIT V**

2. School of Graduate and Postdoctoral Studies: Modification to the Thesis-Based Master of Science (MSc), Kinesiology	ACTION
3. School of Graduate and Postdoctoral Studies: Revisions to the Master of Physical Therapy (MPT) Professional Masters' Program	ACTION
4. School of Graduate and Postdoctoral Studies: Revisions to the Ivey Master of Science (MSc) in Management Program	ACTION
5. School of Graduate and Postdoctoral Studies: Revisions to the MSc/PhD Program in Pathology to Introduce the Field of One Health	ACTION
6. School of Graduate and Postdoctoral Studies: Introduction of a Dual Doctoral Degree Program (PhD) between Tongji University and Western University	ACTION
7. Faculty of Science: Introduction of a Major and an Honors Specialization in Data Science	ACTION
8. Faculty of Social Science: Introduction of an Honors Specialization in Politics, Philosophy and Economics – Politics and Philosophy	ACTION
9. Faculty of Social Science: Revisions to and Renaming of the Honors Specialization in Economics, Politics and Philosophy	ACTION
10. Faculty of Social Science: Withdrawal of the Honors Specialization in Canadian-American Relations	ACTION
11. Huron University College: Introduction of an Honors Specialization in Global Health Studies	ACTION
12. Huron University College: Introduction of a Major in Governance, Leadership and Ethics	ACTION
13. Renewal of the Articulation Agreement between Brescia University College, Huron University College, King's University College, Western University, and Fanshawe College for Qualified Graduates of the Police Foundations Diploma Program	ACTION
14. Revisions to the "International Applicants' Admission Requirements" Policy	ACTION
15. Revisions to the "International Dual-Credential Degree Programs (Undergraduate and Doctoral Programs)" Policy	ACTION
16. Revisions to the "Admission – MD Program" Policy	INFORMATION
17. Revisions to 2017-2018 Sessional Dates	INFORMATION
18. SUPR-G Report: Cyclical Review of the Graduate Program in Applied Mathematics	INFORMATION
19. SUPR-U Report: Cyclical Reviews of Anthropology, Applied Mathematics and Huron University College, Economics	INFORMATION
20. New Scholarships and Awards	INFORMATION

### The Unanimous Consent Agenda

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

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

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

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

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

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

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

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

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

**REPORT OF THE SENATE OPERATIONS/AGENDA COMMITTEE**

<b>Contents</b>	<b>Consent Agenda</b>
<b>Revisions to University Research Board Terms of Reference and Composition</b>	No
<b>Candidates for Degrees and Diplomas</b>	Yes

FOR APPROVAL

1. **Revisions to University Research Board Terms of Reference and Composition**

Recommended: That the revisions to the University Research Board terms of reference and composition shown in **Appendix 1** be approved.

**Background:**

The revised terms of reference and proposed membership of the committee arise out of the recommendations of the Senate's *ad hoc* Committee on Renewal. The current terms of the committee is attached as **Appendix 2**.

The proposed terms were modelled on the Senate Committee on University Planning's terms of reference, given that URB, like SCUP, is more advisory in nature and focused on long-term strategic matters.

The revisions articulate the committee's responsibilities better and broaden the range of reports it receives for information. The membership of the committee was expanded to include 11 Senate-elected members from all faculties/schools, and an additional graduate student and a post-doctoral fellow were also included in the membership. A senior member of a Research Institute or Centre continues to be included in the elected membership, given the increasing importance of these in Western's research landscape. Deans and Associate Deans will be represented by one member elected/appointed from these groups. The membership of the committee will increase from the current 19 to 23 voting members and will ensure a better balance between the elected and voting ex officio members of the committee.

FOR INFORMATION

2. **Candidates for Degrees and Diplomas - Spring 2017**

On behalf of the Senate the Provost approves the list of Candidates for Degrees and Diplomas upon the recommendation of the Registrar [S.96-124]. The list of Candidates approved by the Provost will be appended to the Official Minutes of the June 9, 2017 meeting of Senate.

## University Research Board

**Effective Date:** TBD

**Revised:**

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### TERMS OF REFERENCE

The University Research Board is advisory to the Vice-President (Research) and is the chief forum within Senate for critical appraisal and coordination of long-term strategic research plans and oversight of research policies, practices and procedures. Within this broad planning context, it has specific responsibilities as follows:

1. The Board assists the Vice-President (Research) in the development of long-term research plans, reviewing draft plans prior submission to Senate.
2. The Board identifies key research-related issues for review and consideration.
3. The Board provides advice and support with respect to communication of research strategies.
4. The Board receives and reviews the annual report of the Vice-President (Research) and advises on its content and presentation before forwarding it to Senate for information and discussion.
5. The Board reviews and recommends to Senate for approval, new or revised research policies.
6. In accordance with MAPP 7.9, *Establishment, Governance & Review of Research Institutes, Centres and Groups*, the Board:
  - Reviews and recommends to Senate for approval the establishment of Research Institutes
  - Receives for information and forwarding to Senate at least annually notice of the establishment of Research Centres, and of the renewal or discontinuance of Research Institutes and Centres
  - Appoints two of its members to the Committee on Research Institutes
  - The Board receives reports on a wide range of research-related issues such as research ethics policies, processes and operations; animal care policies, processes and operations; research partnerships; research transfer and the work of WORLDdiscoveries; internal grant programs operated through Research Western, including the outcomes and processes; work of the research-related committees established by Senate or by URB.
7. The Board appoints the Hellmuth Prize selection committee.

## **COMPOSITION**

Fifteen members elected by Senate as follows:

- Eleven members of faculty (one from each faculty/school, excluding SGPS), at least one of whom occupies a senior position in a Research Centre or Institute as defined under [MAPP 7.9](#) (Establishment, Governance and Review of Research Institutes, Centres and Groups).
- Two graduate students
- Two postdoctoral representatives

Ex officio:

- Vice-President (Research) (Chair)
- Provost & Vice-President (Academic)
- Associate Vice-Presidents (Research)
- Vice-Provost (Graduate and Postdoctoral Studies)
- Vice-Provost (International)
- One Associate Dean (Research) elected by the Associate Deans (Research)
- One Dean of a faculty/school appointed by the Vice-President (Research)

Resource (non-voting)

Director, WORLDiscoveries  
Director, Animal Care and Veterinary Services  
Director, Research Development and Services  
Director, Office of Human Research Ethics  
Secretary of Senate

The terms of the elected/appointed members are two years, renewable.

## University Research Board

**Effective Date:** March 2011

**Revised:** \*

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### **TERMS OF REFERENCE**

To review and recommend to Senate for approval, new or revised research policies and procedures.

To approve allocations from the Academic Development Fund.

To receive annual reports from the University Council on Research Ethics Involving Humans (UCRE).

To advise the Vice-President (Research) on matters relating to research.

To report regularly on its activities to Senate.

### **COMPOSITION**

Six members of faculty who have strong records of research achievement and a broad interest in research administration, to be elected by Senate. At least one elected member shall occupy a senior position in a Centre or Institute as defined under [MAPP 7.9](#) (Establishment, Governance and Review of Research Institutes, Centres and Groups).

One graduate student, elected by Senate.

One postdoctoral representative, elected by Senate.

Ex officio:

Vice-President (Research) (Chair)  
Provost & Vice-President (Academic)  
Associate Vice-President (Research)  
Vice-Provost (Graduate & Postdoctoral Studies)  
Deans of the Faculties of Arts and Humanities, Engineering, Health Sciences, Science,  
Social Science and the Schulich School of Medicine & Dentistry  
Chair of UCRE

Director, WORLDdiscoveries (non-voting)  
Director, Animal Care and Veterinary Services (non-voting)  
Director, Research Development and Services (non-voting)  
Director, Office of Human Research Ethics (non-voting)  
Secretary of Senate (non-voting)

The terms of the elected members are three years, renewable.

***ADMINISTRATIVE NOTES***

Membership Cycle: July 1 - June 30

New Members: Appointed in April for terms to start July 1.

Meetings: As required.

**REPORT OF THE SENATE NOMINATING COMMITTEE**

Contents	Consent Agenda
<p style="text-align: center;"><b>Selection Committee for the Provost &amp; Vice-President (Academic)</b></p>	No
<p style="text-align: center;"><b>Senate Review Board Academic</b></p>	No

**FOR ACTION**

1. **Selection Committee for the Provost & Vice-President (Academic)**

**Composition:** A committee to select a Provost & Vice-President (Academic) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
- (d) 1 person elected by the Board of Governors

**Required:** 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty and only one may be a Dean.

**Nominees:** Dale Laird (Schulich)  
Fred Longstaffe (Sci)  
Margaret McGlynn (SS)  
Michael Milde (Dean/AH)  
Levi Hord (Student/AH)

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

**Composition:** Includes a Chair and twenty-three voting members; thirteen members of faculty and ten students (six undergraduates and four graduates).

**Current Members:**

**Terms ending June 30, 2017:**

Chair: K. Fleming  
 Undergraduates: M. Crystal, B. Meharchand, B. Paxton, M. Pratt, K. Mukherjee, H. Zafari  
 Graduates: A. Abuhussein, C. Davidson, M. Knott, L. Rosen  
 Faculty: D. Belliveau (HS), K. Hibbert (Educ), L. Jiang (Engg), G. Knopf (Engg),  
 D. Lacasse (Law), G. Parraga (Schulich), V. Staroverov (Sci)

**Terms continuing to June 30, 2018:**

Faculty: L. Dagnino (Schulich), K. Kirkwood (HS), Vacancy,  
 D. Lucy (HS), E. Simpson (SS), Vacancy

**Required:** One Faculty member to replace K. Griffiths who has resigned (term July 1, 2017 – June 30, 2018).

**Nominee:** Paul Ragogna (Sci)

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

<b>Contents</b>	<b>Consent Agenda</b>
<b>Notice of Motion: Accommodation for Political Candidacy of Students</b>	No
<b>School of Graduate and Postdoctoral Studies:</b>	
<b>Modification to the Thesis-Based Master of Science (MSc), Kinesiology</b>	Yes
<b>Revisions to the Master of Physical Therapy (MPT) Professional Masters' Program</b>	Yes
<b>Revisions to the Ivey Master of Science (MSc) in Management Program</b>	Yes
<b>Revisions to the MSc/PhD Program in Pathology to Introduce the Field of One Health</b>	Yes
<b>Introduction of a Dual Doctoral Degree Program (PhD) between Tonji University and Western University</b>	Yes
<b>Faculty of Science: Introduction of a Major and an Honors Specialization in Data Science</b>	Yes
<b>Faculty of Social Science:</b>	
<b>Introduction of an Honors Specialization in Politics, Philosophy and Economics – Politics and Philosophy</b>	Yes
<b>Revisions to and Renaming of the Honors Specialization in Economics, Politics and Philosophy</b>	Yes
<b>Withdrawal of the Honors Specialization in Canadian-American Relations</b>	Yes
<b>Huron University College:</b>	
<b>Introduction of the Huron EnRoute Program</b>	No
<b>Introduction of an Honors Specialization in Global Health Studies</b>	Yes
<b>Introduction of a Major in Governance, Leadership and Ethics</b>	Yes
<b>King's University College: Introduction of the Combined Degree/Diploma in Finance and Wealth Management with Fanshawe College</b>	No
<b>Renewal of the Articulation Agreement between Brescia University College, Huron University College, King's University College, Western University, and Fanshawe College for Qualified Graduates of the Police Foundations Diploma Program</b>	Yes
<b>Policy Revisions:</b>	
<b>Revisions to the "International Applicants' Admission Requirements" Policy</b>	Yes
<b>Revisions to the "International Dual-Credential Degree Programs (Undergraduate and Doctoral Programs)" Policy</b>	Yes
<b>Revisions to the "Admission – MD Program" Policy</b>	Yes
<b>Revisions to 2017-2018 Sessional Dates</b>	Yes
<b>SUPR-G Report: Cyclical Review of the Graduate Program in Applied Mathematics</b>	Yes
<b>SUPR-U Report: Cyclical Reviews of Anthropology, Applied Mathematics and Huron University College, Economics</b>	Yes
<b>New Scholarships and Awards</b>	Yes

FOR INFORMATION

1. **Notice of Motion: Accommodation for Political Candidacy of Students**

Senator Orbach-Miller presented the following Notice of Motion at the March Senate meeting:

“That Senate amend [POLICY 1.3 - Political Candidacy of Students](#) as shown in Appendix A”.

Appendix A:

POLICY

1.00 Members of the student body shall be free to enter public life. There is an obligation upon the University as an institution to ensure that no impediments are placed in the way of members of the student body desiring to enter public life.

PROCEDURE

2.00 Students of the University who become candidates for public office may, if they desire, inform the Dean of their Faculty of their candidacy. Upon receipt of such information the Dean shall excuse the candidate from attendance during the campaign for election upon the following basis:

- (a) For election to the Parliament of Canada: excused attendance for the equivalent of one month;
- (b) For election to a Provincial Legislature: excused attendance for the equivalent of one month;
- (c) For election as Mayor of the City of London, or equivalent office, or to the London Board of Control, or to a Board of Education: excused attendance for the equivalent of ten days;
- (d) For election to a Municipal or Township Council: excused attendance for the equivalent of five days.

**(e) For election as an executive on the University Students' Council of Western University (USC), or equivalent office: excused attendance for the equivalent of two days.**

At the April 21, 2017 Senate, SCAPA reported that we had considered the notice of motion but were seeking more information and clarity. Specifically, i) a list of student executive positions that would be covered by the proposed policy and ii) whether or not the proposed policy belonged in MAPP 1.3 ([http://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp13.pdf](http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp13.pdf)), or if it should instead be a proposed change to the Accommodations Policy within the purview of Senate ([http://www.uwo.ca/univsec/academic\\_policies/rights\\_responsibilities.html](http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html)).

Senator Orbach-Miller provided a revised motion, which contained clarification of the above two issues, to SCAPA for its May 31 meeting.

The members of SCAPA gave due consideration to the motion. There was **unanimous agreement** that students who have a direct conflict between a mandatory class/lab/tutorial and a candidacy event should be able to seek accommodation. After considerable discussion, SCAPA defeated the motion by majority vote.

A summary of our rationale follows:

- 1) Academic counsellors from all Faculties and from Brescia, Huron and Kings were asked to report the numbers of students who have requested accommodation related to campaigns for student office. All but Law and Kings responded. With the exception of Social Science, no requests for academic relief had been requested over the past few years. Social Sciences reported "a few requests for academic relief" from students during campaigns for student office. None of these requests were denied.
- 2) The counsellors already deal with, and grant, requests from students for accommodations for reasons that do not fall strictly within existing policy (e.g., to attend national or international competitions, to deal with family emergencies, and other compassionate reasons). If SCAPA was to generate an accommodations policy to cover each potential reason for granting accommodation we run the risk of a) missing an important factor and b) decrease the ability of counsellors to consider each request on a case-by-case basis. Counsellors should retain the autonomy to decide which situations warrant accommodation, including those that are not dictated by policy.
- 3) Related to point 2), it is not prudent to privilege one group of students (i.e., those running for student executive positions) over other types of students who may experience similar sorts of conflicts between academic and non-academic activities. Any and all students who find themselves in a situation in which an activity conflicts with an academic requirement should seek accommodation from a counsellor.

FOR APPROVAL

2. **School of Graduate and Postdoctoral Studies: Modification to the Thesis-Based Master of Science (MSc), Kinesiology**

**Recommended:** That, effective September 1, 2017 the Master of Science (MSc), Kinesiology Program be modified as shown in [Appendix 1](#).

**Background**

The Graduate Program in Kinesiology proposes to introduce a non-thesis Master of Science (MSc) degree as a modification of its current thesis-based MSc degree program. The non-thesis modification will provide the tools that enable students to become knowledgeable consumers of research – a key element of research translation. This is in contrast to the thesis-based MSc degree that focuses on the knowledge and skills for conducting research. This course-based MSc degree program includes formal course work and a Major Paper. It parallels the existing course-based Master of Arts (MA) in Kinesiology.

3. **School of Graduate and Postdoctoral Studies: Revisions to the Master of Physical Therapy (MPT) Professional Master's Program**

**Recommended:** That, effective September 1, 2017 the Master of Physical Therapy (MPT) Program be revised as shown in [Appendix 2](#).

**Background**

Modifications are being proposed to address three independent items of curriculum and are presented resulting from the work of the MPT Program Curriculum Committee. Modifications were vetted through the MPT Program Committee within the governance structure of the School of Physical Therapy.

The modifications to curriculum reflect a synthesis of data input from: (i) stakeholders of the MPT Program, such as current and graduated students of the MPT Program, employers of graduated students, physiotherapist clinicians, clinical preceptors, course managers, full- and part-time faculty; and (ii) an environmental scan of professional Masters-level physiotherapy degree programs in Canada.

4. **School of Graduate and Postdoctoral Studies: Revisions to the Ivey Master of Science (MSc) in Management Program**

**Recommended:** That, effective January 1, 2018 the Management MSc Program be revised as shown in [Appendix 3](#).

**Background**

The 16 month MSc program begins each January with 3 specialized streams. The Ivey MSc is a transformational experience for ambitious, recent university grads, who want to hone their skill-set, develop their leadership abilities and accelerate their career success. The curriculum is delivered using Ivey's case study method.

The proposed modifications do not alter the total number of credits required to complete the program, nor do they change the progression or graduation requirements.

The proposed modifications are being presented to address the need for more business analytics specialization electives; an issue that has been brought forward by students and faculty.

In addition, with the introduction of a required core Ivey Essentials course, to be taken by students with and without a business degree or background, the business analytics students will have a dedicated leadership course in Term 1. The only students who will not be required to enrol in the Ivey Essentials course are the final term HBA2 students who are enrolled in the joint HBA/MSc program. These final term HBA2 students have covered similar material in their HBA1 courses.

5. **School of Graduate and Postdoctoral Studies: Revisions to the MSc/PhD Program in Pathology to Introduce the Field of One Health**

**Recommended:** That, effective September 1, 2017 an interdisciplinary thesis-based graduate field of research in One Health be introduced to the existing research-based MSc/PhD program in Pathology, as shown in [Appendix 4](#).

**Background**

The proposed integrated One Health education and research program will be the first of its kind in Canada and will provide unparalleled depth of knowledge and interdisciplinary research skills to solve complex human health issues. This One Health program will place Western at the forefront of a growing global initiative. This is a relatively new field brought about by the realization post-SARS, Ebola, Zika and fears of pandemic influenza that interdisciplinary, collaborative approaches are needed to respond to and prevent the development and spread of emerging diseases. Worldwide there has been tremendous growth in the development of One Health networking platforms, annual conferences and meetings of One Health researchers and students, delineation of core competencies in One Health and the introduction of new educational programs across the World (for example, the first PhD program at the University of Florida in 2015).

The Department of Pathology and Laboratory Medicine has been the home for an interdisciplinary "Ecosystem Health" graduate program since 2011. It was developed as a focused research and study area within the Environmental Pathology field of the Department of Pathology and Laboratory Medicine Graduate Program. However, it is being increasingly recognized that human health depends upon interactions between and among humans, wild animals, farm and domestic animals, parasites, microbes, plants and chemicals present in our terrestrial, atmospheric and aquatic ecosystems. Therefore, in order to provide our students with an advanced curriculum to better appreciate the complex relationship between human health and the health of other living organisms in the ever-changing environment of our ecosystem, we are proposing to modify and enhance the existing ecosystem health field into the "One-Health" MSc/PhD research field.

6. **School of Graduate and Postdoctoral Studies: Introduction of a Dual Doctoral Degree Program (PhD) between Tongji University and Western University**

**Recommended:** That, effective September 1, 2017, Senate approve and recommend to the Board for approval, the introduction of a dual PhD program between students registered in the College of Civil Engineering at Tongji University, China and the Department of Civil and Environmental Engineering at Western University as outlined in the Articulation Agreement included as [Appendix 5](#).

**Background**

The proposed dual PhD program details (attached as [Appendix 5](#)) were developed by the School of Graduate and Postdoctoral Studies, with involvement from the Office of the Vice-Provost (International) and the Department of Civil and Environmental Engineering at Western University.

7. **Faculty of Science: Introduction of a Major and an Honors Specialization in Data Science**

**Recommended:** The effective September 1, 2017, a Major and an Honors Specialization in Data Science be introduced by the Department of Statistical and Actuarial Sciences and the Department of Computer Science as shown in [Appendix 6](#).

**Background**

Data science refers to the process of inspecting, cleaning, managing, transforming, visualizing and modeling data with a view to discovering useful information, reaching conclusions and supporting decision making. Some of the skills required to carry out this process are gained from familiarizing oneself with various subjects pertaining to Computer Science -- such as distributed storage and processing, standardization, hardware/software requirements, accessibility, manipulation, security, and confidentiality -- and Statistics, including regression modelling, estimation, uncertainty quantification, diagnostics, risk analysis, and other model building techniques. As well, it is essential for prospective data scientists to be knowledgeable in other subjects that lie at the nexus of both fields, such as machine learning, data visualization, interpretation and communication of the information leveraged from the data.

Employment opportunities for graduating students possessing a high level of analytical literacy are excellent. The demand, which began to climb in the last decade, is clearly sustained and still growing as the rate of data collection is increasing in every discipline. Being able to efficiently generate, manage and analyze digital information, data scientists are widely sought after in numerous fields of scientific investigation.

From a platform of excellence in the mathematical, statistical and computer sciences, Western Science has developed and is continuing to expand particular research strengths in data science through its Science of Information theme, which is a strategic focus at this university. In order to attract students of the highest quality, it is thus most fitting to pro-actively introduce the herein proposed interdisciplinary Data Science program.

8. **Faculty of Social Science: Introduction of an Honors Specialization in Politics, Philosophy and Economics – Politics and Philosophy**

**Recommended:** That effective September 1, 2018, an Honors Specialization in Politics, Philosophy and Economics – Politics and Philosophy be introduced by the Department of Political Science as shown in [Appendix 7](#).

**Background**

Currently the Department of Economics offers the Honors Specialization in Economics, Politics and Philosophy (EPP), an interdisciplinary module that provides students with the key components of an economics honors degree combined with knowledge of related topics in political science and philosophy. The EPP module is offered in the Department of Economics, with cooperation from the Departments of Political Science and Philosophy. It prepares students for careers and further studies in areas such as public policy, government, law and business.

In order to broaden the EPP program so that it encompasses more fully Political Science and Philosophy, provides better integration of content across the three disciplines, allows students more choice in courses and focus, and accommodates students with different backgrounds and interests, we propose to reformulate EPP into two closely interrelated sister modules: Honors Specialization in Politics, Philosophy and Economics—Politics and Philosophy (PPE-P) and Honors Specialization in Politics, Philosophy and Economics—Economics (PPE-E). PPE-P is a new module that was submitted for review by SUPR-U as a new undergraduate program. The proposal for PPE-E is a modification of the existing EPP module, so it is being submitted separately to SCAPA.

These two sister modules will share common requirements and courses. PPE-E includes the more technical 2200- and 3000-level economics courses (which require university-level calculus or its equivalent as a prerequisite), and PPE-P includes the less technical 2100-level economics courses (which require high-school calculus or its equivalent as a prerequisite). Reformulating EPP in this way makes the program accessible to many students who enter Western with strong verbal and qualitative skill sets that match well with the program but are not interested in taking university-level calculus.

With respect to administration of the modules, we anticipate that PPE-E will continue to be housed in the Department of Economics, and PPE-P will be housed in the Department of Political Science. A PPE faculty committee with representatives from the three departments will oversee the program.

The PPE program is intended as a high-quality, challenging and selective program that attracts strong students to Western. It is modeled after successful PPE programs at the University of Oxford, Yale University, Pomona College, and the University of Michigan. Admission is not guaranteed, and the minimum grade requirements are higher than in a typical honors specialization module. The module is meant to prepare students for leadership roles in domestic or international politics, law, public policy, economics and business, and it is a pathway to professional and graduate programs in public policy, law, journalism, philosophy, political science, economics, and business.

**9. Faculty of Social Science: Revisions to and Renaming of the Honors Specialization in Economics, Politics and Philosophy**

**Recommended:** That effective September 1, 2018, the Honors Specialization in Economics, Politics and Philosophy in the Department of Economics be revised as shown in [Appendix 8](#), and

That the Honors Specialization in Economics, Politics and Philosophy be renamed as the Honors Specialization in Politics, Philosophy and Economics – Economics.

**Background**

Currently the Department of Economics offers the Honors Specialization in Economics, Politics and Philosophy (EPP), an interdisciplinary module that provides students with the key components of an economics honors degree combined with knowledge of related topics in political science and philosophy. The existing EPP module is offered in the Department of Economics, with cooperation from the Departments of Political Science and Philosophy. It prepares students for careers and further studies in areas such as public policy, government, law and business.

The modifications and renaming of the module proposed here are part of a proposal to broaden the EPP program so that it encompasses more fully Political Science and Philosophy, provides better integration of content across the three disciplines, and allows students more choice in courses and focus.

In order to accommodate students with different backgrounds and interests, EPP will be modified and renamed as PPE-E, and a second, new sister module will be introduced, the Honors Specialization in Politics, Philosophy and Economics - Politics and Philosophy (PPE-P). The proposal for PPE-P has been approved by SUPR-U.

These two sister modules share common requirements and courses, but PPE-E includes the more technical 2200- and 3000-level economics courses (which require as a prerequisite university-level calculus or its equivalent) and PPE-P includes the less technical 2100-level economics courses (which require as a prerequisite high-school calculus or its equivalent). Reformulating EPP in this way makes the program accessible to many students who enter Western with strong skill sets that match well with the program but are not interested in taking university-level calculus.

With respect to administration of the modules, PPE-E will continue to be housed in the Department of Economics, and PPE-P will be housed in the Department of Political Science. A PPE faculty committee composed of one representative from each of the three departments will oversee the program.

The PPE-E module encompasses the existing EPP module. Students in PPE-E can choose courses so as to complete most of the requirements of the existing EPP module; however, PPE-E gives students more flexibility and choice in courses, and it requires the two new, integrative courses, PPE 2200F/G and PPE 4100E, which replaces the capstone Economics honors thesis course (Econ 4400E) in the old EPP module.

The PPE program is intended as a high-quality, challenging and selective program that attracts strong students to Western and produces graduates who take leadership roles in society. It is modeled after successful PPE programs at the University of Oxford, Yale University, Pomona College, and the University of Michigan. Admission is not guaranteed, and the minimum grade requirements are higher than in a typical honors specialization module. The module is meant to prepare students for leadership roles in domestic or international politics, law, public policy, economics and business, and it is a pathway to professional and graduate programs in public policy, law, journalism, philosophy, political science, economics, and business.

**10. Faculty of Social Science: Withdrawal of the Honors Specialization in Canadian-American Relations**

**Recommended:** That effective September 1, 2017, admissions to the Honors Specialization in Canadian-American Relations be discontinued, and

That students currently enrolled in the module be allowed to graduate until August 31, 2020 upon fulfillment of the requirements, and

That effective September 1, 2020 the module be discontinued.

REVISED CALENDAR COPY  
<http://westerncalendar.uwo.ca/2017/pg791.html>

Admission to this module is discontinued effective September 1 2017. Students enrolled in the module will be allowed to graduate until August 31, 2020 upon fulfillment of the module requirements

**Background**

The enrolment in this module is too low to justify its existence. Currently there are two students in it.

**11. Huron University College: Introduction of the Huron EnRoute Program**

**Recommended:** That effective September 1, 2017, the EnRoute Program be introduced on a three-year trial basis at Huron University College as shown in [Appendix 9](#), with a report due back to SCAPA in May 2020; and

That students seeking admissions to the EnRoute program be conditionally admitted to Huron University College.

### **Background**

The rationale behind this proposal is rooted in the practices of advanced level students studying English Language while taking a limited number of university courses. During the three-year pilot program, Psychology will enroll a maximum of eight students per year and Economics will enroll a maximum of 20 students per year. The eight-month EnRoute program is designed to help students who are conditionally accepted to Huron University College but require some ESL training to prepare for university by combining English studies with academic courses taught at Huron. Students will be required to take 15 hours per week of English for Academic purposes, while taking 2.0 credits at Huron. In addition to receiving English language training at WELC (Western English Language Centre), students will be supported with a range of services designed for English as a Foreign Language students.

This structure of the EnRoute program has been designed to mirror a similar program at King's University College, the King's Enhanced Year (KEY). This program prepares students for entry into their Bachelor of Management & Organizational Studies program and was launched a few years ago. The hours of English language instruction has been set by Western's English Language Centre.

At the conclusion of the three-year pilot program, the Provost and Dean of Arts and Social Science at Huron University College, in consultation with the Educational Policy Committee of the Faculty of Arts and Social Science, shall determine whether to put forward a proposal to continue the EnRoute program. If the decision is to continue with the EnRoute program, the Provost and Dean of Arts and Social Science at Huron will submit a Report on the program to SCAPA by May 2020.

## **12. Huron University College: Introduction of an Honors Specialization in Global Health Studies**

**Recommended:** That an Honors Specialization in Global Health Studies be introduced at Huron University College as shown in [Appendix 10](#), effective September 1, 2017.

### **Background**

Historically, students pursuing degree modules in two of the streams of study offered by the Centre, Global Development and Globalization, have expressed the value of including courses from Health Sciences specifically and courses that address community health studies more generally as complementary aspects of their degree modules. A substantial number of students have sought to integrate within or take alongside their degree modules in Global Development or Globalization Health Sciences courses and health studies courses from other academic units that can enrich their scholarly engagements with and analyses of community development, global inequalities, and intersections of communities on global scales.

A degree option in Global Health Studies will serve the students who are already attracted to Huron and to existing degree modules and courses. It will also form the basis for increased student recruitment. Progressively, there are opportunities in North America for students to enroll in multidisciplinary and interdisciplinary programs of graduate study in Global Health. This is a truly burgeoning field of advanced study and professional focus. The development of this sort of programming at the undergraduate level, however, is only just beginning. An undergraduate degree module of the sort proposed here is still relatively novel and would offer not only a valuable new program of study but also an important site of academic differentiation for this campus in relation to others in the Canadian context. Students completing this proposed degree module would enjoy unusually strong academic preparation for graduate and professional programs related to this area of study, as well as a competitive advantage when seeking admission into such programs.

The pedagogical basis of the degree modules offered by the Centre for Global Studies in Global Development and Globalization is itself unique within the Canadian context and certainly rare within the larger North American context. The courses and streams of study offered in the Centre for Global Studies are established in critical studies and analyses of the interrelations and inequalities that shape human communities, on both local and global registers at once. The Centre's courses and streams of study bring students to engage the sites of social, political, material, intellectual, and cultural interrelation and flows that constitute globalization and disparities between communities on global scales. Thus, it is possible within the context of undergraduate study provided by the Centre for Global Studies to directly engage

with the subject matters of Health Sciences and community health from an appreciation for global connectivity and not simply in either comparative or levels-of-analysis perspectives.

The Honors Specialization in Global Health Studies is a more advanced and useful option than the suggestion that students could simply combine existing Majors and Minors from Global Development Studies, Globalization Studies, and Health Studies. By situating, within this proposed Honors Specialization in Global Health Studies, courses from Health Sciences, Geography, and Sociology within the context of a Centre for Global Studies-based Honors Specialization that combines focus on Global Development and Globalization, we are able to order and coordinate a specific blend of courses that do in fact constitute a degree module that reflects important developments in the contemporary field of Global Health Studies specifically.

Moreover, we are able to craft an undergraduate experience that permits and ensures the fact that students will gain adequate training in the methods and theories appropriate to this interdisciplinary field of study, that they will engage in a sufficiently wide range of specific topic areas suitable to the study of Global Health, and that they will complete their studies in this combination of programs with the benefit of completing advanced courses of study at the 4000-level. In these regards, students completing this proposed Honors Specialization will possess levels of academic training and scholarly experience that exceeds what is achieved in only combining a Major with a Minor. And they will be much better prepared for graduate studies and professional work in Global Health.

**13. Huron University College: Introduction of a Major in Governance, Leadership and Ethics**

**Recommended:** That effective September 1, 2017 a Major in Governance, Leadership and Ethics be introduced at Huron University College as shown in [Appendix 11](#).

**Background**

In a complex, interdependent, and uncertain world, governance that is legitimate and effective can enhance opportunity and well-being for all people, by producing leaders and communities that are respectful of diversity and inclusiveness. Such leaders and communities follow the ethical principles of social responsibility, policy transparency, and democratic accountability. Leaders, organizations, and institutions that are so governed generate collective decisions that increase prosperity, reduce inequality, ensure sustainability, respect individuality, and safeguard human rights in a peaceful world. The Major in Governance, Leadership, and Ethics (GLE) brings together courses that explore these principles and scrutinize their practice. The critical multi-disciplinary study of GLE at Huron University College integrates teaching, research, and experiential learning into analysis of organizational behaviour, civic engagement, and social responsibility in decision making.

Huron University College offers a broad range of courses and programs that speak to the core competencies and learning objectives of Governance, Leadership, and Ethics. The intended module would bring together a range of existing courses across several programs and leverage existing faculty expertise and resources.

With each of the scientific and historical disciplines, leadership is analysed in the context of structures of social differentiation, notably gender, race, indigeneity, ethnicity, and class, and the institutional conditions that enable representation and voice. Philosophy courses bring the ethical and moral dimensions of public governance and business leadership into sharper focus. Courses in decision theory and the nature of value and knowledge provide the foundation for analysis of ethical social institutions and moral reasoning about governance in both socio-political and corporate-organizational settings.

Given the importance of global and cultural awareness, the module has a language requirement that can be met in a variety of ways.

14. **King's University College: Introduction of the Combined Degree/Diploma in Finance and Wealth Management with Fanshawe College**

**Recommended:** That Senate approve and recommend to the Board of Governors the introduction of a combined degree/diploma in Finance and Wealth Management between King's University College and Fanshawe College as shown in [Appendix 12](#).

**Background**

This project supported the creation of a pathway for students to undertake a diploma in Finance and Bachelor of Arts degree (3 year) with a major in Finance, within a four year period rather than five years (Collaborative Agreement shown in [Appendix 13](#)). Many graduates of King's from the BA with a Major in Finance are focused on direct career employment rather than graduate school following the completion of their degree. With this collaboration, students will be able to earn both the theoretical knowledge from their Economics degree level education as well as the practical application from the diploma in Finance which will equip graduates with the credentials that will enable them to begin successful careers in banking and financial planning.

King's and Fanshawe share a successful history of creating and implementing agreements: the 2+2 program in Accounting (2 year Accounting diploma program and two years of the BMOS program with a specialization in either Finance and Administration or Accounting) as well as long standing articulation agreements with the Social Services Worker diploma, Child and Youth Care (formerly CWY), Early Childhood Education, Police Foundations and a new agreement in 2016 with the Developmental Services Worker program.

SUPR-U proposed that this program go forward for Expedited Review (see [Appendix 14](#)) which resulted in the recommendation that the program be approved to commence September 1, 2017.

15. **Renewal of the Articulation Agreement between Brescia University College, Huron University College, King's University College, Western University, and Fanshawe College for Qualified Graduates of the Police Foundations Diploma Program**

**Recommended:** That Senate approve and recommended to the Board of Governors the renewal of the Articulation Agreement between Brescia University College, Huron University College, King's University College, Western University, and Fanshawe College regarding the transfer of credit for students in the Police Foundations Program as shown in [Appendix 15](#).

**Background**

For the past several years, Western, King's, Brescia and Huron have awarded transfer credit to graduates from the Police Foundations program at Fanshawe College. This agreement has expired and is due to be renewed. Updates have been made to the curriculum, course titles and course numbers as set out in [Appendix 15](#). The renewal of this agreement supports the initiatives of the Province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfer (ONCAT).

The Registrar's Office at each institution in consultation with the appropriate authorities in the respective programs will be responsible for the administrative processes associated with this Articulation Agreement.

This agreement will be effective June 1, 2017 and shall continue in force unless terminated by either party.

16. **Revisions to the “International Applicants’ Admission Requirements” Policy**

**Recommended:** That the “Admissions Requirements for Applicants from the United States” section of the “International Applicants’ Admission Requirements” Policy be revised as shown below, effective September 1, 2017.

REVISED CALENDAR COPY

[http://www.uwo.ca/univsec/pdf/academic\\_policies/admission/international.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/admission/international.pdf)

**INTERNATIONAL APPLICANTS’ ADMISSION REQUIREMENTS**

*The first part of the policy is unchanged*

**Admission Requirements for Applicants from the United States**

Students graduating with high standing from Grade 12 of an accredited High School in the United States are eligible to apply for admission to first year. Grade 12 subjects (at least four of which must be academic subjects) should be selected in accordance with first-year program requirements. A minimum SAT ~~combined~~ score of ~~1,400~~ **1,190 overall in Evidence Based** ~~in Critical~~ Reading and Writing, and Math, or a minimum composite ACT score of 24, and a minimum Grade 12 average of 80% or equivalent GPA as calculated by Western is required for admission consideration.

*The rest of the policy is unchanged.*

**Background**

The College Board redesigned the SAT test effective spring of 2016. Currently, The University of Western Ontario uses a minimum SAT combined Critical Reading and Math score of 1,100. Based on updated concordance information, this would equate to approximately an overall score of 1,190 on the new SAT test combining the new Evidence Based Reading and Writing, and Math. Concordance tables also indicate the new SAT with a score of 1190 is consistent with Western’s currently required ACT composite score of 24.

17. **Revisions to the “International Dual-Credential Degree Program (Undergraduate and Doctoral)” Policy**

**Recommended:** That the “International Dual-Credential Degree Programs (Undergraduate and Doctoral)” policy be revised as shown in **Appendix 16**, effective September 1, 2017.

**Background**

Expansion of dual-credential degree documentation in the Academic Handbook to include research master’s degrees (previous document covered undergraduate and doctoral degrees only). This is a change of documentation to match existing practice: Western currently offers two dual-degree master’s programs that are listed in the examples at the end of the document. There are two more such programs under development. The term “research master’s” is used to differentiate from professional master’s programs.

FOR INFORMATION

**18. Revisions to the “Admission – MD Program” Policy (Practice Associated with the Designated Seats Allocation)**

The current policy is located at  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/admission/medicine\\_MD.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/admission/medicine_MD.pdf)

**Background**

The Section of the Admission – MD Program Policy entitled Health Care Improvement in Southwestern Ontario and Indigenous Communities states:

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

Previous practice has been for Schulich to designate three seats in each entering class for First Nations, Metis and Inuit students. An initiative to increase the number of designated seats to 5 was already and unanimously supported at the Medicine Admissions Committee meeting in April, 2017.

*The continuing shortage of Indigenous physicians in Canada calls for concerted national efforts and policy change. It is Schulich's desire to advance opportunities for Indigenous students and in their continued efforts to recruit and retain more Indigenous students to the Schulich School of Medicine & Dentistry at Western, the Medicine Admissions Committee has approved the initiative to increase the designated seats in each entering class for First Nations, Metis and Inuit students from **three to five** seats.*

Although no change to approved academic policy is being proposed, this change in practice will be communicated to future students at  
[http://www.schulich.uwo.ca/medicine/undergraduate/future\\_students/admission/indigenous\\_applicants.html](http://www.schulich.uwo.ca/medicine/undergraduate/future_students/admission/indigenous_applicants.html)

**19. Revisions to 2017-2018 Sessional Dates**

**19a. Revisions to the 2017-2018 Sessional Dates for the Faculty of Education**

The 2017-2018 Sessional Dates for Year 2 students in the Faculty of Education are being revised as shown in [Appendix 17](#) in recognition of Western's Fall Study Week.

**19b. Revisions to the 2017-2018 Sessional Dates for the Ivey School of Business**

The 2017-2018 Sessional Dates for the Ivey School of Business HBA are being revised as shown in [Appendix 18](#) in recognition of Western's Fall Study Week.

**Background**

Revisions were necessary to the approved sessional dates in order to recognize Western's newly approved Fall Study Week.

**20. SUPR-G Report: Cyclical Review of the Graduate Program in Applied Mathematics**

The following cyclical review of a graduate program was conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Science	Applied Mathematics	March 8-9, 2017	Good Quality

The detailed Final Summary Report for this review is attached as [Appendix 19](#).

**21. SUPR-U Report: Cyclical Reviews of Anthropology, Applied Mathematics and Huron University College, Economics**

The following cyclical reviews of undergraduate programs were conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Social Science	Anthropology	March 9, 2017	Good Quality
Science	Applied Mathematics	March 7, 2017	Good Quality
Huron University College	Economics	March 1-2, 2017	Good Quality

The detailed Final Summary Reports for each of these reviews are attached as [Appendix 20](#).

**22. New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in [Appendix 21](#) for recommendation to the Board of Governors through the Vice-Chancellor.

**Modification to the Thesis-Based Master of Science (MSc), Kinesiology**

The following changes are proposed:

1. This non-thesis MSc degree will provide students with skills to interpret and communicate scientific data, enabling them to become knowledgeable consumers of research. This program will emphasize transferable skills, including independent and critical thinking, and effective written and oral communication.
2. Each student will have a faculty advisor, and will be supported by an advisory committee (advisor and at least one additional individual with TAM or greater SGPS supervision privileges). The course component of this course-based MSc will provide students with a solid foundation in Kinesiology through existing discipline-specific graduate courses, and will enable the students to gain multiple disciplinary perspectives through graduate courses in other programs. The Major Paper involves a high level of written and oral communication skills, as well as critical thinking and analysis. This course-based degree program will parallel our existing course-based Master of Arts (MA) in Kinesiology degree program (Academic Plans 18698MLC, 18698PBC, 18698SCC).
3. The Kinesiology graduate program has four approved Fields: Integrative Biosciences in Kinesiology, Psychological Basis of Kinesiology, Sociocultural Studies of Kinesiology, and Management and Leadership in Kinesiology. Master's and Doctoral degrees can be obtained in all of the Fields. Master's of Science degrees are obtained in the Integrative Biosciences in Kinesiology Field; the proposed MSc program would be in this field.
4. The MSc is designed as a two-year program, as is the case with the thesis-based MSc degree. The number of required courses, Major Paper and seminar requirements are identical to those requirements in the existing course-based MA program.
5. The new KIN9466A core course will focus on elements of scientific communication related specifically to consumption of research. This course is being developed with this course-based MSc program in mind. The objective of this course is to develop scientific literacy skills through experiences focused on critical appraisal of scientific manuscripts, evaluation of appropriate frameworks for research design and statistics, and preparation and delivery of both individual and group oral and written presentations.

MSc degree program, is outlined in the following table:

Term	Thesis-based MSc degree program	MSc degree
1	Typically 1.0 credits in courses including registering in the Bioscience Seminar (core)	Typically 1.0 credits in courses including: KIN9466A-004 (core), registering in the Bioscience Seminar (core) and possibly KIN9435A and/or KIN9566A (core)
2	Typically 1.0 credits in courses including completing the Bioscience Seminar (core)	Typically 1.0 credits in courses including completing the Bioscience Seminar (core) and possibly KIN9437B and/or KIN9466A-003 (core)
3	Focus: Review literature, conduct pilot testing, develop thesis prospectus	Typically 1.0 credits in courses (electives), possibly including KIN9611 Independent Study
4	Focus: conduct research, write thesis	Typically 0.5 credits in courses (electives). Focus: Topic refinement and collect background for the Major Paper
5	Focus: conduct research, write and revise thesis	Typically 0.5 credits in courses (electives) Focus: literature review and commence writing the Major Paper
6	Focus: write and revise thesis. Defend thesis (weighting equivalent to 3.0 credits)	Complete Major paper (1.0 core credit) Major paper presentation (milestone)

Revisions to the Master of Physical Therapy (MPT) Professional Master's Program

The following changes are proposed:

- i. Major modification of current program: removal of Grand OSCE (Objective Structured Clinical Examination) milestone
- ii. Minor modification (approved by SGPS): PT9547I Exercise and Activity (from elective to core course)
- iii. Minor modification (approved by SGPS): PT9542b Manual Therapy (from core to uncapped elective course)

Removal of an MPT Program milestone

The MPT Program proposes to remove the Grand OSCE (Objective Structured Clinical Examination) milestone from the 2-year professional Master in Physical Therapy (MPT) Degree Program (Appendix 1). Students undertake the Grand OSCE in June of the final term (Term 6, June-August) of the 2-year MPT Program. Currently, the Grand OSCE is a milestone, graded as pass or fail, with successful completion a requirement for progression to the final placement of the Program (PT9585), and completion of the MPT Program. As a pass/fail milestone, the results of the Grand OSCE do not contribute to the student's global average. Originally, the Grand OSCE was designed, in part, as a consolidation experience prior to the national clinical Physiotherapy Competency Examination (PCE).

Removal of the Grand OSCE provides an opportunity to explore options for improving student learning in existing clinical skills examination opportunities *throughout the curriculum* including, for example:

- 1) revising/evaluating/updating a student-led practical skills consolidation experience in the PT9551L: Consolidation Course in the final Term 6 of the MPT Program;
- 2) evaluate existing practical skill examination components of each course to explore and identify opportunities to improve or increase formative student learning experiences; and
- 3) evaluate links between academic course-based learning and clinical-placement-based learning experiences in the curriculum to explore and identify opportunities for consolidation.

The MPT Program aims to prepare graduates for entry-to-practice as autonomous primary care physical therapy professionals with the requisite competencies to provide leadership and service to individuals and communities within a complex, dynamic global health care environment. The MPT Program does not have the mandate to prepare graduates for professional licensure. However, the MPT Program endeavors to position graduates for success on national exams through a strong curriculum and excellent faculty.

<b>Consolidation element in current MPT Program</b>	<b>Timing within Program</b>	<b>Proposed Program</b>
PT9551L: Consolidation course includes a student-driven mock Grand OSCE	June, Term 6	- continues with restructuring/reformatting to provide increased robust formative learning experience; increased student accountability for self-directed learning; improved link between learning during academic courses and clinical placement experiences
OSCEs within curriculum	Term 1, 2a, 2b, 4, 5	- continue with restructuring/reformatting to provide increased robust formative learning experience; increased student accountability for self-directed learning; improved link between learning during academic courses

		and clinical placement experiences
Grand OSCE	June, Term 6	- removed as an MPT Program Milestone
OPA workshop	June, Term 6	- continues
Third-party PNE preparatory courses	Term 6, Fall following graduation	- continues

As per policy by the School of Graduate and Postdoctoral Students, current Year 2 MPT Program students will be given the option to choose to complete the MPT Program curriculum that was in place at the time they were admitted to the Program – the opportunity to complete the Grand OSCE milestone in June of Year 2 (Term 6).

Also, current students will participate in a student-driven mock Grand OSCE with the PT9551L: Consolidation course, have completed OSCEs within curriculum, the planned June (Term 6) National PCE prep workshop through OPA, and receive information about the available post-graduate preparatory PCE courses.

A phase-out of the Grand OSCE milestone would ensue over a two-year period, 2017-2018 to accommodate current Year 2 MPT students and the following Year 2 students.

Revisions to the Ivey Master of Science (MSc) in Management Program

**The following changes are proposed:**

- Add 9008 Ivey Essentials course. Transform the current MSc Pre-Ivey business knowledge program (PKP) into a core Ivey Essentials course in Term 1.
- Discontinue 9033 Business Project Course. Discontinue offering the 9033 Business Project course.
- Move and relabel the core 9005 Global Management Practices (GMP) course. Move the 9005 GMP course from Term 4 to Term 1 and relabel it as 9007 Cross Cultural Management course.
- Replace 9005 Global Management Practices course for the Business Analytics field with an additional business analytics elective in Term 4.
- Change the weight of the academic credit for 9035 Ivey Global Lab (IGL) and 9051 Ivey Analytics Lab (IAL) from 1.5 to 1.0 credit (9070 IGL course and 9071 IAL course) and add 9006 Global Communications course of 0.5 credit in Term 2.
- Eliminate the foundational 9002 Business Statistics course for the International Business field and offer Statistics as a not-for-credit module prior to the start of the MSc program.

**Ivey MSc in Management Program**

PROGRAM REQUIREMENTS – Progression & Graduation Requirements

The proposed modifications do not alter the total number of credits required to complete the program.

**Program Requirements:** Students must complete 7.5 full course equivalents to meet graduation requirements, including core and elective courses.

**4a. Field: International Business**

<b>Current</b>	<b>Proposed</b>
<b>Term 1. February to April (2.0 credits)</b> 0.5 - 9001 Internationalization (core) 0.5 - 9002 Business Statistics (core) 1.0 - 2 Electives (0.5 weight per course)	<b>Term 1. January to April 2018 (2.5 credits)</b> <b>1.5 - 9008 Ivey Essentials (core)</b> 0.5 - 9001 Internationalization (core) <b>0.5 - 9007 Cross Cultural Management (core)</b>
<b>Term 2. May to August (1.5 credits)</b> 1.5 - 9051 Global Lab (IGL) (core) (core field course) (Corporate Experience)	<b>Term 2. May to August 2018 (1.5 credits)</b> <b>1.0 - 9070 Ivey Global Lab (IGL) (core)</b> <b>0.5 - 9006 Global Communications (core)</b>
<b>Term 3. September to December (2.0 credits)</b> 0.5 - 9004 Global Strategy (core) 0.5 - 9003 Joint Ventures and Alliances (core) 1.0 - 2 Electives (0.5 weight per course)	<b>Term 3. September to December 2018 (2.0 credits)</b> 0.5 - 9004 Global Strategy (core) 0.5 - 9003 Joint Ventures and Alliances (core) 1.0 - 2 Electives (0.5 weight per course)
<b>Term 4. January to April (2.0 credits)</b> 0.5 - 9005 Global Management Practices (core) 1.0 - 9033 Business Project (core) 0.5 - Elective	<b>Term 4. January to February 2019 (1.5 credits)</b> 1.5 - 3 Electives
<b>Total credits: 7.5</b>	<b>Total credits: 7.5</b>

**4b. Field: Business Analytics**

<b>Current</b>	<b>Proposed</b>
<b>Term 1. February to April (2.0 credits)</b> 0.5 - 9039 Competing with Analytics (core) 0.5 - 9043 Big Data Analytics (core) 0.5 - 9002 Business Statistics (core) 0.5 - 1 Elective 0.0 - Milestone: 9087 Programming Skills 1 (pass/fail) (core)	<b>Term 1. January to April 2018. (2.5 credits)</b> <b>1.5 - 9008 Ivey Essentials (core)</b> 0.5 - 9039 Competing with Analytics (core) 0.5 - 9043 Big Data Analytics (core) 0.5 - 9002 Business Statistics (core) 0.0 - Milestone: 9087 Programming Skills 1 (pass/fail) (core)
<b>Term 2. May to August (1.5 credits)</b> 1.5 - 9051 Ivey Analytics Lab (IAL) (core) (core field course) (Corporate Experience)	<b>Term 2. May to August 2018 (1.5 credits)</b> <b>1.0 - 9070 Ivey Analytics Lab (IAL) (core)</b> <b>0.5 - 9006 Global Communications (core)</b>
<b>Term 3. September to December (2.0 credits)</b> 0.5 - 9004 Global Strategy (core) 0.5 - 9057 Prescriptive Analytics (core) 0.5 - 9044 Simulation and Risk Analysis (core) 0.5 - 1 Elective 0.0 - Milestone: 9088 Programming Skills 2 (pass/fail) (core)	<b>Term 3. September to December 2018 (2.0 credits)</b> 0.5 - 9057 Prescriptive Analytics (core) 0.5 - 9044 Simulation and Risk Analysis (core) 0.5 - 1 Elective 0.0 - Milestone: 9088 Programming Skills 2 (pass/fail) (core)
<b>Term 4. January to April (2.0 credits)</b> 0.5 - 9005 Global Management Practices (core) 1.0 - 9033 Business Project (core) 0.5 - 1 Elective	<b>Term 4. January to February 2019 (1.5 credits)</b> 1.5 - 3 Electives
<b>Total credits: 7.5</b>	<b>Total credits: 7.5</b>

The proposed modifications do not change the progression or graduation requirements:

Two cohorts of Ivey MSc in Management students will be enrolled in the Winter 2018 term:

- MSc 2017-2018 Term 4 (final term) students
- MSc 2018-2019 Term 1 (first term) students

Ivey MSc 2017-2018 Term 4 students: Students enrolled in their final term of the Ivey MSc in Management are not affected by the modifications to the program. These students will complete their program under the current program requirements.

Ivey MSc 2018-2019 Term 1 students: Students enrolled in their first term of the Ivey MSc in Management program will be required to successfully complete the modified program to meet their program requirements. Applicants who have received an offer of admission to the Ivey MSc program will receive communication regarding the curriculum changes so they may consider the changes prior to accepting the admission offer.

Revisions to the MSc/PhD Program in Pathology to Introduce the Field of One Health

The following changes are proposed:

**Admission requirements**

The degree will be available to students with a four-year undergraduate BSc or BSc in One Health, Pathology, Biochemistry, Microbiology and Immunology or related discipline as judged acceptable and appropriate by the Pathology Graduate Education Committee. The admission requirements will not change from the program's current requirement of >78% average over the last two academic years.

**Curriculum – Structure and Regulations**

Students entering our program will come from a variety of different backgrounds including four year honors undergraduate programs, graduate programs at the Masters level or professional degrees. There are no set degree or course prerequisites for the One Health graduate program although entering students are encouraged to have taken courses in biological and medical sciences, health sciences and/or social sciences. The normal timeframe for the MSc program in One Health will be 6 terms and 12 terms for the PhD program. Both MSc and PhD programs involve required courses (see **Attached Document - PATHOLOGY AND LABORATORY MEDICINE 2016-2017 GUIDELINES: GRADUATE STUDENTS IN RESEARCH-BASED PROGRAMS**) as well as a graduate thesis. In addition, students will have the opportunity to enrich their training through journal club, seminars and workshops offered by Pathology and Laboratory Medicine, in collaboration with other departments and faculties across Western University.

**A. Required Courses:**

1. **One Health Foundation Course (1.0 FCE): One Health 9400: Foundations of One Health**
2. **Biostatistics (0.5 FCE) + Quantitative/Qualitative Research Methods (0.5 FCE)**
3. **Journal Club/Seminar Series (2.0 FCE for MSc students and 4.0 FCE for PhD students) One Health 9510Y; 9511Y; 9610Y, 9611Y; 9612Y; 9613Y: One Health Journal Club**

**B. Thesis Project**

Under the supervision of a graduate faculty member affiliated with the One Health/Pathology graduate program students will undertake a thesis project at both the MSc and PhD levels.

**Progression through the Program:**

	September - December	January – April	May - August
Year 1 (MSc)	<ul style="list-style-type: none"> <li>• Required Course Work</li> <li>One Health</li> <li>Journal Club</li> <li>Statistics/Research Methods</li> <li>Additional course work if required</li> </ul>		Research
	<ul style="list-style-type: none"> <li>• Research Project</li> <li>Supervisor &amp; advisory committee assigned</li> <li>Thesis proposal submitted within 6 months</li> </ul>		
Year 2 (MSc or PhD)	<ul style="list-style-type: none"> <li>Additional Course work if required or desired</li> <li>Continuation of attendance at Journal Club</li> <li>Completion of a comprehensive examination if doing a PhD</li> </ul>		Research
	<ul style="list-style-type: none"> <li>Research Project</li> <li>Regular meetings with Advisory Committee</li> <li>Presentation of Work at Research Day</li> <li>Completion of</li> </ul>		

Year 3 (PhD)	Attendance at Journal Club	Research
	Research Project Regular meetings with Advisory Committee Presentation of Work at Research Day	
Year 4 (PhD)	Attendance at Journal Club	Research
	Research Project Regular meetings with Advisory Committee Presentation of Work at Research Day	

## DUAL DOCTORAL DEGREE PROGRAM AGREEMENT

BETWEEN:

**TONGJI UNIVERSITY**

AND

**THE UNIVERSITY OF WESTERN ONTARIO**

WHEREAS Tongji University (hereinafter referred to as "Tongji") and The University of Western Ontario (hereinafter referred to as "Western") recognize the importance of establishing overseas study and research opportunities for their Students to promote the development of intercultural competence, give Students experience working in multinational research teams, and provide valuable exposure to multiple disciplinary and research perspectives;

AND WHEREAS the parties recognize that international dual degree programs will provide such unique opportunities for their Students and therefore wish to enter into an agreement to establish Dual-Doctoral Degree Programs for Doctoral Students registered in the College of Civil Engineering at Tongji University and the Department of Civil and Environmental Engineering at The University of Western Ontario;

AND WHEREAS the parties wish to set out the procedures and rules that will govern Dual-Doctoral Degree Programs and the rights and obligations of each party with respect to the conduct of individual Dual-Doctoral Degree Programs;

THEREFORE the parties agree as follows:

### **1.0 PURPOSE**

Tongji and Western agree to establish Dual-Doctoral Degree Programs ("Program" or "Programs") between their civil engineering programs, enabling Students to pursue coordinated doctoral studies at both Universities and, if successful, be awarded a doctoral degree at each University. The Programs shall be conducted in accordance with the terms and conditions set out herein.

### **2.0 ADMISSION**

- 2.1 This Agreement applies only to the PhD programs in Tongji's College of Civil Engineering and Western's Department of Civil and Environmental Engineering.
- 2.2 Students who wish to be considered for admission to a Dual-Doctoral Degree Program must be admitted to the doctoral program at each University in accordance with each University's internal admission regulations.
- 2.3 With the consent of the Student, each University shall provide to the other University such documentation as the other University may require verifying the admission of the Student to its doctoral program.
- 2.4 The details of a Program for a specific Student, including start and completion dates, details of the qualifying/comprehensive examination, the rules and procedures that will be followed for the thesis defence, the location of the thesis defence, the names of the supervisors, financial obligations and

commitments, and course and language requirements must be agreed to in writing by the parties before a Student will be accepted into the Program.

- 2.5 A completed **Dual Degree Program Form (“DDP Form”)** for each Student, a copy of which is attached as **Appendix 1** to this Agreement, must be submitted to each University and if approved it must be signed by the applicable authorities at each University as well as the designated supervisors and the Student. Any changes to the details of the Program as set out in the **DDP Form** must be approved by both institutions.

### **3.0 LANGUAGE REQUIREMENTS**

- 3.1 Students accepted into a Program must have a good knowledge of the language of the graduate program of each University. In addition, they must satisfy any language proficiency requirements of either University, as set out in the **DDP Form**, prior to the commencement of the Program.

### **4.0 START DATE, DURATION AND RESIDENCY**

- 4.1 The specific start date of a Program shall be set out in the **DDP Form**.
- 4.2 A Program will normally be four (4) years in length. The agreed termination date shall be set out in the **DDP Form**. In exceptional circumstances the termination date may be extended for up to one year with the agreement of the relevant authorities at each University.
- 4.3 A Student will carry out research and study activities at both Universities according to a schedule that is agreed upon by both Universities. The length of time that a Student must be at each University may vary depending on the Program, provided that the Student spends a minimum of 12 months at each University. The agreed schedule will be set out in the **DDP Form** but may be altered during the Program with the approval of the Student’s Supervisors.
- 4.4 Leaves of absence must be approved by the relevant authorities at both Universities.

### **5.0 OVERVIEW OF PROGRAM**

- 5.1 Students accepted into a Program must comply with the policies, rules and regulations (“rules”) applicable to the doctoral programs at both Universities unless one or both Universities agrees to waive or modify their rules in the case of a particular Program.
- 5.2 Both Universities agree to provide a safe learning environment for the Students during the Program and provide the Students with necessary resources, such as laboratory space, comparable to the resources provided to students in regular doctoral programs at their respective institutions.
- 5.3 Both parties shall use their best efforts to identify and resolve any possible conflicts between their rules before a Student is admitted into a Program. In the event that a conflict is identified during the course of a Program, the Supervisors and other authorized individuals at each University will use their best efforts to resolve the conflict so that the Program can continue.
- 5.4 Students shall be enrolled at each University in accordance with each University’s registration periods.
- 5.5 Each University shall appoint a professor as Thesis Supervisor (“Supervisor”). The two Supervisors shall jointly exercise the function of scientific guide of the Student and are responsible for the Student’s doctorate education and research training. Each Supervisor is responsible for providing advice and assistance to the Student while the Student is at his or her University. Each Supervisor shall ensure that the other Supervisor is informed of the Student’s progress and notified if problems arise relating to the Student’s progress in the Program.

- 5.6 Each Supervisor is responsible for ensuring that the other Supervisor is aware of all research activities in which the Student is involved during the Program.
- 5.7 The Program consists of such advanced level courses at each University as may be required by each University, research work, and writing and defending the doctoral thesis. The Student shall take courses and exams at each University in accordance with the study curriculum approved by the Supervisors.
- 5.8 Each University shall separately evaluate the progress of the Student at least annually or more frequently as may be prescribed by each University and shall transmit the results of the evaluation to the other University.
- 5.9 The Student must successfully complete the doctoral degree program requirements at both Universities, including required courses, the qualifying/comprehensive examination, and a successful thesis defence. Upon completion of the Program the Student will be awarded the title "Doctor of Philosophy" by Western and the title "Doctor of Engineering" by Tongji and the Student shall receive a diploma from each University. The final transcript from each University shall include a notation stating that the degree was obtained under a dual degree program. For Tongji University, the student is entitled to receive a testamur which states the conferral of the PhD degree under the Dual Degree PhD Program between Tongji and Western.
- 5.10 If a Student fails to meet either the doctoral degree program requirements or other rules and regulations of one University and is required to withdraw from that University's doctoral degree program, the Program will automatically terminate. The University that has withdrawn the Student must notify the other University immediately.

## **6.0 THESIS EXAMINATION AND DEFENCE**

- 6.1 The process that will be followed for the thesis examination and defence, including language and format, must be approved by the relevant authorities at both Universities.
- 6.2 Unless modified with the agreement in writing of both Universities, the Thesis Examination Committee shall be composed of 5 examiners, consisting of two examiners from each University and one examiner from a third unrelated institution. The examiners must be approved by the relevant authorities at each University.
- 6.3 Upon successful completion of the Program the thesis may be published by each University and made publicly available in accordance with each institution's internal policies.

## **7.0 APPEALS**

- 7.1 While nothing in this Agreement shall curtail or prevent a Student from exercising any right of appeal that he or she may have under the rules and regulations of either University, the Universities acknowledge and agree that a successful appeal by a Student at one University shall not be binding on the other University.

## **8.0 FEES AND FINANCIAL INFORMATION**

- 8.1 Students will pay tuition fees to each University for the agreed periods during which they are at that institution as set out in the **DDP Form**. It is agreed that Students will not be required to pay such fees to one University during the time period(s) when they are conducting their research and study activities at the other University.
- 8.2 Students will pay full time ancillary fees while they are at Western.

- 8.3 Students will be financially supported by a scholarship or grant from one or both Universities and/or from a third party. This scholarship or grant should be able to cover the Student's tuition fees and ancillary fees. Details of the financial support will be set out in the **DDP Form**.
- 8.4 Students are solely responsible for their personal expenses, including travel, accommodation and all living expenses.
- 8.5 Each Supervisor is responsible for his or her own travel, accommodation and other personal expenses relating to the Program.
- 8.6 The University that is conducting the thesis examination is responsible for the expenses related to the thesis examination.
- 8.7 Except as set out in 8.6, neither University shall be responsible to the other University for any costs relating to the implementation of this Agreement.

## **9.0 INSURANCE**

- 9.1 Neither University is responsible for providing medical, hospital, or personal property insurance for Students. Students will be required to obtain such medical or other insurance as may be required by each University.
- 9.2 At Western, international students and any accompanying dependents must purchase health insurance coverage under the University Health Insurance Program (UHIP). The dual degree students sent to Tongji University are required to buy comprehensive medical insurance for overseas students in China as designated by the Ministry of Education of China.

## **10.0 INTELLECTUAL PROPERTY**

- 10.1 All intellectual property held by one of the parties prior to entering into this Agreement or disclosed or introduced in connection with this Agreement and all materials in which such intellectual property is held, disclosed or introduced shall remain the property of the party introducing or disclosing it. Each party grants the Student and/or the other party a licence to use such intellectual property for the purposes of the Program, subject to any prior third party rights.
- 10.2 All rights, titles and interests in any studies, reports or materials, graphic or otherwise, prepared by either University will belong to that University and may not be made use of except with that University's prior written consent.
- 10.3 Where the Universities jointly develop intellectual property, inventions and innovations as a result of the research work of the Student working under the supervision of the Supervisors the terms with respect to title and exploitation of such intellectual property, inventions and innovations (including but not limited to trademarks, copyright, patents, know-how designs and confidential information on the subject of such intellectual property, inventions and innovations) will be negotiated on a case-by-case basis having due regard to the nature, quality and extent of the contributions by each University and the terms imposed by any funding or granting agencies or organizations.
- 10.4 The Student shall own the copyright of his or her thesis.

## **11.0 CONFIDENTIALITY**

- 11.1 Each University agrees to protect the confidentiality of any information disclosed to it by the other University, which the other University has identified as confidential, and it shall use such information only for the purposes for which it was disclosed. Each University shall ensure that its faculty, staff and students are aware of what information is subject to this confidentiality requirement.

11.2 The Universities agree to share academic and other information about Students enrolled in the Program to the extent needed for the conduct of the Program. Each University shall keep confidential all Student information provided to it by the other University and shall use the information solely for the purposes of the Program. Such information shall not be disclosed to third parties without the consent of the University that provided the information.

## **12.0 DISPUTES**

12.1 Any issues arising under or in connection with this Agreement which cannot be resolved by discussion between the individual programs shall be referred to the Vice-Provost (Graduate and Postdoctoral Studies) at Western and the Vice Dean of College of Civil Engineering at Tongji for resolution.

## **13.0 TERM OF AGREEMENT**

13.1 This Agreement is effective on the date that the last party signs it and shall remain in force for the later of five years from its effective date or the duration of an agreed Program under this Agreement.

13.2 This Agreement may be extended with the agreement in writing of the parties.

13.3 Either party may terminate this Agreement at any time during its term with 6 months' written notice to the other party. Once a notice of termination is issued, no new Student shall be enrolled in a Program under this Agreement. If a Student or Students are enrolled in a Program as of the date of notice of termination, this Agreement shall not terminate until such Students have completed or are no longer enrolled in the Program.

Any such notice of termination must be sent to the following officers at each University:

Western:  
University Secretary  
Stevenson Hall, Room 4101  
Western University  
London, Ontario N6A 5B8  
**Canada**

Tongji:  
Vice Dean of Civil Engineering  
Civil Engineering Building, Room A208  
Tongji University  
Shanghai, 200092  
**China**

## **14.0 LANGUAGE**

14.1 A translation of this Agreement will be prepared in Chinese. Both parties agree that both English and Chinese versions are the official and binding agreement between the parties. Any discrepancies between the two versions shall be presumed to be due to difficulties in translation from English to Chinese and in resolving any such discrepancies, reference shall be made to the original English version.

**IN WITNESS WHEREOF** the parties have executed this Agreement under the hands of their authorized officers.

**TONGJI UNIVERSITY**

**THE UNIVERSITY OF WESTERN ONTARIO**

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*Dr. Zhihua Zhong,*  
**University President**

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*Dr. Janice Deakin,*  
**Provost and Vice-President Academic**

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*Dr. Xianzhong Zhao*  
**Dean, College of Civil Engineering**

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*Ms. Irene Birrell*  
**University Secretary**

---

*Dr. Huanjun Jiang*  
**Vice Dean, College of Civil Engineering  
and Postdoctoral Studies**

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*Dr. Linda Miller*  
**Vice-Provost, School of Graduate**

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DATE

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DATE

NEW CALENDAR COPY

**HONORS SPECIALIZATION IN DATA SCIENCE**

**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 1500A/B) and (Calculus 1501A/B or (Calculus 1301A/B with a mark of at least 85%)), Mathematics 1600A/B, Computer Science 1026A/B, Computer Science 1027A/B plus 0.5 additional principal courses, with no mark less than 60% in any of the 3.0 principal courses.

Recommended course: Statistical Sciences 1023A/B.

Please note: Applied Mathematics 1413 may be substituted for the 1.0 Calculus requirement. Applied Mathematics 1411A/B may be substituted for Mathematics 1600A/B. If not taken in the first year, Mathematics 1600A/B or Applied Mathematics 1411A/B must be completed prior to the second term of second year.

**Module**

10 courses

**3.5 courses:** Computer Science 2035A/B, 2210A/B, 2211A/B, 2214A/B, 3319A/B, 3340A/B, 4414A/B.

**4.5 courses:** Statistical Sciences 2857A/B, 2858A/B, 2864A/B, 3843A/B, 3850A/B, 3859A/B, 3860A/B, 4844A/B, 4850A/B.

**1.5 courses from:** Computer Science 3377A/B (or Science 3377A/B), 4411A/B, 4412A/B, 4416A/B, 4417A/B, 4418A/B, Statistical Sciences 4860A/B, 4864A/B, 4960A/B.

**0.5 course from:** Any 4000-level course offered by the Department of Computer Science or the Department of Statistical and Actuarial Sciences.

**Note:** A minimum of 4.5 courses must be completed from each of the Departments of Computer Science, and Statistical and Actuarial Sciences.

**MAJOR IN DATA SCIENCE**

**Admission Requirements**

Completion of first-year requirements, including the following:

Calculus 1000A/B or 1500A/B plus Calculus 1501A/B (or Calculus 1301A/B with a mark of at least 85%); Mathematics 1600A/B, Computer Science 1026A/B, Computer Science 1027A/B plus 0.5 additional principal courses, with no mark less than 60% in any of the 3.0 principal courses.

Recommended (but not required) first-year courses: Statistical Sciences 1024A/B and/or Statistical Sciences 1023A/B.

Please note: Applied Mathematics 1413 may be substituted for Calculus requirements. Applied Mathematics 1411A/B may be substituted for Mathematics 1600A/B. If not taken in the first year, Mathematics 1600A/B or Applied Mathematics 1411A/B must be completed prior to the second term of second year.

**Module**

7 courses:

**3.5 courses:** Statistical Sciences 2857A/B, 2858A/B, 2864A/B, 3843A/B, 3850A/B, 3859A/B, 3860A/B.

**3.5 courses:** Computer Science 2210A/B, 2211A/B, 2214A/B, 3319A/B, 3340A/B, 4414A/B, and either 2035A/B or 3377A/B (or Science 3377A/B).

NEW CALENDAR COPY

**HONORS SPECIALIZATION IN POLITICS, PHILOSOPHY AND ECONOMICS – POLITICS AND PHILOSOPHY**

*(NOTE: This module should be listed in the Academic Calendar under the Faculty of Social Science > Programs Offered (<http://www.westerncalendar.uwo.ca/2016/pg1857.html>) as “Honors Specialization in Politics, Philosophy and Economics – Politics and Philosophy (PPE-P)”. It should also be listed under the Faculty of Arts and Humanities > Programs Offered (<http://www.westerncalendar.uwo.ca/2016/pg170.html>) as “Honors Specialization in Politics, Philosophy and Economics – Politics and Philosophy (PPE-P) (please refer to “Faculty of Social Science”)”. It can also be listed as an inter-faculty program under Faculties > Inter-faculty Departments/Modules/Programs > Programs offered (<http://www.westerncalendar.uwo.ca/2016/pg1856.html>) under “Honors Specialization” as “Honors Specialization in Politics, Philosophy, and Economics – Politics and Philosophy.”*

*The text immediately below with the details of the PPE-P module should appear under the Department of Political Science in the Faculty of Social Science.)*

**Honors Specialization in Politics, Philosophy and Economics – Politics and Philosophy (PPE-P)**

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee that students who wish to enroll will be accepted.

**Admission Requirements**

Completion of first-year requirements with no failures. Students must complete 3.0 principal courses, including Political Science 1020E, Economics 1021A/B and 1022A/B, and 1.0 Philosophy course(s) at the 1000 level, with an average of at least 75% and no mark less than 70%, plus 2.0 additional courses at the 1000 level.

Students must have successfully completed one of: MCV4U, Mathematics 0110A/B, Mathematics 1225A/B, Calculus 1000A/B, or Calculus 1500A/B.

Students may be admitted to the module if they have completed the math requirement and at least 2.0 of the required 3.0 principal courses. Students must complete the remaining 1.0 principal course within 12 months after entering the module.

**Module**

9.0 courses:

**0.5 course:** PPE 2200F/G (normally taken in the first year of the module)

**1.5 course:** Political Science 2237E and 3324F/G

**1.0 course from:** Philosophy 2700F/G (recommended), Philosophy 2200F/G, Philosophy 2202F/G, or Philosophy 2500F/G

**1.0 courses:** Economics 2150A/B and 2151A/B

**1.0 course:** PPE 4100E

**4.0 courses** from at least two of the three PPE disciplines (Philosophy, Political Science, and Economics). Political Science and Philosophy courses must be numbered 2200 **and above**; Economics courses should be numbered 2100-2199. At least 2.0 of these 4.0 courses must be numbered 3000 and higher.

Students are advised to consult the Undergraduate Office in the Department of Political Science for more detailed information about the module.

Note: Many of the intermediate and upper level courses that can count towards this module have prerequisites. Students should carefully plan their programs of study accordingly.

Note: Courses counted toward this module may not be counted toward another module. If you are interested in adding a second module that requires overlapping courses, consult the department about how that issue can be resolved.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2017/pg1353.html>

**HONORS SPECIALIZATION IN ECONOMICS, POLITICS AND PHILOSOPHY POLITICS,  
PHILOSOPHY AND ECONOMICS – ECONOMICS (PPE-E)**

**Admission Requirements**

Completion of first-year requirements with no failures. Students must have an average of at least **70-75%** with no mark less than **60 70%** in 3.0 principal courses, including the following 2.5 courses: Economics 1021A/B and 1022A/B; Political Science 1020E; and **1.0 Philosophy course at the 1000 level, plus 2.0 additional courses at the 1000 level. Students must have successfully completed one of:** Calculus 1000A/B, or Calculus 1500A/B with a mark of at least 60%.

**(Note: Students can enter the module without Political Science 1020E, but they must complete this course by the end of the second year if they have completed the calculus requirement and at least 2.0 of the required 3.0 principal courses. Students must complete the remaining 1.0 principal course within 12 months after entering the module.)**

**(Engineering students and Science students may substitute Economics 2001A/B for Economics 1021A/B and 1022A/B and Applied Mathematics 1413 for Calculus 1000A/B or Calculus 1500A/B. Please contact the department for details.)**

**Module**

9.0 Courses:

**0.5 course: PPE 2200F/G (normally taken in the first year of the module)**

**2.5 2.0 courses:** Economics 2220A/B, 2222A/B, 2223A/B, 2260A/B, 2261A/B\* **(normally taken in the first year of the module).**

**1.0 course:** Political Science 2237E; or Philosophy 2800F/G and Philosophy 2801F/G.

**1.0 course:** Philosophy 2700F/G (recommended), 2200F/G, 2202F/G or 2500F/G and 2700F/G.

**1.0 course** in Political Science at the 2200 level (Political Science 2211E is recommended).

**0.5 course** in Economics at the 2200 or 3000 level with an F/G designation.

**1.0 course: PPE 4100E 1.5 course, normally taken in the fourth year:** Economics 4400E and Economics 3388A/B

**1.0 course** in any Economics, Political Science, or Philosophy at the 3000 level.

**(Students are responsible for making sure they have the prerequisites for the courses they wish to take.)**

**0.5 additional course** from: Economics, Political Science, or Philosophy at the 2200 level or above, Epidemiology 4615A/B.

**3.5 courses numbered 2200 or higher from at least two of the three PPE disciplines (Philosophy, Political Science, and Economics). At least 2.0 of these courses must be numbered 3000 and higher.**

**Students are advised to consult the Undergraduate Office in the Department of Economics for more detailed information about the module.**

\*Students who have taken a 1.0 or 0.5 credit course in introductory statistics at the 2100 level or higher in the Department of Statistical and Actuarial Sciences can substitute that course for Economics 2222A/B towards the module requirements (exception: if the statistics course is being used in another module, no credit overlap is allowed, and students are required to replace Economics 2222A/B with another 0.5 course in Economics at the 2200 level or higher). Students who have completed any other introductory statistics course listed as an antirequisite to

Economics 2222A/B must replace Economics 2222A/B with 0.5 course in Economics at the 2200 or 3000 level.

Students who have completed Economics 2150A/B, 2151A/B and 2152A/B with an average of 80% and no mark less than 75%, and who have taken Calculus 1000A/B or Calculus 1500A/B or the former Calculus 1100A/B with a mark of at least 60%, may enter the Honors Specialization in Economics, Politics and Philosophy and be exempt from taking Economics 2220A/B, 2260A/B and 2261A/B. Students who have completed these requirements and have also completed Economics 2122A/B and 2123A/B with an average of 80% and no mark less than 75% may also be exempt from taking Economics 2222A/B and 2223A/B.

Courses **counted towards** completed as part of this module may not normally be counted towards additional **another** modules in Political Science or Philosophy. **If you are interested in adding a second module that requires overlapping courses, consult the department about how that issue can be resolved.**

**Note: Many of the intermediate and upper level courses that can count towards this module have prerequisites. Students should carefully plan their programs of study accordingly.** Students considering graduate study in economics or finance should take additional economics and mathematics courses and are strongly advised to consult with the Undergraduate Coordinator.

NEW CALENDAR COPY

**Huron EnRoute Program**

**Admission Requirements**

1. Must be academically eligible
2. One of the following test results must be met:
  - IELTS - Minimum Overall Score and Writing section must be 5.5, all other sections minimum 5.0.
  - TOEFL - Minimum Overall Score of 62, Reading and Listening not below 12, Speaking and Writing not below 16.
  - CAEL - Minimum 50 in all sections
  - PTE Academic - Minimum Overall Score of 46, with no section less than 46.

**Program Description**

Huron's EnRoute Program is designed for applicants that are interested in pursuing a Bachelor of Arts degree in Psychology or Economics at Huron University College. Students will be conditionally admitted to Huron University College. After successful completion of the EnRoute program, students will be eligible for full-time study to complete their degree at Huron, and will normally be admitted following application. Unsuccessful completion of either component of the program (English Language courses or degree courses) will result in the cancellation of any further registration at Huron University College. Along with the 15 hours of mandatory English Language training provided through Western's English Language Centre (WELC), the student will be enrolled in the following 2.0 credits at Huron:

Psychology Stream:

- 1.0 credit: Psychology 1100E
- 0.5 credit: Math 1229A (or other math as recommended)
- 0.5 credit: Math 1225B (or other math as recommended)

Economics Stream:

- 0.5 credit: Economics 1021a/b
- 0.5 credit: Economics 1022a/b
- 0.5 credit: Math 1229A (or other math as recommended)
- 0.5 credit: Math 1225B (or other math as recommended)

NEW CALENDAR COPY

**HONORS SPECIALIZATION IN GLOBAL HEALTH STUDIES**

**Admission Requirements**

Completion of first-year requirements with no failures.

Students must take the following 3.0 principal courses, achieving an average of at least 70% across them and with no final grade of less than 60% in any of them:

1.5 courses: Centre for Global Studies 1023F/G; Health Sciences 1001A/B, 1002A/B

0.5 course from: CGS 1021F/G, 1022F/G

The remaining 3.0 first-year courses may be taken from across the Humanities, Social Sciences, and Sciences. Geography 1400F/G, Geography 1500F/G, and Sociology 1020 are recommended to satisfy pre-requisites needed in the module.

**Language Requirement**

2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or 2.0 language courses in two different languages other than English at any level, or by demonstrating working fluency in a language other than English.

**Module**

**9.0 courses**

**3.5 courses:** Centre for Global Studies 2002F/G, 3519F/G, 3520F/G; Health Sciences 2250A/B, 3002A/B, 3250F/G; Sociology 2180A/B

**0.5 course from:** Centre for Global Studies 2003F/G, 2004F/G

**0.5 course from:** Centre for Global Studies 3001F/G, 3006F/G

**1.5 courses from:** Centre Global Studies 3509F/G, 3512F/G, 3513F/G, 3514F/G, 3517F/G, 3518F/G, 3525F/G, 3526F/G

**1.0 course from:** Geography 2430A/B, 3431A/B, 3432A/B; Sociology 3371F/G

**1.0 course from:** Health Sciences 2610F/G, 3071A/B, 3210A/B, 3251F/G, 3630F/G

**0.5 course from:** Centre for Global Studies 4000-level

**0.5 course from:** Health Sciences 4044A/B, 4200F/G, 4205A/B, 4220F/G, 4250A/B

NEW CALENDAR COPY

**MAJOR IN GOVERNANCE, LEADERSHIP AND ETHICS**

**Admission Requirements**

Completion of First Year with at least 0.5 course in either Philosophy, Business, History, or Political Science with an average of 60%.

**Language Requirement**

2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or 2.0 language courses in two different languages other than English at any level, or by demonstrating working fluency in a language other than English.

**Progression Requirement**

Students will be required to take GLE 2001F/G, GLE 2002F/G (PHIL 2700F/G), and GLE 2003A/B prior to, or coterminous with, courses in the Governance Group, the Leadership Group, and the Ethics Group.

**Module**

6 courses

**1.5 courses:** GLE 2001F/G\* (Governance); PHIL 2700F/G (cross-listed as GLE 2002F/G (Introduction to Ethics and Value Theory); GLE 2003A/B\* (Leadership)

**1.0 course from the Governance Group:** POLSCI 2231E (International Relations), POLSCI 2246E (Public Administration), POLSCI 2284F/G (Inside Governments), POLSCI 3345E (International Law and Organization), POLSCI 3351E (Theories of the State), POLSCI 3355E Law, State, and Democracy), POLSCI 3368E City Regions), POLSCI 2257 (Global Political Economy), POLSCI 3379E (Global Environmental Politics); MOS 3353 F/G (Business-Govt. Relations: A Contemporary Political Perspective), MOS 4410A/B (Strategic Management); PHIL 2253A/B (Introduction to Decision Analysis), PHIL 2263F/G (Philosophy of Risk), PHIL 3880F/G (Social Ontology); HIST 2202F/G (Crises and Confederation), HIST 2302F/G (American Modern), HIST 2710F/G (Red, White, Black, et Blancs: Early North America), HIST 2602F/G (Pre-Colonial Africa), HIST 2604F/G (European Imperialism in Africa, 1830-1994), HIST 3201E (European-First Nations Relations in Canada), HIST 3291E (History of Public Violence in Canada), HIST 3607E (Political Assassinations, 1900-2000)

**1.0 course from the Leadership Group:** POLSCI 2270E (Women and Politics), POLSCI 3304F/G (Political Identities), POLSCI 3306F/G (Political Authority and Resistance); MOS 2155A/B (Human Relations in the Organization), MOS 3385 (HR for Non-HR Students), MOS 4488 (Management and Organizational Consulting); PHIL 2760F/G (Civil Disobedience and Social Protest), PHIL 2820F/G (War and Peace); HIST 2813F/G (Making Waves: Women's Activism in the Atlantic World), HIST 3313F/G (The Movement: Civil Rights and African American History in the 20th Century), HIST 3705F/G (Current Crises in Historical Perspective), HIST 4202F/G (Land, Literacies, and Learning), HIST 4308F/G (Iron-Jawed Angels: Women, Power, and the Vote in American History), HIST 4810F/G (Engaging with the Past: Practicing Active History)

**1.0 course from the Ethics Group:** POLSCI 2237E (Political Theory), POLSCI 2219E (Politics of Human Rights); HIST 3406F/G (Crime and Gender in Modern Britain), HIST 3615F/G (Crime and Punishment in Imperial China), HIST 4414F/G (Secrets, Spies, and Surveillance in Modern British History), HIST 4422F/G (London, UK: Crime and Disorder in the 20th Century); PHIL 2074F/G (Business Ethics), PHIL 2812F/G (Culture, Values, and Human Rights), PHIL 2821F/G (Philosophy of Law), PHIL 2822F/G (Topics in the Philosophy of Law), PHIL 3710F/G (Metaethics), PHIL 3720F/G (Normative Ethics), PHIL 3810F/G (Justice), PHIL 3820F/G (Globalization and Theories of Justice), PHIL 3840F/G (Case Studies in Business Ethics)

**0.5 course** from the Governance Group, the Leadership Group, or the Ethics Group

**1.0 course GLE 4001E\*** (The Capstone Course)

\* New courses currently in the process of course approval

NEW CALENDAR COPY

**King's / Fanshawe Combined Degree / Diploma in Finance and Wealth Management**

**Admission Requirements**

Students must apply to Social Science at King's through the OUAC (program code EKO) directly in first year. Students must have achieved a minimum overall high school average of 80% in 6 grade 12 U/M courses (including pre-requisites) or equivalent. In addition, students must have completed MCV 4U or equivalent with a minimum final grade of 60%. King's is responsible for making all decisions regarding admission to the program.

**Structure of the Program**

In the first year of the program, students are admitted directly into Year 1 Social Science at King's

The number of available spaces for prospective students in this program will be assessed annually; however, a minimum of 60 students will be allocated for registrants.

Finance and Wealth Management is available for full-time registration only. Part-time status is not permitted.

Once accepted to the program, students alternate registration between the two institutions: Year 1 at King's, Year 2 at Fanshawe, Year 3 at King's, and Year 4 is split between the two: Fanshawe (1<sup>st</sup> semester), King's (2<sup>nd</sup> semester). Upon successful completion of the collaborative program, students will receive both a BA, Major in Finance from King's at Western and a two year diploma in Finance from Fanshawe College.

Finance and Wealth Management is a unique program and is not part of the modular structure at Western. It cannot be combined with other modules such as minors, double majors, or certificate programs.

The Finance and Wealth Management program is designed for students who want a solid academic background in Finance with specific practical training and certifications in personal financial planning and insurance leading to careers within the financial industry. In addition to earning both a degree and diploma, graduates will also possess a number of certifications (i.e., Certified Financial Planner and Mutual Funds Licensing) as well as be prepared to write the exams for the Canadian Securities Course and Life Licensing Qualification Program, further enhancing their career opportunities. Given the specificity of the program, it is not an entry mechanism to university-level graduate programs.

**Course progression by Year**

**First Year (Registration at King's)**

- Economics 1021a/b, Economics 1022a/b, Math 1229a/b, Math 1225a/b or 1230a/b, Business 1220E, 1.0 Category B (Arts), 1.0 Elective (1000 level)

**Second Year (Registration at Fanshawe)**

- Writing 1032/1034, Business 1068, Finance 1024, Finance 1053, Marketing 1012, Math 1057, Communications 3020, Insurance 3014, Finance 3032, Finance 1013, Finance 1025, Finance 1040 (all courses are 0.5 weight)

**Third Year (Registration at King's)**

- Economics 2220a/b, Economics 2222a/b, Business 2257, Actuarial Science 2053, Economics 2221a/b, Economics 2223a/b, 1.0 Senior Essay course (2000 level or above)

## **Fourth Year**

### **1<sup>st</sup> Semester (Registration at Fanshawe)**

- Finance 3036, Finance 3041, Finance 3030, Finance 1012, Management 3059, Law 3018 (all courses are 0.5 weight)

### **2<sup>nd</sup> Semester (Registration at King's)**

- MOS 3310a/b, MOS 3312a/b, Economics 3370a/b, 0.5 Elective (at the 2000 level or above)

## **Progression and Graduation Requirements**

Students will be permitted to progress into the second year of the Finance and Wealth Management program based on their academic performance in their first year. King's will review the academic records of all students in progress and recommend those eligible for progression to second year of the program at Fanshawe. Students will be required to maintain a minimum overall average of 60% in each academic year to continue their progression within the program. Students accepted into this collaborative program must complete the courses as outlined above, and maintain a cumulative and graduating average of 60% in both the degree and diploma to be eligible to graduate.

## **Failure to Meet Progression or Graduation Requirements**

A student who fails to meet the progression or degree requirements in any year must withdraw from the collaborative program. Students who meet admission requirements for another program at any of Western's campuses, or at Fanshawe may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program at Western or its affiliates will not be able to utilize credit received as part of the Fanshawe diploma.

## **Dean's Honor List**

Finance and Wealth Management students will be considered for the Dean's Honor List in the courses for the degree only. Adjudication will be based on having an overall 80% average on all courses taken within the academic year (September – April) and enrolment in the prescribed courses at Fanshawe.

## **Graduation "With Distinction"**

Students who have achieved an overall average of 80% with no grade lower than 70% on the entire program with no failed courses (courses for the degree only) will receive the designation "With Distinction"

## **Course Load**

Students must follow the structure of the program as outlined by King's and Fanshawe. Modifications to the program may be made only in exceptional circumstances and with permission of both institutions.

## **Exchanges**

Academic exchange opportunities are not available for Finance and Wealth Management students.

## **Internship Opportunities**

There are no internship opportunities available at King's for this program however, the Business— Finance diploma at Fanshawe is a co-op eligible program and students in the Finance and Wealth Management program may be eligible to participate in co-op opportunities. This participation would extend the length of program outlined in the agreement should they opt for the additional two work terms required to complete a co-op program. Participation in the co-op program is not guaranteed.

## **Fees**

Students will be registered as full-time at the institution in which they are taking their courses for tuition and financial aid purposes. When a student registers, pays their tuition and student fees as a full-time student at either institution, he/she will have access to the bus pass and health plans of that institution for the year/semester in which they are registered. Tuition for year one, three and year four, semester two will be set out by the King's Bachelor of Arts fee schedules for the years in which the student is registered at the institution. Tuition for year two and year four, semester one will be set out by Fanshawe's fee schedule for the Business – Finance diploma. Fees are subject to the payment and refund schedule at the respective institution.

Students may apply for bursaries and/or work-study at the institution in which they are taking their courses each year. Students must apply for OSAP through the institution in which they will be taking their courses in the next academic year.

**Scholarships and Academic Awards**

Students may apply for scholarships and academic awards at each institution in the year they are registered. For students who meet the continuing scholarship requirements at the end of their first year at King's, the scholarship will be held for them and applied to their tuition in the third year when they return to King's provided they remain in good academic standing at Fanshawe and are deemed eligible to progress into the third year of the program. Students are also eligible to apply for any awards or bursaries in the fall of the year they are attending a particular campus.

**COLLABORATIVE AGREEMENT**

**THIS AGREEMENT made BETWEEN:**

**KING'S UNIVERSITY COLLEGE**  
(hereinafter called "King's")

and

**WESTERN UNIVERSITY**  
(hereinafter called "Western")

and

**FANSHAWE COLLEGE**  
(hereinafter called "Fanshawe")

WHEREAS King's, Western and Fanshawe wish to increase student mobility between King's and Fanshawe, and the parties recognize that collaborative agreements are a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified candidates, using a bilateral approach, this pathway will allow students to earn a two-year diploma in Business-Finance and a three-year degree in Finance within a four-year period of time by entering into collaborative agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT),

AND WHEREAS the parties wish to set out clearly defined processes for the movement of the students between Fanshawe and King's;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

**Items of Agreement**

***The Program:***

1. The Finance & Wealth Management collaborative program is a 4-year program offered by King's and Fanshawe. Successful graduates of the program will receive a Bachelor of Arts – Finance (3 year) degree from King's and a Business – Finance (2 year) diploma from Fanshawe.
2. The course requirements from each institution are mutually recognized so that students may graduate within the required time frame. Appendix 1 contains a progression chart and a table of awarded transfer credit.
3. This collaborative program will be governed and delivered in such a fashion that King's, Western, and Fanshawe will be considered equal partners.

***Governance and Operating:***

1. The Finance & Wealth Management program is governed by a Joint Program Management Committee with equal membership from Fanshawe and King's. The composition of the Joint Management Committee will be agreed to annually by the administrators overseeing the program at King's and Fanshawe.
2. Any significant changes to the curriculum (5% or greater), at either institution, will be identified to the Joint Program Management Committee for review at the time of change. A full curriculum review will be undertaken bi-annually which will include an audit of both the curricula to ensure the alignment of the two programs.
3. The central administration of each institution will, as necessary, agree upon administrative and non-classroom issues. Wherever possible, efforts will be made to provide students with access to support resources at each institution, such as library and campus recreation. Students are made aware of fees for non-tuition incidental fees in their fee schedules.
4. Academic and non-academic offences are governed by the policies of the institution where the offence occurred. Each institution will share information about academic and non-academic offences, including penalties, involving students participating in the Finance & Wealth Management program. Other student information will be shared by the institutions as needed for the operation of the program at each institution.
5. Registered Finance & Wealth Management students who do not maintain the academic requirements will not be permitted to continue in the program. Students must be in good standing at both institutions throughout the program. If a student is suspended or expelled from one institution, the student will not be permitted to continue in the Finance & Wealth Management program.
6. Dispute resolution issues related to the program and workload activities of the Joint Program Management Committee will be addressed by the Academic Managers responsible for the program at Fanshawe and King's. Institutional-wide issues will be referred to the Vice President (Academic) at Fanshawe and Vice Principal and Academic Dean at King's.

***The Students:***

1. First-year students apply to the Social Science program at King's (program code EKO) through the OUAC application, and must meet the following admission requirements:
  - Achieved a minimum overall high school average of 80%
  - Completed MCV4U or equivalent with a minimum final grade of 60%
2. King's is responsible for making all decisions regarding admission to the program. Final determination of the validity of all admissions rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western and King's.
3. Number of places available to prospective students will be assessed on an annual basis; however a minimum of 60 spaces will be allocated for registrants of this program.
4. Finance & Wealth Management is available on for full-time registration only. Part-time status is not permitted.

5. Students will be permitted to progress into the second year of the Finance & Wealth Management program based on their academic performance in first year. King's will review the academic records of all students in progress and recommend those eligible for progression to second year of the program at Fanshawe. Students will be required to maintain a minimum overall average of 60% in each academic year to continue their progression within the program.
6. Students who subsequently fail to meet progression or degree requirements for the Finance & Wealth Management collaborative program, but who do meet requirements for another program at any of Western's campuses or at Fanshawe, may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program at Western, will not be able to utilize credit received as part of the Fanshawe diploma.
7. Once accepted to the program, students alternate between the two institutions: Year 1 at King's, Year 2 at Fanshawe, Year 3 at King's and Year 4 split between the two: Fanshawe (1<sup>st</sup> semester), King's (2<sup>nd</sup> semester).

***Financial Matters:***

1. Tuition for year one, three and year four, semester two will be set out by the King's Bachelor of Arts fee schedules for the years in which the student is registered at the institution. Tuition for year two and year four, semester one will be set out by Fanshawe's fee schedule for the Business – Finance diploma. Fees are subject to the payment and refund schedule at the respective institution.
2. Students may apply for scholarships and academic awards at each institution in the year they are registered. For students who meet the continuing scholarship requirements at the end of their first year at King's, the scholarship will be held for them and applied to their tuition in the third year when they return to King's provided they remain in good academic standing at Fanshawe and are deemed eligible to progress into the third year of the program. Students are also eligible to apply for any awards or bursaries in the fall of the year they are attending a particular campus.
3. Students may apply for bursaries and/or work-study at the institution in which they are taking their courses each year. Students must apply for OSAP through the institution in which they will be taking their courses in the next academic year.

***Registration Status:***

1. Finance & Wealth Management students are full-time King's students in the first year, third year and the second semester of the fourth year, and will have all the benefits associated with such status such as access to Western's Student Health Plan, library and recreational facilities, bus passes, etc.
2. Students will be registered as full-time at the institution in which they are taking their courses for tuition and financial aid purposes. When a student registers, pays their tuition and student fees as a full-time student at either institution, he/she will have access to the bus pass and health plans of that institution for the year/semester in which they are registered.
3. Students accepted into this collaborative program must complete the courses set out in Appendix 1 and maintain a cumulative and graduating average of 60% on both campuses to graduate. These progression and degree requirements are subject to change during the term of the Agreement and King's and Fanshawe will give written notice of any changes.
4. Students must meet the graduation requirements of both Fanshawe and King's to be recommended for graduation. King's graduates will be recommended for graduation from Western as per the affiliation agreement between King's and Western.

5. Ministry reporting will be completed by each institution each year according to the course load of students in the Finance & Wealth Management program.
6. A Finance & Wealth Management student who wishes to play on a provincial or national-level sports team must declare, at the beginning of each academic year, for which institution they will play. S/he cannot change part way through the year.
7. Housing: In year one, Finance & Wealth Management students are guaranteed a residence room as part of the guarantee to King's first-year students. Beyond first-year, residence at King's is not guaranteed, but students may apply to be considered for residence or for Residence Assistant positions during any of the years of this program. At Fanshawe, residence availability is limited but students in second year may apply if they wish.
8. The Business – Finance diploma program at Fanshawe College is a co-op eligible program and students in the Finance & Wealth Management program may apply to participate in co-op opportunities. This participation would extend the length of program outlined in the agreement should they opt for the additional two work terms required to complete a co-op program. Participation in the co-op program is not guaranteed.

**Administration:**

1. Each institution will record the courses required from the completion of the program/degree at their respective institution. Upon completion of the diploma courses in the first semester of the fourth year, Fanshawe will issue a final official transcript to King's indicating completion of the program so transfer credit from the diploma can be applied to the academic record of the degree. See last chart in Appendix 1.
2. Students must arrange for official transcripts from the Registrar's Offices at both institutions. Fanshawe will issue the official transcript for the diploma and Western University will issue the official transcript for the degree.
3. Graduates of the Finance & Wealth Management program will be invited to attend the convocation at King's University College/Western University where they will receive their degree, and graduation at Fanshawe College where they will receive their diploma. Graduating students are eligible to attend graduation at both institutions.
4. The University of Western Ontario parchment will state:

**The University of Western Ontario**

**The Senate on the recommendation of  
King's University College  
has conferred upon**

**STUDENT NAME**

**the degree of**

**Bachelor of Arts  
Major in Finance**

**With all its rights, privileges and obligations**

**Given at London, Canada on (date)**

5. The parchment for Fanshawe will state:

**Ontario College Diploma**

**The President and the Board of Governors  
grant this award to**

**STUDENT NAME**

**In recognition of successful completion of the  
requirements of this prescribed program**

**Business – Finance**

**We have inscribed our names and affixed the seal of Fanshawe College of Applied  
Arts and Technology dated**

**This day in London, Ontario, Canada**

**Term:**

1. This agreement is in effect from the [date] and shall continue in forces unless terminated by any party by deliver of a written notice of termination to the other party, with six months' notice. Upon delivery of such notice:
  - a) No new students will be admitted to the program, and
  - b) This agreement shall terminate on the date upon which the last of the students accepted into or enrolled at the date of delivery of the termination notice have graduated or withdrawn from the program.
  
2. Students accepted by King's or Fanshawe under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

**FANSHAWE COLLEGE**

\_\_\_\_\_  
David Belford  
Dean, Faculty of Business

\_\_\_\_\_  
Date

\_\_\_\_\_  
Gary Lima  
Senior Vice-President, Academic Services

\_\_\_\_\_  
Date

**KING'S UNIVERSITY COLLEGE**

\* \_\_\_\_\_  
Dr. David Sylvester  
Principal

\_\_\_\_\_  
Date

**THE UNIVERSITY OF WESTERN ONTARIO**

\* \_\_\_\_\_  
Dr. John Doerksen  
Vice-Provost (Academic Programs),

\_\_\_\_\_  
Date

\*I have authority to bind the institution.

**Appendix 1 – Course Progression by Year**

1. Students accepted into this Collaborative Degree program must complete the courses set out in Appendix 1 and maintain a cumulative and graduating average of 60% on both campuses to graduate. These progression and degree requirements are subject to change during the term of the Agreement and King's and Fanshawe will give written notice of any changes.
2. Students will be registered as full-time at the institution in which they are taking their courses for tuition and financial aid purposes. When a student registers, pays their tuition and student fees as a full-time student at either institution, he/she will have access to the bus pass and health plans of that institution for the year/semester in which they are registered.

<b>Program Year</b>	<b>Institution</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>	<b>Pre-requisite</b>	<b>Courses req. for Licensing</b>
1	King's	ECONOMIC 1021A	Principles of Microeconomics	.5		
1	King's	MATH1229A	Methods of Matrix Algebra	.5		
1	King's	BUSINESS 1220E	Introduction to Business	1.0		
1	King's	ECONOMIC 1022B	Principles of Macroeconomics	.5		
1	King's	MATH 1225a/b <i>or</i> MATH1230B	Methods of Calculus <i>or</i> Calculus for the Social Sciences	.5		
1	King's	1XXX	Category B (Arts) Credit	1.0		
1	King's	1XXX	Elective (1000 level)	1.0		
			<b>Total courses</b>	<b>5.0</b>		
2	Fanshawe	WRIT1032/34	Reason and Writing	.5		
2	Fanshawe	BUSI1068	Effective Meetings & Presentations	.5		
2	Fanshawe	FINA1024	Financial Planning	.5		CFP® CORE
2	Fanshawe	FINA1053	Mutual Funds in Canada	.5		Mutual Funds Licensing
2	Fanshawe	MKTG1012	Introduction to Marketing	.5		
2	Fanshawe	MATH1057	Math of Finance	.5		
2	Fanshawe	COMM3020	Business Communications	.5	WRIT-1032 or WRIT-1034	
2	Fanshawe	INSR3014	Life & Health Insurance Planning	.5		CFP® core and Life Licensing
2	Fanshawe	FINA3032	Investment in Canada	.5		CSC 1
2	Fanshawe	FINA1013	Retirement	.5		CFP®

			Planning			core and RRC®
2	Fanshawe	FINA1025	Individual Taxation	.5		
2	Fanshawe	FINA1040	Consumer Credit	.5		
			<b>Total courses</b>	<b>6.0</b>		
3	King's	ECONOMIC 2220A	Intermediate Macroeconomics I	.5	ECONOMIC 1021a/b +1022 a/b + 1.0 Math Year 1	
3	King's	ECONOMIC 2222A	Econometrics 1	.5	ECONOMIC 1021a/b +1022a/b + 1.0 Math Year 1	
3	King's	BUSINESS 2257	Accounting and Business Analysis	1.0	5.0 year 1 courses	
3	King's	ACTURSCI 2053	Actuarial Sciences	1.0		
3	King's	ECONOMIC 2221B	Intermediate Macroeconomics II	.5	ECONOMIC 1021a/b +1022a/b	
3	King's	ECONOMIC 2223B	Econometrics 2	.5	ECONOMIC 2222a + 1.0 Math Year 1	
3	King's	2XXXE	Senior Essay course (2000 level or above)	1.0		
			<b>Total Courses</b>	<b>5.0</b>		
4	Fanshawe	FINA3036	Comp. Financial Plan	.5	FINA-1024, FINA-1013, INSR-3014	
4	Fanshawe	FINA3041	Portfolio Management	.5	FINA-3032	CSC2 and CFP® core
4	Fanshawe	FINA3030	Tax Planning	.5	FINA-1025	CFP® core
4	Fanshawe	FINA1012	Risk Management & Estate Planning	.5	INSR-3014	CFP® core and RRC®
4	Fanshawe	MGMT3059	Strategic Client Engagement	.5	FINA-1024, FINA-1013	
4	Fanshawe	LAWS3018	Business Law	.5		
			<b>Total Courses</b>	<b>3.0</b>		
4	King's	MOS 3310B	Finance for MOS	.5	BUSINESS 2257	
4	King's	MOS 3312B	Derivatives Securities for MOS	.5	ECONOMIC 2300A/B + MOS 3310	
4	King's	ECONOMIC 3370B	International Finance	.5	ECONOMIC 2221	
4	King's	at or above	Elective	.5		

		2XXXB level				
			<b>Total Courses</b>	<b>2.0</b>		

The above model represents the pathway of courses that a student will be required to take following admission to the cohort directly in year one.

To facilitate transfer between the diploma and the degree, for those students who do not choose this program directly out of high school, students will be able to receive advanced standing credit from either the diploma or the degree as outlined in the chart below. Additional or alternate credit may be considered depending on elective courses taken at either institution.

<b>Fanshawe Course</b>	<b>King's Course</b>	<b>Course weight</b>	<b>Year</b>
COMM 3020	COMMUNIC 1020 TRN	0.5	1
MKTG1012	MARKETNG1020 TRN	0.5	1
LAWS 3018	LAW 1020 TRN	0.5	1
FINA 3041	ECONOMIC 2300 A/B	0.5	2
FINA 3036 + MGMT 3059	BUSINESS 2100 TRN	1.0	2
	<b>Total Courses:</b>	<b>3.0</b>	



**BA with a Major in Finance and  
Diploma in Finance  
Expedited Program Review Report**

<b>Faculty / Affiliated University College</b>	King's University College
<b>Degrees Offered</b>	BA
<b>Modules Reviewed</b>	BA with a Major in Finance + Diploma in Finance
<b>Internal Reviewers</b>	Dr. Joan Finegan; Associate Dean, Social Science Dr. Paul Nesbitt-Larking; Acting Dean, Arts and Social Science, Huron University College
<b>Date of Site Visit</b>	Expedited Approval protocol – no site visit
<b>Evaluation</b>	Good Quality
<b>Approval Dates</b>	SUPR-U: May 24, 2017 SCAPA: Senate:

**Internal Reviewers Summary**

The proposed program in Finance and Wealth Management is a collaborative program between King's University College and Fanshawe College, and while distinctive, it follows the structure of a series of already established and successful "2+2" programs between Western/Affiliates and partner institutions. Students upon graduation will receive a three-year Bachelor of Arts with a Major in Finance from Kings University College and a two year diploma in Business-Finance from Fanshawe, completing all requirements in four years, rather than five. It is consistent with Western's mission, values, strategic priorities, and academic plans. The requirements of the program itself, with regard to admission and progression, are clear and appropriate in the context of a collaborative program that brings together the practical requirements of certification in financial planning with the academic integrity of the King's BA with a Major in Finance. The unique combination of these two components is innovative and likely to be attractive to potential students. Given the fact that King's BA with a Major in Finance is already staffed and supported, there should be no further requirements with regard to human, physical, or financial resources to support the program. We have verified this in consultation with relevant administrators at King's. The King's program in Economics underwent a successful review in 2012-2013, and was assessed at that time as achieving "Good Quality". Among the modules under review was the Major in Finance.

**Program Brief**

**Proposed Description of the Program**

Through the generosity of an ONCAT grant, beginning March 30, 2015 and continuing to September 15, 2016, King's University College at Western University and Fanshawe College have developed a unique pathway earning the two year diploma and the three year degree with Major in Finance within a four year period. These graduates, in addition to earning a degree from Western and a diploma from Fanshawe College, will also possess a number of certifications (i.e., Certified Financial Planner and Mutual Funds Licensing) as well as be prepared to write the exams for the Canadian Securities Course and Life Licensing Qualification Program which will further enhance their career opportunities.

**Background Information**

This project supported the creation of a pathway for students to undertake a Diploma in Finance and a degree with a Major in Finance within a four year period rather than five years. Many graduates of King's from the BA with a Major in Finance are focused on direct career employment rather than graduate

school following the completion of their degree. With this collaboration, students will be able to earn both the theoretical knowledge from their degree as well as the practical application from the diploma in Finance which will equip graduates with the credentials that will enable them to begin successful careers in banking and financial planning.

### **Consultation**

Consultation with this program has involved faculty planning and input from the Economics and MOS programs at King's to insure successful incorporation and pacing of the combined curriculum as well as an integrated learning experience. The Academic Deans and faculty from Brescia and Huron as well as the Economics and MOS departments at Western's main campus have been consulted this past September 2016 and, after responding to minimal questions, are in support of the proposal.

### **Rationale for Program Development**

a) This proposal is in direct response to market trends and student employability post-graduation. With a long-standing relationship of student mobility between the King's and Fanshawe campuses, this collaborative program will be an attractive option for students providing them with a degree pathway leading to a career in banking or financial planning: all while providing the benefits of a strong liberal arts background paired with the practical skills of a finance diploma.

b) As part of the ONCAT process, this consultation process was complemented by focus groups with industry partners, employers, professional associations, alumni and students. The endorsement of this project by all the stakeholders increased our already strong confidence that this program would provide strong career opportunities for its graduates.

c) Based on our research and to our knowledge, this collaborative program would be the first of its kind in Canada and will likely fill a growing need with the aging population and increased necessity of independent financial planning.

d) This collaborative program would not require any external accreditation for the degree portion. The diploma courses for which Fanshawe is responsible are accredited by external financial planning bodies i.e., the Certified Financial Planner (CFP) designation is awarded by the Financial Planning Standards Council. These courses at Fanshawe undergo regular evaluation as part of their existing diploma in Finance.

e) The program does not have a required experiential learning component; however, planning has been incorporated to allow students to apply for two co-op work terms through Fanshawe College which is not guaranteed and would extend the length of the program for the student.

### **Admission and Progression Requirements**

This program will be limited enrolment and require highly qualified applicants. King's will assess all applicants for admission to this program. Applicants must apply through the Ontario University Application Centre (OUAC) to Social Sciences at King's (program code EKO) and meet the following conditions:

- Achieved a minimum overall high school average of 80%
- Completed MCV4U or equivalent with a minimum final grade of 60%

Students will be permitted to progress into the second year of the BA in Economics (Finance Major) + Diploma in Finance program based on their academic performance in first year. King's will review the academic records of all students in progress and recommend those eligible for progression to second year of the program at Fanshawe. Once accepted to the program, students alternate between the two institutions: Year 1 at King's, Year 2 at Fanshawe, Year 3 at King's and Year 4 split between the two: Fanshawe (1st semester), King's (2nd semester).

In keeping with the minimum progression requirements for the BA in Economics with the major in Finance, students will be required to maintain a minimum overall average of 60% in each academic year to continue their progression within the program. Students will also complete the breadth requirements as determined by Western University to successfully complete their degree requirements for graduation.

**Program Structure and Content**

Students accepted into this Collaborative Degree program must complete the courses set out in the chart below, in the program year in which they are presented, and maintain a cumulative and graduating average of 60% on both campuses to graduate. These progression and degree requirements are subject to change during the term of the Agreement and King's and Fanshawe will give written notice of any changes.

Program Year	Institution (Campus Location)	Course Code	Course Name	Credits	Pre-requisite	Courses req. for Licensing
1	King's	ECONOMIC 1021A	Principles of Microeconomics	.5		
1	King's	MATH1229A	Methods of Matrix Algebra	.5		
1	King's	BUSINESS 1220E	Introduction to Business	1.0		
1	King's	ECONOMIC 1022B	Principles of Macroeconomics	.5		
1	King's	MATH1225B	Methods of Calculus	.5		
1	King's	1XXX	Category B (Arts) Credit	1.0		
1	King's	1XXX	Elective (1000 level)	1.0		
			<b>Total courses</b>	<b>5.0</b>		
2	Fanshawe	WRIT1032/34	Reason and Writing	.5		
2	Fanshawe	BUSI1068	Effective Meetings & Presentations	.5		
2	Fanshawe	FINA1024	Financial Planning	.5		CFP® CORE
2	Fanshawe	FINA1053	Mutual Funds in Canada	.5		Mutual Funds Licensing
2	Fanshawe	MKTG1012	Introduction to Marketing	.5		
2	Fanshawe	MATH1057	Math of Finance	.5		
2	Fanshawe	COMM3020	Business Communications	.5	WRIT-1032 or WRIT-1034	
2	Fanshawe	INSR3014	Life & Health Insurance	.5		CFP® core and Life
2	Fanshawe	FINA3032	Investment in Canada	.5		CSC 1

2	Fanshawe	FINA1013	Retirement Planning	.5		CFP® core and RRC®
2	Fanshawe	FINA1025	Individual Taxation	.5		
2	Fanshawe	FINA1040	Consumer Credit	.5		
			Total courses	6.0		
3	King's	ECONOMIC 2220A	Intermediate Macroeconomics	.5	ECONOMIC	
3	King's	ECONOMIC 2222A	Econometrics 1	.5	ECONOMIC	
3	King's	BUSINESS 2257	Accounting and Business	1.0	5.0 year 1	
3	King's	ACTURSCI 2053	Actuarial Sciences	1.0		
3	King's	ECONOMIC 2221B	Intermediate Macroeconomics	.5	ECONOMIC	
3	King's	ECONOMIC 2223B	Econometrics 2	.5	ECONOMIC	
3	King's	2XXXE	Senior Essay course (2000 level)	1.0		
			Total Courses	5.0		
4 (1st)	Fanshawe	FINA3036	Comp. Financial Plan	.5	FINA-1024,	
4 (1st)	Fanshawe	FINA3041	Portfolio Management	.5	FINA-3032	CSC2 and CFP® core
4 (1st)	Fanshawe	FINA3030	Tax Planning	.5	FINA-1025	CFP® core
4 (1st)	Fanshawe	FINA1012	Risk Management & Estate Planning	.5	INSR-3014	CFP® core and RRC®
4 (1st)	Fanshawe	MGMT3059	Strategic Client Engagement	.5	FINA-1024,	
4 (1st)	Fanshawe	LAWS3018	Business Law	.5		
			Total Courses	3.0		
4 (2nd)	King's	MOS 3310B	Finance for MOS	.5	BUSINESS 2257	
4 (2nd)	King's	MOS 3312B	Derivatives Securities for	.5	ECONOMIC	
4 (2nd)	King's	ECONOMIC 3370B	International Finance	.5	ECONOMIC 2221	
4 (2nd)	King's	at or above 2XXXB level	Elective	.5		

			Total Courses	2.0		
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### Program Outcomes and Assessments

#### Kings University College at Western University

The degree courses at King's require that we follow the framework and expectations listed below. As this program incorporates the existing Finance major which has already been approved through the Western University Senate, the degree courses within this program meet the learning outcomes for degree students.

- Following Western IQAP (Institutional Quality Assurance Process) based on the Quality Assurance Framework for Ontario;
- University Undergraduate Degree Level Expectations (UUDLEs)
  - Depth and Breadth of Knowledge
  - Knowledge of Methodologies
  - Application of Knowledge
  - Communication Skills
  - Awareness of Limits of Knowledge
  - Autonomy and Professional Capacity

#### Fanshawe College

The program standard for the Business-Finance program of instruction leading to an Ontario College of Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 50201) was approved by the Ministry of Training, Colleges and Universities in September 2009.

### Mode of Delivery

All of the classroom components to both the degree and diploma courses will be delivered as face-to-face. Students will be expected to attend the classes on the campus for the year in which they are registered to complete their course requirements as outlined in section 1.2 under Admission and Progression requirements.

### Assessment of Teaching and Learning

Assessments for this collaborative program will include the existing approved methods for the BA in Economics as well as the diploma in Finance at Fanshawe. As there is no new academic content added to this program, the current assessment practices will continue to be effective.

### Resources

Additional resources will not be required for the degree courses taught at King's as there is current capacity within the Economics and Finance degree programs.

The number of places available to prospective students will be assessed on an annual basis; however a minimum of 60 spaces will be allocated for registrants of this program.

These students will fit within the existing infrastructure for academic counselling and since the program is highly structured, there will be little room for elective course choices. The program will be cross-promoted between both King's and Fanshawe as a direct year one entry through King's and marketing costs for recruitment will be shared between the partners.

### Significant Strengths of the Program

Although the program is not yet operational, it promises to be popular with students and employers. It combines a strong academic underpinning in finance with practical experience in financial management.

**Suggestions for Improvement & Enhancement**

Because the program not yet operational, we have no suggestions for improvement and enhancement but it is worth noting that the Joint Program Management Committee will review the curriculum bi-annually to ensure the program is working as intended.

**Recommendations Required for Program Sustainability**

Recommendation	Responsibility
None	

## ARTICULATION AGREEMENT

**THIS AGREEMENT made BETWEEN:**

**THE UNIVERSITY OF WESTERN ONTARIO**  
(hereinafter called "Western")

**and**

**KING'S UNIVERSITY COLLEGE**  
(hereinafter called "King's")

**and**

**BRESCIA UNIVERSITY COLLEGE**  
(hereinafter called "Brescia")

**and**

**HURON UNIVERSITY COLLEGE**  
(hereinafter called "Huron")

**and**

**FANSHAWE COLLEGE**  
(hereinafter called the "Fanshawe")

WHEREAS Western, King's, Brescia, Huron, and Fanshawe wish to increase student mobility between Fanshawe and Western and the Affiliated University Colleges, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Police Foundations 2-year diploma program at Fanshawe to Western, King's, Brescia, and Huron by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Fanshawe and Western, King's, Brescia, and Huron;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

### **ADMISSION**

1. Western, King's, Brescia, and Huron agree to consider for admission graduates of the Police Foundations 2-year diploma program at Fanshawe who meet the following requirements:

- A competitive overall admission average as determined by Western, King's, Brescia, and Huron for the year in which they apply to the University;
- No individual grade less than "C" or 60 in each course outlined in Appendix 1.

2. Admissions decisions are within the sole discretion of Western, King's, Brescia, and Huron and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions rests with the Registrar at

Western in accordance with the provisions of the affiliation agreement between Western and Brescia, Huron and King's.

### **TRANSFER CREDIT**

3. Western shall grant transfer credit to successful applicants for the courses taken at Fanshawe in accordance with **Appendix 1**.
4. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties.
5. The parties acknowledge that the granting of transfer credit is based on an assessment of the Police Foundations 2-year diploma program curriculum at Fanshawe and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses. Failure to do so may result in denial of transfer credit to admissible applicants.

### **GENERAL**

6. The parties agree to provide Police Foundations 2-year diploma program students with information about the transfer credit and encourage qualified students to apply.
7. The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

### **TERM**

8. (a) This Agreement is effective June 1<sup>st</sup>, 2017 and shall continue in force unless terminated by a party as set out herein.
- (b) Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.
- (c) Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to the Police Foundations 2-year diploma program curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.
- (d) Students accepted for admission under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

**FANSHAWE COLLEGE**

\* \_\_\_\_\_  
Gary Lima, PhD  
Senior Vice President Academic

\_\_\_\_\_  
Date

**THE UNIVERSITY OF WESTERN ONTARIO**

\* \_\_\_\_\_  
Dr. John Doerksen  
Vice-Provost (Academic Programs)

\_\_\_\_\_  
Date

**KING'S UNIVERSITY COLLEGE**

\_\_\_\_\_  
Dr. David Sylvester  
Principal

\_\_\_\_\_  
Date

**BRESCIA UNIVERSITY COLLEGE**

\_\_\_\_\_  
Dr. Susan Mumm  
Principal

\_\_\_\_\_  
Date

**HURON UNIVERSITY COLLEGE**

\_\_\_\_\_  
Dr. Barry Craig  
Principal

\_\_\_\_\_  
Date

\*I have authority to bind the institution.

**Appendix 1: Fanshawe – Western Articulation Agreement**

**Police Foundations**

**Note: A minimum grade of “C” must be attained in each course to qualify for the transfer credit.**

Western Course Code	Western Course Title	Western Course Weight	Fanshawe Course Code	Fanshawe Course Title	Fanshawe Credit Weight
Writing 1031F/G	Global Positioning: Introduction to Rhetoric and Professional Communication	.5	COMM 3048*	Communication for Police, Law & Security	3.0
Sociology 1020 + Social Work 1022A/B	Introduction to Sociology  Introduction to Social Work	1.0  0.5	SOCI 1001 SOCI 1004 SOCI 1036	Sociology & Canadian Society Contemporary Social Problems Issues in Diversity	3.0 3.0 3.0
Sociology 2260A/B	Society of Law	0.5	PFLP 1004 PFLP 3001 PFLP 3018	Criminal Code Criminal & Civil Law Federal Statutes	3.0 3.0 3.0
Sociology 2253A/B	Administration of Criminal Justice	0.5	PFLP 1002 PFLP 3001 PFLP 3002	Canadian Criminal Justice System Criminal & Civil Law Police Powers I	3.0 3.0 3.0
Psychology 1000	Introduction to Psychology	1.0	PSYC 1001 PSYC 1002	Introduction to Psychology Interpersonal & Group Dynamics	3.0 3.0
Sociology 2267A/B	Youth in Conflict with the Law	0.5	PFLP 3004	Youth in Conflict with the Law	3.0
Psychology 2030A/B	The Maladjusted Mind	0.5	PSYC 3001	Abnormal Psychology	3.0
		5.0 Total			
*COMM 3048 may be used as a prerequisite for registration in senior Western Writing courses provided it has been completed with a minimum final grade of B- or above.					

REVISED CALENDAR COPY

[http://www.uwo.ca/univsec/pdf/academic\\_policies/general/dual\\_credential\\_programs.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/dual_credential_programs.pdf)

**International Dual-Credential Degree Programs (Undergraduate, Doctoral and Research Master's and Doctoral Programs)**

*The first part of this policy remains unchanged*

**GUIDELINES FOR ESTABLISHING INTERNATIONAL DUAL-DOCTORAL AND RESEARCH MASTER'S DEGREE PROGRAMS**

**1. PREAMBLE**

International Dual-Credential Degree Programs provide a unique opportunity to enhance student experience at each of the participating institutions. The development of educational programs with excellent peer universities or institutes in other countries allows students from each partner to gain unique educational exposure and valuable international academic and cultural experiences. The global nature of these International Dual-Credential Degree Programs strengthens students' careers, provides professional opportunities and enhances the stature of Western wherever such partnerships are established.

**The term "research master's degree" is used in this document to differentiate between Category 1 research degrees, and Category 2 professional degrees, which are not intended to be covered by this document.**

Western has always welcomed the best students from anywhere in the world to study here. By awarding a Dual-Credential Degree the partner institutions acknowledge the additional international experience and effort of each student. Additionally and more practically it allows the educational background and core competencies of each student to be clear in each jurisdiction.

**2. DEFINITION**

**Dual-Doctoral and Research Master's Degree Programs**

An International Dual-Doctoral or Research Master's Degree Program is defined as a program of study (within the same area of proficiency and research expertise) offered by The University of Western Ontario and one other peer university or institute outside of Canada. Completion of the Dual-Doctoral or Research Master's Degree requirements is confirmed by awarding a separate diploma document by each of the participating institutions, one of which is The University of Western Ontario. The University of Western Ontario views doctoral and research master's programs as research-intensive programs.

**3. PRINCIPLES**

The following guiding principles shall be considered in developing an International Dual-Doctoral or Research Master's Degree Program:

- a. The proposed program shall create a high-quality, innovative program of study that provides enhanced opportunities for students.
- b. There shall be consistency with University and School of Graduate and Postdoctoral Studies academic standards and regulations for all program requirements including the thesis/dissertation.
- c. The Dual-Doctoral and/or Research Master's Degree Programs shall satisfy the doctoral or master's degree-level requirements of each of the participating programs and shall include a qualitative and/or quantitative value-added element that distinguishes them from the originating programs. For example: Dual-Doctoral or Research Master's Degree Programs enhance graduate student development in several areas of the OCAV Graduate Degree Level Expectations. Overseas study and research promotes the development of intercultural competence and provides graduates with experience working in multinational research teams, exposes graduates to multiple disciplinary

and research perspectives and contributes to the development of professional capacity/autonomy. The proposal should indicate guidelines for time allocation at each of the institutions.

- d. The initiative should support the Faculty and University academic plans and priorities, and be premised on a compatible educational and research-intensive philosophy between the participating programs/institutions.
- e. **Doctoral Ss**tudents will be funded at the appropriate doctoral level during their period of eligibility.

#### 4. PROCEDURES FOR REVIEW AND APPROVAL

##### 4.1 Criteria Guiding the Development of an International Dual-Doctoral **or Research Master's** Degree Program

An International Dual-Doctoral **or Research Master's** Degree Program at Western will be composed of an existing approved program. All proposals will be developed in accordance with the criteria set out below.

###### (i) Objectives and Program Content

Demonstration that:

- The International Dual-Doctoral **or Research Master's** Degree Program's content aligns with the unit/faculty/university academic plans.
- The program satisfies the University's established doctoral **or research master's** degree-level expectations.
- If applicable, the program enhances the local program to reflect the qualitative and quantitative elements unique to the Dual-Doctoral Degree program.
- The Dual-Doctoral **or Research Master's** Degree Program meets all of the requirements and milestones of the ~~doctoral~~ program as previously evaluated and approved by the Ontario Council of Graduate Studies or Western's Institutional Quality Assurance Process, including requirements regarding the oral examination of the dissertation.

###### (ii) Quality Indicators

- Provide evidence of the excellence of the proposed partner university and the specific unit/department/program.
- Provide information about how the student will be supervised jointly by a supervisor at each university.
- Provide information as to how the progress of each student will be monitored, especially for Western students studying abroad.

###### (iii) Admission Requirements

- Demonstration that the existing admission requirements for the existing program will continue to be met, including language proficiencies or demonstration of the appropriateness of the unique admission requirements for the Dual-Doctoral **or Research Master's** Degree program's learning expectations and University doctoral **or research master's** degree-level expectations.

**(iv) Structure of the Program**

- Demonstration that the structure of the Dual-Doctoral Degree Program will meet the doctoral degree-level learning expectations.
- Confirmation that the academic requirements of the existing program remain unchanged, or that proposed revisions are necessary and appropriate for the International Dual-Doctoral Degree Program.
- Confirmation that students will spend at least three academic terms at each institution.
- Confirmation that students will complete all requirements of the Western doctoral **or research master's** program.
- Confirmation that the mode of delivery is unchanged from the existing program(s); or provide evidence of the appropriateness of the proposed mode(s) of delivery to meet the specified program learning expectations and University doctoral **or master's** degree-level expectations.
- **Confirmation that the academic requirements of the existing program remain unchanged, or that proposed revisions are necessary and appropriate for the international Dual-Doctoral or Research Master's Degree Program.**
- Confirmation that students will be funded appropriately during the full period of eligibility, including when studying abroad **(doctoral only – master's-level funding expectations vary by program)**
- Detailed description of the tuition payment scheme for participants.

**(v) Assessment and Evaluation**

- Confirmation that the methods for the assessment of student achievement, in terms of coursework, research and major milestones (e.g., qualifying exams and/or comprehensive exams) in the Dual-Doctoral **or Research Master's** Degree Program are substantially similar to that of the existing program; or
- Completeness of plans for documenting and demonstrating the level of performance and achievement of students, consistent with the University's and the School of Graduate and Postdoctoral Studies' expectations.

**(vi) Enrolment Projections and Resources**

- Indication of the demand and community interest for the program.
- Inclusion of enrolment projections and the anticipated steady-state enrolment.
- Statements from relevant programs/units confirming consultation on the new program.

**4.2 Approval Process**

Applicants seeking to establish a Dual-Doctoral **or Research Master's** Degree Program must notify the School of Graduate and Postdoctoral Studies and the Vice-Provost (Graduate and Postdoctoral Studies), who will lead the development of the agreement. The School of Graduate and Postdoctoral Studies will consult with the Vice-Provost (International) regarding the proposed partnering university and any support needed for prospective international students.

Proposals will be subject to the normal Departmental and Faculty approval process prior to submission to the Senate Committee on Academic Policy and Awards (SCAPA). SCAPA will evaluate the academic aspects of the proposal and if satisfied, it will forward its recommendation to establish the Dual-Doctoral **or Research's Master's** Degree Program to the Senate for final approval.

Dual-Doctoral **or Research Master's** Degree Programs will not be implemented and the agreement with the partner institution will not be signed prior to Senate approval of the proposed Program.

*The rest of the policy remains unchanged.*

The current sessional date policy is located at <http://www.westerncalendar.uwo.ca/2017/pg320.html>

**Revised Policy**

***Sessional Dates 2017-18 – Faculty of Education***

<b>2017</b>	
August 31	Year 1 Registration and Orientation
September 4	Labour Day
September 5	Year 1 Classes Begin
September 5 – 11	1 <sup>st</sup> term Add/Drop
September 5 – October 13	Year 2 Practicum Three
October 9	Thanksgiving
October 9 – 13	Year 1 Fall Reading Week
October 16	Year 2 Classes Begin
November 13 – December 8	Year 1 Practicum One
November 20 – 24	Year 2 Fall Reading Week
November 27 – December 15	Year 2 Alternative Field Experience A
December 11 – January 5	Year 1 Vacation
December 18 – January 5	Year 2 Vacation
<b>2018</b>	
January 8	Classes Resume (Year 1 and 2)
January 8 – 12	2 <sup>nd</sup> term Add/Drop
February 5 – 9	Year 2 Winter Reading Week
February 12 – March 29	Year 2 Practicum Four
February 19	Family Day
March 12-16	Spring Break (Year 1 and 2)
March 19 – April 13	Year 1 Practicum Two
March 30/April 2	Good Friday/Easter Monday
April 3 – 27	Year 2 Alternative Field Experience
April 13	Last Day of Term, Year 1
April 27	Last Day of Term, Year 2

The current sessional date policy is located at <http://www.westerncalendar.uwo.ca/2017/pg1803.html>

**Revised Policy**

**HBA Sessional Dates 2017-18**

<b>2017</b>	
August 28,29,30	HBA Pre-Ivey Program (Optional but recommended)
August 31st	HBA 1 Transfer Orientation Program
September 1	HBA1 Begins (Mandatory)
September 5-15	Add/Drop (A/B, Q,R,S,T (Ivey Term 5, 6, 7 and 8) courses)
September 5-8	HBA2 IFP Classes (MANDATORY)
September 11	HBA2 Elective Classes Begin
September 22	Last Day to drop Q (Ivey Term 5) course without penalty
October 9	Thanksgiving
<b>October 10-13</b>	<b>Fall Break Week (No Classes Scheduled)</b>
October 19	Q (Ivey Term 5) Courses End
October 20-24	HBA2 Exam Period
October 25-27	HBA2 IFP Work Days (Mandatory)
October 30	R (Ivey) Courses Begin
October 30 – November 2	Add/Drop (B, R,S,T (Ivey Term 6, 7 and 8) courses)
November 10	Last Day to drop R (Ivey Term 6) course without penalty
November 15-17	HBA 2 IFP Work Days (Mandatory)
November 24	HBA2 IFP NVP Presentations (Mandatory)
December 1 <sup>st</sup>	Tuition 2 <sup>nd</sup> Installment & Course Material Fees Due
December 5	HBA1 and HBA2 Classes End
December 6-12	HBA2 Exam Period & HBA2 IFP – ICP Meetings
December 6-12	HBA 1 Exam Period
<b>2018</b>	
January 4	HBA 1 Classes Resume
January 8	HBA 2 Classes Resume
January 8-12	Add/Drop (B, S,T (Ivey Term 7 and 8) courses)
January 19	Last Day to drop S (Ivey Term 7) course without penalty
February 8	S (Ivey Term 7) courses End
February 10-16	HBA2 Exam Week (including Saturday)
February 19-23	Reading Week
February 26	T (Ivey Term 8) Courses Begin
February 26 – March 2	Add/Drop (T (Ivey Term 8) courses)
March 9	Last Day to drop T (Ivey Term 8) course without penalty
March 22 <sup>nd</sup>	HBA 2 - 2 <sup>nd</sup> Installment of Course Material Fees Due
March 29	HBA 2 Classes End
March 30	Good Friday
April 2 - 6	HBA 2 Exams
April 5	HBA 1 Classes End
April 6 – 10	HBA 1 Exams

**Final Assessment Report**  
Submitted by SUPR-G to SCAPA

Program:	Applied Mathematics	
Degrees Offered:	MSc, PhD	
Approved Fields:	Biological and Materials Physics Mathematical Biology and Dynamical Systems Symbolic Computation and Differential Equations Theoretical Physics	
External Consultants:	Dr. Brian Ingalls Department of Applied Mathematics University of Waterloo	Dr. Geneviève Gauthier Département de sciences de la décision HEC Montréal (École des hautes études commerciales de Montréal)
Internal Reviewers:	Dr. Catherine Nolan Associate Dean (Graduate Studies) Don Wright Faculty of Music	Chantal Lemire PhD student, Don Wright Faculty of Music
Date of Site Visit:	March 8 – 9, 2017	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on May 15, 2017</i> <i>SCAPA on May 31, 2017</i>	

**Executive Summary**

The onsite review of the graduate program in Applied Mathematics was a positive experience for the entire review team. The external reviewers commented during the visit and in their report on the level of collegiality and mutual support shown by the faculty members and students, ensuring a high intellectual quality of the student experience. The faculty members represent a cohesive and high-performance research group who also demonstrate great commitment to their students. Program requirements are on par with competing programs, and learning outcomes are well articulated in terms of observability and measurability.

The impending establishment of the School of Mathematical Sciences (through the participation of the current Departments of Mathematics, Applied Mathematics, and Statistical and Actuarial Sciences) will strengthen ties among the three units involved and also strengthen ties to other units in the Faculty of Science. It will facilitate sharing of resources, and will offer new opportunities for collaboration across departments. There is strong support for this initiative in the Department of Applied Mathematics.

The external reviewers expressed concern about the underrepresentation of junior faculty members in the Department and restrictions on faculty recruitment. This concern is shared by the faculty and is recognized by the Dean. The reviewers are aware of the constraints on growth in faculty complements, but felt compelled to point out that this unit is poised to capitalize on existing strengths when opportunities for growth arise.

The program brief (p. 20) included a description of a major modification to the MSc, and the reviewers recommend clarifying the course requirements for the MSc, without specifically recommending the modifications presented in the brief. Following the onsite review, the Graduate Chair submitted an Addendum to the program response with a detailed description of the proposed modifications to the MSc program as well as a proposed modification to the PhD program. These proposed modifications appear at the end of this report. These modifications will balance the existing flexibility in the program with the achievement of the Applied Mathematics learning outcomes.

**Significant Strengths of Program:**

- Outstanding faculty research profiles
- Strong network in computational life science (including the established centre, ORCCA)
- Annual graduate student conference (and undergraduate conference)
- Computational resources (e.g., SHARCNET, access to Matlab and Mathematica)

**Suggestions for improvement & Enhancement:**

- Strengthen links to other units on campus, including the Brain and Mind Institute
- Enhance graduate recruitment strategy through improvements to the program website, including updated faculty profiles
- Clarify and formalize course requirements for the MSc in Applied Mathematics
- Encourage greater student participation in professional development opportunities on campus

<b>Recommendations required for Program sustainability:</b>	Responsibility
Encourage greater participation by students in professional development opportunities on campus	Graduate Chair
Enhance the Department website	Graduate Chair
Formalize requirements for the course-based MSc as outlined below	Graduate Chair
Encourage greater engagement with industrial partnerships	Faculty members Graduate Chair Associate Dean

Proposed modifications to the coursework MSc:

- Complete 8 half courses, one of which will be a “capstone” half course devoted to the completion of an independent research paper.
- No more than 2 of the 8 half courses will be at the senior undergraduate level.
- At least 4 of the 8 half courses will be graduate courses with the AM (Applied Mathematics) designation.

Proposed modification to the thesis-based MSc:

- Thesis MSc students will also be required to take at least 4 half courses with the AM designation.

Proposed modification to the PhD:

- The Comprehensive Examination, written before the end of the first year in the program, should be converted to a milestone.



**Anthropology  
Final Assessment Report**

<b>Faculty / Affiliated University College</b>	Faculty of Social Sciences
<b>Degrees Offered</b>	B. A.
<b>Modules Reviewed</b>	
<b>External Consultants</b>	Drs. John Barker, (Anthropology, UBC) & Pamela R. Willoughby (Anthropology, U of A.)
<b>Internal Reviewers</b>	Dr. Douglas L. Jones, Schulich School of Medicine & Dentistry
<b>Date of Site Visit</b>	February 9, 2017
<b>Evaluation</b>	Good Quality
<b>Approval Dates</b>	SUPR-U: May 24, 2017 SCAPA: May 31, 2017 Senate:

**Executive Summary**

The reviewers felt the Department of Anthropology has an excellent reputation nationally and abroad for both its undergraduate and graduate programs. In addition, it has considerable optimism expressed by both faculty and students regarding the future of their programs. Although the undergraduate program was felt to offer excellent learning environments for students, the reviewers were concerned due to the impending retirements of several faculty, albeit some of this is offset with the recent hires and more are planned. This was the only area where their comments were considered as substantive related to the ongoing stability of the excellence of the program. The remaining 8 recommendations were stated to be “. . . intended to suggest ways to improve upon an already excellent program and to address some of the concerns and recommendations we heard from undergraduate students.”

**Significant Strengths of the Program**

The reviewers “. . . were impressed by faculty efforts to provide undergraduates with opportunities for hands on research, . . . has organized a model international ethnographic field school in Madagascar under the leadership of Dr. Andrew Walsh as well as an archaeological field school in Peru directed by Dr. Jean-François Millaire and, in 2016, an ethnographic field school in Argentina organized by Dr. Adriana Premat. Many of the regular courses include opportunities for practical experience, beginning with lab tutorials in the first-year general and later biological and archaeological courses as well as methods courses. Several of the online courses include experiential exercises to give students a sense of how anthropologists conduct research. In addition, the department has recently developed three special topics courses that engage undergraduate students in local archaeological and ethnographic projects. The surveys of recent and current undergraduates conducted for the self-study indicate that these efforts are greatly appreciated by the students and that there is a considerable desire for more.

In light of the moderate size of the Department, the four major fields of anthropology are unusually well-represented, giving undergraduate students a comprehensive sense of the discipline while allowing for a degree of concentration depending on their personal interests. All of the full-time faculty possess PhDs. In reviewing faculty CVs, we have been impressed by the high level of research engagement and productivity of the tenured faculty.”

### **Suggestions for Improvement & Enhancement**

Of the 8 additional recommendations, there are only 4 that may have particular relevance to SUPR-U, the remainder are really discussion items for the Department.

1. Reduce the number of modules: It was felt that there were too many modular offerings for the size of the Department and the interests of the program and this has also lead to confusion of the students. The department felt this was not a problem due to counselling and wished to maintain the modules.
2. To enhance undergraduate enrolment, work with the Dean of Social Sciences to increase visibility of anthropology courses and consider making more of the 2<sup>nd</sup> year course as a service course not requiring pre-requisites. The Department responded that they are working with the Dean to increase visibility and there are revised 2<sup>nd</sup> year courses which meet this suggested need
3. There were some recommendations related to the experiential learning. The concern is to ensure there continue to be strong faculty involvement to allow these offerings, particularly with the upcoming retirement of Dr. Larkin. The Department has a new hire who will be involved in these offerings and is implementing additional opportunities for field courses, including local which will facilitate student availability.
4. To enhance cross fertilization, the Department was recommended to coordinate with the Department of Classical Studies for scheduling archeology course offerings, as some students interested in both have time-table conflicts. The Department responded that they are in discussions with Classical Studies to provide options.

### **Recommendations Required for Program Sustainability**

<b>Recommendation</b>	<b>Responsibility</b>
Faculty complement with impending retirements particularly in sociocultural anthropology	Chair/Dean



**Undergraduate Program in  
Applied Mathematics  
Final Assessment Report**

<b>Faculty / Affiliated University College</b>	Science
<b>Degrees Offered</b>	Bachelor of Science (BSc)
<b>Modules Reviewed</b>	Honors Specialization – Applied Mathematics – Mathematical Sciences  Specialization – Applied Mathematics  Major – Applied Mathematics – Applied Mathematical Methods – Scientific Computing and Numerical Methods – Theoretical Physics  Minor – Applied Mathematics – Applied Mathematical Methods
<b>External Consultants</b>	Dr. Bartosz Protas, Professor, Professor and Associate Chair (Graduate), Department of Mathematics & Statistics, McMaster University  Dr. Raymond Spiteri, Professor, Department of Computer Science and Department of Mathematics & Statistics, University of Saskatchewan
<b>Internal Reviewers</b>	Dr. Michael Bartlett, Associate Dean (Undergraduate Studies), Faculty of Engineering
<b>Date of Site Visit</b>	07 March 2017
<b>Evaluation</b>	Good Quality
<b>Approval Dates</b>	SUPR-U: May 24, 2017 SCAPA: May 31, 2017 Senate:

**Executive Summary**

The visitors met with: (1) the Vice Provost (Academic Programs and Students) and the Vice-Provost (Academic Planning, Policy and Faculty); (2) the Chair of the Applied Mathematics Department; (3) the Associate Dean (Academic) of the Science Faculty; (4) five undergraduate students; (5) the current and immediate past Associate Chairs (Undergraduate); (6) the Applied Mathematics Office Staff; (7) the Undergraduate Affairs Committee; and, (8) informally with faculty.

The core undergraduate mission of the Applied Mathematics Department is to provide service teaching to the Engineering, Medical Science and other undergraduate programs. This accounts for roughly 90% of the teaching provided by the Department – the effort devoted to the Undergraduate Program in Applied Mathematics is only the remaining 10%. The consultants heard that the various external stakeholders are generally very satisfied with the quality of the service courses. They noted, however, that “there is little room left for curriculum development and innovation in the Applied Math program” and reported “a sense in the Department that... it does not receive a commensurate proportion of resources, recognition, and visibility, and this hampers its ability to attract top student talent already at Western in the first years of study”. They further observed that “a slow attrition of the number of faculty available for teaching and the ensuing increased workloads have decreased morale.” The response from the Department, while expressing “agreement with the findings of the external reviewers about our undergraduate programs”,

does not specifically express these issues. The response from the Faculty is that “faculty renewal is essential to the long-term viability of a department, and since the Department has one of the higher teaching loads per faculty member in the Faculty of Science, this will be taken into account in future planning.”

The Applied Mathematics program is recognized to offer a “truly interdisciplinary environment” that “despite problems with low visibility, does attract very high-calibre students” who the consultants observe “have a high level of computational literacy”, “are successful in international modelling competitions”, and “do well in pursuing admission to graduate programs at Western and elsewhere”. The consultants recognized “the Department has a culture of involving upper-level undergraduate students in research, and this is reflected in a relatively large number of NSERC Undergraduate Summer Research Assistantship (URSA) awards it offers to its students”. The success of the Undergraduate Society of Applied Math (USAM) in organizing the Undergraduate Conference of Mathematical Sciences on 04 March 2017 was also favourably noted.

The consultants identified a number of minor revisions to the program content, including combining Applied Mathematics and Applied Mathematics Methods modules, merging calculus courses, rebranding modules to convey the excitement and marketability of Applied Mathematics training, re-assessing the designation of F/G designations to courses, and building on the Department’s participation in the Western Integrated Science program. The Department and Faculty (where appropriate) are generally in agreement with these suggestions.

The students described their experiences in Applied Math very positively, expressing confidence in their level of academic preparation. They suggested that more exposure could be given to the internship opportunities available, and conveyed frustrations about timetable conflicts involving two core courses in one module. Four of the five students we met have plans to pursue graduate studies, and the other, actively seeking employment, felt that the Applied Mathematics degree provided an edge.

Finally, the consultants heard of the plan to merge the Departments of Applied Mathematics, Mathematics and Statistics & Actuarial Science. The staff are strongly in favour but are currently challenged by decentralized office space in the three existing departments. The Faculty has recognized that “creating a centralized space for these staff will be helpful”.

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

1. Truly interdisciplinary environment with a number of prominent researchers
2. Very high-quality students, despite problems with low visibility
3. Students are a well-organized and cohesive cohort, as demonstrated by the recent student conference organized by USAM.
4. Graduating students often possess strong computational skills.
5. High degree of student satisfaction with both academic and social aspects of the program.

### **Suggestions for Improvement & Enhancement**

1. Raise the visibility and appeal of the Applied Mathematics program by rebranding courses and modules.
2. Carry out minor curriculum revisions including: merging the Applied Mathematics and Applied Mathematics Methods modules; eliminating courses with largely overlapping content (e.g., Calc 2303A/B and Calc 2503A/B); review “essay” courses designated “F/G” to ensure their deliverables involve independent essays; introduce “harder-core” programming at an earlier stage.
3. Create opportunities for students to acquire professional (“soft”) skills and better advertise the internship program offered by the Faculty of Science.
4. Play an active role in the Western Integrated Science program.
5. Centralize the staff office space.

**Recommendations Required for Program Sustainability**

<b>Recommendation</b>	<b>Responsibility</b>
Plan and develop procedures to increase the scope of course offerings and numbers of students in the Applied Math program	Department/Faculty



**HUC ECONOMICS  
Final Assessment Report**

<b>Faculty / Affiliated University College</b>	Huron University College
<b>Degrees Offered</b>	B.A
<b>Modules Reviewed</b>	Honors Specialization in Economics Major in Economics Major in Finance Minor in Economic Theory
<b>External Consultants</b>	Dr. Marcelo Arbex, Associate Professor of Economics, University of Windsor Dr. Robert Dimand, Professor of Economics, Brock University
<b>Internal Reviewers</b>	Dr. Donna M. Rogers, Vice-Principal and Academic Dean Brescia University College Student Internal Reviewer: Noel Platte
<b>Date of Site Visit</b>	March 1-2, 2017
<b>Evaluation</b>	Good Quality
<b>Approval Dates</b>	SUPR-U: May 24, 2017 SCAPA: May 31, 2017 Senate:

**Executive Summary**

The program review of Economics at Huron University College commenced in the fall of 2016 with the notable work that went into the Department's Self-Study, completed on December 1. Two external consultants were proposed and approved: Dr. Marcelo Arbex, Associate Professor, Department of Economics, University of Windsor and Dr. Robert Dimand, Professor, Department of Economics, Brock University. The Internal Reviewer was selected from the decanal ranks at Brescia or King's, as is the practice for reviews of Affiliate University College programs; for the present review the Internal Reviewer was Dr. Donna M. Rogers, Professor of Spanish, Vice-Principal and Academic Dean, Brescia University College.

The formal review took place over two days, March 1 and 2, 2017, when Drs. Arbex and Dimand were onsite at Huron. Dr. Rogers was present for many of their meetings. During their campus visit, the consultants met with (all from Huron unless otherwise noted):

- Karen Campbell, Vice-Provost, Academic Planning, Policy & Faculty, Western University
- Barry Craig, Principal
- Paul Nesbitt-Larking, Acting Dean, Faculty of Arts and Social Sciences
- Brendan Murphy, Chair, Economics
- Economics Faculty
- Economics Students
- Academic Advisors
- Educational Policy Committee
- Melanie Mills, Director, Library and Learning Services
- Colleen Burgess, Research & Instructional Services
- Catharine Dishke Hondzel, Coordinator, Research and Learning Support
- Audra Bowlus, Chair, Department of Economics, Western University
- Meagan Vande Vooren, Director, Recruitment and Admissions
- Britney Podolinsky, FASS Administrative Assistant

The External Consultants' report found that the Economics program at Huron is "of comparable quality to those offered at similar institutions in Canada." Within the context of a broader decline in enrolments at Huron, Economics has seen lower enrolments in recent years; nevertheless, both the Department and the College are taking steps to increase enrolments generally and within programs. The External Consultants made a number of recommendations, which were assessed thoughtfully by the Department and the Acting Dean; their responses were invaluable in the incorporation of the Externals' recommendations into this Assessment Report under either "Suggestions for Improvement & Enhancement" or "Required for Program Sustainability."

**Significant Strengths of the Program**

- High quality of learning
- Dedicated faculty
- Small class sizes
- Strong student engagement and satisfaction

**Suggestions for Improvement & Enhancement**

- Within broader Huron processes of strategic planning (faculty renewal, enrolment plan), consider appointing a fifth full-time faculty member in Economics
- Develop reading courses and/or special topics courses to broaden content offerings
- Be attentive to possible overdependence on a single-country source of international students in the program
- Seek opportunities to collaborate with Huron colleagues (Writing Services, Library, Student Support Services) to strengthen academic writing skills for Economics students

**Recommendations Required for Program Sustainability**

<b>Recommendation</b>	<b>Responsibility</b>
Appoint one new tenure-track or tenured full-time faculty member (replacement for impending retirement), if enrolments warrant	Huron Administration
Research the case to support the creation of a new module in Economics and Business Analytics	Department and Dean

### **New Scholarships and Awards**

#### **School of Advanced Studies in Arts and Humanities Global Opportunities Award** (Any Undergraduate Program, with the exception of Ivey)

Awarded to undergraduate or graduate students in any program, who are participating in a School of Advanced Studies in Arts and Humanities international program. Students participating in this program who are registered at the constituent University may be considered (with the exception of Ivey students). Students may apply for this award in advance of being accepted into a School of Advanced Studies in Arts and Humanities international program with receipt of the award contingent upon acceptance into the program. Preference will be given to full-time students who have not received funding from other sources. Students may only receive a Global Opportunities award once during their academic career at Western. Online applications are available through the Western International website. Applications are due on November 15th (for decisions in early January) and March 15th (for decisions in early May). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn and how they will be an effective Ambassador for Western.

Value: Number will vary based on funds available, Value will be \$1,000 or \$2,000 (including Western match)\*

Effective Date: 2017-2018 academic year

*\*Funds available will be matched through the University's Global Opportunities Award Matching Program on an annual basis, for as long as the program exists.*

#### **Vindolanda Global Opportunities Award** (Any Undergraduate Program, with the exception of Ivey)

Awarded to undergraduate or graduate students in any program, who are participating in the Vindolanda Field School. Students participating in this program who are registered at the constituent University may be considered (with the exception of Ivey students). Students may apply for this award in advance of being accepted into the Vindolanda Field School with receipt of the award contingent upon acceptance into the program. Preference will be given to full-time students who have not received funding from other sources. Students may only receive a Global Opportunities award once during their academic career at Western. Online applications are available through the Western International website. Applications are due on November 15th (for decisions in early January) and March 15th (for decisions in early May). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn and how they will be an effective Ambassador for Western.

Value: Number will vary based on funds available, Value will be \$1,000 or \$2,000 (including Western match)\*sss

Effective Date: 2017-2018 academic year

*\*Funds available will be matched through the University's Global Opportunities Award Matching Program on an annual basis, for as long as the program exists.*

#### **Civil Design Achievement Award** (Engineering)

Awarded annually to a full-time undergraduate student graduating from the Civil & Environmental Engineering program who, in the opinion of the department, has demonstrated outstanding achievement in civil design. The scholarship/awards committee in the Faculty of Engineering will select the recipient, on the recommendation of the Department of Civil and Environmental Engineering, and the award will be given out each June during the Engineering Spring Awards Ceremony. This award was established by an anonymous donor.

Value: 1 at \$1,200

Effective Date: 2017-2018 academic year

Earth Sciences International Field School Global Opportunities Award (Any Undergraduate or Graduate Program, with the exception of Ivey)

Awarded to undergraduate or graduate students in any program, who are participating in an Earth Sciences International Field School. Students participating in this program who are registered at the constituent University may be considered (with the exception of Ivey students). Students may apply for this award in advance of being accepted into an Earth Sciences International Field School with receipt of the award contingent upon acceptance into the program. Preference will be given to full-time students who have not received funding from other sources. Students may only receive a Global Opportunities award once during their academic career at Western. Online applications are available through the Western International website. Applications are due on November 15th (for decisions in early January) and March 15th (for decisions in early May). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn and how they will be an effective Ambassador for Western.

Value: Number will vary based on funds available, Value will be \$1,000 or \$2,000 (including Western match)\*

Effective Date: 2017-2018 academic year

*\*Funds available will be matched through the University's Global Opportunities Award Matching Program on an annual basis, for as long as the program exists.*

Science OSOTF Bursary (Science)

Awarded to a student in the Faculty of Science based on financial need. Applications can be accessed online through Student Center and must be submitted by October 31. The Office of the Registrar will determine financial need and select the recipient.

Value: 1 at \$900

Effective Date: 2017-2018 academic year

*This award is offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.*

Kinesiology OSOTF Bursary (Kinesiology)

Awarded to a student in Kinesiology in the Faculty of Health Sciences based on financial need. Applications can be accessed online through Student Center and must be submitted by October 31. The Office of the Registrar will determine financial need and select the recipient.

Value: 1 at \$750

Effective Date: 2017-2018 academic year

*This award is offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.*

Dr. Geeta Shukla-Rupal Dentistry Bursary (Dentistry)

Awarded annually to a full-time undergraduate student entering Year 3 of the DDS program at the Schulich School of Medicine & Dentistry, based on financial need. Online financial assistance applications are available through Student Center and must be completed by October 31. The Office of the Registrar will select the recipient. This award was established by Dr. Geeta Shukla-Rupal.

Value: 1 at \$1,500

Effective Date: 2017-2018 to 2021-2022 academic years inclusive

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING**

**(SCUP)**

<b>Contents</b>	Consent Agenda
<a href="#">Annual Report on Promotion and Tenure 2016-17</a>	No

FOR INFORMATION

**Annual Report on Promotion and Tenure 2016-17**

The Annual Report on Promotion and Tenure is attached as [Appendix 1](#).



**TO:** Faculty Relations  
**FROM:** Equity & Human Rights Services  
**DATE:** May 23, 2017  
**SUBJECT:** *Reports on Promotion and/or Tenure – 2016-2017*

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Attached you will find reports summarizing the information requested on the designated group status of those individuals considered for Promotion and/or Tenure under the Collective Agreements for 2016/2017.

As in previous years, the data is provided with the following notes:

- The information related to the designated groups – with the exception of gender – was provided by Equity & Human Rights Services (EHRS).
- The information provided by EHRS is in aggregate form only and was drawn from the employment equity database.
- All information in the database is obtained through self-identification surveys sent to employees; therefore, information is only available for those individuals who have completed surveys.
- Where the information is unknown, it is considered to be a “no” response (i.e. not a member of designated group).
- For reasons of confidentiality, the information provided by EHRS is suppressed in cases where there are fewer than 5 individuals in the group considered for Promotion and/or Tenure and/or where deemed necessary by EHRS.

**2016-17 REPORT ON PROMOTION AND/OR TENURE CASES CONSIDERED UNDER THE FACULTY COLLECTIVE AGREEMENT**

(as required under Clause 21 in the Article *Promotion and Tenure*)

**Total cases considered for Promotion and/or Tenure**

Male	31						
Female	18						
Aboriginal	0						
Visible Minority	9						
Person with Disability	0						

**Probationary Assistant Professors considered for Promotion and Tenure**

	Process initiated by Dean in the last year - Clause 15.1	Process initiated by Dean in any year before the last year - Clause 15.3	Process initiated by Member by March 1 of 3rd year for consideration in the 4th year - Clause 15.4	Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3
Male	7	4	1	11	1	11	1
Female	5	1	1	6	1	6	1
Aboriginal	0	0	s	0	0	0	0
Visible Minority	2	2	s	4	0	4	0
Person with Disability	0	0	s	0	0	0	0

**Probationary Associate Professor considered for Promotion or Granting of Tenure**

	Process initiated by the Dean in the last year of the appointment - Clause 15.2	Process initiated by Dean in any year before the last year - Clause 15.3		Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3
Male							
Female							
Aboriginal							
Visible Minority							
Person with Disability							

**Tenured Associate Professors considered for Promotion**

	Process initiated by Dean - Clause 15.5	Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 15.6		Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3
Male	10	8		17	1	17	1
Female	7	3		10	0	10	0
Aboriginal	0	0		0	0	0	0
Visible Minority	5	0		5	0	5	0
Person with Disability	0	0		0	0	0	0

**Limited-Term Assistant and Associate Professors Considered for Promotion**

	Process initiated by Dean - Clause 15.5.1	Process initiated by Member - Clause 15.4.2	Process initiated by Member - Clause 15.6.1	Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3
Male	0	1		1	0	1	0
Female	1	0		1	0	1	0
Aboriginal	s	s		s	0	s	0
Visible Minority	s	s		s	0	s	0
Person with Disability	s	s		s	0	s	0

The information related to the designated groups - with the exception of gender - was provided by Equity & Human Rights Services. This information was provided, in aggregate form only, from the Employment Equity Database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed and returned the surveys. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality data is suppressed (s) in cases where there were less than 5 individuals considered in a group. As such, please note that the data for Limited Term Appointments has been suppressed in all categories, except the gender category in the total cases considered.

**2008-2017 REPORT ON PROMOTION AND CONTINUING APPOINTMENT CASES CONSIDERED UNDER THE LIBRARIANS AND ARCHIVISTS COLLECTIVE AGREEMENT**

(as required under Clause 21 in the Article *Promotion and Continuing Appointment*)

**Total cases considered Promotion or Continuing Appointment**

Male	5						
Female	16						
Aboriginal	0						
Visible Minority	2						
Person with Disability	1						

**Probationary Appointees considered for Promotion**

	Process initiated by University Librarian or Dean in final six months of probationary period - Clause 8.1	Process initiated by the University Librarian or Dean - Clause 8.2	Process initiated by Member - Clause 8.3	Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 19	Positive Provost recommendation - Clause 23.3	Negative Provost recommendation - Clause 23.3
Male	0	2	0	2	0	2	0
Female	3	0	1	4	0	4	0
Aboriginal	s	s	s	0	0	0	0
Visible Minority	s	s	s	1	0	1	0
Person with Disability	s	s	s	0	0	0	0

**Probationary Appointees considered for Continuing Appointment**

	Process initiated by Vice Provost and Chief Librarian or Dean within the first month of the last year of the Member's probationary period at the General Rank - Clause 7.0	Process initiated by Vice Provost and Chief Librarian or Dean in final six months of probationary period - Clause 7.1 combined with Process initiated by Member - Clause 7.3	Process initiated by Vice Provost and Chief Librarian or Dean at any time prior to final six months of probationary period - Clause 7.2	Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 19	Positive Provost recommendation - Clause 23.3	Negative Provost recommendation - Clause 23.3
Male	0	3	0	3	0	3	0
Female	1	9	2	12	0	12	0
Aboriginal	s	0	s	0	0	0	0
Visible Minority	s	1	s	1	0	1	0
Person with Disability	s	1	s	1	0	1	0

**Total cases considered for Promotion and Continuing Appointment**

The information related to the designated groups - with the exception of gender - was provided by Equity & Human Rights Services. This information was provided, in aggregate form only, from the Employment Equity Database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed and returned the surveys. Those who have not completed a survey and who were considered for tenure and/or continuing appointment are counted as not being members of a designated group. For reasons of confidentiality data is suppressed (s) in cases where there were less than 5 individuals considered in a group and/or where deemed necessary by EHRS.

**Report to Senate of the Academic Colleague, Council of Ontario Universities**

**Erika Chamberlain, June 2017**

<b>Contents</b>	<b>Consent Agenda</b>
<b>Report of the Academic Colleague</b>	<b>No</b>

FOR INFORMATION

The Academic Colleagues met in Toronto on 25-26 May 2017. The following items were discussed.

Strategic Engagement Campaign: this project is now in its “distil” phase, and COU analysts are working to isolate the major themes that emerged from the various surveys and roundtables. These can be grouped in six main areas:

- Jobs, skills, and the economy
- Technology and innovation
- Environment and national heritage
- Social supports and equality
- Health and aging
- Community development

The COU is working to develop a policy response to these issues. In particular, the COU wishes to ensure that the value of universities is clear to whichever party gets elected to the provincial government in 2018.

The Colleagues expressed some concern that the purpose of this campaign has shifted from an initiative designed to improve public perceptions of universities, to one that is focused on appeasing politicians. They fear that the ultimate message will be similar to what universities have always raised with provincial governments, and that the lessons of the “discovery” phase of the campaign will be discarded.

Strategic Mandate Agreements: it was noted that there are currently over 2000 unfilled graduate spaces in the province. Although the government is unlikely to fund new graduate spaces, it will likely re-allocate some of these unfilled spaces to institutions that will make use of them.

Graduate Programs Outcomes Survey: this survey is currently being conducted among Masters and PhD graduates from the 2009-2014 cohorts. The data will include employment outcomes, and will likely be available later in the summer.

Campus Climate Surveys: the provincial government expects to conduct climate surveys on sexual violence among students at all post-secondary institutions during the winter of 2018. (Note that this timeline may be ambitious in light of ethics requirements.) The government is also seeking to collect data on “incidents” of sexual violence on campus. Common reporting metrics are currently in development, but there is concern that they will lack nuance.