



**ACADEMIC COUNCIL AGENDA**  
**Wednesday, January 22, 2:30 p.m. to 4:30 p.m.**  
**South Annex Building, Room 060**

MISSION: An engaged liberal arts university community in which our Catholic character, Catholic intellectual tradition, and commitment to reconciliation and equity inform unique learning experiences that promote critical thought, creativity, and articulate expression.

- 1.0 Land Acknowledgment
- 2.0 Opening Prayer
- 3.0 Committee Reports
  - 3.1 Planning and Priorities Committee (*Chair, M. Yenson*) Discussion
  - 3.2 Strategic Enrolment Management Committee (*Chair, M. Yenson*) Decision
  - 3.3 Governance and Nominations Committee (*Chair, M. Yenson*) Decision
  - 3.4 Educational Policy Committee (*Chair, M. Yenson*) Decision
  - 3.5 Research Committee (*Chair, E. Hannah*) Decision
- 4.0 Reports
  - 4.1 President (Interim) Information
  - 4.2 Vice-President and Academic Dean (Interim) Information
  - 4.3 King's University College Students' Council Report Information
- 5.0 The Unanimous Consent Agenda
  - 5.1 Appointments Promotion and Tenure Committee Information
  - 5.2 Minutes of the Meeting of November 20, 2024 Approval
- 6.0 Items Removed from the Consent Agenda Discussion
- 7.0 New Business
- 8.0 Adjournment

A handwritten signature in blue ink, appearing to read "Paul Wilton", is written over a horizontal line.

Paul Wilton



**Report to:** Academic Council

**From:** Planning and Priorities Committee

**Re:** Budget Update for 2024-2025

**Date:** January 15, 2025

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The Planning and Priorities Committee met on December 17 and discussed the revised budget continuity schedule presented to Academic Council in November and the hiring plan:

**Revised Budget Continuity Schedule:**

The additional \$2.8 million shortfall resulting in a projected \$5.2 million deficit identified in November resulted from two factors: first, more international students enrolled in non-MOS programs than expected; secondly, an assumption was made that full-time international students would enrol in 5.0 credits but in fact these students are still considered full-time if they are enrolled in a minimum of 3.5 credits and pay for less than 5.0 credits. International students registered in the 5+ courses were only 295 which remained, 188 students registered in less than 5 courses. Revenue loss on each of these students are at approximately \$9,000 – \$11,000 per course, which has had a significant impact on actual revenue generated when compared to the amount budgeted.

The Committee discussed that deficits are covered by unrestricted reserves. The Committee will receive more information on funding deficits on January 27.

**Hiring Plan:**

The Committee reviewed the draft faculty hiring plan and discussed each recommendation. The Committee agreed that only replacement positions should be filled. Department Chairs and School Directors will meet in January to align programs and discuss these issues. Chair, M. Yenson will continue to develop a curricular planning framework related to course and program optimization. This will assist in realigning the program focus and a great opportunity to restructure should need be. It was agreed to look into this before any hires.



**Report to:** Academic Council  
**From:** Strategic Enrolment Management Committee  
**Re:** Report of the Meeting on December 17, 2024  
**Date:** January 22, 2025

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The Strategic Enrolment Management (SEM) Committee convened on December 17, 2024, to review the enrolment projections presented by Enrolment Services. The committee passed a motion to recommend the 2025-2026 enrolment targets as outlined below.

- 675 first-year domestic students
- 40 new international students
- 130 senior domestic students in the transfer category

Respectfully submitted,

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M. Yenson (Chair)



**Report to:** Academic Council  
**From:** Academic Council's Governance and Nominations Committee  
**Re:** Report of the Meeting January 15, 2025  
**Date:** January 16, 2025

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**For Information:**

The Academic Council's Governance and Nominating Committee convened on January 15, 2025 and discussed the following items:

**Academic Council's January Agenda**

The committee members approved and provided feedback on Academic Council's draft January agenda which was incorporated in the meeting package.

**Indigenous Community Member Appointment to Academic Council**

The Committee received an update that, consistent with the Academic Council bylaw, King's has consulted with the Indigenous Postsecondary Education Council (IPEC) at Western and has identified a candidate to serve on Council. The Governance and Nominating Committee will work with this candidate with the goal of finalizing the appointment and ensuring their participation in the next Council meeting.

**Motion Regarding Faculty Assembly**

The committee received a draft motion from Drs. Claudia Clausius and Brian Patton which is attached as an appendix and will be presented by the mover and seconder as part of the Governance Committee's report at Council.

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M. Yenson (Chair)

Motion

That Academic Council direct the Governance and Nominating Committee to consult with the College's faculty and academic librarians regarding the creation of an inclusive Faculty Assembly at King's and bring forward its recommendations regarding such an assembly to Academic Council.

M/S C. Clausius/B. Patton

Discussion and rationale:

A Faculty Assembly, convening once or twice per term, would bring the entire academic community together to be updated by the academic head of the College on the various issues under discussion in Academic Council and other relevant committees. With the disappearance of faculty-wide voting rights under the College's new governance structure, many feel disenfranchised and disempowered. The proposed assembly would offer both a forum for information and accountability to the faculty from the Academic Dean.

Engaging all the College's faculty in an inclusive, consultative manner, the proposed assembly would be entirely in keeping with King's continued support of collegial governance. At present, the College lacks a forum in which faculty gather to exchange views and ideas. At a time when faculty continue to feel alienated and disaffected, community building is more important than ever. With a Faculty Assembly in place, pre-tenure faculty would more effectively be integrated into the broader academic community at King's, which would have the benefit of their fresh perspectives.

There are good models for such an assembly at other Canadian universities. In addition to its main academic governing body (its Senate), Acadia holds an assembly of all its faculty members twice a year (its "Faculty Council," the rough equivalent of what we are proposing to call a "Faculty Assembly"). While our proposal is for a more streamlined body (Acadia's Faculty Council has a committee structure, which we do not see the need to replicate), its bylaws would provide one useful model for us to consider. The Constitution of the Faculty of Acadia University may be downloaded from this URL:

<https://senate.acadiau.ca/files/sites/senate/Faculty%20Council/Faculty%20Constitution%20Revised%20%282020%29%20.pdf>. St. Francis Xavier also has both a Senate and a four-times-per-

year meeting of all its faculty (See the St. FX bylaws, Part II, Section 1, Article IV, on page 14):

[https://www.stfx.ca/sites/default/files/documents/University\\_Governance-University%20By-laws%20amended%20to%20June%2018%2C%202021.pdf](https://www.stfx.ca/sites/default/files/documents/University_Governance-University%20By-laws%20amended%20to%20June%2018%2C%202021.pdf). Western's various faculties also hold

meetings once or more per term, with deans present to provide information and take questions from the floor.

The proposers of this motion recognize that its eventual outcome will be decided by Academic Council after appropriate consultation and deliberation has taken place, so our intent in offering the suggestions below is to help open the conversation, not to constrain it:

- The proposed Assembly would meet once or twice per term and would be open to all members of faculty and academic librarians.
- All faculty and academic librarians would have the opportunity to ask questions of the Academic Dean.
- The Assembly would have the power to make recommendations to the AC, which would in turn consider them. This approach would enlarge the pool of ideas with which King's can work moving forward.
- The Assembly's scope and function would be clearly delineated in the College's bylaws.



**Report to:** Academic Council  
**From:** Educational Policy Committee  
**Re:** Report of the Meeting on December 4, 2024  
**Date:** December 18, 2024

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**For Approval:**

**SOC/SUPR-U Course and Program Proposals**

The following course and program proposals are recommended to Academic Council for approval (see appendix A).

**MOTION:** That Academic Council approve the following course and program proposals.

**M/S**

**Educational Policy Committee**

1. ASL 2030A/B
2. SJPS 3363F/G
3. THAN 2206F/G, 2606A/B, 2204F/G
4. TNLA 3907A/B/Y
5. POL-SJPS 3320E
6. PSYCH – Module revisions
7. SOCI-DS 3339F/G
8. WRITING 1002F/G

Respectfully submitted,

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M. Yenson (Chair)

**Subcommittee on Undergraduate Academic Courses (SOC)  
Submission Template (With Guidelines)**

**This Submission is for** (please check all that apply):

- New Course(s)                       Revision to Course(s)                       Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** Introduction of new course, American Sign Language 2030A/B: Intermediate American Sign Language.

**Proposal:**

Introduction of a new course, American Sign Language 2030A/B: Intermediate American Sign Language.

**Motion:**

- That effective September 1, 2025, American Sign Language 2030A/B will be introduced at King's University College.

**Rationale:**

- The purpose of ASL 2030A/B is to serve students from King's and affiliated institutions by creating a 2000-level course as the next step in the progression of ASL learning from the existing ASL 1030A/B offered at King's. Currently, there is a backlog of students who have already taken ASL 1030A/B, but who have no follow-up options at King's.

**Link to Current Calendar Copy (if applicable):**

Not applicable.

**Proposed Calendar Copy (for approval):**

**American Sign Language 2030A/B: Intermediate American Sign Language (35 characters)**



**Short Title: Intermediate ASL (16 characters)**

This course focuses on expanding American Sign Language (ASL) conversational skills, vocabulary, and grammar. Students will enhance their receptive, expressive, and interactive abilities through complex conversations by incorporating facial expressions, classifiers, and spatial referencing in ASL to progress through a series of skill-building steps. (44 words)

**Prerequisite:** [American Sign Language 1030A/B](#), or English 2095A taken in 2019

**Course Weight:** 0.5 credit half course.

**Breadth:** Category B

**Subject Code:** ASL

**Mode of Instruction:**

- Online synchronous (2 hours) with in-person language lab (1 hour).
- Please see the sample syllabus attached to this SOC.

**Course Summary:**

- ASL 2030A/B is the next step in the progression of ASL learning from ASL 1030A/B offered at King's.
- Like ASL 1030A/B each section of ASL 2030A/B will be capped at 25 students so that the course instructor and ASL lab assistant can work closely with individual students on their signing. The course will involve a weekly online lecture and video tutorial combined with an in-person language lab for one-on-one assistance with conversational skills, vocabulary, and grammar.
- Students are required to purchase the assigned textbook and accompanying video tutorial platform--for January 2026, it will be the textbook *ASL True Way* and its learning platform. Students will require access to a computer, a webcam, and a stable internet connection.

**Course Learning Outcomes:**

- Expanded ASL vocabulary.
- Improved ASL conversational abilities.
- Improved ASL grammar.
- Introduction of complex sentence structures, spatial referencing, and non-manual markers such as facial expressions and body language.
- Expansion of receptive and expressive skills through interactive activities, storytelling, and role-playing.
- Deepened understanding of Deaf culture, including its history, values, and community norms.

**Anticipated Grading Structure:**

- Seven weekly assignments run through the ASL learning platform (*ASL True Way*).
- Two comprehensive tests.
- One individual presentation.
- One term-end assignment of retelling a story in ASL, examined by the course instructor.

**Academic Dean:**

Dr. Mark Yenson, Interim Vice-President and Academic Dean, King's University College at Western University, [vpacademic@kings.uwo.ca](mailto:vpacademic@kings.uwo.ca)

**Department/Program Contact:**

Dr. Ian Rae, Chair, Department of English, French, and Writing, King's University College at Western University, [irae@uwo.ca](mailto:irae@uwo.ca)

**EPC and Approval Date: TBC**

**Consultation and Results:**

Dr. Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, [jplug@uwo.ca](mailto:jplug@uwo.ca)

Darrin Meister, Associate Dean, Ivey Business School, Western University, [dmeister@ivey.ca](mailto:dmeister@ivey.ca)

Dr. Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, [apuvira@uwo.ca](mailto:apuvira@uwo.ca)

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, [jtwood@uwo.ca](mailto:jtwood@uwo.ca)

Dr. Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, [ajohnson@uwo.ca](mailto:ajohnson@uwo.ca)

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Dr. Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, [dashrubs@uwo.ca](mailto:dashrubs@uwo.ca)

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

**Results:**



**American Sign Language (ASL) 2030A/B  
Intermediate ASL  
Winter 2026**

**Course Information**

**Calendar Description:** This course focuses on expanding American Sign Language (ASL) conversational skills, vocabulary, and grammar. Students will enhance their receptive, expressive, and interactive abilities through complex conversations by incorporating facial expressions, classifiers, and spatial referencing in ASL to progress through a series of skill-building steps.

**Prerequisite(s): 1030A/B**

**Extra Information:** 3 hours

**Course Weight:** 0.50

**Breadth:** Category B

**Subject Code:** American Sign Language

**Section:** 270

**American Sign Language (ASL) 2030B**  
**Intermediate ASL**  
**Section 270**  
**Winter 2026**

**Instructor:** Zoh Qureshi

**Email:** [zqures23@uwo.ca](mailto:zqures23@uwo.ca)

**Course description:** This course is designed for students who have completed ASL for Beginners or possess equivalent foundational knowledge of American Sign Language. ASL II builds on basic skills, focusing on expanding vocabulary, improving conversational abilities, and enhancing comprehension of ASL grammar. Students will explore more complex sentence structures, spatial referencing, and non-manual markers such as facial expressions and body language. Emphasis is placed on refining receptive and expressive skills through interactive activities, storytelling, and role-playing. The course also deepens understanding of Deaf culture, including its history, values, and community norms. Aligned with the Common European Framework of Reference for Languages (CEFR), students will gain the confidence to engage in more advanced conversations and apply ASL in a variety of real-world contexts.

**Mode of Instruction:** Online synchronous (2 hours) with in-person language lab (1 hour).

**Course Materials**

True + Way ASL	Harris/Gelineau/Shannon /Marbury/Bryan	Purple Moontower LLC	3th Edition	ISBN: 9781953197085
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**Note:** This course requires the textbook *ASL True Way* for units 3-4. Students can access it through the course's online platform.

**Technology and Space Requirements:**

This course will require the following:

- Laptop/Computer
- Webcam
- A quiet space to take part in synchronous learning
- Stable high-speed internet connection

**Methods of Evaluation:**

TWA Assignments.....XX%  
 Tests.. .....XX%  
 Presentation.....XX%  
 Final Project.....XX%

Date	Description
<b>Week 1</b>	Course Introduction, Syllabus Review, and Icebreaker Activities
<b>Week 2</b>	Unit 3.1 Describing Basic Appearance <b>Assignment #1</b>
<b>Week 3</b>	Unit 3.2 Family, Friends, and Pets <b>Assignment #2</b>
<b>Week 4</b>	Unit 3.3 Employment Status <b>Assignment #3</b>
<b>Week 5</b>	Unit 3.4 Milestone and Life Events <b>Assignment #4</b>
<b>Week 6</b>	Unit 3 Review <b>Test #1</b>
<b>Week 7</b>	Family Day & Spring Reading Week
<b>Week 8</b>	Unit 4.1 Transportation <b>Presentation</b>
<b>Week 9</b>	Unit 4.2 Housing and Dwellings <b>Assignment #5</b>
<b>Week 10</b>	Unit 4.3 Places Around Town <b>Assignment #6</b>
<b>Week 11</b>	Unit 4.4 Cities, Provinces, and States <b>Assignment #7</b>

<b>Week 12</b>	Unit 4 Review <b>Test #2</b>
<b>Week 13</b>	Begin Preparing Final Project
<b>Week 14</b>	Rehearse Final Project with Peer(s)
<b>Week 15</b>	<b>Final Project – Retelling a Story in ASL</b>

SAMPLE

King's University College

NEW COURSE PROPOSAL – ADDITIONAL INFORMATION

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**REQUIRED FOR KING'S EPC: Supporting Documentation for New Course Proposals (including courses already offered at Western or Huron)**

When submitting proposals programs are asked to provide additional King's specific information. Please use this template/form to submit the information and attach the sample course outline.

**American Sign Language 2030A/B: Intermediate ASL**

- ASL 2030A/B is the next step in the progression of ASL learning from ASL 1030A/B offered at King's.
  - Like ASL 1030, each section of ASL 2030 will be capped at 25 students so that the course instructor and ASL lab assistant can work closely with individual students on their signing. The course will involve a weekly online lecture and video tutorial combined with an in-person language lab for one-on-one assistance with conversational skills, vocabulary, and grammar.
  - Students are required to purchase the assigned textbook and accompanying video tutorial platform--for January 2026, it will be the textbook *ASL True Way* and its learning platform. Students will require access to a computer, a webcam, and a stable internet connection.
1. How does this course fulfill program learning outcomes (connect to program-level learning outcomes) and fit into the module (*required by Western*).
    - Currently, there is no Major or Minor in ASL; consequently, there is no module or program learning outcomes into which the proposed course might fit. However, emphasis in ASL 2030 on effective communication, cross-cultural engagement, and critical reflection aligns, in general, with the learning outcomes of the programs in the Department of English, French, and Writing.
  2. How does this course align with King's mission, and commitment to EDID/Accessibility?
    - This course promotes diversity and inclusion by recognizing the richness and distinctiveness of Deaf culture and by encouraging the acquisition of ASL skills in the general student population. The method of instruction compels students, most of whom have no hearing impairment, to experience human interactions as a Deaf person might.
  3. How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?
    - This course is the next step in the progression of ASL learning from the existing ASL 1030A/B currently offered at King's University College. ASL 2030A/B will begin running in the winter term 2026 for students who have completed ASL 1030 in the fall term or in previous semesters.



- Currently, there is a backlog of students who have already taken ASL 1030, but who have no follow-up options at King's University College through which their learning in ASL might progress.
  - In the future, it is expected that two sections of this course will be offered, one in the fall and one in the winter.
  - This course will be capped at 25 students like ASL1030A/B so that the instructor and ASL lab assistant can work closely with individual students on their signing.
4. If this is an essay course, how will it fulfill the essay requirement? (*for Western*)
- N/A
5. Staffing implications
- In the winter term of 2026, ASL 2030A/B would not provide any change to staffing.
  - As sections of 2030A/B are increased to one section per term, the course instructor and lab assistant would have an extra section per term, in addition to ASL 1030A/B.
6. Additional staffing support – i.e., for experiential learning – admin support and tracking, placement organization and supervision?
- See above. No additional support is foreseen. The current instructor and lab assistant are willing to take on more sections.
7. Financial implications
- What additional funding will be required to support experiential learning, labs, tutorials, etc.?
- We anticipate and hope none.
- Funding for faculty to engage in travel related to the course?
- Not applicable.
8. Library implications (*please consult with your Subject Librarian*)
- Students will be directed to use the library to do research on their skill set, etc. Librarians will be available for this task.
9. Attach a sample course outline including the following (*required by Western*)
- Sample course outline is attached.

Learning outcomes (linked to program level learning outcomes)

- Expanded ASL vocabulary.
- Improved ASL conversational abilities.
- Improved ASL grammar.
- Introduction of complex sentence structures, spatial referencing, and non-manual markers such as facial expressions and body language.
- Expansion of receptive and expressive skills through interactive activities, storytelling, and role-playing.
- Deepened understanding of Deaf culture, including its history, values, and community norms.

Sample reading list

- *ASL True Way*

Grading scheme

- Seven weekly assignments run through ASL learning platform (ASL True Way).
- Two comprehensive tests.
- One individual presentation.
- One term-end assignment of retelling a story in ASL, examined by the course instructor.

## Introduction of SJPS 3363F/G: Ecological Justice and Sustainability

1. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (required by Western).
  - Identify and explain major influences within the climate crisis and sustainable responses to climate change;
  - Explain the values and differences between different climate action responses and sustainable adaptation;
  - Critique arguments both for and against strategies for sustainability;
  - Engage in critical policy analyses of climate change policies at all levels of government;
  - Conduct research on local climate change practices;
  - Explore the intersections between climate change and social positions.
2. How does this course align with King's mission, and commitment to EDID/Accessibility?
  - a. A significant portion of this course will explore the intersections of climate change, policies and adaptations and social positionality.
3. How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?
  - a. SJPS intends to add more 3000 level courses to allow students more choice and to also respond to student requests for more courses related to climate change and potential solutions and adaptations.
4. If this is an essay course, how will it fulfill the essay requirement?
  - a. One of the requirements for this course will be for students to produce an individual research project that will be presented in the form of an essay. They will also be required to do a book review and several smaller written activities to fulfill the requirements for this course.

Research project/paper	30%
Scoping Review	20%
Book Review	20%
Discussion Posts 4 x 5%=	20%
Participation	10%
TOTAL	100%

5. Staffing implications
  - a. A full-time tenured faculty member will teach this course.
6. Financial implications
  - a. There are no additional financial implications for this course.
7. Library implications:
  - a. King's has built a strong collection of climate related literature and research. SJPS has worked closely with library staff to acquire new monographs and to call

attention to documentaries and other journals related to climate change and sustainability.

8. Sample course outline including the following (required by Western)

A sample course outline has been provided from 2021 when this class was taught as a special topics course.

**Subcommittee on Undergraduate Academic Courses (SOC)  
SJPS New Course Introduction 3363 F/G**

**This Submission is for** (please check all that apply):

- New Course(s)                       Revision to Course(s)                       Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** Introduction of Social Justice and Peace Studies 3363F/G at King's University College.

**Motion:** That effective September 1, 2025, Social Justice and Peace Studies 3363F/G be introduced at King's University College.

**Rationale:** After running this course as a successful special topics course, the Department of Social Justice and Peace Studies wants to formalize this course offering given the interest in this subject area from students, the rise in demand for expertise in this area, and to complement the course offerings of the Certificate in Ecological Justice and Climate Ethics. This course allows students to examine current climate change social policy and to engage with different innovations currently in practice locally in Ontario and more broadly across Canada.

**Link to Current Calendar Copy (if applicable):**

**Proposed Calendar Copy (for approval):**

**Course Title:** Social Justice and Peace Studies 3363F/G: Climate Justice and Sustainability (33 Characters)

**Short Title (if applicable):** Climate Justice (15 Characters)

**Course Description:** This course explores the social impact of the climate crisis and considers alternatives and adaptations as responses. The course engages an intersectional and social justice-oriented lens to examine how the climate crisis, and

responses to its effects, impact diverse communities depending on their position in society. (46 words)

**Prerequisite(s):** [Social Justice and Peace Studies 1025F/G](#) and [Social Justice and Peace Studies 1026F/G](#), or permission of the Department.

**Antirequisite(s):** Social Justice and Peace Studies 3377G if taken in Summer 2021.

**Extra Information:** 3 hours.

**Course weight:** 0.50

**Course Summary (for information):**

**Course Learning Outcomes:**

- Identify and explain major influences within the climate crisis and sustainable responses to climate change;
- Explain the values and differences between different climate action responses and sustainable adaptation;
- Critique arguments both for and against strategies for sustainability;
- Engage in critical policy analyses of climate change policies at all levels of government;
- Conduct research on local climate change practices;
- Explore the intersections between climate change and social positions.

**Anticipated Grading Structure:** Students will produce a significant research project that will include a long form essay as well as a book review and several shorter writing activities.

Research project/paper	30%
Scoping Review	20%
Book Review	20%
Discussion Posts 4 x 5%=	20%
Participation	10%
TOTAL	100%

**Supporting Documentation:** See Appendix

**Associate Dean – Undergraduate (or Equivalent) Contact:** Mark Yenson, Interim Vice-President and Academic Dean, King's University College, [vpacademic@kings.uwo.ca](mailto:vpacademic@kings.uwo.ca)

**Department/Program Contact:** Dr. Allyson Larkin, Chair, Department of Social Justice and Peace Studies, King's University College, [alarkin2@uwo.ca](mailto:alarkin2@uwo.ca)

**EPC and Approval Date:** TBC

### **Consultation**

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, [dshrubs@uwo.ca](mailto:dshrubs@uwo.ca)

Dr. Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, [jplug@uwo.ca](mailto:jplug@uwo.ca)

### **The following have also been copied for information:**

Darrin Meister, Associate Dean, Ivey Business School, Western University, [dmeister@ivey.ca](mailto:dmeister@ivey.ca)

Dr. Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, [apuvira@uwo.ca](mailto:apuvira@uwo.ca)

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, [jtwood@uwo.ca](mailto:jtwood@uwo.ca)

Dr. Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, [ajohnson@uwo.ca](mailto:ajohnson@uwo.ca)

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Dr. John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, [jcuciure@uwo.ca](mailto:jcuciure@uwo.ca)

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, [kyeung@uwo.ca](mailto:kyeung@uwo.ca); [aadasci@uwo.ca](mailto:aadasci@uwo.ca)

Amrit Ahluwalia, Executive Director, Western Continuing Studies, [amrit.ahluwalia@uwo.ca](mailto:amrit.ahluwalia@uwo.ca)

**Results:**





**SJPS 3377F (270)**  
**Climate Change, Innovation and Sustainability**  
**Summer 2021**

Instructor: TBA  
Email: TBA  
Office Hours: TBA

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**Course Information**

**Class Times:** Tuesdays 6:00pm (Lecture available on OWL) + Thursdays 6:00pm (Zoom meet up tutorial)

**Course Duration: June 14 – July 23**

**Calendar Description:**

This course explores the science and politics of climate change and the range of climate impacts, as well as the diversity of emerging, innovative sustainability solutions that can assist with developing a resilient, adaptive & just society capable of thriving in the 21st century.

Pre or Corequisites

**Prerequisite(s):** SJPS 1025F/G and SJPS 1026F/G, or permission of the program coordinator.

**Antirequisite(s):**

Extra Information

**Extra Information:** 3 hours.

**Course Weight:** 0.50

**Breadth:** CATEGORY A

**Subject Code:** SOCLJUST

*Notice: Unless you have either the requisites for this course, or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

**Delivery Format:** Blended (Virtual)

Note: Due to Covid19 – all courses and course components will be available virtually. If it becomes possible to hold on-campus components, students will be provided with information about options at that time.

**Online (650)** – primarily non-synchronous, online delivery

**Blended (Virtual) (270)** – synchronous and non-synchronous components; **all delivered virtually** – student will be expected to be available during class times for synchronous elements

**Blended (Virtual/F2F) (270)** - synchronous and non-synchronous components; **if possible there will be on-campus elements** – student will be expected to be available during class times for synchronous elements; participation in on-campus elements will be optional

*SJPS 3377 (270) is offered online as a Blended – Virtual course, involving both synchronous and non-synchronous elements with all course components adapted and delivered virtually using OWL and Zoom. Students are expected to be prepared and available to attend remotely during scheduled class times for the synchronous components (Thursdays @ 6pm EDT: June 17 - July 22).*

### **Course Description**

In the coming decades, humanity is challenged to reduce greenhouse gas emissions causing global warming while adapting to inevitable climate change impacts. Developing climate change knowledge and promoting timely green innovations to reduce pollution while taking bold actions to increase adaptive capacity and resiliency to extreme weather, floods, droughts and sea-level rise are high priorities in Ontario, across Canada & around the world.

While there are many challenges to developing an innovative, resilient and adaptive society and sustainable low carbon economy on an aggressive timeline, climate change also offers many new opportunities for advancing new approaches and green innovations to develop co-beneficial sustainability solutions in a diversity of sectors to reduce emissions and adapt to impacts.

This course covers climate change related topics such as climate science, climate policy & planning, green energy, sustainable food production, sustainable cities & adaptive infrastructure, climate-smart natural resource management and green transportation. This course invites students to leverage this course as an opportunity to explore emerging, innovative ideas, solutions and creative responses to address climate change issues through an independent term research project presentation and final report or creative works.

While we will also investigate the science and politics of climate change and the range of climate impacts, the aim of this course is to predominantly focus on shared knowledge opportunities for learning about innovative, green solutions contributive to building more resilient, adaptive, equitable and just societies in response to climate change and related issues such as social equity & poverty reduction. Sectors such as policy & planning, energy, food, infrastructure, education and transportation are developing innovative solutions and creative responses to address climate change issues.

## **Learning Outcomes**

By the end of the course, students will be able to:

- Identify and explain major drivers and action-based responses to the changing climate;
- Explain how climate change adaptation and mitigation responses are similar and different, including the concepts of social equity, green transition and co-benefits;
- Apply critical thinking concepts towards local, regional, national and international scales of climate change science, politics and responses;
- Articulate well informed, convincing statements in writing and through presentation;
- Build personal knowledge and capacity for climate action leadership by completing an independent research project on a topic related to climate change solutions and innovation ideas

## **Format**

This online course will involve a combination of pre-recorded asynchronous lectures with synchronous class discussions & learning activities, based on weekly readings and term research project objectives.

Students are expected to attend and participate in all online synchronous activities. Students are expected to engage in asynchronous self-led learning by independently preparing and managing their own time effectively to ensure the timely completion of online reflection and forum assignments, the project presentation and final paper.

Short, pre-recorded video lectures and slides will be provided on Tuesdays at 6pm EDT to enhance learning opportunities for interactive Zoom meet-up tutorials on Thursdays at 6pm EDT via small breakout group discussions, lecture summaries, class discussions and student-led presentations, as well as other online learning activities. Student participation in class discussions is expected, requiring advanced preparation by completing viewing of the pre-recorded lecture and reviewing the assigned readings, as well as selecting and preparing a term research project and presentation. This course requires students to have:

- A stable, hi-speed internet
- A webcam & microphone
- A quiet workspace
- *An independent capacity & motivation for self-led learning and project-based research*

## Grading Expectations

Through 2 online reflections and 2 discussion forums, as well as regular attendance and participation in Zoom Meet-Ups and the completion of an independent research project, including making a short Zoom presentation and leading a group discussion, the intent of this course is to provide students with learning opportunities to explore and develop knowledge and skills related to understanding and communicating about climate change and sustainability solutions and innovation topics of interest.

### *Methods of Evaluation & Grading Allocation*

Grading Item	Grade %	Due Date
2 Written Reflections	Reflection 1 (5%) + Reflection 2 (5%) = 10%	Reflection 1: June 26 Reflection 2: July 23
Discussion Forum 1	Post 5% + Comment 5% = 10%	DF 1: July 3
Discussion Forum 2	Post 5% + Comment 5% = 10%	DF 2: July 10
Zoom Presentation / Discussion Facilitation	35%	July 8 / July 15 / July 22
Meet-Up Attendance / Participation	2.5% (Attendance) + 2.5% (Participation) = 5%	Cumulative
Final Project	30%	July 31 (at the latest)

### **Course-based Research Presentation + Project**

In this course, students are expected to engage in self-led learning and independent research discovery, with support from the instructor as required. As such, the Independent Research Project (30%) and Zoom Presentation / Discussion Facilitation (35%) constitutes 65% of the course grade allocation.

As this is a third year course offering, students are expected to select a topic related to climate change and innovation and to prepare a short Zoom presentation as well as facilitating a discussion based on the selected topic (Minimum presentation time = 5-10 minutes / Maximum discussion time = 20-25 minutes).

The presentation should elaborate on the selected topic for the class and promote opportunities for group discussion and online interaction.

For example, a presentation/discussion linking ideas related to social justice and renewable energy might provide an interesting framework for a presentation / discussion and final research paper or project.

The Zoom presentation / Q&A Discussion is worth 35% of the course grade allocation. Grades will be assigned based on adherence to the timing requirements (15%); as well as presentation skills related to confidence (5%), clarity (5%), concision (5%) and facilitation (5%) of a class conversation on a selected topic of ecological justice.

Presentations will be scheduled for the 3 synchronous Thursday class meet-ups in July. Students also are expected to prepare discussion topics and respond to peer questions (5-10 minutes) and/or to prepare and facilitate a class conversation related to the selected topic of choice.

30% of the final grade will be allocated based upon the completion of a final project that provides an Introduction, Discussion & Analysis, Independent Review / Analysis & Summary Findings of the selected topic of choice. Students may wish to explore mixed media and creative works in the final project, with a supplementary Abstract and Reference list provided.

30% of the final grade will be allocated for participation and completion of 2 Reflections (5% x 2) & 2 Online Forums. Each forum (10% x 2) requires students to independently post (5%) and to respond & comment on at least one peer post (5%).

5% of the final grade will be allocated for attendance (2.5%) and participation (2.5%) in Zoom Meet Up activities.

## **Readings**

The readings for this course are from the textbook, 'Drawdown' (2017) edited by Paul Hawken. The textbook is available at Western bookstore, or via online and retail book distributors.

**Hawken, P. (2017) (ed.). Drawdown: The most comprehensive plan ever proposed to reverse global warming. Penguin Books.**

## Reading Schedule

Week	Topic	Readings	Due Dates
June 13-19	<b>Course introduction and overview; climate science &amp; politics; climate mitigation &amp; adaptation</b>	An Opening - p.216; Methodology - p.218; Summary of Solutions - p.222-224; Alexander Von Humboldt - p.24; On Care for Our Common Home - p.190	
June 20-26	<b>Low carbon, equitable and just societies, sustainable natural resource management, energy, food &amp; agriculture: Thinking broadly about co-benefits &amp; resiliency for a sustainable future</b>	The Man Who Stopped the Desert - p.118; The Hidden Life of Trees - p.130; Reciprocity - p.212; Women and Girls - p.76-80; Food - p.38-72; Land Use - p.108-132 + <i>Energy</i> - p.2-36	<b>Reflection 1: June 26</b>
June 27 - July 3	<b>Renewable energy &amp; efficiency, sustainable buildings and cities, infrastructure &amp; planning + sustainable transportation (July 1 - no Zoom meet-up)</b>	Buildings and Cities - p.84-106; Transport - p.136-156; Materials p.158-170 + <i>Energy</i> p.2-36; Coming Attractions - p.172-212	<b>Discussion Forum 1: July 3</b>
July 8	<b>Student Led Presentations + Discussions</b>	<i>Topic Based Research</i>	<b>Discussion Forum 2: July 10</b>  <b>Reflection 2: July 23</b>  <b>Final Project: July 31 (at the latest)</b>
July 15	<b>Student Led Presentations + Discussions</b>		
July 22	<b>Student Led Presentations + Discussions</b>		

*\* Note: Drawdown readings provide a comprehensive overview of a broad range of issues and topics related to climate change solutions, sustainability and innovation. Students are encouraged to select a topic of research interest for the term project, based on the course survey of Drawdown readings.*

## 1. Accommodation, Illness Reporting, and Academic Considerations

### 1a. Accommodation Policies

Students with disabilities work with Accessibility, Counseling, and Student Development at King's (at Western, Accessible Education) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

### 1b. Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and each assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless otherwise noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams);
- absence of a duration greater than 48 hours;
- assessments worth more than 30% of the student's final grade;
- if a student has already used the self-reporting portal twice during the academic year.

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty's academic counselling office (for King's students, this is our Academic Dean's Office) to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty (for King's students, this is the Academic Dean's Office).

For Western University policy on Consideration for Student Absence, see

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see

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

### 1c. Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance.

Additional information is given in the [Western Multicultural Calendar](#).

## 2. Support Services

- Accessibility, Counselling and Student Development at King's University College
- <https://www.kings.uwo.ca/current-students/student-services/>
- Students experiencing emotional or mental health distress can access services at King's University College <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>
- Mental Health@Western provides a complete list of options about how to obtain help: [https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)
- Academic Support Services at King's University College: <http://www.kings.uwo.ca/current-students/academic-support/>
- University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

## 3. Remembrance Day Policy

Two minutes of silence observed on November 11 at 11 am throughout the university and that, where this is not possible, two minutes of silence be observed between 11 am and 12 noon. Students are permitted to be absent from class to attend Remembrance Day Services, provided the instructor is informed in advance of the intended absence.

## 4. Statement on Use of Electronic Devices

### Use of Electronic Devices

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. [This statement is required by University Senate; the university's use of online assessments for 2020-21 may require instructors to explicitly state what resources – electronic or otherwise – are permitted or not permitted during tests and assessments.]

### Use of Laptops, Tablets, and Smartphones in the Classroom

King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices – such



as laptop computers, tablets, or smartphones – can contribute to student engagement and effective learning. At the same time, King’s recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

## **5. Statement on Academic Offences**

King’s is committed to academic integrity.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <http://elearningtoolkit.uwo.ca/terms/plagiarism.html>

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **6. Copyright re: Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam

essays. If a faculty member is interested in posting a student's answers or papers on the course web site he/she should ask for the student's written permission.

## **7. Use of Recordings**

Remote learning sessions for this course may be recorded. The data captured during these recordings may include your image, voice recordings, chat logs, and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

## **8. Statements Concerning Online Etiquette**

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Please "arrive" to class on time.
- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet).
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material.
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise.
- In order to give us optimum bandwidth and web quality, your instructor may ask you to turn off your video camera for the entire class unless you are invited to speak.
- Please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable.
- Unless invited by your instructor, do not share your screen in the meeting.

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, use the "raise hand" function and wait for the instructor to acknowledge you before beginning your comment or question.
- Remember to unmute your microphone and turn on your video camera before speaking.

- Self-identify when speaking.
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General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Student Code of Conduct.



## Course Outline Policies Summer 2021

### 1. Accommodation, Illness Reporting, and Academic Considerations

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#### 1b. Academic Consideration for Student Absence (Summer)

Students will have up to one (1) opportunity during the summer term (May to August 2021) to use an on-line portal to self-report an absence, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted otherwise in the course outline.

Students are not able to use the self-reporting option in the following circumstances:

- during exam periods,
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal once during the summer term.

If the conditions for a Self-Reported Absence are NOT met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's home Faculty.

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and for the Student Medical Certificate (SMC), see [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

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- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- In order to give us optimum bandwidth and web quality, your instructor may ask you to turn off your video camera for the entire class unless you are invited to speak
- Please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- Unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- Remember to unmute your microphone and turn on your video camera before speaking
- Self-identify when speaking
- Remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Student Code of Conduct.

**Subcommittee on Undergraduate Academic Courses (SOC)  
SJPS Certificate Revisions**

**This Submission is for** (please check all that apply):

- New Course(s)                       Revision to Course(s)                       Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** Revisions to the Certificate in Ecological Justice and Climate Ethics at King's University College.

**Motion:** That effective September 1, 2025, the Certificate in Ecological Justice and Climate Ethics be revised at King's University College.

**Rationale:** This is a housekeeping item to update the course offerings for a new Certificate to include a new course introduction with relevant course content.

**Link to Current Calendar Copy (if applicable):**

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21724&SelectedCalendar=Live&ArchiveID=>

**Proposed Calendar Copy (for approval):**

This Certificate is designed to provide students with greater depth and awareness of the social, existential, and ethical dynamics of climate change so that they can contribute to ethical and proactive adaptation and response. All Certificate courses may be credited toward other undergraduate programs. Any undergraduate student may apply for admission, subject to prerequisites and general admission requirements. Current courses for the Certificate will be maintained by the Social Justice and Peace Studies department and the Philosophy department.

**Admission Requirements**

Completion of first-year requirements with no failures.

## Module/Program Information

To qualify for the Certificate in Ecological Justice and Climate Ethics, students must: (i) complete 4.0 courses and (ii) satisfy the experiential learning requirement.

**1.0 course** from: [Philosophy 2242F/G](#), [Philosophy 3244F/G](#), [Social Justice and Peace Studies 1025F/G](#).

**2.0 courses** from at least two disciplines from:

**English:** [English 2262F/G](#).

**Philosophy:** [Philosophy 2203](#), [Philosophy 2208E](#), [Philosophy 2227F/G](#), [Philosophy 2246F/G](#), [Philosophy 3244F/G](#), Special Topics courses (see Department for approved list).

**Politics and International Relations:** [Political Science 3400F/G](#), Special Topics courses (see Department for approved list).

**Religious Studies:** [Religious Studies 2230F/G](#).

**Social Justice and Peace Studies:** [Social Justice and Peace Studies 1026F/G](#), [Social Justice and Peace Studies 2290A/B](#), [Social Justice and Peace Studies 2304F/G](#), [Social Justice and Peace Studies 3362F/G](#), [Social Justice and Peace Studies 3363F/G](#), [Social Justice and Peace Studies 3383F/G](#)

**Sociology:** [Sociology 2220A/B](#), [Sociology 3318F/G](#).

**Thanatology:** [Thanatology 3331F/G](#).

**1.0 course:** [Social Justice and Peace Studies 3500E](#) (with placement in a local environmental organization) or 1.0 course with approved experiential learning components.

A list of approved Special Topics courses will be maintained and updated each year by the departments of Social Justice and Peace Studies and Philosophy.

All Certificate courses may be credited toward other undergraduate programs.

**Associate Dean – Undergraduate (or Equivalent) Contact:** Mark Yenson, Interim Vice-President and Academic Dean, King's University College, [vpacademic@kings.uwo.ca](mailto:vpacademic@kings.uwo.ca).



**Department/Program Contact:** Dr. Allyson Larkin, Chair, Department of Social Justice and Peace Studies, King's University College, [alarkin2@uwo.ca](mailto:alarkin2@uwo.ca)

**EPC and Approval Date:** TBC

### **Consultation**

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

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Dr. Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, [jplug@uwo.ca](mailto:jplug@uwo.ca)

### **The following have also been copied for information:**

Darrin Meister, Associate Dean, Ivey Business School, Western University, [dmeister@ivey.ca](mailto:dmeister@ivey.ca)

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Dr. Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, [ajohnson@uwo.ca](mailto:ajohnson@uwo.ca)

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, [sknabe@uwo.ca](mailto:sknabe@uwo.ca)

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, [csherrin@uwo.ca](mailto:csherrin@uwo.ca)

Dr. Walter Rushlow, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, [walter.rushlow@schulich.uwo.ca](mailto:walter.rushlow@schulich.uwo.ca)

Dr. John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, [jcuciure@uwo.ca](mailto:jcuciure@uwo.ca)

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University,  
[kyeung@uwo.ca](mailto:kyeung@uwo.ca); [aadasci@uwo.ca](mailto:aadasci@uwo.ca)

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**Results:**

**Subcommittee on Undergraduate Academic Courses (SOC)  
SJPS Module Revisions**

**This Submission is for** (please check all that apply):

- New Course(s)                       Revision to Course(s)                       Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** Revisions to Social Justice and Peace Studies Modules at King's University College.

**Motion:** That effective September 1, 2025, the Honours Specialization in Social Justice and Peace Studies, Major in Social Justice and Peace Studies, and Specialization in Social Justice and Peace Studies at King's University College be revised, and the Approved List of Courses removed from the calendar.

**Rationale:** These changes are proposed to bring more coherence to the SJPS program. Over the years, the approved course checklist has grown significantly, and it has become increasingly challenging to know which students are taking what courses, leaving some students with gaps in their knowledge as they progress through the SJPS modules. By withdrawing the approved course checklist, we will be able to monitor which course students request to take as approved substitutions.

**SOCIAL JUSTICE AND STUDIES**

**Link to Current Calendar Copy (if applicable):**

<https://westerncalendar.uwo.ca/Departments.cfm?DepartmentID=136&SelectedCalendar=Live&ArchiveID=>

Social Justice and Peace Studies is an interdisciplinary program that addresses students of all religious and political persuasions in a spirit of open and free dialogue. There is a mandatory community-based course that engages students in local issues of social justice and peace. After the first year, students are eligible to apply for international experiential learning courses. For

placements lasting less than a month students may apply in 2nd, 3rd or 4th year, however, for placements lasting a month or longer, students may only apply in 2nd or 3rd year.

### **APPROVED LIST OF COURSES**

~~The following courses may be taken to complete requirements for the Social Justice and Peace Studies modules. Students may request permission to substitute other courses not on this list. These requests will be considered on a case by case basis. Students are advised to consult the Program Coordinator when planning their program.~~

~~Economics 2124A/B, Economics 2125A/B~~

~~English 1028F/G~~

~~GSWS 1020E, GSWS 2200E~~

~~History 3228F/G, History 3802F/G, History 4204F/G, History 4861F/G~~

~~Human Rights Studies 2900F/G, Human Rights Studies 2800E, Human Rights Studies 4900F/G~~

~~Philosophy 2208E, Philosophy 2227F/G, Philosophy 2242F/G, Philosophy 3885F/G~~

~~Political Science 3312F/G, Political Science 4439F/G, or the former Political Science 2235E, the former Political Science 3300E, the former Political Science 3309E, the former Political Science 3325E.~~

~~Psychology 3725F/G, Psychology 4303F/G, the former Psychology 3710F/G.~~

~~Religious Studies 3452F/G~~

~~Sociology 2145A/B, Sociology 2220A/B, Sociology 2256A/B, Sociology 2260A/B, Sociology 2266A/B, Sociology 2267A/B, Sociology 3305F/G, Sociology 3318F/G, Sociology 3339F/G, Sociology 3340F/G, Sociology 3341F/G, Sociology 3371F/G, the former Sociology 3377F/G~~

~~Any Social Justice and Peace Studies course at the 2000 level or above that is not being used to fulfill another module requirement.~~

~~Social Work 3344A/B~~

~~Thanatology 3322F/G~~

~~Approved List courses may only be counted once towards module requirements.~~

## **HONOURS SPECIALIZATION IN SOCIAL JUSTICE AND PEACE STUDIES**

**Link to Current Calendar Copy (if applicable):**

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20879&SelectedCalendar=Live&ArchiveID=>

**Proposed Calendar Copy (for approval):**

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee that students wishing to transfer into this module will be offered enrolment.

## Admission Requirements

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

**1.0 course:** [Social Justice and Peace Studies 1025F/G](#), [Social Justice and Peace Studies 1026F/G](#)

**2.0 Additional courses** numbered 1000-1999 ([GSWS 1020E](#) is highly recommended)

## Module/Program Information

### Module

9.0 courses:

**2.0 courses:** [Social Justice and Peace Studies 2302F/G](#), [Social Justice and Peace Studies 2303F/G](#), [Social Justice and Peace Studies 2304F/G](#), [Social Justice and Peace Studies 2305F/G](#).

**2.5 courses:** [Social Justice and Peace Studies 2290A/B](#), [Social Justice and Peace Studies 3400F/G](#), [Social Justice and Peace Studies 3500E](#), and [Social Justice and Peace Studies 4404F/G](#).

**2.0 4.5 courses** from: [Social Justice and Peace Studies](#) at the ~~3000~~ **2200**-level or above.

~~**0.5 course** from: [Political Science 3324F/G](#), [Sociology 2206A/B](#), [Social Work 2206A/B](#), the former [Political Science 4422F/G](#).~~

~~**2.0 courses** from: the [Social Justice and Peace Studies Approved List](#), at least 1.0 of which must be at the ~~3000~~ level or above.~~

**\*Note:** It is highly recommended that you take [Social Justice and Peace Studies 2304F/G](#) in year two.

## MAJOR SOCIAL JUSTICE AND PEACE STUDIES

### Link to Current Calendar Copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20877&SelectedCalendar=Live&ArchiveID=>

### Proposed Calendar Copy (for approval):

## Admission Requirements

Completion of first-year requirements, including the following 1.0 courses with a mark of at least 60%:

**1.0 courses:** Social Justice and Peace Studies 1025F/G, Social Justice and Peace Studies 1026F/G.

GSWS 1020E is also recommended.

## Module/Program Information

### Module

6.0 courses:

**2.0 courses** from: Social Justice and Peace Studies 2302F/G, Social Justice and Peace Studies 2303F/G, Social Justice and Peace Studies 2304F/G, Social Justice and Peace Studies 2305F/G.

**2.5 courses:** Social Justice and Peace Studies 2290A/B, Social Justice and Peace Studies 3400F/G, Social Justice and Peace Studies 3500E, and Social Justice and Peace Studies 4404F/G.

~~1.0~~ **1.5 course(s)** from: Social Justice and Peace Studies at the ~~3000~~ **2200**-level or above.

~~0.5 course from the Social Justice and Peace Studies Approved List.~~

**\*Note:** It is highly recommended that you take Social Justice and Peace Studies 2304F/G in year two.

## SPECIALIZATION SOCIAL JUSTICE AND PEACE STUDIES

### Link to Current Calendar Copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20880&SelectedCalendar=Live&ArchiveID=>

### Proposed Calendar Copy (for approval):

## Admission Requirements

Completion of first-year requirements, including the following 1.0 courses with a mark of at least 60%.

0.5 course: Social Justice and Peace Studies 1025F/G, Social Justice and Peace Studies 1026F/G.

GSWS 1020E is also recommended.

## Module/Program Information

### Module

9.0 courses:

**2.0 courses:** Social Justice and Peace Studies 2302F/G, Social Justice and Peace Studies 2303F/G, Social Justice and Peace Studies 2304F/G, Social Justice and Peace Studies 2305F/G.

**2.5 courses** from: Social Justice and Peace Studies 2290A/B, Social Justice and Peace Studies 3400F/G, Social Justice and Peace Studies 3500E, and Social Justice and Peace Studies 4404F/G.

**1.5 4.5 courses** from: Social Justice and Peace Studies at the ~~3000~~ 2200-level or above.

~~**3.0 courses** from: the Social Justice and Peace Studies Approved List, at least 1.0 of which must be at the 3000-level or above.~~

**\*Note:** It is highly recommended that you take Social Justice and Peace Studies 2304F/G in year two.

**Associate Dean – Undergraduate (or Equivalent) Contact:** Mark Yenson, Interim Vice-President and Academic Dean, King's University College, [VPAcademic@kings.uwo.ca](mailto:VPAcademic@kings.uwo.ca)

**Department/Program Contact:** Dr. Allyson Larkin, Chair, Department of Social Justice and Peace Studies, King's University College, [alarkin2@uwo.ca](mailto:alarkin2@uwo.ca) .

**EPC and Approval Date:** TBD

### Consultation

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, [dshrubs@uwo.ca](mailto:dshrubs@uwo.ca)

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Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University,  
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Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University,  
[kyeung@uwo.ca](mailto:kyeung@uwo.ca); [aadasci@uwo.ca](mailto:aadasci@uwo.ca)

Amrit Ahluwalia, Executive Director, Western Continuing Studies,  
[amrit.ahluwalia@uwo.ca](mailto:amrit.ahluwalia@uwo.ca)

**Results:**



**This Submission is for** (please check all that apply):

- New Course(s)                       Revision to Course(s)                       Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** Withdrawal of Thanatology 2206F/G, Introduction of Thanatology 2606A/B in its place, and module revisions to reflect this change, as well as the introduction of Writing 2240F/G (separate proposal).

**Motion:** That effective September 1, 2025, Thanatology 2206F/G will be withdrawn from offerings, that Thanatology 2606A/B be introduced in its place, and that Thanatology modules be revised to reflect this change as well as the introduction of Writing 2240F/G (separate proposal) at King's University College.

**Rationale:** When Thanatology 2206F/G, the *Death Doula* course, was originally introduced, it was unclear whether it would be a traditionally academic-structured course or a workshop-based course. Given the success with the course running as a formal workshop course, this revision is to align with the Thanatology Department's workshop course numbering format (i.e. 26xxA/B and 36xxA/B).

The modules are being revised as shown to include this course numbering change as well the introduction of Writing 2240F/G, Writing for Thanatology, submitted in a separate proposal by the Department of English, French, and Writing at King's University College. An additional half-course is being added to both the HSP and Major modules to accommodate the Writing 2204F/G as a required course.

**Link to Current Calendar Copy (if applicable):**

Thanatology 2206F/G to be withdrawn  
[https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_030122\\_1&SelectedCalendar=Live&ArchiveID](https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_030122_1&SelectedCalendar=Live&ArchiveID)

**Proposed Calendar Copy (for approval):**

Thanatology 2606A/B

## THE ROLE OF THE DEATH DOULA (27 characters)

### Course Description

Recent trends toward keeping people at home in their last days have increased the demand for people who are trained in supporting the dying and their loved ones. This course will investigate the roles of a death doula and examine communication, legacy work, vigils, rituals, activities performed at the bedside. (50 words)

### Pre or Corequisites

**Prerequisite(s):** [Thanatology 2230F/G](#).

### Extra Information

**Extra Information:** 3 hours for 8 weeks online, with a required two-day workshop, normally scheduled on a weekend (9am to 4pm both days), plus one exam day.

**Course Weight:** 0.50

**Breadth:** CATEGORY A *i*

**Subject Code:** THANAT

Calendar copy:

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21590&SelectedCalendar=Live&ArchiveID=>

## HONOURS SPECIALIZATION THANATOLOGY

### Module

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

**0.5** course: [Writing 2240F/G](#).

4.0 courses: [Thanatology 2201A/B](#), [Thanatology 2225A/B](#), [Thanatology 2230F/G](#), [Thanatology 2231F/G](#), [Thanatology 3303F/G](#) or the former Thanatology 4403F/G, [Thanatology 3322F/G](#), [Thanatology 3355F/G](#), [Thanatology 4331F/G](#).

5.0 additional courses from Thanatology at the 2200-level or above.

**Note:** A maximum 1.0 credit from the following courses may be applied toward the 5.0 required above: **The former** [Thanatology 2206F/G](#), [Thanatology 2605A/B](#), [Thanatology 2606A/B](#), [Thanatology 3603A/B](#), [Thanatology 3606F/G](#), [Thanatology 3607A/B](#).

## MAJOR THANATOLOGY

Calendar copy:

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20881&SelectedCalendar=Live&ArchiveID=>

Module

~~6.0~~ 6.5 courses:

0.5 course: Writing 2240F/G.

**3.0 courses:** [Thanatology 2201A/B](#), [Thanatology 2225A/B](#), [Thanatology 2230F/G](#), [Thanatology 2231F/G](#), [Thanatology 3355F/G](#), [Thanatology 3322F/G](#).

**3.0 additional courses** from Thanatology at the 2200-level or above, and may include up to 1.0 from [Thanatology 2206F/G](#), [Thanatology 2605A/B](#), [Thanatology 3603A/B](#), [Thanatology 3606F/G](#), [Thanatology 3607A/B](#).

**Note:** A maximum 1.0 credit from the following courses may be applied toward the 3.0 required above: [Thanatology 2605A/B](#), [Thanatology 2606A/B](#), [Thanatology 3603A/B](#), [Thanatology 3606F/G](#), [Thanatology 3607A/B](#).

## MINOR IN THANATOLOGY

Calendar copy:

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20882&SelectedCalendar=Live&ArchiveID=>

Module

4.0 courses:

2.0 courses: [Thanatology 2225A/B](#), [Thanatology 2230F/G](#), [Thanatology 2231F/G](#), [Thanatology 3355F/G](#).

1.5 additional courses in Thanatology at the 2200-level or above.

0.5 additional course in Thanatology at the 3000-level or above.

**Note:** ~~0.5 of the 2.0 additional Thanatology courses above may include 0.5 from~~ **A** maximum of 0.5 credit from the following courses may be applied toward the 1.5 required above: **the former** [Thanatology 2206F/G](#), [Thanatology 2605A/B](#), [Thanatology 3603A/B](#), [Thanatology 3606F/G](#) **and** [Thanatology 3607A/B](#).

~~Note: Special topics courses in Thanatology may be substituted with permission from the program coordinator.~~

### **Course Summary (for information):**

Participants will

1. Examine the personal and professional roles taken on by death doulas.
2. Understand the limits of the roles.
3. Investigate creative ways to deliver care and support.
4. Develop awareness of the sensitivities and techniques in communicating with dying or bereaved individuals.
5. Demonstrate practical application of rituals, vigils, bedside care.
6. Identify various skills necessary to care for and support people at end of life.

### **Assignments and Grading**

- |                                         |                       |
|-----------------------------------------|-----------------------|
| 1. Weekly Facebook or Twitter responses | 10%                   |
| 2. Weekly Discussion posts              | 10%                   |
| 3. Weekend workshop activities          | 40% + Prep activities |
| 4. Final paper/project                  | 40%                   |

### **Consultation and Results:**

**Associate Dean – Academic (or Equivalent) Contact:** Dr. Mark Yenson, Vice-President and Academic Dean, [vpacademic@kings.uwo.ca](mailto:vpacademic@kings.uwo.ca).

*Example: J. Smith, Associate Dean (Undergraduate), Faculty of Social Science, [j.smith@uwo.ca](mailto:j.smith@uwo.ca).*

**Department/Program Contact:** Dr. Eunice Gorman, Chair, Department of Thanatology, King's University College, [egorman@uwo.ca](mailto:egorman@uwo.ca)

**EPC and Approval Date:** TBC

### **Consultation and Results:**

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, [dshrubs@uwo.ca](mailto:dshrubs@uwo.ca)

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## Introduction of “Internship in The New Liberal Arts: 39017A/B/Y”

1. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (required by Western).
  - a. This proposed Internship course is not embedded in any specific module but is an extension of the King’s Scholar (KS) in The New Liberal Arts program.
  - b. Since the KS program includes students from all programs at King’s, the proposed Internship will invite applications from eligible students across the College interested in hands-on experience in a liberal arts Internship.
  - c. The Internship will demonstrate to KS students the practical value and career potential of using their interdisciplinary communication training, research skills, and broad humanistic knowledge in a realistic workplace.
  - d. The course’s 100 practicum hours will take place over one or two terms with a view to accommodating the unique requirements of specific placements. To ensure a meaningful and immersive experience, students will be prepared to allocate full days or full afternoons, possibly weekend days, to this Internship.
  
2. How does this course align with King’s mission, and commitment to EDID/Accessibility?
  - a. King’s Mission and mandate as a liberal arts college will be practically served by this Internship by demonstrating how knowledge of the liberal arts translates directly into serving the community, career competencies, networking, and work/life satisfaction.
  - b. The course will also serve those students whose paid employment makes it impossible for them to undertake unpaid internships.
  - c. The course is not discipline specific; all eligible students from across the College enrolled in KS may apply.
  
3. How will the introduction of this course impact the program’s other course offerings, e.g., enrolment distribution?
  - a. Students will be encouraged to enroll in KS and include study of the liberal arts in their Honours degree electives by the prospect of real-world work experience.
  - b. Past experience has shown that students’ Honours module work is enriched by their enrolment in KS. Students also report feeling more confident in their other courses.
  - c. We do not anticipate the course will have any negative impact on other courses in any module since it will not be part of any module.
  
4. If this is an essay course, how will it fulfill the essay requirement? (for Western)
  - a. This is not an essay course, although periodic written reports and an essay are required.
  
5. Staffing implications
  - a. Faculty to teach – Is it expected that full-time or part-time faculty will teach this course?
    - The full time FY/KS Coordinator in the Department of English, French, and Writing will work together with the Experiential Learning Coordinator (ELC) in the Dean of Students Office. Other full-time KS faculty may be involved in parts of the Internship (i.e.: reading the final essay).
    - Together with administrative assistance from the ELC, the Chair of EFW and/or the FY/KS Coordinator will adjudicate students’ eligibility and suitability for a specific Internship.

- The FY/KS Coordinator will be available in an intermediary or supervisory role between the student and the placement supervisor (partner).
  - The FY/KS Coordinator, together with other KS faculty, will be responsible for reading the student's final essay.
- b. Additional staffing support – ie, for experiential learning – admin support and tracking, placement organization and supervision?
- As per King's standard Internship Agreement, the Dean of Student's team will support this through the ELC who will
    - i. "Provide the student and Internship Supervisor with any tools, deadlines, and/or expectations for the internship (e.g. relating to learning outcomes, evaluation, etc.)
    - ii. Maintain regular communication with Internship Supervisor and student throughout the internship period
    - iii. Support the student and Internship Supervisor (partner) in resolving any concerns during the internship period
    - iv. Conduct a mid-point check-in with the student and Internship Supervisor
    - v. Collect final reflective paper and coordinate with the Academic Dean's Office to provide a Pass with Distinction/Pass/Fail mark on the student's transcript."
  - No additional staffing support is required.

6. Financial implications

- a. What additional funding will be required to support experiential learning, labs, tutorials, etc.?
  - i. The Internship is a form of experiential learning. No additional funds are required. Students pay the usual half-credit tuition fee, plus \$125.00 administrative fee.
- b. Funding for faculty to engage in travel related to the course?
  - i. Faculty needing to travel to meet with the Internship Supervisor will provide their own means of transportation. Students who need to travel to their Internship will also do so at their own cost.

7. Library implications

- a. Students will be directed to use the library to do research on their internship sector, skill set, etc. Librarians will be available for this.

8. Sample course outline including the following (required by Western) Please see attached Course Outline as well as King's Internship Agreement.

- a. Learning outcomes (linked to program level learning outcomes)
  - As per Appendix A from King's Internship Agreement, students will
    - i. "Gain self-confidence while interacting in a professional environment
    - ii. Gain experience and awareness of workplace cultures and norms
    - iii. Increase knowledge about the daily tasks and expectations in a role of interest
    - iv. Demonstrate effective, professional relationship management skills

- v. Develop new contacts and professional networks
- vi. Identify connections between theory learned in the classroom with practice in the workplace environment
- vii. Develop knowledge and awareness about necessary steps to develop a career in the field or role of interest
- viii. Develop technical skills which are important or required for the field or role of interest
- ix. Develop transferrable skills and holistic qualities including:
  - Interpersonal Skills
  - Communication Skills (verbal and written)
  - Problem-solving Skills
  - Time Management Skills
  - Organization and Planning Skills
  - Team Work and Collaboration Skills
  - Cultural Competence”

b. Sample reading list

- Reading lists will be Internship specific and reflect the anticipated tasks, skills, and responsibilities of the placement. Reading material may be requested either by the Chair of EFW, the FY/KS Coordinator, or the Internship Supervisor.

c. Grading scheme

- Pass with Distinction/Pass/Fail.



**Subcommittee on Undergraduate Academic Courses (SOC)  
Submission Template**

**This Submission is for** (please check all that apply):

- New Course(s)                       Revision to Course(s)                       Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** Introduction of The New Liberal Arts 3907A/B/Y.

**Motion:** That effective September 1, 2025, The New Liberal Arts 3907A/B/Y will be introduced at King's University College.

**Rationale:** TNLA 3907A/B/Y will be available to eligible King's Scholar students who have completed The New Liberal Arts 2901E and who wish to take a practicum elective alongside their degree module. The internship will demonstrate to King's Scholar students the practical value and career potential of using their interdisciplinary communication training, research skills, and broad humanistic knowledge in a workplace setting.

**Link to Current Calendar Copy (if applicable):** Not applicable.

**Proposed Calendar Copy (for approval):**

**The New Liberal Arts 3907A/B/Y: Internship** (10 characters)

Course Description:

An Interdisciplinary, unpaid, work internship with an organization (government, corporate, non-profit, private sector, academic, religious, cultural, etc.) to provide practical, hands-on learning experience for students in the humanities or social sciences. Outreach into the community and workplace networking provide preliminary professional options for the future. (45 words)

Prerequisite: [The New Liberal Arts 2901E](#).

Extra Information: Placement may be in-person, remote, or hybrid. An administrative fee of \$125.00 is applied. Grade will be Pass/Fail.

Course Weight: 0.5

Breadth: Category A or B

Subject Code: TNLA

**Course Summary (for information):**

- A one-term, unpaid, 0.5 credit work Internship with an organization of interest (government, corporate, non-profit, private sector, academic, religious, cultural, etc.) to provide a practical, hands-on learning experience for students in the humanities or social sciences. Outreach into the community and workplace networking provide preliminary professional options for the future. Placement may be in-person, remote, or hybrid.
- The Internship is designed to accommodate a diverse variety of placements, offering skills training and real-work experience in anything from data searches, to teaching, to curating, editing, proof reading, archival work, dramaturgy, research assistant, docent, museum/art gallery assistance, work in the theatre/music sector, etc.
- The Internship will be available to eligible King's Scholar students who have completed "The New Liberal Arts 2901E" and who want to take a practicum elective alongside their degree module. Students must be in 2nd or 3rd year and entering 3rd or 4th year after the summer.
- Aside from King's Scholar's rigorous academic requirements (completion of first year; full time status; a GPA of at least 80%; no course <65%), student participation in the Internship will be adjudicated by the Chair of EFW and/or the FY/KS Coordinator.
- The Internship will be unpaid since this will generate many more potential community partnerships.
- The course will be worth a half-credit both to incentivize students as well as to professionalize the arrangement. Unpaid and non-credit internships are likely to preclude students needing to work outside their studies

• **Course Learning Outcomes**

- This proposed Internship course is not embedded in any specific module but is an extension of the King's Scholar in The New Liberal Arts program.
- Since the KS program includes students from all programs at King's, the proposed Internship will invite applications from students across the College interested in hands-on experience in a liberal arts Internship.
- The Internship will demonstrate to KS students the practical value and career potential of using their interdisciplinary communication training, research skills, and broad humanistic knowledge in a realistic workplace.

- ***Anticipated Grading Structure***

- Pass with Distinction/Pass/Fail.

**Associate Dean – Academic (or Equivalent) Contact:**

Dr. Mark Yenson, Interim Vice-President and Academic Dean, King's University College, [vpacademic@kings.uwo.ca](mailto:vpacademic@kings.uwo.ca).

**Department/Program Contact:**

Dr. Ian Rae, Chair of English, French and Writing, King's University College, [irae@uwo.ca](mailto:irae@uwo.ca).

**EPC and Approval Date: TBD**

**Consultation and Results:**

Dr. Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, [jplug@uwo.ca](mailto:jplug@uwo.ca)

Darrin Meister, Associate Dean, Ivey Business School, Western University, [dmeister@ivey.ca](mailto:dmeister@ivey.ca)

Dr. Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, [apuvira@uwo.ca](mailto:apuvira@uwo.ca)

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, [jtwood@uwo.ca](mailto:jtwood@uwo.ca)

Dr. Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, [ajohnson@uwo.ca](mailto:ajohnson@uwo.ca)

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, [sknabe@uwo.ca](mailto:sknabe@uwo.ca)

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, [csherrin@uwo.ca](mailto:csherrin@uwo.ca)

Dr. Walter Rushlow, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, [walter.rushlow@schulich.uwo.ca](mailto:walter.rushlow@schulich.uwo.ca)

Dr. John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, [jcuciure@uwo.ca](mailto:jcuciure@uwo.ca)

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University,  
[kyeung@uwo.ca](mailto:kyeung@uwo.ca); [aadasci@uwo.ca](mailto:aadasci@uwo.ca)

Dr. Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science,  
Western University, [dashrubs@uwo.ca](mailto:dashrubs@uwo.ca)

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University  
College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

Dr. Mark Yenson, Associate Academic Dean, King's University College,  
[myenson@uwo.ca](mailto:myenson@uwo.ca)

Amrit Ahluwalia, Executive Director, Western Continuing Studies,  
[amrit.ahluwalia@uwo.ca](mailto:amrit.ahluwalia@uwo.ca)

**Results:**

**King's University College**

**Internship in The New Liberal Arts: 3907A/B/Y**

**Term: First or Second term**

**Session Offered: Sept. 2025**

**Course information:**

Course Name, Number, Section: **Internship in The New Liberal Arts 3907A/B/Y**  
Instructor(s): C. Clausius, Coordinator of Foundations/King's Scholar in The New Liberal Arts, Dept. of English, French, and Writing  
Contact Information: Labatt Hall, 207. Email: cclausiu@uwo.ca  
Office hours: By Appointment in consultation with student.

**Course description:**

An Interdisciplinary, unpaid, work internship with an organization of interest (government, corporate, non-profit, private sector, academic, religious, cultural, etc.) to provide a practical, hands-on learning experience for students in the humanities or social sciences. Outreach into the community and workplace networking provide preliminary professional options for the future. Placement may be in-person, remote, or hybrid.

**Prerequisite(s):**

Completion of TNLA 29091E and enrolment in the King's Scholar program. See Calendar for specific requirements.

**Course learning outcomes:**

Through this Internship, students will learn how their education and training in The New Liberal Arts translate into practical, real-world, front-line experience in a professional place of work. They will

- a. Gain self-confidence while interacting in a professional environment
- b. Gain experience and awareness of workplace cultures and norms
- c. Increase knowledge about the daily tasks and expectations in a role of interest
- d. Demonstrate effective, professional relationship management skills
- e. Develop new contacts and professional networks
- f. Identify connections between theory learned in the classroom with practice in the workplace environment
- g. Develop knowledge and awareness about necessary steps to develop a career in the field or role of interest
- h. Develop technical skills which are important or required for the field or role of interest
- i. Develop transferrable skills and holistic qualities including:
  - o Interpersonal Skills

- Communication Skills (verbal and written)
- Problem-solving Skills
- Time Management Skills
- Organization and Planning Skills
- Team Work and Collaboration Skills
- Cultural Competence

**Mode of Instruction:** *(in-person, online synchronous, online asynchronous, blended)*  
Placement and organizational meetings may be in-person, remote, or hybrid.

**Course textbooks/materials:**

- Readings will be internship specific and will include preparatory, background, context-focussed material as recommended by the placement Supervisor, the ELC, or the FY/KS Coordinator
- *Technical requirements for the course (e.g. stable internet connection, computer with working microphone and/or webcam, other hardware or software specifications)*
- Students will be expected to own a laptop for Zoom meetings or for possible use during the placement.

**Method of evaluation:**

- *Method, weight, assessments/due dates*
- *Requirements that must be met to pass course, expectations re. attendance/participation, tests, exercises, essays, assignments, etc.*
  - The Midpoint Check-in and Final Evaluation forms (attached) completed by the placement Supervisor will be used to assess students' performance/attendance/reliability, etc. during the Internship. These will be read and assessed by the ELC.
  - Students will be required to submit up to 3 or 4 periodic reflections throughout the Internship on the development of their practical skills, their knowledge of the placement's sector and their participation in it, and the way in which their classroom, text-based education intersects, supports, and enriches their practicum. These will be read by the ELC.
  - At the end of the Internship, students will submit a 1,500 word essay the topic of which will be determined in collaboration with the placement Supervisor, the FY/KS Coordinator, and the ELC.

**Academic Considerations:**

- *Any course elements with built-in flexibility (e.g. grading on n-2 quizzes; submission windows)*
  - Internship elements such as assignments and responsibilities are placement specific and will be determined by the placement Supervisor, the FY/KS Coordinator, and the ELC. Student input may be sought to coordinate best practices and practical arrangements to meet the Internship's goals.
- *One in-semester assessment (e.g. group presentation, midterm test, final essay) requiring formal documentation for academic consideration (if using)*
  - There *may be* a group presentation where students present their experiences of their Internship to their peers, faculty, and the Dean of Students Office.

**Academic Integrity / Remote Proctoring:**

As with all TNLA courses, this will appear on the course outline: “Within this course, use of generative artificial intelligence (AI) tools (such as ChatGPT, translation tools, and grammar-checking tools) is not permitted for written work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.”

*Link to Western Scholastic Discipline policy:*

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

- *Course policy on use of generative AI, including translation/grammar aids*
- *Notice on Turnitin (if using)*
  - Students will be informed that Turnitin will be used.
- *Notice on remote proctoring (if using)*

**Schedule of Classes, Readings, Assessments:**

- *See Course Outline Memo for this year's academic calendar dates*

## INTERNSHIP AGREEMENT

<b>Student Name</b>	
<b>Student Email</b>	
<b>Company / Organization</b>	
<b>Job Title</b>	
<b>Supervisor Name</b>	
<b>Supervisor Email</b>	

### Purpose of the Agreement

This agreement ensures the success of the King's Summer Internship and alignment with the principles of Experiential Learning as defined by Western University, based on the expectations outlined by the Ministry of Advanced Education and Skills Development. Specifically, the internship experience is designed to:

- enable the application of knowledge and skills in a workplace or realistic workplace scenario
- strengthen transferable skills, career competencies, and citizenship
- emphasize ethical approaches to partnership and student engagement
- facilitate connections between theory and practice
- provide opportunities for reflection during and after the internship experience
- provide formal recognition for the experience on the student's academic transcript

### Responsibilities of Student, Internship Supervisor, and King's Experiential Learning Coordinator

**The student agrees to:**

- Work with the Experiential Learning Coordinator and Internship Supervisor to uphold and/or develop learning outcomes for the internship experience. **Suggested learning outcomes are attached as Appendix A.**
- Attend the internship on days and times agreed upon by the student and Internship Supervisor
- Conduct themselves in a professional manner, as a representative of King's University College
- Submit the midterm check-in and final reflective paper on time
- Maintain an accurate record of hours dedicated to the internship (if applicable)



- 
- Remain subject to the rules and regulations of King's University college, which includes those outlined in the [Code of Student Conduct](#)
  - Discuss any concerns related to the internship experience with the Internship Supervisor and/or Experiential Learning Coordinator
  - Understand program policies related to insurance and WSIB (where applicable)
  - Fulfill any program or site-specific pre-internship requirements such as work permit, health requirements, criminal record check, etc. (where applicable)
  - Complete pre-departure workshops prior to start date if travelling internationally for the internship
  - Pay course fee associated with internship course and update student status with any applicable lending authorities

**The Internship Supervisor agrees to:**

- Work with the student to uphold and/or develop learning outcomes for the internship.  
**Suggested learning outcomes are attached as Appendix A.**
- Orient the student to the internship site and any site-specific policies (for example, confidentiality, workplace safety, etc.)
- Provide the student with ongoing feedback and direction regarding their performance
- Provide the student with suitable work space, equipment, and training to achieve their learning outcomes
- Complete mid-point and final evaluations for the Experiential Learning Coordinator
- Maintain regular communication with the Experiential Learning Coordinator and report any concerns related to the student's performance as soon as possible
- Model ethical practice and refrain from any inappropriate or unethical behavior

**The Experiential Learning Coordinator agrees to:**

- Provide the student and Internship Supervisor with any tools, deadlines, and/or expectations for the internship (e.g. relating to learning outcomes, evaluation, etc.)
- Maintain regular communication with Internship Supervisor and student throughout the internship period
- Support the student and Internship Supervisor (partner) in resolving any concerns during the internship period
- Conduct a mid-point check-in with the student and Internship Supervisor
- Collect final reflective paper and coordinate with the Academic Dean's Office to provide a pass/fail mark on the student's transcript

The Internship Supervisor, Experiential Learning Coordinator, and Student agree that they will not discriminate against any individual on the basis of age, sex, race, religious belief, national origin, disability, or sexual orientation.

All parties in agreement will sign and date below.

**Student**

Name (print):

Signature:

Date:

**Internship Supervisor**

Name (print):

Signature:

Date:

**Experiential Learning Coordinator**

Name (print):

Signature:

Date:

## Appendix A: Suggested Learning Outcomes for the King's Internship

Learning Outcomes help us to identify and evaluate learning by articulating the outcomes we hope to see students achieve through a particular experience. Through participation in the King's Summer Internship, we anticipate that students will achieve the following outcomes:

1. Gain self-confidence while interacting in a professional environment
2. Gain experience and awareness of workplace cultures and norms
3. Increase knowledge about the daily tasks and expectations in a role of interest
4. Demonstrate effective, professional relationship management skills
5. Develop new contacts and professional networks
6. Identify connections between theory learned in the classroom with practice in the workplace environment
7. Develop transferrable skills and holistic qualities including:
  - a. Interpersonal Skills
  - b. Communication Skills (verbal and written)
  - c. Problem-solving Skills
  - d. Time Management Skills
  - e. Organization and Planning Skills
  - f. Team Work and Collaboration Skills
  - g. Cultural Competence

Every student entering the King's Summer Internship Program is unique, and we encourage students and Internship Supervisors to work together to identify additional outcomes that are specific to the students' personal goals and aspirations. Some examples might be:

1. Develop knowledge and awareness about necessary steps to develop a career in the field or role of interest
2. Develop technical skills which are important or required for the field or role of interest

Finally, we also hope that our partner organizations will achieve the following outcomes through participation in the King's Summer Internship program:

1. Attract potential new employees
2. Benefit from students' current knowledge, creative thinking, flexibility, and fresh approaches
3. Develop mentorship skills in existing employees

Any questions about Learning Outcomes or the King's Summer Internship program can be sent to the Experiential Learning Coordinator at King's ([thepromise@kings.uwo.ca](mailto:thepromise@kings.uwo.ca)).

## INTERNSHIP MIDPOINT CHECK-IN (SUPERVISOR)

<b>Student Name</b>	
<b>Student Email</b>	
<b>Company / Organization</b>	
<b>Job Title</b>	
<b>Supervisor Name</b>	
<b>Supervisor Email</b>	

This document is a midpoint check-in to review the summer internship student's performance and engagement to date. At the end of the student's work term, you will be asked to complete a final evaluation.

### **PART 1: SKILLS DEVELOPMENT**

1. Please describe 2-3 **transferrable skills** the student has been developing through the internship experience (i.e. communication, interpersonal, time management, etc.), and how those skills are being developed.

2. Please describe 2-3 **industry-specific skills** the student has been developing through the internship experience (i.e. skills related to industry-relevant policies, procedures, equipment, software, etc.), and how those skills are being developed.

3. What are some of the student's current strengths?

4. What are some areas the student could continue to work on and improve?

## **PART 2: CONDUCT IN THE WORKPLACE**

1. Please rate the student's performance on the following:

**Needs Improvement      Acceptable      Excellent**

Attendance

Punctuality

Workplace Behaviour

Workplace Interactions

Adherence to Policies

Initiative/Motivation

Receiving Feedback

2. Would you like to provide more details on any of the above?

### **PART 3: ACHIEVEMENT OF LEARNING OUTCOMES**

1. Please rate the student's current level of achievement on the Learning Outcomes previously identified for this internship experience:

**Needs More Development      Already Achieved**

Gain awareness of workplace contexts/norms

Manage professional relationships

Make professional connections

Improve interpersonal skills

Improve communication skills

Improve self-confidence

Develop cultural competence

Improve time management

Connect theory and practice

2. If you identified additional Learning Outcomes at the beginning of the internship, please indicate the student's current level of achievement on these as well (hint: refer back to the Learning Outcomes Exercise):

**PART 4: GENERAL FEEDBACK ON THE INTERNSHIP PROGRAM**

1. Do you have any suggestions on improving the internship program (i.e. how might we better prepare students for the experience or how might we better meet the needs of your company)?

2. Please rate your overall satisfaction with the internship program so far.

Very Unsatisfied	Somewhat Unsatisfied	Neutral	Somewhat Satisfied	Very Satisfied

3. Do we have your permission to share this evaluation with the student? We will only share with your stated permission. However, we do recommend providing the student with ongoing feedback to encourage personal and professional development.

Yes, please share

No, please do not share

Thank you very much. Please sign and date below, and return to the Experiential Learning Coordinator by email ([ThePromise@kings.uwo.ca](mailto:ThePromise@kings.uwo.ca)).

Name (print):

Signature:

Date:

## INTERNSHIP FINAL EVALUATION (SUPERVISOR)

<b>Student Name</b>	
<b>Student Email</b>	
<b>Company / Organization</b>	
<b>Job Title</b>	
<b>Supervisor Name</b>	
<b>Supervisor Email</b>	

Thank you so much for hiring a King's student intern this summer! This document is a final evaluation of the student's overall engagement and performance. Please fill it out to the best of your ability and return it to the Experiential Learning Coordinator at King's.

1. Please describe some of the strengths the student demonstrated throughout the internship experience.

2. Please describe some areas of development for the student to continue to address.

3. Did the student encounter any obstacles or challenges during the internship? If yes, how did this impact the student's ability to achieve the learning outcomes developed at the start of the internship?



4. Please rate the student's performance on the following:

**Needs Improvement      Acceptable      Excellent**

Attendance

Punctuality

Workplace Behaviour

Workplace Interactions

Adherence to Policies

Initiative/Motivation

Receiving Feedback

5. Please rate the student's level of achievement on the Learning Outcomes previously identified for this internship experience:

**Achieved      Somewhat Achieved      Not Achieved**

Gain awareness of workplace contexts/norms

Manage professional relationships

Make professional connections

Improve interpersonal skills

Improve communication skills

Improve self-confidence

Develop cultural competence

Improve time management

Connect theory and practice

6. If you identified additional Learning Outcomes at the beginning of the internship, please indicate the student's level of achievement on these as well (hint: refer back to the Learning Outcomes Exercise):

7. Will you consider hiring students through King's summer internship program again? Why or why not?

8. Do we have permission to share this evaluation with the student:

**Yes                  No**

9. Please rate your overall satisfaction with the internship program this year.

Very Unsatisfied	Somewhat Unsatisfied	Neutral	Somewhat Satisfied	Very Satisfied

Thank you very much. Please sign and date below, and return to the Experiential Learning Coordinator by email ([ThePromise@kings.uwo.ca](mailto:ThePromise@kings.uwo.ca)).

**Internship Supervisor**

Name (print):

Signature:

Date:

**Experiential Learning Coordinator**

Name (print):

Signature:

Date:

**Subcommittee on Undergraduate Academic Courses (SOC)  
Cross Listing of Political Science and SJPS 3320E**

**This Submission is for** (please check all that apply):

- New Course(s)                       Revision to Course(s)                       Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** Cross-Listing of Political Science 3320E and Social Justice and Peace Studies 3320E, and common revision to prerequisites at King's University College.

**Motion:** That effective September 1, 2025, Political Science 3320E and Social Justice and Peace Studies 3320E be cross-listed, and prerequisites be revised at King's University College.

**Rationale:**

- 1) These courses were always intended to be cross-listed, and have, in fact been run this way for several years. It was only noted when revising the prerequisites that calendar copy did not reflect this.
- 2) The expansion of enrollment is to open the opportunities offered by this unique experiential class to a wider range of students (women and non-binary folx) interested in exploring gendered leadership and management in the community.

**Political Science 3320E:** Gender and Women in Civic Leadership

**Link to Current Calendar Copy** (if applicable):

[https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=MAIN\\_027933\\_1&SelectedCalendar=Live&ArchiveID=](https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=MAIN_027933_1&SelectedCalendar=Live&ArchiveID=)

**Proposed Calendar Copy** (for approval):

**Course Description**

Women continue to be underrepresented in civic leadership. This course offers a unique experience for students who identify as women and are interested in becoming engaged

in civic leadership and community building. Students are paired with a female civic leader to learn about the opportunities and barriers facing women.

**Antirequisite(s):** ~~Social Justice and Peace Studies 3398F, Social Justice and Peace Studies 3399G in 2016-2017~~; Social Justice and Peace Studies 3320E.

**Prerequisite(s):** ~~1.0, or the equivalent, from: Social Justice and Peace Studies 2301A/B, Social Justice and Peace Studies 2302A/B, Social Justice and Peace Studies 2303A/B, Social Justice and Peace Studies 2304F/G, Political Science 2230E, Political Science 2236E, Political Science 2255F/G, Leadership Studies 2233A/B, the former Dimensions Of Leadership 2233A/B~~, Enrollment in any of the following modules: Political Science; Politics and International Relations; Social Justice and Peace Studies; Gender, Sexuality and Women Studies; Philosophy; Social and Political Thought; Psychology; Economics; Finance; or BMOS modules; and permission of the Program Co-ordinator/Chair.

**Extra Information:** 2 hours. Limited enrolment. Meeting minimum requirements does not guarantee admission to the course. Priority will be given to students registered in Political Science, Politics and International Relations or Social Justice and Peace Studies at Kings; or Political Science or Leadership Studies at Main campus. Application and interview are required. Check deadlines with your Program Coordinator/Chair. **Cross-listed with Social Justice and Peace Studies 3320E.**

**Course Weight:** 1.00

**Breadth:** CATEGORY A

**Subject Code:** POLISCI

**Social Justice and Peace Studies 3320E:** Gender and Women in Civic Leadership

**Link to Current Calendar Copy** (if applicable):

[https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_027956\\_1&SelectedCalendar=Live&ArchiveID=](https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027956_1&SelectedCalendar=Live&ArchiveID=)

**Proposed Calendar Copy** (for approval):

### **Course Description**

Women continue to be underrepresented in civic leadership. This course offers a unique experience for students who identify as women and are interested in becoming engaged in civic leadership and community building. Students are paired with a female civic leader to learn about the opportunities and barriers facing women.

**Antirequisite(s):** ~~Social Justice and Peace Studies 3398F, Social Justice and Peace Studies 3399G in 2016-2017~~; Political Science 3320E.

**Prerequisite(s):** ~~1.0, or the equivalent, from: Social Justice and Peace Studies 2301A/B, Social Justice and Peace Studies 2302A/B, Social Justice and Peace Studies 2303A/B, Social Justice and Peace Studies 2304F/G, Political Science 2230E, Political Science 2236E, Political Science 2255F/G, Leadership Studies 2233A/B, the former Dimensions Of Leadership 2233A/B,~~ Enrollment in any of the following modules: Political Science; Politics and International Relations; Social Justice and Peace Studies; Gender, Sexuality and Women Studies; Philosophy; Social and Political Thought; Psychology; Economics; Finance; or BMOS modules; and permission of the ~~Department~~ Program Co-ordinator/Chair.

**Extra Information:** 2 hours. Limited enrolment. Meeting minimum requirements does not guarantee admission to the course. Priority will be given to students registered in Political Science, Politics and International Relations or Social Justice and Peace Studies at Kings; or Political Science or Leadership Studies at Main campus. Application and interview are required. Check deadlines with your Program Coordinator/Chair. **Cross-listed with Political Science 3320E.**

**Course Weight:** 1.00  
**Breadth:** CATEGORY A  
**Subject Code:** SOCLJUST

**Associate Dean – Academic (or Equivalent) Contact:** Mark Yenson, Interim Vice-President and Academic Dean, King's University College, [VPAcademic@kings.uwo.ca](mailto:VPAcademic@kings.uwo.ca).

**Department/Program Contact:** Dr. John Grant, Chair, Department of Politics and International Relations, King's University College, [john.grant@uwo.ca](mailto:john.grant@uwo.ca)

**Department/Program Contact:** Dr. Allyson Larkin, Chair, Department of Social Justice and Peace Studies, King's University College, [alarkin2@uwo.ca](mailto:alarkin2@uwo.ca)

**EPC and Approval Date:** TBC

**Consultation:**

Laura Stephenson, Chair, Department of Political Science, Western University, [laura.stephenson@uwo.ca](mailto:laura.stephenson@uwo.ca)

Bruce Morrison, Undergraduate Chair, Department of Political Science, Western University [bmorris2@uwo.ca](mailto:bmorris2@uwo.ca)

David Blair, Chair, Department of Political Science, Huron University College, [dblair@huron.uwo.ca](mailto:dblair@huron.uwo.ca)

W.G. Pearson, Undergraduate Chair, Gender, Sexuality and Women's Studies, Western University, [wpearson@uwo.ca](mailto:wpearson@uwo.ca)

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

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**The following have also been copied for information:**

Dr. Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, [jplug@uwo.ca](mailto:jplug@uwo.ca)

Darrin Meister, Associate Dean, Ivey Business School, Western University, [dmeister@ivey.ca](mailto:dmeister@ivey.ca)

Dr. Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, [apuvira@uwo.ca](mailto:apuvira@uwo.ca)

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, [jtwood@uwo.ca](mailto:jtwood@uwo.ca)

Dr. Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, [ajohnson@uwo.ca](mailto:ajohnson@uwo.ca)

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, [sknabe@uwo.ca](mailto:sknabe@uwo.ca)

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, [csherrin@uwo.ca](mailto:csherrin@uwo.ca)

Dr. Walter Rushlow, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, [walter.rushlow@schulich.uwo.ca](mailto:walter.rushlow@schulich.uwo.ca)

Dr. John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, [jcuciure@uwo.ca](mailto:jcuciure@uwo.ca)

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, [kyeung@uwo.ca](mailto:kyeung@uwo.ca); [aadasci@uwo.ca](mailto:aadasci@uwo.ca)

Amrit Ahluwalia, Executive Director, Western Continuing Studies, [amrit.ahluwalia@uwo.ca](mailto:amrit.ahluwalia@uwo.ca)

**Results:**

## Subcommittee on Undergraduate Academic Courses (SOC)

**This Submission is for** (please check all that apply):

- New Course(s)                       Revision to Course(s)                       Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** Revision of the Psychology Major modular requirements at King's University College.

**Motion:** That effective September 1, 2025, the modular requirements in the Psychology Major at King's University College be revised to include 3.5 courses in Psychology at the 2100 level or above.

**Rationale:** The Psychology Major module does not currently include courses in the special topics credit range. Special permissions have been granted to count these courses towards the Major module. The Department would like to make these courses more accessible and available for students' modular progression. Please note that the priority registration for students registered in the HSP will remain in place for Psychology 3891F/G, Psychology 3892F/G, and Psychology 3893F/G.

**Link to Current Calendar Copy (if applicable):**

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21235&SelectedCalendar=Live&ArchiveID=>

**Proposed Calendar Copy (for approval):**

Major  
MAJOR IN PSYCHOLOGY  
Psychology

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee that students wishing to transfer into this module will be offered enrollment.

## Admission Requirements

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Completion of first-year requirements, including 1.0 from [Psychology 1000](#), [Psychology 1000W/X](#), [Psychology 1002A/B](#) and [Psychology 1003A/B](#), or [Psychology 1010A/B](#) and [Psychology 1015A/B](#) with a mark of at least 60%; [Mathematics 1228A/B](#), and [Statistical Sciences 1024A/B](#).

### Module/Program Information

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#### Module

6.5 courses:

**0.5 course:** [Psychology 2840F/G](#).

**0.5 course** from: Psychology 2100-2299.

**0.5 course** from: Psychology 2300-2799.

**1.0 additional course** in Psychology course at the 2000 level or above.

**3.5 additional courses** in Psychology ~~from~~ at the ~~2100-3799-series~~ level or above\*.

~~1.0 additional course~~ in ~~Psychology~~ ~~course~~ ~~at the 2000 level or above.~~

**0.5 course** from: [Writing 1020F/G](#), [Writing 1022F/G](#) or [Writing 2101F/G](#).

**\*Note:** Students enrolled in an Honours Double Major must complete at least 1.0 Psychology course at the 3000-level or above.

**Associate Dean – Academic (or Equivalent) Contact:** Dr. Mark Yenson, Associate Academic Dean, King's University College, [VPAcademic@kings.uwo.ca](mailto:VPAcademic@kings.uwo.ca)

**Department/Program Contact:** Dr. Laura Melnyk Gribble, Chair, Department of Psychology, King's University College, [laura@uwo.ca](mailto:laura@uwo.ca)

#### EPC and Approval Date:

##### Consultation:

Dr. Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, [jplug@uwo.ca](mailto:jplug@uwo.ca)

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, [dashrubs@uwo.ca](mailto:dashrubs@uwo.ca)

Dr. Paul Minda, Associate Chair (Undergraduate Affairs), Department of Psychology, Faculty of Social Science, [jpminda@uwo.ca](mailto:jpminda@uwo.ca)

**The following have also been copied for information:**



Darrin Meister, Associate Dean, Ivey Business School, Western University,  
[dmeister@ivey.ca](mailto:dmeister@ivey.ca)

Dr. Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education,  
Western University, [apuvira@uwo.ca](mailto:apuvira@uwo.ca)

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western  
University, [jtwood@uwo.ca](mailto:jtwood@uwo.ca)

Dr. Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health  
Sciences, Western University, [ajohnson@uwo.ca](mailto:ajohnson@uwo.ca)

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media  
Studies, Western University, [sknabe@uwo.ca](mailto:sknabe@uwo.ca)

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University,  
[csherrin@uwo.ca](mailto:csherrin@uwo.ca)

Dr. Walter Rushlow, Acting Associate Dean, Basic Medical Sciences Undergraduate  
Education, Schulich School of Medicine & Dentistry, Western University,  
[walter.rushlow@schulich.uwo.ca](mailto:walter.rushlow@schulich.uwo.ca)

Dr. John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don  
Wright Faculty of Music, Western University, [jcuciure@uwo.ca](mailto:jcuciure@uwo.ca)

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University,  
[kyeung@uwo.ca](mailto:kyeung@uwo.ca); [aadasci@uwo.ca](mailto:aadasci@uwo.ca)

Amrit Ahluwalia, Executive Director, Western Continuing Studies,  
[amrit.ahluwalia@uwo.ca](mailto:amrit.ahluwalia@uwo.ca)

**Results:**

**Subcommittee on Undergraduate Academic Courses (SOC)  
Submission Template**

**This Submission is for** (please check all that apply):

- New Course(s)             Revision to Course(s)     Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** [Disability Studies 3339F/G](#) and [Sociology 3339F/G](#) at King's University College to be revised.

**Motion:** That effective September 1, 2025, that the calendar copy for Disability Studies 3339F/G and Sociology 3339F/G be revised to indicate that the courses are cross-listed, and that the pre-requisites of Disability 3339F/G be revised to be consistent with Sociology 3339F/G.

**Rationale:** These courses have been run as cross-listed courses for some time, and it has only recently come to our attention that this has not been noted in the calendar. The pre-requisites of Disability 3339F/G are being revised to have consistency between the cross-listed courses.

**Link to Current Calendar Copy (if applicable):**

[https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_0279951&SelectedCalendar=Live&ArchiveID=](https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0279951&SelectedCalendar=Live&ArchiveID=)

**Proposed Calendar Copy (for approval):**

**Disability Studies 3339F/G  
DISABILITY CROSS-CULTURALLY**

**Course Description**

Explores how different cultures construct disability. Uses cases to examine the way diverse sociocultural norms inform definitions, policies, practices and attitudes towards people with disability and how this varies internationally.

Antirequisite(s)

Antirequisite(s): [Sociology 3339F/G](#).

Pre or Corequisites

Prerequisite(s): [Disability Studies 1010A/B](#), ~~or~~ and 3rd or 4th year standing in a Sociology or Criminology or Disability Studies module, or with permission of the instructor.

Extra Information

Extra Information: 3 lecture hours. **Cross-listed with [Sociology 3339F/G](#).**

Course Weight: 0.50

**Link to Current Calendar Copy (if applicable):**

[https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_021410\\_1&SelectedCalendar=Live&ArchiveID=](https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_021410_1&SelectedCalendar=Live&ArchiveID=)

**Proposed Calendar Copy (for approval):**

**Sociology 3339F/G**

**DISABILITY CROSS-CULTURALLY**

**Course Description**

Explores how different cultures construct disability. Uses cases to examine the way diverse socio-cultural norms inform definitions, policies, practices and attitudes towards people with disability and how this varies internationally.

**Antirequisite(s)**

Antirequisite(s): [Disability Studies 3339F/G](#).

**Pre or Corequisites**

1.0 from Sociology courses at the 1000 level, and 3rd or 4th year standing in a Sociology, Criminology or Disability Studies module, or with perm of the instructor.

Extra Information

Extra Information: 3 lecture hours. **Cross-listed with [Disability Studies 3339F/G](#).**

Course Weight: 0.50

**Associate Dean – Academic (or Equivalent) Contact:** Mark Yenson, Interim Vice-President and Academic Dean, King's University College, [VPAcademic@kings.uwo.ca](mailto:VPAcademic@kings.uwo.ca).

**Department/Program Contact:** Prof. Jeffrey Preston, Department Chair for Disability Studies, King's University College, [jeff.preston@uwo.ca](mailto:jeff.preston@uwo.ca)

**Department/Program Contact:** Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, [lkenne56@uwo.ca](mailto:lkenne56@uwo.ca).

**EPC and Approval Date:** TBC

**The following have been consulted:**

Sean Waite, Undergraduate Chair, Department of Sociology, Western University, [swaite3@uwo.ca](mailto:swaite3@uwo.ca)

Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science, Western University, [aholm@uwo.ca](mailto:aholm@uwo.ca)

Dr. Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, [jplug@uwo.ca](mailto:jplug@uwo.ca)

Dr. Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, [dashrubs@uwo.ca](mailto:dashrubs@uwo.ca)

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

**The following have been copied for information:**

Darrin Meister, Associate Dean, Ivey Business School, Western University, [dmeister@ivey.ca](mailto:dmeister@ivey.ca)

Dr. Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, [apuvira@uwo.ca](mailto:apuvira@uwo.ca)

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, [jtwood@uwo.ca](mailto:jtwood@uwo.ca)

Dr. Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, [ajohnson@uwo.ca](mailto:ajohnson@uwo.ca)

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, [sknabe@uwo.ca](mailto:sknabe@uwo.ca)

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, [csherrin@uwo.ca](mailto:csherrin@uwo.ca)

Dr. Walter Rushlow, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University,  
[walter.rushlow@schulich.uwo.ca](mailto:walter.rushlow@schulich.uwo.ca)

Dr. John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, [jcuciure@uwo.ca](mailto:jcuciure@uwo.ca)

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University,  
[kyeung@uwo.ca](mailto:kyeung@uwo.ca); [aadasci@uwo.ca](mailto:aadasci@uwo.ca)

Amrit Ahluwalia, Executive Director, Western Continuing Studies,  
[amrit.ahluwalia@uwo.ca](mailto:amrit.ahluwalia@uwo.ca)

**Results:** No concerns were raised.

**SOC proposal for Writing Modular Amendments - Housekeeping  
Department of English, French and Writing,  
King's University College at Western University**

**This Submission is for** (please check all that apply):

- New Course(s)                       Revision to Course(s)                       Withdrawal of Course(s)
- Module/Program Revision

**If this is a module/program revision involving the addition of new courses** (please check one):

- New courses being added to the module/program have been approved
- New courses added to the module/program will be submitted to SOC in a concurrent proposal

**Subject:** Writing 1032F/G to be added as an anti-requisite for Writing 1002F/G at King's University College.

**Motion:** Effective September 1, 2025, Writing 1002F/G be revised to include Writing 1032F/G Introduction to Writing for Childhood and Youth Studies, at King's University College.

**Rationale:** Taking Writing 1002F/G after having taken Writing 1032F/G would involve some repetition; and therefore, Writing 1032F/G should be listed as an antirequisite for Writing 1002F/G.

**Link to Current Calendar Copy (if applicable):**

[https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_027406\\_1&SelectedCalendar=Live&ArchiveID=](https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027406_1&SelectedCalendar=Live&ArchiveID=)

**Proposed Calendar Copy (for approval):**

**Course Revisions:**

**WRITING 1002F/G: Introduction to Writing in English**

**Link to Current Calendar copy (if applicable):**

[https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS\\_027406\\_1&SelectedCalendar=Live&ArchiveID=](https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027406_1&SelectedCalendar=Live&ArchiveID=)

This course is an introduction to academic writing for first-year English as a Second Language students in all disciplines. Topics range from grammar, sentence structure, and paragraphing to the principles of scholarly argument and research.

Antirequisites: Antirequisite(s): The ~~former Writing 002F/G~~, [Writing 1020F/G](#), [Writing 1021F/G](#), [Writing 1022F/G](#), [Writing 1032F/G](#), [Writing 2101F/G](#)

Extra Information: 3 lecture hours

Weight: 0.5

Breadth: Category B

Subject Code: Writing

**Associate Dean – Undergraduate (or Equivalent) Contact:**

Dr. Mark Yenson, Interim Vice-President and Academic Dean, King's University College, [vpacademic@kings.uwo.ca](mailto:vpacademic@kings.uwo.ca)

**Department/Program Contact:**

Dr. Ian Rae, Chair of English, French and Writing, King's University College, [irae@uwo.ca](mailto:irae@uwo.ca)

**EPC Approval Date: TBC**

**Consultation and Results:**

Dr. Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, [jplug@uwo.ca](mailto:jplug@uwo.ca)

Darrin Meister, Associate Dean, Ivey Business School, Western University, [dmeister@ivey.ca](mailto:dmeister@ivey.ca)

Dr. Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, [apuvira@uwo.ca](mailto:apuvira@uwo.ca)

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, [jtwood@uwo.ca](mailto:jtwood@uwo.ca)

Dr. Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, [ajohnson@uwo.ca](mailto:ajohnson@uwo.ca)

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, [sknabe@uwo.ca](mailto:sknabe@uwo.ca)

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University,  
[csherrin@uwo.ca](mailto:csherrin@uwo.ca)

Dr. Walter Rushlow, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University,  
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Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University,  
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Dr. Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, [dashrubs@uwo.ca](mailto:dashrubs@uwo.ca)

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, [vsweeney@huron.uwo.ca](mailto:vsweeney@huron.uwo.ca)

Dr. Mark Yenson, Associate Academic Dean, King's University College,  
[myenson@uwo.ca](mailto:myenson@uwo.ca)

Amrit Ahluwalia, Executive Director, Western Continuing Studies,  
[amrit.ahluwalia@uwo.ca](mailto:amrit.ahluwalia@uwo.ca)

**Results:**





**Report to:** Academic Council  
**From:** Research Committee  
**Re:** Report of the Meeting: January 14, 2025  
**Date:** January 14, 2024

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The Research Committee met on January 14, 2025 to review a draft of the Terms of Reference for the new Research Grants and Awards Subcommittee of the Research Committee.

For Approval:

**MOTION**

**TO ACCEPT THE NEW TERMS OF REFERENCE FOR THE RESEARCH GRANTS AND AWARDS SUBCOMMITTEE OF THE RESEARCH COMMITTEE.**

**M/S**

**Research Committee**

A handwritten signature in black ink, appearing to read "Erin Hannah", written over a horizontal line.

Erin Hannah (Chair)

**RESEARCH GRANTS AND AWARDS SUBCOMMITTEE  
OF RESEARCH COMMITTEE**

**Effective Date:** May 1, 2025

**Supersedes:** **Research Grants Committee and  
Research Activity Committee**

**Date of Next Review:** May 1, 2026

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The Research Grants and Awards Subcommittee is an operational subcommittee of the Research Committee. Its purpose is to support the operations of the Research Office related to the adjudication and distribution of the following grants and awards:

- King's Internal Research Grants
  - Course Releases ("Buyouts")
- King's Research Excellence Awards
  - King's Research Excellence Chairs (Established and Early Career)
  - King's Research Excellence Scholar Grants
- Hugh Mellon Excellence in Research Award
- Renée Soulodre-La France Excellence in Research Award (Early Career)
- SSHRC Institutional Grants (SIG)
  - Explore
  - Exchange
- Distinguished University Professor Designation

The Research Grants and Awards Subcommittee reports to Academic Council via the Research Committee. Its purview is limited to recommending grant and award recipients to the Research Committee for approval.

There are many opportunities to disseminate research findings to the King's community. Research grant recipients are expected to participate in some of these.

**COMPOSITION**

- One Research Facilitator who will be an ex-officio member and Chair of the subcommittee (1)
  - Additional representatives from the Research Office as needed (non-voting)
-

- Twelve voting members elected by Academic Council:
  - Three voting faculty members of the Research Committee (3)
  - Two additional tenured faculty members designated from each of Arts and Humanities, Social Sciences, MEM, Social Work (8)
  - One Academic Librarian (1)

**Chair:**

The Chair shall have a vote only in the event of a tie.

**GENERAL PROCESS FOR COMMITTEES**

**Quorum:**

As set out in the Academic Council by-laws, quorum shall be 50% of voting members.

**Terms:**

The terms of office for elected members shall be two years (renewable).

For the 2025-2026 academic year, a member from the previous Research Grants Committee shall serve as one of the members of the Research Grants and Awards Subcommittee.

**Report of the Appointments, Promotion, and Tenure Committee  
to King's University College Academic Council  
on January 22, 2025**

**COMMITTEE MEMBERS**

<b>Appointments, Promotion and Tenure Committee</b>	
Chair (Vice-President and Academic Dean)	Mark Yenson
Faculty member from Group A	Corina Sandu
Faculty member from Group A	Krista Lysack
Faculty member from Group B	Ben Muller
Faculty member from Group B	Laura Melnyk Gribble (T1 sabbatical replacement)
Faculty member from Group B - Social Work	Laura Béres
Faculty member from Group C	Carrie Traher

**FOR INFORMATION**

**Adjunct Faculty Status**

King's Appointments, Promotion, and Tenure Committee met on December 13, 2024, to consider a recommendation to appoint Justice Craig Sigurdson as an Adjunct Associate Professor in Childhood and Youth Studies.

The Committee recommended the appointment for a three-year term effective January 1, 2025, which was approved by the President.

**Promotion to Full Professor**

The committee will consider applications for promotion to the rank of Full Professor in March, 2025.

Respectfully submitted,



Mark Yenson, Chair – King's Appointments, Promotion, and Tenure Committee



ACADEMIC COUNCIL  
MINUTES OF MEETING  
NOVEMBER 20, 2024

The meeting was held at 2:35 p.m. in South Annex, Room 060.

COUNCILORS:

Laura Béres	Peter Ibbott	Jane Sanders
Nonie Brennan	Jen Jeffrey	Steve Shajimon
Graham Broad	Liam Kennedy	Jennifer Silcox
Claudia Clausius	Allyson Larkin	Ridley Smith
Adrienne Co-Dyre	Miriam Love	Ricardo Soto
Tracy Cunningham	Kristin Lozanski	Natalie Spruce
John Dool	Donna Maynard	Thomas Tiekou
Russell Duvernoy	Alison Meek	Carrie Traher
Jeannette Eberhard	Laura Melnyk Gribble	Joseph Turnbull
Jordan Fairbairn	Jacquie Newman *	Robert Ventresca
Josephine Gemson	Brian Patton	Corinne Walsh
Chaya Halberstam	Marcie Penner	Paul Wilton
Erin Hannah	Jeff Preston *	Mark Yenson
Joe Henry	Pat Ryan	

OBSERVERS: Rodney Parker, Leroy Innanen

MINUTE TAKER: Ann Hoffer

R. Ventresca, Chair, called the meeting to order

1.0 Land Acknowledgment

R. Smith offered a land acknowledgement

2.0 Opening Prayer

C. Traher opened with a prayer.

3.0 Committee Reports

With consent, the Chair advanced agenda item 3.2 to allow our invited guest to participate in the discussion and continue with their day.

3.2 Planning and Priorities Committee

R. Ventresca, Interim President, introduced L. Innanen, Fractional CFO, expressing gratitude for his guidance during the transition and his presence at the meeting to address financial questions. In addition to the Planning and Priorities Report (*circulated with the agenda*), Rob was informed of an additional \$2.8 M shortfall this week, bringing

the total structural deficit to approximately \$6.5 M, including the reported shortfall and the pension payment reprieve. M. Yenson, Interim Vice-President Academic Dean, provided anecdotal information on the decline in tuition revenue projections from April 2023 to April 2025. A 16-minute discussion ensued. (257 PM)

- The Board Chair clarified that the costs associated with the recent leadership changes are not in the budget, as negotiations are ongoing.
- The Board has received advice to use our reserves to cover the deficit, with further clarification needed on the liquidity versus restriction of those funds.
- Unfortunately, there is no record of the assumptions used in forecasting, so the Administration is unable to provide details based on the projections.
- Responding to a question about savings from international commission agents amid enrollment challenges, M. Yenson explained cuts were carefully considered, and new contracts with 25 agents removed retention fees. T. Cunningham, Director of Enrollment Services, added that their report was submitted before the government's announcement.
- Members agreed that a more detailed written report is necessary for an informed vote. While the Board of Directors has fiduciary duty in a bicameral system, the Academic Council requires sound information to provide effective advice.

A revised motion was proposed, referring the item back to the committee for follow-up.

**P. Ryan moved, L. Melnyk Gribble seconded**

**MOTION: Academic Council refer “the revisions to the 2024-25 budget as presented that result in an expected \$2,468,713 deficit” back to the Planning and Priorities Committee with the following requests:**

- 1. A document specifying the sources of structural deficits and differentiating them from one-time sources of loss.**
- 2. An Executive Summary outlining recommendations to the Board regarding finance debt or a plan forward to address the debt.**

**CARRIED**

3.1. Governance and Nominations Committee

**Recommend Revisions to the President’s Appointment, Review & Reappointment**

Faculty were thanked for their contributions to the consultation. Concerns were raised about the report referring to King’s as a college at a university, rather than a university college, potentially impacting recruitment. M. Yenson highlighted that this language, which is now on a public website, may be misinterpreted by prospective students, but no consensus was reached by the Committee on an amendment. Mark clarified that the discussion focused on search and appointment policies, not the institution's name.

Members agreed to revise the consultation information, ensuring any reference to the incorrect usage of the institution’s name is removed.

In response to the question about why some items in the report have motions while others do not, M. Yenson explained that Academic Council only provides advice and does not have authority over those policies. P. Ryan clarified that the consultation was

organized into sections, with motions of advice and accompanying rationales that can be addressed either as a group or individually.

**This item comes moved and seconded by the Governance and Nominations Committee**

**MOTION: Academic Council to request a friendly amendment to the Governance and Nominations Committee report, striking item #5 of “General Recommendations for the Board to Consider” and ensuring King’s University College or King’s is referenced throughout.**

**CARRIED (one abstention)**

### 3.3. Educational Policy Committee

M. Yenson presented the Vice-President Academic Dean’s Hiring Plan. A 10-minute discussion ensued, following a question from the floor “Does the Hiring Plan go through the Planning and Priorities Committee to assess budget alignment before being recommended to the Board for approval?”

- M. Yenson thanked a member for their advice on program integrity and criteria, noting that while he had considered reverting to last year’s hiring plan, the current circumstances made it unfeasible.
- A member emphasized the need for a new academic plan, as we are competing without clear metrics. M. Yenson agreed, noting that deeper discussions are necessary.
- Due to our current deficit, M. Yenson has requested Finance to analyze the numbers. Factoring in retirements and LTA conversions results in a net amount of \$472,236, which serves as the starting point. The Planning and Priorities Committee will need to consider other areas of the institution in making decisions.
- A Member inquired why the Academic Council does not approve the Hiring Plan, given that the Vice-President Academic Dean proposing it also chairs EPC, adding that approval of the plan has historically been through College Council. M. Yenson clarified he recommends the hiring plan in consultation with EPC, endorsed here through a motion. Academic Council can also bring forward a motion to endorse the plan, which does not alter the process of review and feedback.
- In response to whether next year’s Hiring Plan reflects the new financial information, M. Yenson confirmed that he stands by the plan in principle as it addresses urgent needs. Mark noted that any revisions could be problematic, though there may be discussions on the periphery.
- A Member inquired how new hiring requests beyond academics are being assessed, to which M. Yenson responded that efforts are being made to align these requests carefully with strategic priorities.

**G. Broad moved, C. Clausius seconded**

**MOTION: That Academic Council endorse the Hiring Plan as presented by the Vice-President and Academic Dean.**

**CARRIED (18 in favor, 6 opposed, 6 abstentions)**

M. Yenson noted that the course proposals in the EPC report are included under the Consent Agenda. Except for the SOC proposals for Psychology 3891F/G, 3892F/G, and

3893F/G, which L. Melnyk Gribble requested be pulled for correction and resubmission to EPC, all others are proceeding for endorsement to the Vice-Provost (Academic Programs).

- 4.1 CYS 2232A/B Course Revision
- 4.2 CYS Module-Program Revision Certificate in Childhood and the Legal System
- 4.3 CYS Module-Program Revision Certificate in Childhood and Advocacy
- 4.4 French Course Revisions
- 4.5 History 2150F/G
- 4.6 History Pre-requisite Additions
- 4.7 History Modular Revisions
- 4.8 Economics 2169F/G, 2170A/B, 2182A/B, 2183F/G, 3351F/G
- 4.9 Economics 3328A/B, 3344A/B, 3345A/B, 3352A/B, 3370A/B
- 4.10 Philosophy 3560F/G
- 4.11 PIR Module Program Revision Certificate
- 4.12 PIR Module Program Revision Major and Honours
- 4.13 PIR 3403F/G
- 4.14 PIR Prerequisite Revisions 3000-4000 Level Courses
- 4.15 PSYCH 3320F/G & 3310F/G
- 4.16 PSYCH 3000 Level Prerequisite Revisions (**Revision: Remove 3891F/G, 3892F/G, and 3893F/G from the proposal**)
- 4.17 Major in English for Teachers
- 4.18 Religious and Cultural Diversity Certificate
- 4.19 Sociology 2296 (Special Topics)
- 4.20 SOCI 2211F/G
- 4.21 SOCI 2248A/B
- 4.22 SOCI 2257A/B
- 4.23 SOCI 2283A/B
- 4.24 SOCI 2284A/B
- 4.25 SOCI 2285A/B
- 4.26 SOCI 2289A/B
- 4.27 SOCI 4437F/G
- 4.28 SOCI Module Changes

**This comes moved and seconded by the Educational Policy Committee.**

**MOTION: That Academic Council approve the Department of Sociology's revised Constitution and Operating Procedures.**

L. Kennedy shared that the most substantive change is that we are looking to spend less time on committees. R. Smith noted that the KUCSC Terms of Reference does not specify that students must be in a certain year. R. Soto offered to share the KUCSC Executive Committee list.

**ACTION: L. Kennedy to review the constitution to ensure that it is in sync with the KUCSC Terms of Reference.**

#### 3.4. Scholarships and Bursaries Committee

M. Yenson presented the report as Outgoing Committee Chair, noting these motions come moved and seconded by the Scholarship and Bursaries Committee.



### **The Perseverance Award (revised)**

M. Yenson pointed out that, with the consent of the donor, the award criteria has been revised to remove the phrase “speaking about life circumstances.” Mark shared that the Scholarships and Bursaries Committee is sensitive to the information that students are being asked to provide, noting there is a confidentiality agreement that reviewers must sign who are adjudicating awards which is in compliance with FIPPA.

**This item comes moved and seconded by the Scholarships and Bursaries Committee**  
**MOTION: That Academic Council approve the description and terms of reference for the creation of The Perseverance Award.**

**CARRIED**

### **Continuing Scholarship Rounding Policy**

This aligns with Western’s policy and supports the Deans Honours List and Scholarships. Changes would have financial implications (e.g., an additional 34 students in 2023 resulting in a \$51,000 increase, and 45 students in 2024 leading to an additional \$67,500 in funding requirements). For transparency, Mark noted that we have exceeded our scholarship budget for this year.

**This item comes moved and seconded by the Scholarships and Bursaries Committee**  
**MOTION: That Academic Council approve a policy for continuing scholarships, which allows for rounding a term average of 79.45% up to 80% for eligibility, consistent with the Dean’s Honour List (DHL) practice.**

**CARRIED**

### **KUC Student Scholarship and Awards Policy**

M. Yenson shared that this policy is modelled from one at Western. A 2-minute discussion ensued.

**This item comes moved and seconded by the Scholarships and Bursaries Committee**  
**MOTION: That Academic Council approve the King’s University College Student Scholarship and Awards Policy as presented.**

**CARRIED**

## 4.0 Reports

With limited time and remaining agenda items, members were asked if they had questions regarding the reports from the Interim President and the Interim Vice-President Academic Dean. No questions were raised.

### 4.4. President (Interim) Information

### 4.5. Interim Vice-President and Academic Dean

## 5.0 THE UNANIMOUS CONSENT AGENDA

### 5.1 Sabbatical Leave Committee

### 5.3 King’s University College Students’ Council Report

### 5.5 Minutes of the Meeting of October 23, 2024

**L. Melnyk Gribble moved, A. Larkin seconded**

**MOTION: That Academic Council receive the Sabbatical Leave Committee Information**

**and King's University College Students' Council Report on the Consent Agenda and approve the Minutes of Meeting of October 23, 2024.**

**CARRIED**

6.0 ITEMS REMOVED FROM THE CONSENT AGENDA

6.1. Appointments Promotion and Tenure Committee

M. Yenson noted a correction in the report, stating that Stephanie Baird, not Laura Beres, should be listed. Mark congratulated faculty on their renewals and promotions to associate professor with tenure, which was met with applause.

**This item comes moved and seconded by the Appointments, Promotion and Tenure committee.**

**MOTION: That effective December 1, 2024, Academic Council approve the Adjunct Faculty Policy as submitted by the Appointments, Promotion, and Tenure Committee.**

**CARRIED (1 abstention)**

6.2. Strategic Enrolment Management Committee

M. Yenson presented the 2023-2024 Admissions and Enrolment Report to the Academic Council for informational purposes, as reviewed and discussed by the Committee. A member suggested that, given the report's 50 pages of data, an executive summary would have been helpful to facilitate easier interpretation. Members supported the proposal to provide an Executive Summary for such large documents in the future. A 10-minute discussion ensued.

- Clarification was sought about the data reported on page seven of the report, in tables 2 and 3, as they show an 85% increase when the actual increase on campus is around 20%.
- T. Cunningham spoke to recruitment challenges at Western, despite there being fewer recruitment specialists there were more applicants. Tracy added that in 2022, there was a major dip in domestic numbers.
- The recruitment team has been out this fall and plan to be out again in the spring (from May to July). We are waiting to see what our PAL allotment will be.
- A member inquired about the team's recruitment strategy to prevent a TOEFL issue. T. Cunningham explained that students who missed the September TOEFL target were allowed to defer to January, which affects the PAL since it cannot be reissued. Moving forward, we need to carefully consider pathways and make informed decisions.

M. Yenson invited T. Cunningham, Director of Enrolment Services, to provide a verbal update on the International Students and Provincial Attestation Letters.

- Since January 2022, new government policies have added 25 processes to our office. By September 2025, all international graduate students, including those transferring campuses or studying in Canada, must have a PAL, affecting current and future students.
- Due to Western SGPS's large international graduate population, we are uncertain about the number of PALS Western will receive or allocate to King's.

M. Yenson brought forward information from the committee on strategic enrolment planning and external consultation.

- R. Ventresca shared that this is a wide-ranging issue and that the Council of Universities reports that 10 universities are in dire straits due to their reliance on international student enrolments.
- Rob added that we need to implement several steps moving forward. While we were reviewing projections for next year, there are uncertainties, such as the number of letters of attestation we will receive and the tuition levels, which will be determined in January. We are preparing best- and worst-case scenarios to present to the Board. This will require time and careful planning, as assumptions, including those for domestic targets, are shifting. While we anticipate a decline in international students, we will adapt and plan accordingly.

#### 7.0 New Business

M. Yenson invited members to attend the Celebrating Excellence in Teaching event scheduled for 5:00 pm today.

A Member inquired about the President's Task Force on Planning and Budget. R. Ventresca explained that we are adopting a multi-year approach, with 5-year projections, and that the Board will establish parameters for our next steps. He emphasized that budget planning will take time to develop.

R. Soto, President KUCSC, reported that KUCSC has created a transit survey to gather data on student transportation. This information will help to inform the proposal request for a city bus-stop on King's campus.


J. Henry, Dean of Students, shared 351 responses have been received for the Food Services survey, which will close soon. Joe also mentioned that a Request for Proposals has been issued, with bids due by the end of December and the Committee set to shortlist in January.

#### 8.0 Adjournment

L. Melnyk Gribble moved, and C. Clausius seconded, to adjourn the meeting at 4:37 p.m.

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Robert Ventresca,  
Chair



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Paul Wilton,  
University Secretary