



ACADEMIC COUNCIL AGENDA
Wednesday, May 27, 2:30 p.m. to 4:30 p.m.
South Annex Building, 150

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 Approval of Prior Meeting Minutes
- 4.0 Committee Reports
 - 4.1 **Educational Policy Committee**
- 5.0 Executive Reports
 - 5.1 **President**
 - 5.2 **Vice-President Academic Dean (Interim)**
 - 5.3 **King's University College Student's Council**
- 6.0 Consent Agenda
 - 6.1 **Mission Integration and Inclusion Committee**
 - 6.2 **Strategic Enrolment Management Committee**
- 7.0 Items Removed from the Consent Agenda
- 8.0 New Business
- 9.0 Adjournment



Paul Wilton



**ACADEMIC COUNCIL
MINUTES OF MEETING
APRIL 15, 2026**


The meeting was held in Wemple Hall, Room 166, and via Zoom.

COUNCIL MEMBERS:

Aidan Bobkowicz
Graham Broad 
Arashdeep Chahal
John Dool
Russell Duvernoy
Jordan Fairbairn 
Josephine Gemson *
Eunice Gorman
John Grant
Tom Gray
Chaya Halberstam
Erin Hannah
Joe Henry
Peter Ibbott

Lynne Jackson
Liam Kennedy
Allyson Larkin
Miriam Love
Braedan Lovie
Krista Lysack
Donna Maynard
Alison Meek *
Laura Melnyk Gribble
Eleni Nicolaidis
Brian Patton
Jeff Preston *
Felipe Rodrigues
Patrick Ryan

Jane Sanders
Jennifer Silcox
Derek Silva *
Natalie Spruce
Karen Thomson
Renfang Tian *
Paul Tufts
Joseph Turnbull
Robert Ventresca
Tyler Waddilove
Corinne Walsh
Ruth Wilson
Paul Wilton
Mark Yenson

* Regrets
 Zoom

OBSERVERS: A. Casson, J. Eastabrook, Fr. Chris Gillespie and Emma Swiatek

MINUTE TAKER: Ann Hoffer

The meeting was called to order at 2:34 p.m. by Chair R. Ventresca.

1.0 Land Acknowledgment

L. Jackson offered the land acknowledgement, noting the contrast between the sounds of nature and the windowless meeting space. Lynne reflected on rewilding her family farm as an example of the relationship between people and the natural world. She spoke to coloniality as a hierarchical system and decoloniality as a practice that broadens and redistributes knowledge and authority. She referenced scholarship on the decolonization of universities, highlighting Adam Gaudry’s three-phase framework of Indigenous inclusion, Indigenization, and structural transformation to advance Indigenous presence and leadership across the academy.

2.0 Opening Prayer

Fr. Chris offered an opening reflection, drawing on Mother Teresa’s “Anyway” meditation to encourage perseverance in service and community life. He then led the assembly in prayer.

3.0 Approval of Prior Meeting Minutes

Motion: To approve the meeting minutes of March 25, 2026

Moved by: B. Lovie, L. Melnyk Gribble

CARRIED

4.0 Committee Reports

4.1 Strategic Enrolment Management (SEM) Committee

Members received the written draft Strategic Enrolment Plan (2026/27-203-31) (SEP) on Friday following the SEM meeting. M. Yenson noted that the SEP reflects community input from the March 11, 2026 presentation and the collaborative work of multiple units. He advised that the draft SEP will return to Academic Council for a recommendation to advance the SEP to the Board and to ensure alignment with the Academic Plan (AP).

The SEM Committee presented the draft SEP for information and feedback.

K. Thomson provided an overview of King's evolving enrolment approach, noting the shift to an integrated SEM framework and the importance of using the student's decision-making journey when selecting an institution to guide strategic decision-making. She highlighted how the SEP supports coordinated, data-informed efforts across units and balances technology with a personalized student experience. She also outlined the multi-stage SEM approach and confirmed that future stages will align the SEP with the forthcoming AP.

J. Turnbull outlined the enrolment prediction model, a regression approach using five years of data, and acknowledged the team effort of the Enrolment Projection Tool Task Force (J. Eastabrook, T. Gray, C. Rodgers-Rowley, F. Rodrigues, and himself). Joseph provided an overview of the tool's purpose, limitations, and preliminary insights. He noted that further analysis and refinement will continue as the model develops.

A. Casson provided an overview of attraction and conversion within King's integrated SEM approach, highlighting coordinated efforts across units to support prospective students throughout the recruitment journey. She noted that attraction and conversion activities draw on a range of outreach and engagement strategies, supported by team-based collaboration and ongoing use of digital tools.

J. Eastabrook provided an overview of ongoing work to strengthen student success, retention, and graduation. She noted that the Retention Subcommittee has established multi-year goals and that efforts continue to better understand factors influencing student withdrawal. Upcoming analysis and committee review will help inform future retention initiatives.

Highlights from a 25-minute discussion:

- Members emphasized the importance of work-integrated learning and discussed challenges related to retaining high-achieving students. They noted the need to balance investment in strategies with demonstrated impact and highlighted the importance of strengthened supports for at-risk students. Feedback from students regarding organizational factors, such as career-oriented programming,

food services, parking, and housing, were also noted, along with the need to align brand awareness with the student experience.

- Members expressed support for adopting the CRM and noted its alignment with sector priorities. Suggestions were offered regarding recruitment focus, including exploring opportunities in additional regions.
- Members discussed opportunities to strengthen brand awareness, including consideration of Western's broader reputation, and noted that market research will guide this work. They also discussed how King's mission will be reflected in the SEP, with confirmation that mission, vision, and values will be integrated through alignment with the AP.
- Clarification was provided on the role of academic units in program development, noting that the AP will proceed through EPC and AC and will be aligned with the SEP.
- Members encouraged clarity on roles and responsibilities to support implementation, with confirmation that units accountable for AP actions will have defined measures and metrics.
- Members discussed considerations related to international enrolment and associated financial implications, including the importance of monitoring projections and reviewing assumptions annually. Specific questions were noted for offline follow-up.
- Members also discussed international partnership agreements, with confirmation that existing agreements and relationships are being reviewed and refreshed.

4.2 **Governance and Nominations Committee**

Motion: That Academic Council recommend to the Board that the Research Ethics Review Committee (RERC) Terms of Reference be amended to reflect revisions aligning with TCPS 2 requirements, clarifying roles and composition, and affirming independence in ethics decision-making while maintaining appropriate governance and accountability.

Moved/Seconded by Governance and Nominations Committee

CARRIED

No discussion.

5.0 **Executive Reports**

5.1 **President**

R. Ventresca provided a verbal update on his written report circulated earlier in the day. He noted that the search for the VPAD is underway, with the selection advisory committee established and meeting soon. Members were encouraged to attend upcoming staff retirement celebrations in recognition of colleagues' contributions to King's.

Rob reported that the Mission Sustainability site, which provides staff with updates on progress toward the five-year plan, is now accessible internally and thanked IT colleagues for their work. He noted that Phase 1 of the website renewal is nearing

completion and that Phase 2 will begin under the leadership of D. Perreault, Director of IT, over a six-month period to refine infrastructure and content.

He announced that Tanya Talaga has been confirmed as the first speaker in the Veritas Lecture Series for September, with additional speakers to be announced. Rob thanked all who contributed to the Spring Open House, noting its success as a key conversion event.

R. Ventresca reminded members that the Tree Planting Ceremony will follow the final Academic Council meeting of the year and that that Convocation for King's students will take place at 10:00 a.m. on June 11, 2026.

5.2 Vice-President Academic Dean (Interim)

M. Yenson provided a brief update, noting the success of Research Week and thanking faculty, students, and organizers for their contributions. Mark advised that planning for the Academic Plan is underway and that consultation with academic leaders and the broader community will continue. He also noted that King's will host IPEC this week in collaboration with Western and the Office of Indigenous Initiatives.

T. Gray provided a high-level enrolment update, noting that application activity is progressing as expected and that federal policy continues to influence international enrolment. He confirmed that King's continues to accept summer and January-start applications.

Highlights from a 17-minute discussion:

- Members discussed international pathway models and their implications for student recruitment.
- Members reviewed indicators related to student persistence and noted trends in student mobility among institutions.
- Members also discussed factors influencing acceptance patterns this cycle and noted that clearer trends will emerge later in the admissions timeline.

5.3 King's University College Student's Council

President Ventresca acknowledged and thanked outgoing KUCSC leaders (B. Lovie, A. Bobkowicz, and A. Chahal) for their insight and dedication to council, committees, and student life, and welcomed the incoming KUCSC President for 2026–27 which was followed by a round of applause.

B. Lovie announced the KUCSC Executive for 2026–27:

- **President Breandén Dunn**
- **VPSA Himm Lai**
- **VPSE Matt Booth**
- **CCO Abby Kaspersma**
- **CFO Maria Garces**

B. Lovie reported that exam-period activities are underway and expressed appreciation for the opportunity to work collaboratively with Academic Council throughout the year.

6.0 Consent Agenda

6.1 **Educational Policy Committee**

6.2 **Mission Integration and Inclusion Committee**

6.3 **Scholarship and Bursary Committee**

Motion: To approved the Consent Agenda.

Moved by: L. Melnyk Gribble, P. Ibbott

CARRIED

7.0 Items Removed from the Consent Agenda

None.

8.0 New Business

Members received an update that internal polling shows strong student interest in pursuing double majors, with many students unaware this option exists.

ACTION: Survey results from MEM and Psychology will be shared with the wider community, as they provide useful insight for retention planning

It was noted that, although included in the Consent Agenda, the Scholarship and Bursary Committee report includes a significant new scholarship, and appreciation was expressed for the work of T. Ahrens and the team.

9.0 Adjournment

Motion: To adjourn the meeting at approximately 4:13 p.m.

Moved by: P. Ryan, P. Ibbott

CARRIED

Robert Ventresca,
Chair

Paul Wilton,
University Secretary

**Report of EPC to Academic Council
May 20, 2026**

Educational Policy Committee met on May 6, 2026.

For Decision: Three motions come recommended by EPC (see appendix below for background/rationales):

Motion #1:

That on the recommendation of EPC the Friday Make-Up Assessment Fee be levied per assessment booked with the Exam Office, effective September 1, 2026.

Motion #2:

That on the recommendation of EPC King's Special Examination Fee be introduced in accordance with the "Definition of Types of Examinations" policy as approved by Western Senate, May 2026.

Motion # 3:

That on the recommendation of EPC King's Accommodated Exam No-Show Fee be introduced in accordance with Western policy on Accommodated Examinations, effective September 1, 2026.

For Information:

1. SOC Proposals

Department of Psychology

- a. That effective September 1, 2027, the admission requirements of the Minor in Psychology, Major in Psychology, and Specialization in Psychology at King's University College be revised as shown.
- b. That effective September 1, 2027, the admission requirements, module/program requirement, and progression requirements of the Honours Specialization in Psychology at King's University College be revised as shown.
- c. That effective September 1, 2027, the Honours Specialization in Psychology be renamed as the Honours Specialization in Professional Applications of Psychology; and that students currently enrolled in the module be permitted to graduate with the old module name upon request to the Office of the Registrar; and that effective September 2027, the admission requirements,

module/program requirements, and progression requirements at King's University College be revised as shown.

School of MEM

- a. That effective September 1, 2026, MOS Internship Program be revised to the "MOS Co-op Program" at King's University College as shown.
- b. That effective September 1, 2026, Analytics and Decision Sciences 4293F/G: Professional Analytics be revised as shown at King's University College as shown.

Department of Philosophy

- a. That effective September 1st, 2026, the course title of Philosophy 2601F/G: History of Metaphysics be revised at King's University College as shown.
- b. That effective September 1, 2027, Philosophy 2220F/G: Classical Ancient Philosophy, Philosophy 2207E: Core Themes in Philosophy, and Philosophy 2248F/G: Philosophy of Artificial Intelligence (AI) be introduced at King's University College as shown.
- c. That effective September 1, 2027, the following checklist changes by introduced to the Philosophy Department Modules - Honours Specialization at King's University College as shown.
- d. That effective September 1, 2027, the following checklist changes by introduced to the Philosophy Department Modules - Specialization at King's University College as shown.
- e. That effective September 1, 2027, the following checklist changes by introduced to the Philosophy Department Modules - Honours at King's University College as shown.
- f. That effective September 1, 2027, Philosophy 2215A/B: Thomas Aquinas on Freedom and Philosophy 2216A/B: Thomas Aquinas on Happiness be introduced at King's University College as shown.
- g. That effective September 1, 2027, Philosophy 2214 Thomistic Philosophy I be removed from the course catalogue as shown.

Department of Politics and International Relations

- a. That effective September 1, 2026, the course Political Science 2533F/G: Racialized Injustice in Canada be withdrawn from course offerings at King's University College as shown.

School of Social Work

- a. That effective September 1, 2026, the number of outside electives a Social Work student can take be increased to 1.5 in the School of Social Work at King's University College as shown.

Department of English, French, and Writing

- a. That effective September 1, 2026, a new course, "ASL 3030A/B: Advanced ASL," be added to the offerings of the ASL program, which is housed in the Department of English, French, and Writing at King's University College as shown.

2. Articulation Agreement: King's and Mohawk College

EPC reviewed and approved an articulation agreement between King's University College and Mohawk College for admission consideration of graduates of the Social Service Worker Diploma Program at Mohawk College to Year 3 of the Bachelor of Social Work Program at King's University College. This articulation agreement will be forwarded for review and approval by Western Senate committees.

Respectfully submitted,



Mark Yenson
Interim Vice-President and Academic Dean

Appendix: Exam Office Fee Policies

Background:

On the recommendation of Academic Council, the Board of Directors approved the Exam Office Fee Schedule on February 26, 2026. At Academic Council, it was agreed that the procedures for implementing Exam Office Fees would come to EPC for consideration prior to implementation for the 2026–27 academic year.

Approved Fees:

Registrar's Office Exam Office Fee Schedule		
Revised: January 9, 2026		
Approved by the Board of Directors: February 26, 2026		
Category	Item	Approved Fee
Exam Office	Friday Make-Up Assessment Fee	\$ 45.00
Exam Office	Special Examination Fee (Outside of Special Exam Day)	\$ 75.00
Exam Office	Toronto Testing Centre Fee	\$ 100.00
Exam Office	Vancouver Testing Centre Fee	\$ 100.00
Exam Office	Beijing Testing Centre Fee	\$ 250.00
Exam Office	Accommodated Exam No-Show Fee	\$ 25.00

1. Friday Make-Up Assessment Fee

Motion:

That on the recommendation of EPC the Friday Make-Up Assessment Fee be levied per assessment booked with the Exam Office, effective September 1, 2026.

Rationale:

The Friday Make-Up Service is a supplementary service offered by the Exam Office for any student registered in a King's course. The Registrar's Office recommends that the fee be levied per make-up assessment booked with the Exam Office.

Direct Costs Associated with Service:

Item	Expense
FMU Proctors:	\$ 16,022.88
FMU Hall Monitors:	\$ 5,000.00
Printing Staff Hours:	\$ 2,268.84
Supplies (Envelopes, Printing, Exam Booklets, etc.):	\$ 4,500.00
50% of Test and Exam Coordinator:	\$ 39,000.00
Total:	\$ 66,791.72
# of FMUs:	1,340
Cost Per Assessment:	\$ 49.84

*Plus other indirect costs (e.g., staff to distribute exams)

2. Special Examination Fee

Motion:

That on the recommendation of EPC King’s Special Examination Fee be introduced in accordance with the “Definition of Types of Examinations” policy as approved by Western Senate, May 2026.

Rationale:

On May 15, Western Senate approved a revision to the policy on “Definitions of Types of Examinations” to include a “handling fee” for special examinations. To ensure consistency between King’s and Western, the Registrar’s Office proposes that King’s mirror Western’s policy as approved by Senate.

The revised policy reads in part:

If a student fails to write a scheduled Special Examination (as outlined on the dates above OR as approved under exceptional circumstances), permission to write another Special Examination will be granted only with the permission of the Dean in exceptional circumstances and with appropriate supporting documents. **A handling fee will be charged to cover the administration of the additional Special Examination. The fee will be added to the student’s tuition account.** In such a case, the date of this Special Examination normally will be the scheduled date for the final exam the next time the course is offered and the maximum course load for that term reduced by the credit of the course(s) for which the final examination has been deferred. If permission for such a further deferral or other accommodation is not granted, a course grade based on an examination mark of zero (0) will be entered.

When approved under exceptional circumstances, a handling fee will be charged for examinations to be written at any location other than the University, a recognized exam center or an Affiliated University College. Fees are due and payable to the Office of the Registrar within two weeks of the approval of the Special Examination. The handling fee will cover only the administration cost of the examination. Any additional cost associated with hiring a proctor, room rental, etc., is the sole responsibility of the student.

The student's Dean will ensure that candidates are aware of these regulations.

Fees are due and payable within two weeks of the approval of the Special Examination.
(<https://uwo.ca/univsec//pdf/senate/minutes/2026/a26may15sen.pdf>)

3. Accommodated Exam No-Show Fee

Motion:

That on the recommendation of EPC King's Accommodated Exam No-Show Fee be introduced in accordance with Western policy on Accommodated Examinations, effective September 1, 2026.

Policy Statement:

Failure to provide 24 hours' notice may result in a no-show fee being applied to the student's statement of account.

Rationale:

Western's Accommodated Exams policy states that "[f]ailure to provide 24 hours' notice may result in a no-show fee being applied to your online statement of account" (Accommodated Exams, 2026). This policy allows for discretion, particularly in cases where a no-show is related to a student's accommodation(s) or circumstances beyond their control.

Should King's assume responsibility for Accommodated Exams for King's courses, the Registrar's Office proposes adopting Western's no-show fee policy. This ensures consistency across King's, Western, and Huron, given crossflow between the campuses.

4. Distance Studies Exam Centre Fees (For Information)

King's is offering an increasing number of online courses with in-person final exams. For such courses, students are by default registered to write their final exam at King's. To provide greater access to such courses, the Exam Office has developed an opt-in process allowing for students to write their final exams at an approved distance studies exam centre for a fee. This is a supplementary service where fee collection offsets the cost of administering the service.

Distance studies exam centres are either administered by a Registrar's Office employee (Beijing) or by an approved college or university testing centre (Toronto/Vancouver).

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 to the Minor in Psychology, Major in Psychology, and Specialization in Psychology admission requirements at King's University College.

Motion: That effective September 2027, the admission requirements of the Minor in Psychology, Major in Psychology, and Specialization in Psychology at King's University College be revised as shown.

Rationale: In consultation with the Department of Psychology, the School of Management, Economics and Mathematics has determined that Math 1228A/B does not sufficiently relate to the needs of students pursuing a Psychology degree. The School of Management, Economics and Mathematics has developed a curriculum for Stats 1023A/B that better relates to the academic needs of Psychology students.

Link to Current Calendar Copy (if applicable):

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

Proposed Calendar Copy (for approval):

MAJOR IN PSYCHOLOGY
Psychology

Admission Requirements

Completion of first-year requirements, including 1.0 from **Psychology 1000 to 1999** ~~Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1003A/B, or Psychology 1010A/B and Psychology 1015A/B~~ with a mark of at least 60%; **Statistical Sciences 1023A/B at King's or Mathematics 1228A/B** (if successfully completed prior to September 2027), and [Statistical Sciences 1024A/B](#).

NOTE: General 1000 level transfer credits may not be used to satisfy admission requirements to a Psychology Module.

Module/Program Information

Module

6.5 courses:

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

0.5 course from: Psychology 2100-2299.

0.5 course from: Psychology 2300-2799.

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

3.5 additional courses in Psychology at the 2100 level or above*.

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

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

Link to Current Calendar Copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21238&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar Copy (for approval):

SPECIALIZATION 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 enrolment.

Admission Requirements

Completion of first-year requirements, including 1.0 from [Psychology 1000 to 1999](#) [Psychology 1000](#), [Psychology 1000W/X](#), [Psychology 1002A/B](#) and [Psychology 1003A/B](#), or [Psychology 1010A/B](#) and [Psychology 1015A/B](#) with a mark of at least 60%; [Statistical Sciences 1023A/B](#) at King's or [Mathematics 1228A/B](#) (if successfully completed prior to September 2027), and [Statistical Sciences 1024A/B](#).

NOTE: General 1000 level transfer credits may not be used to satisfy admission requirements to a Psychology Module.

Module/Program Information

Module

9.0 courses:

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

0.5 course from: Psychology 2100-2299.

0.5 course from: Psychology 2300-2799.

6.5 additional courses in Psychology courses at the 2000 level or above.

0.5 course in Psychology at the 3000 level or above.

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

Link to Current Calendar Copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21236&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar Copy (for approval):

MINOR IN PSYCHOLOGY

Psychology

Admission Requirements

Completion of first-year requirements, including 1.0 from **Psychology 1000 to 1999** ~~Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1003A/B, or Psychology 1010A/B and Psychology 1015A/B~~ with a mark of at least 60%.

NOTE: General 1000 level transfer credits may not be used to satisfy admission requirements to a Psychology Module.

Module/Program Information

Module

4.0 courses:

4.0 courses in Psychology courses at the 2000 level or above

Associate Dean – Academic (or Equivalent) Contact:

Dr. Josephine Gemson, Interim Associate Academic Dean, King's University College,
associate.dean@kings.uwo.ca

Department/Program Contact:

Dr. Laura Melnyk Gribble, Chair, Department of Psychology, King's University College,
laura@uwo.ca

EPC and Approval Date:**Consultation:**

Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, jplug@uwo.ca

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

Wolfgang Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca

The following have also been copied for information:

Martha Maznevski, Associate Dean, Ivey Business School, Western University, mmaznevski@ivey.ca

Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, jtwood@uwo.ca

Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, ajohnson@uwo.ca

Daniel Robinson, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, drobin@uwo.ca

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, csherrin@uwo.ca

Brad Urquhart, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University,
Brad.Urquhart@schulich.uwo.ca

John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University,
aadasci@uwo.ca

TBD, Executive Director, Western Continuing Studies

Results:

Undergraduate Academic Modification Submission Template

This submission is for (please select all that apply):

Major Modification:

- Change to an existing program that affects the learning outcome(s) of the program. Includes a significant change to the learning outcome(s) that changes, broadens or limits the subsequent career or education opportunities of graduates as well as changes to the mode of delivery for all or a significant portion of a program.
- A merger of two or more existing programs.
- The introduction of a combined program option.
- The introduction or deletion of a thesis, laboratory, or work-integrated learning requirement.

Other modification:

- Modification to module/program admission requirements related to course averages.
- A change in program/module name and/or degree nomenclature that does not necessitate changes to the learning outcomes.
- Changes to subject areas as part of Western's breadth requirements for degrees.
- Other (please specify):

Name of the Module/Program: Honours Specialization in Psychology

Academic Unit: Psychology

Faculty / School / Affiliate University College: King's University College

Primary Contact: Dr. Josephine Gemson, Interim Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Laura Melnyk Gribble, Chair, Department of Psychology, King's University College, laura@uwo.ca

Educational Policy Committee (EPC) Approval Date (or equivalent committee):

Consultation with the Office of the Vice-Provost, Academic Programs (via e-mail to officevpacademic@uwo.ca): List the date the consultation took place.

Motion: That effective September 1, 2027, the admission requirements, module/program requirement, and progression requirements of the Honours Specialization in Psychology at King's University College be revised as shown.

Calendar Copy:

Is this a change that involves modification to existing calendar copy? If yes, you must provide a link to the existing calendar copy and the revisions.

No

Yes (please provide below)

Link to current calendar copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21237&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar copy:

HONOURS SPECIALIZATION 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~~ admission. Admission is determined at Spring Adjudication only.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 75% in ~~3.0~~ 4.0 principal courses, including 1.0 from Psychology 1000 to 1999 ~~Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1003A/B, or Psychology 1010A/B and Psychology 1015A/B;~~ Statistical Sciences 1023A/B at King's or [Mathematics 1228A/B](#) (if successfully completed prior to September 2027), [Statistical Sciences 1024A/B](#); and ~~1.0~~ 2.0 additional courses at the 1000 level, with no mark in these principal courses below 60%.

NOTE: General 1000 level transfer credits may not be used to satisfy admission requirements to a Psychology Module.

Students who wish to enter the Honours Specialization in Psychology after second or third year must meet the requirements for admission after first year, and have a minimum cumulative average of 75% in all Psychology courses that will count toward the module, with no mark below 60% in any of these courses, and no mark below 70% in [Psychology 2840F/G](#), [Psychology 3891F/G](#), or [Psychology 3892F/G](#).

Module/Program Information

Module

9.0 courses:

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

0.5 course from: Psychology 2100-2299.

0.5 course from: Psychology 2300-2799.

1.5 additional courses in Psychology from the 2100-2999 series.

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

1.5 courses: [Psychology 3891F/G](#), [Psychology 3892F/G](#), [Psychology 3893F/G](#).

1.5 further Psychology courses at the 3000 level.

1.0 course: [Psychology 4891E](#).

1.5 additional courses in Psychology at the 3000 level or above.

Progression

Progression Requirements

A minimum cumulative modular average of 75% with a minimum grade of 70% in [Psychology 2840F/G](#), [Psychology 3891F/G](#), and [Psychology 3892F/G](#), and a minimum grade of 60% in all other ~~each~~ courses of the module, and a passing grade in all optional courses ~~each option~~. Note: Students will be permitted to proceed under the progression requirements in place at their most recent admission to the Honours Specialization module.

Provide a brief summary of the proposed modification.

Modifications to the admission requirements, module/program requirements, and progression requirements of the Honours Specialization in Psychology at King's University College.

Describe the rationale for modifying the existing module/program.

- In consultation with the Department of Psychology, the School of Management, Economics and Mathematics has determined that Math 1228A/B does not sufficiently relate to the needs of students pursuing a Psychology degree. They have developed a curriculum for Stats 1023A/B that better relates to the academic needs of Psychology students.
- By calculating the admissions average using an additional course at the 1000-level, the relative weight of the quantitative requirement is lowered to allow more grace to the students interested in pursuing an HSP in Psychology (to one-quarter of the admissions calculation from one-third of the admissions calculation).
- Currently, only the modular average is used for progression decisions. Given the additional flexibility allowing entry to the HSP from Year 1 (as per bullet 2), requiring minimum grades of 70% in the second-year methods (Psychology 2840F/G) and the required upper-year statistics courses (Psychology 3891F/G and Psychology 3892F/G) to progress in the HSP underscores the importance of quantitative skills for HSP students, is predictive of success in the Honours

Thesis (Psychology 4891E) requirement, and is in line with Western's progression requirements in their HSP program.

Identify any changes to the module/program-level learning outcomes, if applicable.

- n/a

Outline the expected impact on students.

Include how continuing students will be accommodated and a summary of relevant consultation with students.

- Statistical Sciences 1023A/B at King's or [Mathematics 1228A/B](#) (if successfully completed prior to September 2027).
- Students currently enrolled in the module will be permitted to proceed under the progression requirements in place at their most recent admission to the Honours Specialization.

Describe the impact on other modules/programs, if any.

- These changes are not expected to impact programs or modules outside of Psychology at King's.
- Psychology Specialization and Major modules at King's may see an increase in enrolments due to the heightened progression requirements.

Describe how the impact of the changes will be monitored and evaluated.

- The impact of these changes will be monitored and evaluated annually during the spring adjudication period through data collection and analysis.

Consultation and Results:

Name	Role	Date Sent	Response received (note if no response was received)
Jan Plug	Associate Dean, Academic, Faculty of Arts and Humanities, Western University, jplug@uwo.ca		
Paul Minda	Associate Chair (Undergraduate Affairs), Department of Psychology, Faculty of Social Science, jpminda@uwo.ca		
Wolfgang Lehmann	Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca		

Vicki Sweeney	Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca		
Martha Maznevski	Associate Dean, Ivey Business School, Western University, mmaznevski@ivey.ca		
Anton Puvirajah	Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca		
Jeff Wood	Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, jtwood@uwo.ca		
Andrew Johnson	Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, ajohnson@uwo.ca		
Daniel Robinson	Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca		
Chris Sherrin	Associate Dean, Academic, Faculty of Law, Western University, drobin@uwo.ca		
Brad Urquhart	Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, Brad.Urquhart@schulich.uwo.ca		
John Cuciurean	Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca		
Ken Yeung	Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca		
	Executive Director, Western Continuing Studies		

Undergraduate Academic Modification Submission Template

This submission is for (please select all that apply):

Major Modification:

- Change to an existing program that affects the learning outcome(s) of the program. Includes a significant change to the learning outcome(s) that changes, broadens or limits the subsequent career or education opportunities of graduates as well as changes to the mode of delivery for all or a significant portion of a program.
- A merger of two or more existing programs.
- The introduction of a combined program option.
- The introduction or deletion of a thesis, laboratory, or work-integrated learning requirement.

Other modification:

- Modification to module/program admission requirements related to course averages.
- A change in program/module name and/or degree nomenclature that does not necessitate changes to the learning outcomes.
- Changes to subject areas as part of Western's breadth requirements for degrees.
- Other (please specify):

Name of the Module/Program: Honours Specialization in Applied Psychology

Academic Unit: Psychology

Faculty / School / Affiliate University College: King's University College

Primary Contact: Dr. Josephine Gemson, Interim Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Laura Melnyk Gribble, Chair, Department of Psychology, King's University College, laura@uwo.ca

Educational Policy Committee (EPC) Approval Date (or equivalent committee):

Consultation with the Office of the Vice-Provost, Academic Programs (via e-mail to officevpacademic@uwo.ca): List the date the consultation took place.

Motion: That effective September 1, 2027, the Honours Specialization in Psychology be renamed as the Honours Specialization in Professional Applications of Psychology; and

that students currently enrolled in the module be permitted to graduate with the old module name upon request to the Office of the Registrar; and that effective September 2027, the admission requirements, module/program requirements, and progression requirements at King's University College be revised as shown.

Calendar Copy:

Is this a change that involves modification to existing calendar copy? If yes, you must provide a link to the existing calendar copy and the revisions.

- No
 Yes (please provide below)

Link to current calendar copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21693&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar copy:

HONOURS SPECIALIZATION IN ~~APPLIED PSYCHOLOGY~~ PROFESSIONAL
APPLICATIONS OF PSYCHOLOGY
Psychology

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee admission. Admission is determined at Spring Adjudication only.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 75% in ~~3.0~~ 4.0 principal courses, including 1.0 from Psychology 1000 to 1999 ~~Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1010A/B, or Psychology 1010A/B and Psychology 1015A/B~~; Statistical Sciences 1023A/B at King's or ~~Mathematics 1228A/B~~ (if successfully completed prior to September 2027), ~~Statistical Sciences 1024A/B~~; and ~~1.0-2.0~~ additional courses at the 1000 level, with no mark in these principal courses below 60%.

NOTE: General 1000 level transfer credits may not be used to satisfy admission requirements to a Psychology Module.

Students who wish to enter the Honours Specialization in ~~Applied Professional Applications of~~ Psychology ~~can apply via Intent to Register into the program in first or second year. They~~ after second or third year must meet the requirements for admission after first year, and have a minimum cumulative average of 75% in all Psychology courses that will count toward the module, with no mark below 60% in any of these courses, and no mark below 70% in ~~Psychology 2840F/G, Psychology 3891F/G, or Psychology 3840F/G.~~

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

Module/Program Information

Module

9.0 courses:

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

0.5 course from: Psychology 2100-2299.

0.5 course from: Psychology 2300-2799.

0.5 course: [Psychology 2990A/B](#).

1.0 additional courses in Psychology from the 2100-2999 series.

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

1.5 courses: [Psychology 3840F/G](#), [Psychology 3891F/G](#), [Psychology 3893F/G](#).

~~1.5~~ **1.0 additional courses** in Psychology at the 3000 level.

~~1.5~~ **1.0 additional courses** in Psychology at the 3000 level or above.

1.0 course: [Psychology 4893E](#).

1.0 course from: [Psychology 4694E](#), or [Psychology 4692E](#).

Progression

A minimum cumulative modular average of 75% with a minimum grade of 70% in [Psychology 2840F/G](#), [Psychology 3840F/G](#), and [Psychology 3891F/G](#), and a minimum grade of 60% in all other ~~each~~ **each** course of the module, and a passing grade in ~~each option~~ **all optional courses**. Note: Students will be permitted to proceed under the progression requirements in place at their most recent admission to the Honours Specialization module.

Provide a brief summary of the proposed modification.

Modifications to the name, admission requirements, module/program requirements, and progression requirements of the Honours Specialization in Applied Psychology at King's University College.

Describe the rationale for modifying the existing module/program.

- In consultation with the Department of Psychology, the School of Management, Economics and Mathematics has determined that Math 1228A/B does not sufficiently relate to the needs of students pursuing a Psychology degree. They have developed a curriculum for Stats 1023A/B that better relates to the academic needs of Psychology students.
- By calculating the admissions average using an additional course at the 1000-level, the relative weight of the quantitative requirement is lowered to allow more grace to the students interested in pursuing an HSP in Psychology (to one-quarter of the admissions calculation from one-third of the admissions calculation).
- Currently, only the modular average is used for progression decisions. Given the additional flexibility allowing entry to the HSP from Year 1 (as per bullet 2), requiring minimum grades of 70% in the second-year methods (Psychology 2840F/G) and the required upper-year statistics course (Psychology 3891F/G) to

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

progress in the HSP underscores the importance of quantitative skills for HSP students, and is in line with Western's progression requirements in their HSP program.

- The new modular name will better convey the nature of the program. As well as address potential confusion around the term 'applied'. In the Ontario high school system, 'applied' is used to describe courses that are not aligned with university preparation streams, because of this, prospective students may misinterpret the program's academic rigor or relevance, which could inadvertently discourage interest.
- The new modular requirements improve the academic rigour of the program and will help to bolster enrolment in these important 4000 level courses.
- The revised modular requirements will allow the module to remain at 9.0 courses.

Identify any changes to the module/program-level learning outcomes, if applicable.

- n/a

Outline the expected impact on students.

Include how continuing students will be accommodated and a summary of relevant consultation with students.

- Students currently enrolled in the module be permitted to graduate with the old module name upon request to the Office of the Registrar.
- Statistical Sciences 1023A/B at King's or [Mathematics 1228A/B](#) (if successfully completed prior to September 2027).
- Students currently enrolled in the module will be permitted to proceed under the progression requirements in place at their most recent admission to the Honours Specialization.

Describe the impact on other modules/programs, if any.

- These changes are not expected to impact programs or modules outside of Psychology at King's.
- Psychology Specialization and Major modules at King's may see an increase in enrolments due to the heightened progression requirements.

Describe how the impact of the changes will be monitored and evaluated.

- The impact of these changes will be monitored and evaluated annually during the spring adjudication period through data collection and analysis.

Consultation and Results:

Name	Role	Date Sent	Response received (note if
------	------	-----------	----------------------------

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

			no response was received)
Jan Plug	Associate Dean, Academic, Faculty of Arts and Humanities, Western University, jplug@uwo.ca		
Paul Minda	Associate Chair (Undergraduate Affairs), Department of Psychology, Faculty of Social Science, jpminda@uwo.ca		
Wolfgang Lehmann	Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca		
Vicki Sweeney	Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca		
Martha Maznevski	Associate Dean, Ivey Business School, Western University, mmaznevski@ivey.ca		
Anton Puvirajah	Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca		
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Daniel Robinson	Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca		
Chris Sherrin	Associate Dean, Academic, Faculty of Law, Western University, drobin@uwo.ca		
Brad Urquhart	Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, Brad.Urquhart@schulich.uwo.ca		

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

John Cuciurean	Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca		
Ken Yeung	Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca		
	Executive Director, Western Continuing Studies		

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

Subcommittee on Undergraduate Academic Courses (SOC)

Revision MOS Co-op Added at King's University College

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 BMOS Internship Program at King's University College

Motion: That effective September 1, 2026, MOS Internship Program be revised to the "MOS Co-op Program" at King's University College as shown.

Rationale: With main campus converting their MOS Internship Program to the "Social Science Co-op Program" King's is following suit to align with procedures and policies of the Co-op program at main campus.

Link to Current Calendar Copy (if applicable): N/A

Proposed Calendar Copy (for approval):

MOS 3910A/B/Y King's MOS Co-op Work term 1 (42 characters)

Course Description:

Provides MOS undergraduates with a co-operative education work term that fosters a practical professional learning experience. (16 words)

Prerequisite(s): Enrolment in MOS 3996A/B/Y. Approval of, and acceptance into, a co-op work term.

Extra information: Pass/Fail. Non-credit. Note: (1) This course cannot be included in the number of courses counted toward any module or program; (2) Successful completion of MOS 3910A/B/Y and MOS 3996A/B/Y will be recognized on a student's transcript.

Course Weight: 3.00

Link to Current Calendar Copy (if applicable): N/A

Proposed Calendar Copy (for approval):

MOS 3920A/B/Y King's MOS Co-op Work term 2 (42 characters)

Course Description:

Provides MOS undergraduates with a co-operative education work term that fosters a practical professional learning experience. (16 words)

Prerequisite(s): MOS 3910A/B/Y. Enrolment in MOS 3997A/B/Y. Approval of, and acceptance into, a co-op work term.

Extra information: Pass/Fail. Non-credit. Note: (1) This course cannot be included in the number of courses counted toward any module or program; (2) Successful completion of MOS 3920A/B/Y and MOS 3997A/B/Y will be recognized on a student's transcript.

Course Weight: 3.00

Link to Current Calendar Copy (if applicable): N/A

Proposed Calendar Copy (for approval):

MOS 3930A/B/Y King's MOS Co-op Work term 3 (42 characters)

Course Description:

Provides MOS undergraduates with a co-operative education work term that fosters a practical professional learning experience. (16 words)

Prerequisite(s): MOS 3920A/B/Y. Approval of, and acceptance into, a co-op work term.

Extra information: Pass/Fail. Non-credit. Note: (1) This course cannot be included in the number of courses counted toward any module or program; (2) Successful completion of MOS 3930A/B/Y will be recognized on a student's transcript.

Course Weight: 3.00

Link to Current Calendar Copy (if applicable): N/A

Proposed Calendar Copy (for approval):

MOS 3940A/B/Y King's MOS Co-op Work term 4 (42 characters)

Course Description:

Provides MOS undergraduates with a co-operative education work term that fosters a practical professional learning experience. (16 words)

Prerequisite(s): MOS 3930A/B/Y. Approval of, and acceptance into, a co-op work term.

Extra information: Pass/Fail. Non-credit. Note: (1) This course cannot be included in the number of courses counted toward any module or program; (2) Successful completion of MOS 3940A/B/Y will be recognized on a student's transcript.

Course Weight: 3.00

Link to Current Calendar Copy (if applicable): N/A

Proposed Calendar Copy (for approval):

MOS 3996A/B/Y Co-op Preparation, Experience and Reflection 1 (60 characters)

Course Description:

Prepares students for a practical professional learning experience. Through an application and interview process, students are hired for a four-month work term by employers approved by the King's MOS Department. Students will complete an interim report during the work term and a final report upon completion. (46 words)

Extra information: Pass/Fail. Credit for this course will not be given unless a minimum four months of co-op work experience and all other mandatory components have been completed. This course may not be used as a substitute for any other course in the King's MOS Department. On successful completion, credit for the course will be given in the year in which initial registration in the course took place.

Course Weight: 0.50

Link to Current Calendar Copy (if applicable): N/A

Proposed Calendar Copy (for approval):

MOS 3997A/B/Y Co-op Preparation, Experience and Reflection 2 (47 characters)

Course Description:

Prepares students for a practical professional learning experience. Through an application and interview process, students are hired for one or multiple four-month work terms by employers approved by the King's MOS Department. Students will complete an interim report during the work term(s) and a final report upon completion.

Extra information: Pass/Fail. Credit for this course will not be given unless a minimum four months of co-op work experience and all other mandatory components have been completed. This course may not be used as a substitute for any other course in the King's MOS Department. On successful completion, credit for the course will be given in the year in which initial registration in the course took place. (48 words)

Course Weight: 0.50

Associate Dean – Undergraduate (or Equivalent) Contact:

Dr. Josephine Gemson, Interim Associate Academic Dean, King's University College,
Josephine.Gemson@kings.uwo.ca

Department/Program Contact:

Dr. Hui Feng, Director of the School of Management, Economics, and Mathematics,
King's University College, MEMDirector@kings.uwo.ca

EPC and Approval Date:

Consultation and Results:

Huron

Daniel Smith, VP, and Academic Dean, Faculty of Arts and Social
Science, dsmith89@huron.uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University
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Western

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Daniel Robinson, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, drobin@uwo.ca

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Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

Wolfgang Lehmann, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, socsci-adu@uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca

TBD, Executive Director, Western Continuing Studies

**Subcommittee on Undergraduate Academic Courses (SOC)
King's University College
School of Management, Economics, and Mathematics
Revision ADS4293F/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: Revision of Analytics and Decision Sciences 4293F/G

Motion: Effective September 1, 2026, Analytics and Decision Sciences 4293F/G: Professional Analytics be revised as shown at King's University College as shown.

Rationale:

This is to correct an error in the calendar. The labs should be scheduled as 2 hours not 1 hour.

Link to Current Calendar Copy (if applicable): [Analytics and Decision Sciences 4293F/G: Professional Analytics](#)

Proposed Calendar Copy (for approval):

Analytics and Decision Sciences 4293F/G: Professional Analytics (22 characters)

Practical analytics and software tools explored through case analyses. Linear programming, statistical analysis, decision analysis, game theory, inventory analysis, queuing theory, simulation, Markovian decision model, and forecasting will be applied in a variety of scenarios.

Prerequisite(s): Analytics and Decision Sciences 3293A/B, 0.5 from Mathematics 1229A/B or Mathematics 1600A/B; 1.0 from Economics 2122A/B, Economics 2123A/B, Economics 2222A/B, Economics 2223A/B or Analytics and Decision Sciences 2036A/B, Statistical Sciences 2035, Statistical Sciences 2857A/B, Statistical Sciences 2858A/B.

Co-requisite(s): Analytics and Decision Sciences 3864A/B

Extra information: 3 hours, + 2 lab hours.

Course Weight: 0.5

Associate Dean – Undergraduate (or Equivalent) Contact:

Dr. Josephine Gemson, Interim Associate Academic Dean, King's University College,
Josephine.Gemson@kings.uwo.ca

Department/Program Contact:

Dr. Hui Feng, Director of the School of Management, Economics, and Mathematics,
King's University College, MEMDirector@kings.uwo.ca

EPC and Approval Date: *List the EPC and approval date. Please also include any other bodies that approved the proposal.*

Consultation and Results:

Huron

Dr. Geoff Read, VP, and Academic Dean, Faculty of Arts and Social
Science, gread4@huron.uwo.ca

Western

Matt Davison, Dean, Faculty of Science, Western University, sciencedean@uwo.ca

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Michael Domaratzki, Chair, Computer Science, Western University, mdomarat@uwo.ca

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Dr. Nick Harney, Dean, Faculty of Social Science, Western University, socsci-dean@uwo.ca

Dr. Dan Shrubsole, Associate Dean Undergraduate, Faculty of Social Science, Western
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Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca

TBD, Executive Director, Western Continuing Studies

**Subcommittee on Undergraduate Academic Courses (SOC)
Revision to the course title of Philosophy 2601F/G**

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

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

Subject: Revision to the title and description of Philosophy 2601F/G

Motion: That effective September 1st, 2026, the course title of Philosophy 2601F/G be revised at King's University College as shown.

Rationale: The title and description of this course are being changed to reflect an explicitly historical approach to its questions. This is aligned with in process changes to modular checklists which will include a 1.0 requirement in historical courses in the Western tradition.

Link to Current Calendar Copy (if applicable): https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGGS_022189_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Course Title: History of Metaphysics

Course Description: This course uses major figures in the history of Western philosophy to will-address distinctive metaphysical questions such as: what is the source of self and identity? Does freedom exist? What is the nature of time and causation? In what respect do things remain the same throughout change? associated with metaphysics: What is a human being with respect to self, freedom and body? What are space, time, and causation? In what respect do things remain the same throughout change? Why is there a world instead of nothing at all?

Extra Information: 3 hours, 0.5 course.

Course Weight: 0.50

Breadth: CATEGORY B

Subject Code: PHILOSOP

Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson,
Associate Academic Dean, King’s University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Russell Duvernoy, Chair and Associate Professor,
Department of Philosophy, King’s University College, rduverno@uwo.ca

EPC and Approval Date:

Consultation:

Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western
University, jplug@uwo.ca

Martha Maznevski, Associate Dean, Ivey Business School, Western
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Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University
College, vsweeney@huron.uwo.ca

TBD, Executive Director, Western Continuing Studies

**Subcommittee on Undergraduate Academic Courses (SOC)
Department of Philosophy at King's University College**

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 three new philosophy courses at King's University College:

Philosophy 2207E: Core Themes in Philosophy;
Philosophy 2220F/G: Classical Ancient Philosophy;
Philosophy 2248F/G: Philosophy of Artificial Intelligence (AI)

Motion: That effective **September 1, 2027**, Philosophy 2207E: Core Themes in Philosophy, Philosophy 2220F/G: Classical Ancient Philosophy, and Philosophy 2248F/G: Philosophy of Artificial Intelligence (AI) be introduced at King's University College as shown.

Rationale: Each of these newly introduced courses are connected to changes in process to Modular Checklists for the following Philosophy modules (Honours Specialization, Specialization, Major). The specific rationale for each course is as follows:

PHIL 2207E: This course is being introduced to replace the current PHIL 2206X Modern and Contemporary Philosophy (1.0) It will be a 1.0 course over the entire academic year, offering both a historical and cross-cultural world philosophical approach. (See Appendix A for course outline). Moving from a 1.0 intensive to a 1.0 year long will allow for a more appropriate pace for learning and processing as well as improve student timetabling options. This will be a required course for the following Philosophy modules: Honors Specialization, Specialization, Major.

PHIL 2220 F/G: This course is being introduced to replace the current PHIL 2205X Ancient and Medieval Philosophy (1.0). Because of retirement, we will no longer have faculty for the Medieval Philosophy portion of 2205 and will instead introduce

this single .5 course PHIL 2220F/G Classical Ancient. This course will fulfill a new Classical Tradition modular requirement. It is expected that students in Honors Specialization, Specialization and the Major module will use this course to fulfill .5 of these requirements.

PHIL 2248F/G: This new course supports philosophy program learning outcomes of “developing intellectual discipline, attention, and problem-solving capacities” (Outcome #1) as applied to a pressing contemporary question: how do we understand the impacts and effects of artificial intelligence in relation to the human being? By reflecting on emergent technology using philosophical analysis and ethical reflection, students will become more critical of the potential risks and ethical harms of AI.

Philosophy 2207E: Core Themes in Philosophy

Link to Current Calendar Copy (if applicable): N/A, this is a new course.

Proposed Calendar Copy (for approval): This course examines the unspoken presuppositions that shape philosophical concepts such as the human, the world, and the source of reality. Through historical and cross-cultural analysis, students learn to critique their own standpoint. The aim is not certainty but rigorous self-awareness and the recognition of shared humanity across difference. (49 Words)

Course Title: Philosophy 2207E: Core Themes in Philosophy (44 Characters)

Short Title: Core Themes in Philosophy (26 characters)

Course Description: This course examines the unspoken presuppositions that shape philosophical concepts such as the human, the world, and the source of reality. Through historical and cross-cultural analysis, students learn to critique their own standpoint. The aim is not certainty but rigorous self-awareness and the recognition of shared humanity across difference.

Antirequisite(s): Phil 2205X and Phil 2206X

Extra Information: 3 lecture hours

Course Weight: 1.0

Breadth: Category B

Subject Code: PHILOSOPH

Phil 2220F/G: Classical Ancient Philosophy

Link to Current Calendar Copy (if applicable): N/A, this is a new course.

Proposed Calendar Copy (for approval): This is a survey course of classical philosophy, spanning from early Greek philosophy to Hellenistic philosophy, focusing on the systematic unity of their thought, the influence of their ideas, and their importance for us today. The emphasis is on metaphysics, epistemology, dialectic, and ethics. (44 words)

Course Title: Philosophy 2220F/G: Classical Ancient Philosophy (49 Characters)

Short Title: Classical Ancient Philosophy (29 characters)

Course Description: This is a survey course of classical philosophy, spanning from early Greek philosophy to Hellenistic philosophy, focusing on the systematic unity of their thought, the influence of their ideas, and their importance for us today. The emphasis is on metaphysics, epistemology, dialectic, and ethics. (44 words)

Antirequisite(s): Phil 2200F/G, Phil 2205X

Extra Information: 3 lecture hours

Course Weight: 0.50

Breadth: Category B

Subject Code: PHILOSOPH

Philosophy 2248F/G: Philosophy of Artificial Intelligence (AI)

Link to Current Calendar Copy (if applicable): N/A, new course.

Proposed Calendar Copy (for approval): This course is a general introduction to the philosophy of artificial intelligence. The course examines questions raised by AI related to consciousness, learning, intelligence, and the nature of mind as well as the ethical and social and political implications of AI. No prior background in AI or philosophy is presupposed. (50 words)

Course Title: Philosophy 2248F/G: Philosophy of Artificial Intelligence (AI) (56 Characters)

Short Title: Philosophy of AI (17 characters)

Course Description: This course is a general introduction to the philosophy of artificial intelligence. The course examines questions raised by AI related to consciousness,

learning, intelligence, and the nature of mind as well as the ethical and social and political implications of AI. No prior background in AI or philosophy is presupposed. (50 words)

Antirequisite(s): Philosophy 2550 F/G Special Topics: Philosophy of Artificial Intelligence (if taken at King's 2025-26).

Extra Information: 3 lecture hours

Course Weight: 0.50

Breadth: Category B

Subject Code: PHILOSOPH

Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Russell Duvernoy, Chair and Associate Professor, Department of Philosophy, King's University College, rduverno@uwo.ca

EPC and Approval Date:

Consultation:

Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western University, jplug@uwo.ca

Wolfgang Lehman, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, dashrubs@uwo.ca

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University College, vsweeney@huron.uwo.ca

Corey Dyck, Chair, Philosophy Department, Western University, cdyck5@uwo.ca

Stephen Bland, Chair and Associate Professor, Department of Philosophy, Huron University College, sbland2@huron.uwo.ca.

Eunice Gorman, Chair, Department of Thanatology, King's University College, egorman@uwo.ca.

The following will also be copied for information:

Martha Maznevski, Associate Dean, Ivey Business School, Western University, mmaznevski@ivey.ca

Anton Puvirajah, Associate Dean, Teacher Education, Faculty of Education, Western University, apuvira@uwo.ca

Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering, Western University, jtwood@uwo.ca

Andrew Johnson, Associate Dean, Undergraduate Programs, Faculty of Health Sciences, Western University, ajohnson@uwo.ca

Daniel Robinson, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, drobin@uwo.ca

Chris Sherrin, Associate Dean, Academic, Faculty of Law, Western University, csherrin@uwo.ca

Brad Urquart, Acting Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine & Dentistry, Western University, Brad.Urquhart@schulich.uwo.ca

John Cuciurean, Associate Dean, Undergraduate Admissions & Programs, Don Wright Faculty of Music, Western University, jcuciure@uwo.ca

Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

TBD, Executive Director, Western Continuing Studies

Consultation End Date:

Feedback, Results, Correlated Updates:

Undergraduate Academic Modification Submission Template

This template is for undergraduate major modifications and other academic proposals for programs/modules that require review and approval by Western's Senate. Proposals submitted are presented to the Subcommittee on Program Review – Undergraduate (SUPR-U) and/or Senate Committee on Academic Curriculum and Awards (ACA). This template should be used for:

- Proposed modifications to existing undergraduate programs/modules that will be evaluated as part of the “Major Modifications” protocol in Western's [Institutional Quality Assurance Process \(IQAP\) document](#) (with the exception of proposals for new undergraduate programs/modules that will be evaluated as a major modification) For a comprehensive description of major modifications and the process for approval, please visit the [dedicated webpage](#) on the Office of the Academic Quality and Enhancement (OAQE) website.
- Proposed changes to the admission requirements of programs/modules that relate to course averages.
- A change in program/module name and/or degree nomenclature
- Changes to subject areas as part of Western's breadth requirements for degrees.

Please note that there are separate templates for:

- New undergraduate program/module proposals (when evaluated as a new program or major modification).
- The closure of an undergraduate module/program.
- Proposals for new/revised/withdrawal of undergraduate courses (SOC submission template).
- Undergraduate module/program revisions that constitute a minor modification (SOC Submission template).

Proposals are submitted by the Dean's Office as an MS Word document using Arial 12-point font to the Secretariat at academic_submissions@uwo.ca. The Secretariat provides support for determining the appropriate governance pathway. **Please note that only one form per motion may be submitted.**

Support with the development of the proposal can be procured through the Office of Academic Quality and Enhancement (OAQE) and/or the Centre for Teaching and Learning (CTL). Any questions can be directed to the OAQE at: OAQE@uwo.ca. For questions about Academic Calendar copy or the governance process for proposals, contact the Secretariat at: academic_submissions@uwo.ca.

This submission is for (please select all that apply):

Major Modification:

- Change to an existing program that affects the learning outcome(s) of the program. Includes a significant change to the learning outcome(s) that changes, broadens or limits the subsequent career or education opportunities of graduates as well as changes to the mode of delivery for all or a significant portion of a program.
- A merger of two or more existing programs.
- The introduction of a combined program option.
- The introduction or deletion of a thesis, laboratory, or work-integrated learning requirement.

Other modification:

- Modification to module/program admission requirements related to course averages.
- A change in program/module name and/or degree nomenclature that does not necessitate changes to the learning outcomes.
- Changes to subject areas as part of Western's breadth requirements for degrees.
- Other (please specify): Change in the distribution of required courses for Philosophy Modules that does not essentially alter Program learning outcomes but does alter checklist distributions and some required courses.

Name of the Module/Program: Honors Specialization Philosophy

Academic Unit: Philosophy Department

Faculty / School / Affiliate University College: *King's University College*

Primary Contact: Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Russell Duvernoy, Chair, Department of Philosophy, King's University College, rduverno@uwo.ca

Educational Policy Committee (EPC) Approval Date (or equivalent committee): *List the EPC and approval date. Please also include any other bodies that approved the proposal.*

Consultation with the Office of the Vice-Provost, Academic Programs (via e-mail to officevpacademic@uwo.ca): *List the date the consultation took place.*

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

Motion: That effective **September 1, 2027**, the following checklist changes be introduced to the Philosophy Department Modules at King's University College as shown.

Calendar Copy:

Is this a change that involves modification to existing calendar copy? If yes, you must provide a link to the existing calendar copy and the revisions.

No

Yes (please provide below)

Explanation: The changes are to modular checklists and requirements. They involve the introduction of some new courses, in which case the calendar copy for those courses has already been advanced in that process.

Link to current calendar copy (if applicable):

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21231&SelectedCalendar=Live&ArchiveID=>

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

1.0 course from [Philosophy 1050F/G](#), [Philosophy 1100E](#), [Philosophy 1120F/G](#), [Philosophy 1150E](#), [Philosophy 1300E](#), [Philosophy 1305F/G](#), [Philosophy 1360E](#), [Philosophy 1361E](#), [Philosophy 1363E](#), [Philosophy 1364E](#), [Philosophy 1901E](#), [Philosophy 1902A/B](#), or the former Philosophy 1362E is recommended.

Module/Program Information

Module

9.0 courses:

3.0 2.0 courses normally taken in second year from: [Philosophy 2205W/X](#), [Philosophy 2206W/X](#), [Philosophy 2207E](#), [Philosophy 2500F/G](#), [Philosophy 2700F/G](#).

0.5 course: [Philosophy 2254A/B](#).

1.05 courses from: [Philosophy 2225F/G](#), [Philosophy 2226F/G](#), [Philosophy 2227F/G](#), [Philosophy 2240F/G](#), [Philosophy 2241F/G](#), [Philosophy 2242F/G](#), [Philosophy](#)

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2246F/G, Philosophy 2668F/G.

1.0 courses from: Philosophy 2130 A/B, Philosophy 2220 F/G, Philosophy 2601F/G, Philosophy 2215F/G

1.5 courses from: Philosophy 2208E, Philosophy 2235F/G, Philosophy 2242 F/G, Philosophy 2245 F/G, Philosophy 2246F/G, Philosophy 2248 F/G, Philosophy 2268 F/G, Philosophy 2272 F/G, Philosophy 2293 A/B, Philosophy 2550/2 F/G

1.0 additional course in Philosophy at the 2200 level or above.

1.5 courses with a half course (0.5) taken in at least 3 of the following 5 groups:

PHIL 3008 F/G, PHIL 4060F/G, PHIL 4061F/G

PHIL 3070F/G, PHIL 3071F/G, PHIL 3072F/G

PHIL 3326F/G, PHIL 4996F/G, PHIL 4075F/G

PHIL 3244F/G, PHIL 3343F/G, PHIL 4078F/G

PHIL 3885/6F/G, PHIL 4094F/G, PHIL 4570F/G

3.0,5 additional courses in Philosophy at the 3000 level or above. (This can include any 3000 courses that have not been used as part of the 1.5 requirement above.)

Provide a brief summary of the proposed modification.

i) Introduce three 2000 Level modular checklist requirements in Western Tradition, World Philosophy, and World Problems.

ii) Remove Philosophy 2205W/X and Philosophy 2206W/X from modular requirements, and replace them with a new 1.0 course, Philosophy 2207E: Core Themes in Philosophy.

iii) Introduce a new PHIL 2248F/G (.5) *Classical Ancient Philosophy*.

iv) Introduce a 0.5 version of PHIL 2214F/G in Thomistic Philosophy, a course that currently exists as a 1.0 (coded as PHIL 2215 F/G).

v) Change the name of PHIL 2601F/G from *Metaphysics* to *History of Metaphysics* to align with the Western Tradition checklist.

vi) Establish a 1.5 requirement of 3000/4000 level courses from different areas to ensure that students take at least one upper-level course from three different full-time faculty members (for Honors Specialization and Specialization) and establish a regular rotation for faculty.

Describe the rationale for modifying the existing module/program.

Global Rationale: The rationale for these changes is to maintain department strengths with the current faculty complement while clarifying the modular checklists to better reflect

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these strengths. This will serve both intellectual and strategic purposes. Intellectually, students will see more clearly how the King's Philosophy modules are positioned to balance depth in knowing roots and traditions with an eye towards engagement with the dynamic and changing cultural and technological milieus of the present. Strategically, these changes anticipate pending retirement of faculty and intensified minimal enrollment pressures, especially for third- and fourth-year courses.

The checklists have been organized around three areas of department strengths:

- (i) History of Western Philosophy;
- (ii) World Philosophical traditions (a unique differentiator for King's);
- (iii) World Problems and Questions

By setting up the checklists to explicitly reflect these three thematic areas of course programming and faculty expertise, we can better manage enrollment pressures, provide a clear progression for students, and establish a clear and consistent narrative aligned with department learning outcomes. Additionally, by establishing a specific 1.5 set of requirements at the 3000/4000 level, we can establish a regular rotation for advanced courses to best serve students and equitably distribute and share these teaching opportunities.

Specific Rationale for each change:

i) Introduction of 2000 Level modular checklist requirements in Western Tradition, World Philosophy, and World Problems: This reflects existing department strengths in a clearer and more directed way. Intellectually, it reflects the department's synthesis of a historical, comparative and engaged pluralistic approach to philosophy. Strategically, it provides a clearer rationale for course programming choices at the department level, a more predictable way of managing student enrollment flow, and more assurance that students will receive a balanced philosophical education across these areas.

ii) For second year core requirements, change 2205X and 2206X to a 1.0-year long course 2207E *Core Themes in Philosophy*: This enables greater flexibility for students by freeing up a 1.0 and additionally anticipates the lack of someone to teach Medieval Philosophy after AY 26-27 when Dr. Gyongi Hegedus retires. The current intensive 1.0 courses in a half year are quite rushed for students to process that much material. Moving to a single year course is: (i) easier to time-table; (ii) enables a single historical and systematic course to maintain a core narrative for philosophy cohorts; and (iii) allows for greater student flexibility by freeing up a 1.0. The proposed 2207E course, currently moving through the SOC process, provides a rigorous historical and cross-cultural analysis of the unspoken presuppositions that shape philosophical concepts such as the human, the world, and the source of reality.

iii) Introduce a new PHIL 2248 F/G (.5) Classical Ancient Philosophy: This course is being introduced to replace the current PHIL 2205X Ancient and Medieval Philosophy. Because of retirement, this course will no longer be taught, and instead we will offer this new PHIL

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2220F/G Classical Ancient Philosophy. This course will be listed as one of the options to fulfill a Classical Tradition modular requirement. It is expected that students in Honors Specialization, Specialization and the Major module will use this course to fulfill 0.5 of this requirement.

iv) Introduce a 0.5 version of PHIL 2214 F/G in Thomistic Philosophy I, which is currently a 1.0 course. This would be coded as PHIL 2215F/G. This adds balance to the Western Tradition requirement and replaces the previous medieval component of PHIL 2205X. It draws on existing faculty complement and our historical relationship with the St. Peter's Seminary, ensuring a mutually beneficial crossflow of students.

v) Change the name of PHIL 2601 F/G from *Metaphysics* to *History of Metaphysics*. The title and description of this course are being changed to reflect an explicitly historical approach to its questions so that it is aligned with the 1.0 requirement in historical courses in the Western tradition.

vi) Establish a 1.5 requirement of 3000/4000 level courses from different areas. Because of enrollment pressures, the department has been limited to offering only two or three upper year 0.5 courses per year. This new modular requirement will ensure that Honors Specialization students take at least one upper-level course from three different full-time faculty members. This will ensure student exposure to a range of teaching styles as well as aiding in establishing a regular rotation for faculty.

Identify any changes to the module/program-level learning outcomes, if applicable.

These changes are consistent with and support philosophy program learning outcomes in both holistic and specific ways.

Holistically, the addition of three checklist requirements in World Philosophy, World Problems and Questions, and Western Tradition affirms the program's approach to providing a grounded historical education in world philosophy with an eye towards better understanding the complex issues of a pluralistic and multicultural contemporary reality. Students will better understand the complexity of different philosophical traditions and become more reflective about how paradigmatic frames relate to contemporary world problems.

Specifically, the introduction of PHIL 2207E will provide a foundational frame for the modular cohorts that balances a historical and cross-cultural lens. It is designed to lead to the kind of reflective, critical, and creative intelligence that aligns with King's formative mission and department learning objectives, (especially #2, #5, and #6).¹

The introduction of PHIL 2220F/G introduces key concepts and terms that continue to inform the discipline of philosophy. It additionally introduces important formative themes and questions regarding the connections between intellectual pursuit of truth and ethical

¹ See Appendix A for King's Philosophy Department Learning Objectives.

pursuit of the good, meeting department learning outcomes #1, #2, and #3. The course aligns with King's mission to develop "ethically grounded changemakers who serve the common good" through emphasizing ethical and dialogical dimensions of classical ancient Greek philosophy.

Adding the World Problems and Questions component to the checklist clarifies the relevance and importance of philosophy to the world today. This more accurately reflects the approach of the department already and makes this more immediately present for students as they think about the impacts of their study on their futures.

Outline the expected impact on students.

These changes reflect student requests and challenges with timetabling with the current modular checklists, especially as the department has no longer been able to run as many upper division courses due to enrollment pressures.

The main impact on continuing students will be the cohort that transitions between the old 2205/2206 pairing and the new 2207E replacement. Students from the previous cohort who have not yet completed that pairing will be able to use 2207E by petition.

Describe the impact on other modules/programs, if any.

These changes will be across Honors Specialization, Specialization, and Major modules.

Changes largely reflect current course programming already offered, with the exception of the replacement of 2207E for 2205X and 2206X.

There will be no impact on the Philosophy Minor.

For the Social and Political Thought Modules (Honors Specialization, Specialization, and Major), there will need to be an update to checklists to reflect the new course PHIL 2207E replacing PHIL 2206E. However, the SPT modules are currently not accepting new students as of September 2025 and so we can advance these changes at a later date.

Describe how the impact of the changes will be monitored and evaluated.

Changes will be monitored and evaluated through continued consultation with the Academic Dean's Office and Academic Advising at King's.

Consultation and Results:

- 1. List all individuals/programs consulted and the date the consultation was sent to the parties, using the table below.*

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

Name	Role	Date Sent	Response received (note if no response was received)

2. *A summary of feedback received at the end of the consultation list, with units/roles identified as relevant. If no feedback was received, please note this.*

Officially, consultation takes place between Deans' and Departmental offices. Initial consultation may have taken place between Faculties and Departments at Western and the Affiliated University Colleges, the relevant University Library, Education Policy Committees (or equivalent bodies), other institutions (if relevant to the proposal), and the Registrar's Office. However, the responsibility for a proposal rests with the Office of the Dean.

The Departments may send a copy of the proposal to the relevant Associate Deans Academic (or equivalent) and Department Chairs of other faculties. They will have 30 days from the date the proposal is received to comment. Departments are encouraged to think broadly about consultation and to consult all other Departments/Faculties, including interdisciplinary programs offered between Departments/Faculties, that may be impacted by the proposal.

If, in the view of SUPR-U or ACA, a proposal has not had sufficient consultation, the proposal will be referred back to the Faculty, School or Affiliated University College until this has been done.

Appendix A: King's University College Philosophy Program Learning Outcomes

King's University College Philosophy Program Learning Outcomes

- 1) Critically analyze and reflect on relevant and significant philosophical challenges by developing intellectual discipline, attention, planning, and problem-solving capacities;
- 2) Explore, build and persevere with the search for philosophical knowledge of self and others through dialogue, debate, study, questioning, reading, and writing;
- 3) Discover and cultivate creativity by understanding the plasticity and co-formational possibilities of philosophical thinking;
- 4) Develop the capacity to ask thoughtful questions at the right time in order to launch and affect public discourse, demonstrate the need to care about an issue, and potentially transform a situation;

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5) Discern what is philosophically important for self- and human-flourishing while building meaningful understanding of one's personal character;

6) Build mental agility and resilience through philosophical mind- and world-mapping of critical ideas in order to actualize personal and societal possibilities.

Undergraduate Academic Modification Submission Template

This template is for undergraduate major modifications and other academic proposals for programs/modules that require review and approval by Western's Senate. Proposals submitted are presented to the Subcommittee on Program Review – Undergraduate (SUPR-U) and/or Senate Committee on Academic Curriculum and Awards (ACA). This template should be used for:

- Proposed modifications to existing undergraduate programs/modules that will be evaluated as part of the “Major Modifications” protocol in Western's [Institutional Quality Assurance Process \(IQAP\) document](#) (with the exception of proposals for new undergraduate programs/modules that will be evaluated as a major modification) For a comprehensive description of major modifications and the process for approval, please visit the [dedicated webpage](#) on the Office of the Academic Quality and Enhancement (OAQE) website.
- Proposed changes to the admission requirements of programs/modules that relate to course averages.
- A change in program/module name and/or degree nomenclature
- Changes to subject areas as part of Western's breadth requirements for degrees.

Please note that there are separate templates for:

- New undergraduate program/module proposals (when evaluated as a new program or major modification).
- The closure of an undergraduate module/program.
- Proposals for new/revised/withdrawal of undergraduate courses (SOC submission template).
- Undergraduate module/program revisions that constitute a minor modification (SOC Submission template).

Proposals are submitted by the Dean's Office as an MS Word document using Arial 12-point font to the Secretariat at academic_submissions@uwo.ca. The Secretariat provides support for determining the appropriate governance pathway. **Please note that only one form per motion may be submitted.**

Support with the development of the proposal can be procured through the Office of Academic Quality and Enhancement (OAQE) and/or the Centre for Teaching and Learning (CTL). Any questions can be directed to the OAQE at: OAQE@uwo.ca. For questions about Academic Calendar copy or the governance process for proposals, contact the Secretariat at: academic_submissions@uwo.ca.

This submission is for (please select all that apply):

Major Modification:

- Change to an existing program that affects the learning outcome(s) of the program. Includes a significant change to the learning outcome(s) that changes, broadens or limits the subsequent career or education opportunities of graduates as well as changes to the mode of delivery for all or a significant portion of a program.
- A merger of two or more existing programs.
- The introduction of a combined program option.
- The introduction or deletion of a thesis, laboratory, or work-integrated learning requirement.

Other modification:

- Modification to module/program admission requirements related to course averages.
- A change in program/module name and/or degree nomenclature that does not necessitate changes to the learning outcomes.
- Changes to subject areas as part of Western's breadth requirements for degrees.
- Other (please specify): Change in the distribution of required courses for Philosophy Modules that does not essentially alter Program learning outcomes but does alter checklist distributions and some required courses.

Name of the Module/Program: Specialization Philosophy

Academic Unit: Philosophy Department

Faculty / School / Affiliate University College: *King's University College*

Primary Contact: Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Russell Duvernoy, Chair, Department of Philosophy, King's University College, rduverno@uwo.ca

Educational Policy Committee (EPC) Approval Date (or equivalent committee): *List the EPC and approval date. Please also include any other bodies that approved the proposal.*

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

Consultation with the Office of the Vice-Provost, Academic Programs (via e-mail to officevpacademic@uwo.ca): **List the date the consultation took place.**

Motion: *That effective September 1, 2027, the following checklist changes be introduced to the Philosophy Department Modules - Specialization at King's University College as shown.*

Calendar Copy:

Is this a change that involves modification to existing calendar copy? If yes, you must provide a link to the existing calendar copy and the revisions.

No

Yes (please provide below)

Explanation: The changes are to modular checklists and requirements. They involve the introduction of some new courses, in which case the calendar copy for those courses has already been advanced in that process.

Link to current calendar copy (if applicable):

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21234&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar copy: Completion of first-year requirements including 3.0 courses with a mark of at least 60%.

1.0 course from [Philosophy 1050F/G](#), [Philosophy 1100E](#), [Philosophy 1120F/G](#), [Philosophy 1150E](#), [Philosophy 1300E](#), [Philosophy 1305F/G](#), [Philosophy 1360E](#), [Philosophy 1361E](#), [Philosophy 1363E](#), [Philosophy 1364E](#), [Philosophy 1901E](#), [Philosophy 1902A/B](#), or the former Philosophy 1362E is recommended.

Note: *Students taking a double Major and thinking of applying to graduate school are strongly advised to take [Philosophy 2254A/B](#).*

Module/Program Information

Module

9.0 courses:

3.0-2.0 courses normally taken in second year from: [Philosophy 2205W/X](#), [Philosophy 2206W/X](#), [Philosophy 2207E](#), [Philosophy 2500F/G](#), [Philosophy 2700F/G](#).

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1.05 courses from: [Philosophy 2225F/G](#), [Philosophy 2226F/G](#), [Philosophy 2227F/G](#), [Philosophy 2240F/G](#), [Philosophy 2241F/G](#), [Philosophy 2242F/G](#), [Philosophy 2246F/G](#), [Philosophy 2668F/G](#).

1.0 courses from: [Philosophy 2130 A/B](#), [Philosophy 2220 F/G](#), [Philosophy 2601F/G](#), [Philosophy 2215F/G](#).

1.5 courses from: [Philosophy 2208E](#), [Philosophy 2235F/G](#), [Philosophy 2242 F/G](#), [Philosophy 2245 F/G](#), [Philosophy 2246F/G](#), [Philosophy 2248 F/G](#), [Philosophy 2268 F/G](#), [Philosophy 2272 F/G](#), [Philosophy 2293 A/B](#), [Philosophy 2550/2 F/G](#)

1.5 additional course in Philosophy at the 2200 level or above.

1.5 courses with a half course (0.5) taken in at least 3 of the following 5 groups:

[PHIL 3008 F/G](#), [PHIL 4060 F/G](#), [PHIL 4061 F/G](#)

[PHIL 3070 F/G](#), [PHIL 3071 F/G](#), [PHIL 3072 F/G](#)

[PHIL 3326 F/G](#), [PHIL 4996 F/G](#), [PHIL 4075 F/G](#)

[PHIL 3244 F/G](#), [PHIL 3343 F/G](#), [PHIL 4078 F/G](#)

[PHIL 3885/6 F/G](#), [PHIL 4094F/G](#), [PHIL 4570 F/G](#)

3.0.5 additional courses in Philosophy at the 3000 level or above. (This can include any 3000 courses that have not been used as part of the 1.5 requirement above.)

Provide a brief summary of the proposed modification.

i) Introduce three 2000 Level modular checklist requirements in Western Tradition, World Philosophy, and World Problems.

ii) Remove Philosophy 2205W/X and Philosophy 2206W/X from modular requirements, and replace them with a new 1.0 course, Philosophy 2207E: Core Themes in Philosophy

iii) Introduce a new PHIL 2248F/G (0.5) *Classical Ancient Philosophy*.

iv) Introduce a 0.5 version of PHIL 2214F/G in Thomistic Philosophy, a course that currently exists as a 1.0, (coded as PHIL 2215 F/G).

v) Change the name of PHIL 2601F/G from *Metaphysics* to *History of Metaphysics* to align with the Western Tradition checklist.

vi) Establish a 1.5 requirement of 3000/4000 level courses from different areas to ensure that students take at least one upper-level course from three different full-time faculty members (for Honors Specialization and Specialization) and establish a regular rotation for faculty.

Describe the rationale for modifying the existing module/program.

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

Global Rationale: The rationale for these changes is to maintain department strengths with the current faculty complement while clarifying the modular checklists to better reflect these strengths. This will serve both intellectual and strategic purposes. Intellectually, students will see more clearly how the King's Philosophy modules are positioned to balance depth in knowing roots and traditions with an eye towards engagement with the dynamic and changing cultural and technological milieus of the present. Strategically, these changes anticipate pending retirement of faculty and intensified minimal enrollment pressures, especially for third and fourth year courses.

The checklists have been organized around three areas of department strengths:

- (i) History of Western Philosophy;
- (ii) World Philosophical traditions (a unique differentiator for King's);
- (iii) World Problems and Questions

By setting up the checklists to explicitly reflect these three thematic areas of course programming and faculty expertise, we can better manage enrollment pressures, provide a clear progression for students, and establish a clear and consistent narrative aligned with department learning outcomes. Additionally, by establishing a specific 1.5 set of requirements at the 3000/4000 level, we can establish a regular rotation for advanced courses to best serve students and equitably distribute and share these teaching opportunities.

Specific Rationale for each change:

i) Introduction of 2000 Level modular checklist requirements in Western Tradition, World Philosophy, and World Problems: This reflects existing department strengths in a clearer and more directed way. Intellectually, it reflects the department's synthesis of a historical, comparative and engaged pluralistic approach to philosophy. Strategically, it provides a clearer rationale for course programming choices at the department level, a more predictable way of managing student enrollment flow, and more assurance that students will receive a balanced philosophical education across these areas.

ii) For second year core requirements, change 2205X and 2206X to a 1.0 year long course *2207E Core Themes in Philosophy*: This enables greater flexibility for students by freeing up a 1.0 and additionally anticipates the lack of someone to teach Medieval Philosophy after AY 26-27 when Dr. Gyongi Hegedus retires. The current intensive 1.0 courses in a half year are quite rushed for students to process that much material. Moving to a single year course is: (i) easier to time-table; (ii) enables a single historical and systematic course to maintain a core narrative for philosophy cohorts; and (iii) allows for greater student flexibility by freeing up a 1.0. The proposed 2207E course, currently moving through the SOC process, provides a rigorous historical and cross-cultural analysis of the unspoken presuppositions that shape philosophical concepts such as the human, the world, and the source of reality.

iii) Introduce a new PHIL 2248 F/G (0.5) Classical Ancient Philosophy: This course is being introduced to replace the current PHIL 2205X Ancient and Medieval Philosophy. Because of retirement, this course will no longer be taught, and instead we will offer this new PHIL 2220F/G Classical Ancient Philosophy. This course will be listed as one of the options to fulfill a Classical Tradition modular requirement. It is expected that students in Honors Specialization, Specialization and the Major module will use this course to fulfill 0.5 of this requirement.

iv) Introduce a 0.5 version of PHIL 2214F/G in Thomistic Philosophy I, which is currently a 1.0 course. This would be coded as PHIL 2215F/G. This adds balance to the Western Tradition requirement and replaces the previous medieval component of PHIL 2205X. It draws on existing faculty complement and our historical relationship with the St. Peter's Seminary, ensuring a mutually beneficial crossflow of students.

v) Change the name of PHIL 2601 F/G from *Metaphysics* to *History of Metaphysics*. The title and description of this course are being changed to reflect an explicitly historical approach to its questions so that it is aligned with the 1.0 requirement in historical courses in the Western tradition.

vi) Establish a 1.5 requirement of 3000/4000 level courses from different areas. Because of enrollment pressures, the department has been limited to offering only two or three upper year 0.5 courses per year. This new modular requirement will ensure that Specialization students take at least one upper-level course from three different full-time faculty members. This will ensure student exposure to a range of teaching styles as well as aiding in establishing a regular rotation for faculty.

Identify any changes to the module/program-level learning outcomes, if applicable.

These changes are consistent with and support philosophy program learning outcomes in both holistic and specific ways.

Holistically, the addition of three checklist requirements in World Philosophy, World Problems and Questions, and Western Tradition affirms the program's approach to providing a grounded historical education in world philosophy with an eye towards better understanding the complex issues of a pluralistic and multicultural contemporary reality. Students will better understand the complexity of different philosophical traditions and become more reflective about how paradigmatic frames relate to contemporary world problems.

Specifically, the introduction of PHIL 2207E will provide a foundational frame for the modular cohorts that balances a historical and cross-cultural lens. It is designed to lead to the kind of reflective, critical, and creative intelligence that aligns with King's formative mission and department learning objectives, (especially #2, #5, and #6).¹

¹ See Appendix A for King's Philosophy Department Learning Objectives.

The introduction of PHIL 2220 F/G introduces key concepts and terms that continue to inform the discipline of philosophy. It additionally introduces important formative themes and questions regarding the connections between intellectual pursuit of truth and ethical pursuit of the good, meeting department learning outcomes #1, #2, and #3. The course aligns with King's mission to develop "ethically grounded changemakers who serve the common good" through emphasizing ethical and dialogical dimensions of classical ancient Greek philosophy.

Adding the World Problems and Questions component to the checklist clarifies the relevance and importance of philosophy to the world today. This more accurately reflects the approach of the department already and makes this more immediately present for students as they think about the impacts of their study on their futures.

Outline the expected impact on students.

These changes reflect student requests and challenges with timetabling with the current modular checklists, especially as the department has no longer been able to run as many upper division courses due to enrollment pressures.

The main impact on continuing students will be the cohort that transitions between the old 2205/2206 pairing and the new 2207E replacement. Students from the previous cohort who have not yet completed that pairing will be able to use 2207E by petition.

Describe the impact on other modules/programs, if any.

These changes will be across Honors Specialization, Specialization, and Major modules.

Changes largely reflect current course programming already offered, with the exception of the replacement of 2207E for 2205X and 2206X.

There will be no impact on the Philosophy Minor.

For the Social and Political Thought Modules (Honors Specialization, Specialization, and Major), there will need to be an update to checklists to reflect the new course PHIL 2207E replacing PHIL 2206E. However, the SPT modules are currently not accepting new students as of September 2025 and so we can advance these changes at a later date.

Describe how the impact of the changes will be monitored and evaluated.

Changes will be monitored and evaluated through continued consultation with the Academic Dean's Office and Academic Advising at King's.

Consultation and Results:

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

1. List all individuals/programs consulted and the date the consultation was sent to the parties, using the table below.

Name	Role	Date Sent	Response received (note if no response was received)

2. A summary of feedback received at the end of the consultation list, with units/roles identified as relevant. If no feedback was received, please note this.

Officially, consultation takes place between Deans' and Departmental offices. Initial consultation may have taken place between Faculties and Departments at Western and the Affiliated University Colleges, the relevant University Library, Education Policy Committees (or equivalent bodies), other institutions (if relevant to the proposal), and the Registrar's Office. However, the responsibility for a proposal rests with the Office of the Dean.

The Departments may send a copy of the proposal to the relevant Associate Deans Academic (or equivalent) and Department Chairs of other faculties. They will have 30 days from the date the proposal is received to comment. Departments are encouraged to think broadly about consultation and to consult all other Departments/Faculties, including interdisciplinary programs offered between Departments/Faculties, that may be impacted by the proposal.

If, in the view of SUPR-U or ACA, a proposal has not had sufficient consultation, the proposal will be referred back to the Faculty, School or Affiliated University College until this has been done.

Appendix A: King's University College Philosophy Program Learning Outcomes

King's University College Philosophy Program Learning Outcomes

- 1) Critically analyze and reflect on relevant and significant philosophical challenges by developing intellectual discipline, attention, planning, and problem-solving capacities;
- 2) Explore, build and persevere with the search for philosophical knowledge of self and others through dialogue, debate, study, questioning, reading, and writing;
- 3) Discover and cultivate creativity by understanding the plasticity and co-formational possibilities of philosophical thinking;

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

4) Develop the capacity to ask thoughtful questions at the right time in order to launch and affect public discourse, demonstrate the need to care about an issue, and potentially transform a situation;

5) Discern what is philosophically important for self- and human-flourishing while building meaningful understanding of one's personal character;

6) Build mental agility and resilience through philosophical mind- and world-mapping of critical ideas in order to actualise personal and societal possibilities.

Undergraduate Academic Modification Submission Template

This template is for undergraduate major modifications and other academic proposals for programs/modules that require review and approval by Western's Senate. Proposals submitted are presented to the Subcommittee on Program Review – Undergraduate (SUPR-U) and/or Senate Committee on Academic Curriculum and Awards (ACA). This template should be used for:

- Proposed modifications to existing undergraduate programs/modules that will be evaluated as part of the “Major Modifications” protocol in Western's [Institutional Quality Assurance Process \(IQAP\) document](#) (with the exception of proposals for new undergraduate programs/modules that will be evaluated as a major modification) For a comprehensive description of major modifications and the process for approval, please visit the [dedicated webpage](#) on the Office of the Academic Quality and Enhancement (OAQE) website.
- Proposed changes to the admission requirements of programs/modules that relate to course averages.
- A change in program/module name and/or degree nomenclature
- Changes to subject areas as part of Western's breadth requirements for degrees.

Please note that there are separate templates for:

- New undergraduate program/module proposals (when evaluated as a new program or major modification).
- The closure of an undergraduate module/program.
- Proposals for new/revised/withdrawal of undergraduate courses (SOC submission template).
- Undergraduate module/program revisions that constitute a minor modification (SOC Submission template).

Proposals are submitted by the Dean's Office as an MS Word document using Arial 12-point font to the Secretariat at academic_submissions@uwo.ca. The Secretariat provides support for determining the appropriate governance pathway. **Please note that only one form per motion may be submitted.**

Support with the development of the proposal can be procured through the Office of Academic Quality and Enhancement (OAQE) and/or the Centre for Teaching and Learning (CTL). Any questions can be directed to the OAQE at: OAQE@uwo.ca. For questions about Academic Calendar copy or the governance process for proposals, contact the Secretariat at: academic_submissions@uwo.ca.

This submission is for (please select all that apply):

Major Modification:

- Change to an existing program that affects the learning outcome(s) of the program. Includes a significant change to the learning outcome(s) that changes, broadens or limits the subsequent career or education opportunities of graduates as well as changes to the mode of delivery for all or a significant portion of a program.
- A merger of two or more existing programs.
- The introduction of a combined program option.
- The introduction or deletion of a thesis, laboratory, or work-integrated learning requirement.

Other modification:

- Modification to module/program admission requirements related to course averages.
- A change in program/module name and/or degree nomenclature that does not necessitate changes to the learning outcomes.
- Changes to subject areas as part of Western's breadth requirements for degrees.
- Other (please specify): Change in the distribution of required courses for Philosophy Modules that does not essentially alter Program learning outcomes but does alter checklist distributions and some required courses.

Name of the Module/Program: Major Philosophy

Academic Unit: Philosophy Department

Faculty / School / Affiliate University College: *King's University College*

Primary Contact: Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Russell Duvernoy, Chair, Department of Philosophy, King's University College, rduverno@uwo.ca

Educational Policy Committee (EPC) Approval Date (or equivalent committee): *List the EPC and approval date. Please also include any other bodies that approved the proposal.*

Consultation with the Office of the Vice-Provost, Academic Programs (via e-mail to officevpacademic@uwo.ca): *List the date the consultation took place.*

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

Motion: That effective **September 1, 2027**, the following checklist changes be introduced to the Philosophy Department Modules – Honours at King’s University College as shown.

Calendar Copy:

Is this a change that involves modification to existing calendar copy? If yes, you must provide a link to the existing calendar copy and the revisions.

No

Yes (please provide below)

Explanation: The changes are to modular checklists and requirements. They involve the introduction of some new courses, in which case the calendar copy for those courses has already been advanced in that process.

Link to current calendar copy (if applicable):

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21227&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar copy: Completion of first-year requirements.

1.0 course from [Philosophy 1050F/G](#), [Philosophy 1100E](#), [Philosophy 1120F/G](#), [Philosophy 1150E](#), [Philosophy 1300E](#), [Philosophy 1305F/G](#), [Philosophy 1360E](#), [Philosophy 1361E](#), [Philosophy 1363E](#), [Philosophy 1364E](#), [Philosophy 1901E](#), [Philosophy 1902A/B](#), or the former [Philosophy 1362E](#) is recommended.

Module/Program Information

Module

6.0 courses:

3.0 2.0 courses normally taken in second year from: [Philosophy 2205W/X](#), [Philosophy 2206W/X](#), [Philosophy 2207E](#), [Philosophy 2500F/G](#), [Philosophy 2700F/G](#).

1.05 courses from: [Philosophy 2225F/G](#), [Philosophy 2226F/G](#), [Philosophy 2227F/G](#), [Philosophy 2240F/G](#), [Philosophy 2241F/G](#), [Philosophy 2242F/G](#), [Philosophy 2246F/G](#), [Philosophy 2668F/G](#).

1.0 courses from: [Philosophy 2130 A/B](#), [Philosophy 2220 F/G](#), [Philosophy 2601F/G](#), [Philosophy 2215 A/B](#)

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

1.0 courses from: Philosophy 2208E, Philosophy 2235F/G, Philosophy 2242 F/G, Philosophy 2245 F/G, Philosophy 2246F/G, Philosophy 2248 F/G, Philosophy 2268 F/G, Philosophy 2272 F/G, Philosophy 2293 A/B, Philosophy 2550/2 F/G

1.0 courses with a half course (0.5) taken in at least 2 of the following 5 groups:

PHIL 3008 F/G, PHIL 4060 F/G, PHIL 4061 F/G

PHIL 3070 F/G, PHIL 3071 F/G, PHIL 3072 F/G

PHIL 3326 F/G, PHIL 4996 F/G, PHIL 4075 F/G

PHIL 3244 F/G, PHIL 3343 F/G, PHIL 4078 F/G

PHIL 3885/6 F/G, PHIL 4094F/G, PHIL 4570 F/G

Provide a brief summary of the proposed modification.

- i) Introduce three 2000 Level modular checklist requirements in Western Tradition, World Philosophy, and World Problems.
- ii) Remove Philosophy 2205W/X and Philosophy 2206W/X from modular requirements, and replace them with a new 1.0 course, Philosophy 2207E: Core Themes in Philosophy
- iii) Introduce a new PHIL 2248F/G (.5) *Classical Ancient Philosophy*.
- iv) Introduce a .5 version of PHIL 2214F/G in Thomistic Philosophy, a course that currently exists as a 1.0. (coded as PHIL 2215 A/B).
- v) Change the name of PHIL 2601F/G from *Metaphysics* to *History of Metaphysics* to align with the Western Tradition checklist.
- vi) Establish a 1.5 requirement of 3000/4000 level courses from different areas to ensure that students take at least one upper-level course from three different full-time faculty members (for Honors Specialization and Specialization) and establish a regular rotation for faculty.

Describe the rationale for modifying the existing module/program.

Global Rationale: The rationale for these changes is to maintain department strengths with the current faculty complement while clarifying the modular checklists to better reflect these strengths. This will serve both intellectual and strategic purposes. Intellectually, students will see more clearly how the King's Philosophy modules are positioned to balance depth in knowing roots and traditions with an eye towards engagement with the dynamic and changing cultural and technological milieus of the present. Strategically, these changes anticipate pending retirement of faculty and intensified minimal enrollment pressures, especially for third and fourth year courses.

The checklists have been organized around three areas of department strengths:

- (i) History of Western Philosophy;

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

- (ii) World Philosophical traditions (a unique differentiator for King's);
- (iii) World Problems and Questions

By setting up the checklists to explicitly reflect these three thematic areas of course programming and faculty expertise, we can better manage enrollment pressures, provide a clear progression for students, and establish a clear and consistent narrative aligned with department learning outcomes. Additionally, by establishing a specific 1.5 set of requirements at the 3000/4000 level, we can establish a regular rotation for advanced courses to best serve students and equitably distribute and share these teaching opportunities.

Specific Rationale for each change:

i) Introduction of 2000 Level modular checklist requirements in Western Tradition, World Philosophy, and World Problems: This reflects existing department strengths in a clearer and more directed way. Intellectually, it reflects the department's synthesis of a historical, comparative and engaged pluralistic approach to philosophy. Strategically, it provides a clearer rationale for course programming choices at the department level, a more predictable way of managing student enrollment flow, and more assurance that students will receive a balanced philosophical education across these areas.

ii) For second year core requirements, change 2205X and 2206X to a 1.0 year long course 2207E *Core Themes in Philosophy*: This enables greater flexibility for students by freeing up a 1.0 and additionally anticipates the lack of someone to teach Medieval Philosophy after AY 26-27 when Dr. Gyongi Hegedus retires. The current intensive 1.0 courses in a half year are quite rushed for students to process that much material. Moving to a single year course is: (i) easier to time-table; (ii) enables a single historical and systematic course to maintain a core narrative for philosophy cohorts; and (iii) allows for greater student flexibility by freeing up a 1.0. The proposed 2207E course, currently moving through the SOC process, provides a rigorous historical and cross-cultural analysis of the unspoken presuppositions that shape philosophical concepts such as the human, the world, and the source of reality.

iii) Introduce a new PHIL 2248 F/G (.5) Classical Ancient Philosophy: This course is being introduced to replace the current PHIL 2205X Ancient and Medieval Philosophy. Because of retirement, this course will no longer be taught, and instead we will offer this new PHIL 2220F/G Classical Ancient Philosophy. This course will be listed as one of the options to fulfill a Classical Tradition modular requirement. It is expected that students in Honors Specialization, Specialization and the Major module will use this course to fulfill .5 of this requirement.

iv) Introduce .5 version of PHIL 2214 in Thomistic Philosophy I, which is currently a 1.0 course. This would be coded as PHIL 2215A/B. This adds balance to the Western Tradition requirement and replaces the previous medieval component of PHIL 2205X. It draws on existing faculty complement and our historical relationship with the St. Peter's Seminary, ensuring a mutually beneficial crossflow of students.

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

v) Change the name of PHIL 2601 F/G from *Metaphysics* to *History of Metaphysics*. The title and description of this course are being changed to reflect an explicitly historical approach to its questions so that it is aligned with the 1.0 requirement in historical courses in the Western tradition.

vi) Establish a 1.5 requirement of 3000/4000 level courses from different areas. Because of enrollment pressures, the department has been limited to offering only two or three upper year .5 courses per year. This new modular requirement will ensure that Specialization students take at least one upper-level course from three different full-time faculty members. This will ensure student exposure to a range of teaching styles as well as aiding in establishing a regular rotation for faculty.

Identify any changes to the module/program-level learning outcomes, if applicable.

These changes are consistent with and support philosophy program learning outcomes in both holistic and specific ways.

Holistically, the addition of three checklist requirements in World Philosophy, World Problems and Questions, and Western Tradition affirms the the program's approach to providing a grounded historical education in world philosophy with an eye towards better understanding the complex issues of a pluralistic and multicultural contemporary reality. Students will better understand the complexity of different philosophical traditions and become more reflective about how paradigmatic frames relate to contemporary world problems.

Specifically, the introduction of PHIL 2207E will provide a foundational frame for the modular cohorts that balances a historical and cross-cultural lens. It is designed to lead to the kind of reflective, critical, and creative intelligence that aligns with King's formative mission and department learning objectives, (especially #2, #5, and #6).¹

The introduction of PHIL 2220 F/G introduces key concepts and terms that continue to inform the discipline of philosophy. It additionally introduces important formative themes and questions regarding the connections between intellectual pursuit of truth and ethical pursuit of the good, meeting department learning outcomes #1, #2, and #3. The course aligns with King's mission to develop "ethically grounded changemakers who serve the common good" through emphasizing ethical and dialogical dimensions of classical ancient Greek philosophy.

Adding the World Problems and Questions component to the checklist clarifies the relevance and importance of philosophy to the world today. This more accurately reflects the approach of the department already and makes this more immediately present for students as they think about the impacts of their study on their futures.

¹ See Appendix A for King's Philosophy Department Learning Objectives.

Outline the expected impact on students.

These changes reflect student requests and challenges with timetabling with the current modular checklists, especially as the department has no longer been able to run as many upper division courses due to enrollment pressures.

The main impact on continuing students will be the cohort that transitions between the old 2205/2206 pairing and the new 2207E replacement. Students from the previous cohort who have not yet completed that pairing will be able to use 2207E by petition.

Describe the impact on other modules/programs, if any.

These changes will be across Honors Specialization, Specialization, and Major modules.

Changes largely reflect current course programming already offered, with the exception of the replacement of 2207E for 2205X and 2206X.

There will be no impact on the Philosophy Minor.

For the Social and Political Thought Modules (Honors Specialization, Specialization, and Major), there will need to be an update to checklists to reflect the new course PHIL 2207E replacing PHIL 2206E. However, the SPT modules are currently not accepting new students as of September 2025 and so we can advance these changes at a later date.

Describe how the impact of the changes will be monitored and evaluated.

Changes will be monitored and evaluated through continued consultation with the Academic Dean’s Office and Academic Advising at King’s.

Consultation and Results:

- 1. *List all individuals/programs consulted and the date the consultation was sent to the parties, using the table below.*

Name	Role	Date Sent	Response received (note if no response was received)

- 2. *A summary of feedback received at the end of the consultation list, with units/roles identified as relevant. If no feedback was received, please note this.*

Please submit final version to the University Secretariat in **WORD format** in Arial 12-point font

Officially, consultation takes place between Deans' and Departmental offices. Initial consultation may have taken place between Faculties and Departments at Western and the Affiliated University Colleges, the relevant University Library, Education Policy Committees (or equivalent bodies), other institutions (if relevant to the proposal), and the Registrar's Office. However, the responsibility for a proposal rests with the Office of the Dean.

The Departments may send a copy of the proposal to the relevant Associate Deans Academic (or equivalent) and Department Chairs of other faculties. They will have 30 days from the date the proposal is received to comment. Departments are encouraged to think broadly about consultation and to consult all other Departments/Faculties, including interdisciplinary programs offered between Departments/Faculties, that may be impacted by the proposal.

If, in the view of SUPR-U or ACA, a proposal has not had sufficient consultation, the proposal will be referred back to the Faculty, School or Affiliated University College until this has been done.

Appendix A: King's University College Philosophy Program Learning Outcomes

King's University College Philosophy Program Learning Outcomes

- 1) Critically analyze and reflect on relevant and significant philosophical challenges by developing intellectual discipline, attention, planning, and problem-solving capacities;
- 2) Explore, build and persevere with the search for philosophical knowledge of self and others through dialogue, debate, study, questioning, reading, and writing;
- 3) Discover and cultivate creativity by understanding the plasticity and co-formational possibilities of philosophical thinking;
- 4) Develop the capacity to ask thoughtful questions at the right time in order to launch and affect public discourse, demonstrate the need to care about an issue, and potentially transform a situation;
- 5) Discern what is philosophically important for self- and human-flourishing while building meaningful understanding of one's personal character;
- 6) Build mental agility and resilience through philosophical mind- and world-mapping of critical ideas in order to actualize personal and societal possibilities.

**Subcommittee on Undergraduate Academic Courses (SOC)
Department of Philosophy at King's University College**

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 two new philosophy courses at King's University College:

Philosophy 2215 A/B/F/G: Thomas Aquinas on Freedom

Philosophy 2216 A/B/F/G: Thomas Aquinas on Happiness

~~at King's University College.~~

Motion: That effective **September 1, 2027**, Philosophy 2215 A/B/F/G: Thomas Aquinas on Freedom and Philosophy 2216 F/G/A/B: Thomas Aquinas on Happiness be introduced at King's University College as shown.

Rationale: These two courses are being created out of existing 1.0 course (PHIL 2214 Thomistic Philosophy). By splitting this course into two half courses, King's students will be able to take the first half to complete checklist requirements and St. Peter's students can continue to take the full year to meet St. Peter's requirement of a yearlong course on Aquinas. These courses are connected to changes to Modular Checklists for the following Philosophy modules (Honours Specialization, Specialization, Major) that are in process.

Phil 2215 F/G/A/B: Thomas Aquinas on Freedom

Link to Current Calendar Copy (if applicable): This course represents one half of the previous PHIL 2214:

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_018812_1&SelectedCalendar=Live&ArchiveID=

[KS1][RD2]

Proposed Calendar Copy (for approval): A textual analysis and discussion of Thomas Aquinas's writings as they pertain to his understanding of the nature and role of freedom. The course will primarily concern his philosophy of nature and philosophical psychology. (34 Words)

Course Title: Phil 2215 F/GA/B: Thomas Aquinas on Freedom -(40 Characters)

Short Title: Aquinas on Freedom (19 characters)

Course Description: A textual analysis and discussion of Thomas Aquinas's writings as they pertain to his understanding of the nature and role of freedom. The course will primarily concern his philosophy of nature and philosophical psychology.

Antirequisite(s): Phil 2014, Phil 2214 [KS3]

Extra Information: 3 lecture hours

Course Weight: 0.50

Breadth: Category B [KS4]

Subject Code: PHILOSOPH

Course Summary (for information):

Course Learning Outcomes:

This course will assist students to grow in the following knowledge, skills and attitudes:

Knowledge: What Should Students Know:

To understand St. Thomas Aquinas's arguments in the philosophy of nature, the philosophy of soul, and the philosophy of human action.

Skills: What Should Students Do:

- To exhibit a sense of wonder and a desire to probe more deeply into the mysteries of God, the universe, and human nature.
- To read carefully the assigned readings.
- To follow carefully the classroom lectures.
- To show in class discussions and written work a firm grasp of the assigned readings and classroom lectures.
- To develop a position on the assigned readings and classroom lectures.
- To present in class discussions and written work sound arguments for their position.
- To be able to write in clear, concise and grammatically correct English.

Attitudes: What Students Should Value:

To participate in discussions in a way that makes clear their positions, enables them to listen openly, and maintains respect for others while disagreeing with their ideas.

Anticipated Grading Structure:

Two Essay Exams

One Essay Paper (2,500 words)

Texts:

Aquinas. Selected Writings. Translated by Ralph McInerny. New York: Penquin Books, 1998.

Aquinas. Selected Writings of St. Thomas Aquinas. Translated by A.C. Pegis. New York: Modern Library.

Philosophy 2216 A/B/F/G: Thomas Aquinas on Happiness

Link to Current Calendar Copy (if applicable): This course represents one half of the previous PHIL 2214:[KS5]

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_018812_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval): A textual analysis and discussion of Thomas Aquinas's writings as they pertain to his understanding of happiness. The course will primarily concern his moral philosophy and philosophical theology. (28 Words)

Course Title: Philosophy 2216 F/G/A/B: Thomas Aquinas on Happiness (48 Characters)
Short Title: Aquinas on Happiness (21 characters)

Course Description: A textual analysis and discussion of Thomas Aquinas's writings as they pertain to his understanding of happiness. The course will primarily concern his moral philosophy and philosophical theology.

Antirequisite(s): Phil 2014 and Phil 22[KS6]14

Prerequisite(s): Phil 2215 A/B/F/G

Extra Information: 3 lecture hours

Course Weight: 1.0

Breadth: Category B

Subject Code: PHILOSOPH

Course Summary (for information):

Course Learning Outcomes:

This course will assist students to grow in the following knowledge, skills and attitudes:

Knowledge: What Should Students Know:

To understand St. Thomas Aquinas's arguments in the philosophy of human action, metaphysics, and philosophical theology.

Skills: What Should Students Do:

- To exhibit a sense of wonder and a desire to probe more deeply into the mysteries of God, the universe, and human nature.
- To read carefully the assigned readings.
- To follow carefully the classroom lectures.
- To show in class discussions and written work a firm grasp of the assigned readings and classroom lectures.
- To develop a position on the assigned readings and classroom lectures.
- To present in class discussions and written work sound arguments for their position.
- To be able to write in clear, concise and grammatically correct English.

Attitudes: What Students Should Value:

To participate in discussions in a way that makes clear their positions, enables them to listen openly, and maintains respect for others while disagreeing with their ideas.

Anticipated Grading Structure:

Two Essay Exams

One Essay Paper (2,500 words)

Texts:

Aquinas. Selected Writings. Translated by Ralph McInerny. New York: Penquin Books, 1998.

Aquinas. Selected Writings of St. Thomas Aquinas. Translated by A.C. Pegis. New ~~York~~York: Modern Library.

Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Russel Duvernoy, Chair and Associate Professor, Department of Philosophy, King's University College, rduverno@uwo.ca

EPC and Approval Date:**Consultation:**

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The following will also be copied for information:

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Consultation End Date:

Feedback, Results, Correlated Updates:

**Subcommittee on Undergraduate Academic Courses (SOC)
Department of Philosophy at King's University College**

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: Removal of one philosophy course at King's University College. :

Philosophy 2214: Thomistic Philosophy I

Motion: That effective **September 1, 2027**, Philosophy 2214 Thomistic Philosophy I be removed from the course catalogue as shown.

Rationale: This is primarily a housekeeping measure to clarify the way that this course is being offered. Concurrent with this submission of removal is the introduction of two half year 0.5 courses on Aquinas which in effect replace this previous year long course. By splitting this course into two half courses, King's students will be able to take the first half to complete checklist requirements and St. Peter's students can continue to take the full year to meet St. Peter's requirement of a yearlong course on Aquinas. These courses are connected to changes to Modular Checklists for the following Philosophy modules (Honors Specialization, Specialization, Major) that are in process.

Phil 2214: Thomistic Philosophy I

Link to Current Calendar Copy (if applicable): https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KING_018812_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval): N/A

Course Title: Philosophy 2214: Thomistic Philosophy I

Short Title: Thomistic Philosophy I

Course Description: An introduction to the philosophy of Thomas Aquinas through textual analysis and discussion of a selection of his philosophical writings. The course will concern principally his philosophy of nature, philosophical psychology, moral philosophy, metaphysics and philosophical theology.

Antirequisite(s): Phil 2014

Extra Information: 3 lecture hours

Course Weight: 1.0

Breadth: Category B

Subject Code: PHILOSOPH

Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Russel Duvernoy, Chair and Associate Professor, Department of Philosophy, King's University College, rduverno@uwo.ca

EPC and Approval Date:

Consultation:

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Stephen Bland, Chair and Associate Professor, Department of Philosophy, Huron University College, sbland2@huron.uwo.ca.

Eunice Gorman, Chair, Department of Thanatology, King's University College, egorman@uwo.ca.

The following will also be copied for information:

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Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, aadasci@uwo.ca

TBD, Executive Director, Western Continuing Studies

Consultation End Date:

Feedback, Results, Correlated Updates:

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: Withdrawal of the course Political Science 2533F/G, and revision of Political Science 2230E at King's University College as shown.

Motion: That effective September 1st, 2026, the course Political Science 2533F/G be withdrawn from course offerings and the anti-requisites of Political Science 2230E be revised at King's University College as shown.

Rationale: Western Political Science consulted with King's about recoding Political Science 2533F/G to A/B. This course has not been offered by King's Politics and International Relations department and will not be offered in the future. Additionally, it is an anti-requisite to Political Science 2230E, which is a required course for our Honours and Major students. Withdrawing the course from King's is the most straightforward option for our students and for Western Political Science.

The revisions to Political Science 2230E reflect the changes proposed by Western for Political Science 2533F/G.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_029729_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

~~Political Science 2533F/G: RACIALIZED INJUSTICE IN CANADA~~

~~Course Description~~

~~This course explores 'race' as a stigmatizing force in Canadian politics and how laws and policies are constructed on the bedrock of whiteness. It examines how the racialization of Indigenous peoples, ethnoracialized groups and ethnoreligious minorities~~

~~shapes contemporary controversies in the realms of law, public policy, policing and criminal justice.~~

~~Antirequisite(s)~~

~~**Antirequisite(s):** Political Science 2230E, Political Science 2103A/B, Political Science 2130, Political Science 2133A/B, Political Science 2221F/G, Political Science 2223F/G.~~

~~Pre or Corequisites~~

~~**Prerequisite(s):** Political Science 1020E or permission of the instructor.~~

~~Extra Information~~

~~**Extra Information:** 2 hours.~~

~~**Course Weight:** 0.50~~

~~**Breadth:** CATEGORY A *i*~~

~~**Subject Code:** POLISCI~~

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_008303_4&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Political Science 2230E: CANADIAN GOVERNMENT AND POLITICS

Course Description

An examination of selected problems in Canadian government and politics, such as federalism, political parties and pressure groups.

Antirequisite(s)

Antirequisite(s) at Main campus, King's campus: [Political Science 2103A/B](#), [Political Science 2130](#), [Political Science 2133A/B](#), [Political Science 2221F/G](#), [Political Science 2223F/G](#), [Political Science 2530F/G](#), [Political Science 2533A/B](#), and the former [Political Science 2533F/G](#).

Antirequisite(s) at Huron campus: [Political Science 2103A/B](#), [Political Science 2130](#), [Political Science 2133A/B](#), [Political Science 2221F/G](#), [Political Science 2223F/G](#).

Pre or Corequisites

Prerequisite(s): 1.0 Political Science course(s) at the 1000-level.

Extra Information

Extra Information: 3 hours.

Course Weight: 1.00

Breadth: CATEGORY A *i*

Subject Code: POLISCI

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Department/Program Contact: Dr. John Grant, Chair, Department of Political and
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EPC and Approval Date:

Consultation and Results:

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TBD, Executive Director, Western Continuing Studies

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: Increasing outside elective options for Social Work students.

Motion: That effective September 1, 2026 the number of outside electives a Social Work student can take be increased to 1.5 in the School of Social Work at King's University College as shown.

Rationale: Students have provided us with feedback that they would like to be able to take more electives from outside Social Work. We have many electives from other departments that are approved but the policy on the number of electives a student can take outside of Social Work was making this a challenge. By increasing the number of outside electives our students will have more choice. This change will also give us the opportunity to collaborate with other departments and make it easier for students to gain a minor or major in another subject.

Link to Current Calendar Copy (if applicable):

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21246&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar Copy (for approval):

The essential module in the BACHELOR OF SOCIAL WORK (HONOURS) degree is the Honours Specialization in Social Work.

Note: Students who entered the module prior to September 2026 will follow the requirements in the 2025 Academic Calendar.

Admission Requirements

Only students who have been formally accepted into the Social Work program may enroll in Social Work courses at the 3000-level and beyond. Prior to admission to the Honours Specialization in Social Work students should register for their alternate degree choice(s).

Students accepted into the professional program (Year 3) must register at King's University College.

Admission to the Social Work program (Year 3) is by formal application by March 15 of the calendar year in which admission is sought. Enrolment in the Social Work program is limited.

The admission of each candidate is determined by the Director on the recommendation of the School's Admissions Committee. In the admissions process, candidates are chosen according to academic and non-academic requirements.

Academic requirements for admission may be completed by July 1 of the year in which admission to the professional program is sought. To be eligible for admission, applicants must complete not less than 10.0 courses or equivalent of university study with an overall average of 70%. These courses must include:

2.0 courses with a minimum grade of 70% in each:

1.5 courses: [Social Work 1025A/B](#), [Social Work 1026A/B](#), [Social Work 2216A/B](#).

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

0.5 course with a minimum grade of 60%: [Social Work 2206A/B](#).

7.5 additional courses:

0.5 course from [Category B](#). (Arts and Humanities)

1.0 course from [Category C](#). (Science)

6.0 additional courses.

Applicants must have a minimum average of 70% in the last 10.0 courses taken prior to admission to the program, with no failures.

In addition, all students must meet first-year requirements as outlined in Senate Academic Policy.

All applicants are required to complete the Casper test. There is a cost associated with this test that will be borne by the applicant.

Candidates will receive official notification of the acceptance or rejection of their application after official final year grades have been received by the School (generally the end of July of each academic year).

Module/Program Information

Module

10.0 courses:

5.0 courses completed in Year 3: [Social Work 3301A/B](#), [Social Work 3303A/B](#), [Social Work 3308F/G](#), [Social Work 3316A/B](#), [Social Work 3318A/B](#), [Social Work 3319F/G](#), [Social Work 3320Y](#) or [Social Work 3350A/B](#), [Social Work 3333A/B](#), [Social Work 3344A/B](#), [Social Work 3311A/B](#).

5.0 courses completed in Year 4:

2.5 courses: [Social Work 4400](#), [Social Work 4414F/G](#), [Social Work 4415F/G](#), [Social Work 4429A/B](#).

2.5 courses from Social Work electives at the 3000 level or above, including at least 0.5 from each of the following two categories (A maximum of ~~1.0~~ 1.5 approved courses from outside of Social Work may be taken. Consult with the School for approved list.)

Category 1: Will primarily examine micro/meso levels of practice and course topics may include but are not limited to: addictions; crisis and trauma; mental health; children and adolescents; health care and social work; seniors; child welfare; human sexuality; thanatology; and disability studies.

Category 2: Will primarily examine macro levels of practice and course topics may

include but are not limited to: advocacy; first nations; international and multicultural social work; social justice and peace.

Notes:

1. Students choosing to combine the Honours Specialization in Social Work with another module may require more than 20.0 credits to meet requirements for both modules.
2. Students may count a maximum of 1.0 courses between modules.

Progression

Progression Requirements

To be eligible to progress, third-year students must:

- successfully complete all third-year requirements;
- achieve an overall average of at least 70% in all required courses each term;
- achieve a minimum mark of 60% in each course; and
- earn at “PASS” in [Social Work 3320Y](#) or Social Work 3350B.

Impact of Incomplete (INC) Grades and Withdrawn (WDN) Status: Third-year Social Work students who have a 0.5 INC grade or WDN status in any Fall term courses by the end of the Fall term (December 31) will be ineligible to enter practicum in the following term. This means they will also be ineligible to proceed in [Social Work 3320Y](#). Students with an INC in 0.5 courses or a WDN in any third-year Winter term courses by the end of Winter term (April 30) will not be eligible for Block Placement in the Summer term and will be removed from Social Work 3350B. Students with an INC (incomplete) in 0.5 courses or a WDN (Withdrawal) in any fourth year Fall term course by the end of Fall term will not be eligible to continue in practicum in the Winter term and will be removed from [Social Work 4400](#). Students will be eligible for practicum after outstanding coursework has been submitted and/or WDN courses have been successfully completed. Students will be unable to join practicum partway through a term. They will be required to wait until the next time the course is offered.

Completion of Outstanding Coursework: Social Work students who have an INC grade in more than 0.5 courses during any given term will not be permitted to continue with subsequent term Social Work courses until all final coursework has been submitted

and a revised grade has been issued. In such cases, students may need to postpone enrollment in the following term's courses until the courses are offered again.

WDN Status in Required Social Work Courses: Social Work students who have WDN status in any required Social Work courses (excluding electives) are not permitted to continue with any subsequent term Social Work courses (including practicum) until the required courses have been attempted or repeated.

Failed Courses and Practicum Eligibility: To maintain academic integrity, Social Work students must successfully pass all courses, and are not permitted to progress should they fail any courses.

Practicum Attempts: If a student has two unsuccessful Practicum interviews in agency settings in one academic year, this will result in a failure of the Practicum Integration Seminar course. Students are only allowed two attempts at completing their practicum. If a student fails two times at completing their practicum, they will fail the Practicum Integration Seminar course and will not be able to continue in the Social Work program.

Graduation Requirements

To be eligible to graduate, students must successfully meet all fourth-year requirements. This includes:

- maintaining an overall average of at least 70% in all required courses each term of the professional Social Work program;
- achieving a minimum grade of 60% in each course each term; and
- earning a "PASS" in [Social Work 4400](#).

EPC Approval Date: to be determined

Associate Dean – Academic (or Equivalent) Contact:

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Department/Program Contact:

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Consultation:

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TBD, Executive Director, Western Continuing Studies

Results:

School of Social Work, March 27, 2025

King's Educational Policy Committee, to be determined

**Subcommittee on Undergraduate Academic Courses (SOC)
Submission for ASL 3030A/B**

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 a new course, ASL 3030A/B: Advanced ASL.

Motion: That effective ~~May 6th, 2026~~April 1st, 2026, a new course, "ASL 3030A/B: Advanced ASL," be added to the offerings of the ASL program, which is housed in the Department of English, French, and Writing at King's University College.

Rationale:

- The purpose of ASL 3030A/B is to serve students from King's and affiliated institutions by creating a 3000-level course as the next step in the progression of ASL learning from the existing ASL 1030A/B and ASL 2030A/B offered at King's. ASL 3030 will hopefully run in the winter term of 2027 so that students who have successfully completed ASL 2030 this year will be able to advance their studies with a 3000-level course in the winter term. Currently, students who have already taken ASL 2030 have no follow-up options at King's. In the future, we expect to offer two sections of ASL 2030, one in the fall and one in the winter, which will increase the pool of eligible students for ASL 3030.
- Like ASL ~~4030 and~~ 2030, each section of ASL 3030 will be capped at 235 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. The course therefore requires students to dedicate three hours per week to participation in an online lecture and video tutorial with the course Instructor and one hour per week to a separate in-person tutorial with a tutor.

- Students are required to purchase the assigned textbook and accompanying video tutorial platform—for January 2027, 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. There are no additional library or IT implications of this course.
- This course proposal has been discussed with, and approved by, the Manager of Academic Planning at King's, Julia Eastabrook. At Julia Eastabrook's suggestion, we are working toward the creation of an ASL Certificate, which would be unique in the Ontario university system. Creating ASL 3030A/B is a necessary step in this process.

Link to Current Calendar Copy (if applicable): N/A

Proposed Calendar Copy (for approval):

Course Number and Title: ASL 3030A/B: Advanced ASL (24 characters)

Course Description: This course advances students' ASL fluency through complex conversations, narratives, and explanations. Students strengthen receptive, expressive, and interactive skills with emphasis on discourse-level grammar, classifiers, spatial organizational, role shifting, and nonmanual signals to demonstrate continued progression toward advanced proficiency. (40 words)

Antirequisite(s):

Prerequisite(s): [American Sign Language 2030A/B or permission of the ASL Instructor](#)

Corequisite(s):

Extra information: 3 hours

Course Weight: 0.50

Course Learning Outcomes:

1. Use culturally appropriate ASL interaction strategies in sustained conversations and discussion.
2. Produce and comprehend extended ASL narratives and dialogues using advanced vocabulary, clear sequencing, and accurate facial expressions and nonmanual signals.
3. Demonstrate fluent fingerspelling and accurate use of numbers, including lexicalized forms, in varied contexts.
4. Maintain consistent spatial mapping and referential clarity in multi-person and multi-event narratives.
5. Identify and repair communication breakdowns in ASL conversations using clarification, repetition, and rephrasing.

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
- Attendance at scheduled tutor classes

Note: This course requires the textbook *ASL True Way* for units 6-7. Students can access it through the course's online platform.

Anticipated Grading Structure:

Methods of Evaluation:

TWA Assignments.....	XX 20%
Quizzes.....	XX %
Tests.....	XX 20%
Presentation.....	XX 15%
ASL Final Project.....	XX 30%
Tutorial.....	XX 15%

Date	Description
Week 1	Course Introduction, Syllabus Review, and Icebreaker Activities
Week 2	Unit 6.1: Good Times – Insights and Skills Assignment #1 – Due by XX
Week 3	Unit 6.2: Hobbies and Interests; Deaf Culture Assignment #2 – Due by XX
Week 4	Unit 6.3: Sports and Recreation Quiz #1
Week 5	Unit 6.4: Vacations; Classifiers I Assignment #3 – Due by XX
Week 6	Unit 6.5: Snack Time & Unit 6 Review Test #1
Week 7	Spring Reading Week
Week 8	Unit 7.1: All About Food – Fruits and Vegetables Presentation – Due by XX
Week 9	Unit 7.2: Meats; Classifiers II Assignment #4 – Due by XX
Week 10	Unit 7.3: More Food and Sweets Quiz #2
Week 11	Unit 7.4: Regional Cuisines; Spatial Relationship Assignment #5 – Due by XX
Week 12	Unit 7.5: Recipes and Unit 7 Review Test #2
Week 13	Deaf Tales & Traditions Quiz #3
Week 14	ASL Final Project Preparation

Week 15	Course Wrap-Up and ASL Final Project Feedback
	ASL Final Project Submission

Associate Dean – Academic (or Equivalent) Contact: Dr. Josephine Gemson, Associate Academic Dean, King’s University College, associate.dean@kings.uwo.ca

Department/Program Contact: Dr. Ian Rae, Department Chair for English, French, and Writing, King’s University College, irae@uwo.ca

EPC and Approval Date:
EPC: May 6, 2026

Consultation:

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TBD, Executive Director, Western Continuing Studies

Results:

TO: Members of Academic Council

FROM: Robert Ventresca, President

DATE: May 2026

RE: President's Report to Academic Council - May 2026

I am pleased to provide an update on recent developments since my April report — accomplishments that speak to the dedication and collaboration across our community.

Update from the Board of Directors

At its most recent meeting, the Board of Directors received, reviewed, and approved Academic Council's proposed changes to the Terms of Reference for the following committees:

- Mission, Integration, and Inclusion Committee
- Research Ethics Review Committee
- Educational Policy Committee
- Appointments, Promotions, and Tenure Committee

I am grateful to Academic Council for its thoughtful work in bringing forward these revisions, and to the Board for its continued engagement with and support of our shared governance processes.

My report to the Board of Directors at its most recent meeting included an update on major strategic and operational matters, including a summary of financial performance to date and continued progress toward completion of a Strategic Enrolment Management (SEM) Plan. As you know, SEM is a major goal of our strategic framework, *Renewing the Promise*, and a critical component of our plan to achieve financial sustainability by 2030. I reported that Academic Council has received a preliminary draft of the SEM Plan for its review and feedback with a recommendation to the Board for approval to follow.

On May 15, I met with the Voting Members of the Corporation who are responsible for appointing the Board, approving bylaw changes, appointing King's external auditors, and overseeing implementation of Catholic Mission. An important, if under-appreciated, dimension of governance reform we have undertaken the past two years is to foster a greater degree of transparency and structured communication between the Corporation and the Board of Directors,

with the President serving as a conduit to foster dialogue on mission implementation by means of two annual reports.

Phase 2 Web/Intranet Project

The intent of phase two is to ensure that our web presence supports the needs of our key audiences, including prospective students, current students, faculty, staff, alumni, community partners, and other stakeholders.

Invitations have gone out for membership on the newly formed Web Assets Steering Group, which will serve in an advisory and steering capacity, helping provide cross-departmental insight and practical feedback as the project moves forward.

In parallel with the formal Phase 2 project, Recruitment, Marketing, Communications, and ITS are working together on several immediate improvements where there is a clear operational need. One of the first areas of focus is the experience for current students. The intention is to provide a more visible and organized current students pathway on the primary website — one that can act as a jump point to the information students are most commonly seeking. Where appropriate, specific student-facing intranet pages may have their authentication requirement removed so that students can access key information more easily.

I have already engaged with both the Registrar's Office and Academic Advising regarding their immediate needs, and outreach is underway to other areas with an immediate business need to provide content or services to current students. The goal is to identify the highest-priority information students need, determine where that content should appropriately live, and ensure there is a practical path to it from the public website and/or intranet environment.

This work is intended to address immediate student-facing needs while the broader Phase 2 governance, research, and planning work proceeds. This approach gives us an opportunity to make targeted, well-aligned improvements now.

King's Convocation 2026

Convocation Day on June 11, 2026, will feature a coordinated series of events beginning with the 10:00 a.m. Western-led degree-granting ceremony at Canada Life Place, followed by King's-led celebrations on campus throughout the afternoon. Preparations across King's reflect our commitment to a student-centred and welcoming experience that honours each graduate's academic journey.

The Academic Dean's Office is collaborating with Western on the adjudication process for the Class of 2026. Current projections indicate that 736 King's students may be eligible to graduate across undergraduate degrees, certificates, and graduate theology programs, with final eligibility confirmed by the ADO. Once adjudication is complete, eligible students will register for the downtown ceremony by May 31.

Credential	# of Students
Bachelor of Arts (3 Year)	40
Bachelor of Arts (4 Year)	124
Bachelor of Arts (King's Scholar Program)	5
Bachelor of Arts Four Year Program	261
Bachelor of Arts Honours (4 Year)	80
Bachelor of Arts Honours (King's Scholar Program)	2
Bachelor of Management and Organizational Studies (4 Year)	40
Bachelor of Management and Organizational Studies (King's Scholar Program)	1
Bachelor of Management and Organizational Studies Four Year Program	57
Bachelor of Management and Organizational Studies Honours (4 Year)	1
Bachelor of Social Work (4 Year)	39
Certificates (across six areas: Childhood and Advocacy; Childhood and the Legal System; Ecological Justice and Climate Ethics; Loss, Grief and Bereavement Studies; Study of Law and Public Policy; Teaching and Practice of Writing)	84
Master of Divinity / Theology	2
Grand Total	736

Following the downtown ceremony, King's will host two signature events on campus: the Class of 2026 Reception in the Student Life Centre and the Celebration of Graduates in Labatt Hall, recognizing academic excellence across programs and celebrating award recipients. These gatherings strengthen community connections and highlight the achievements of graduates across disciplines.

King's is also honoured to co-host Honorary Degree Recipient Liz Akiwenzie at the Wampum Learning Lodge, in partnership with Western's Office of Indigenous Initiatives. This collaboration reflects our shared commitment to relationship-building, advancing reconciliation, and honouring the Lodge as a place of teaching, community, and ceremony. A respected Indigenous knowledge keeper and cultural educator, Liz has contributed significantly to King's through teachings on empathy, cultural sensitivity, and the sacred responsibilities to the Original Peoples of Turtle Island.

We extend appreciation to the faculty participating in the academic procession(s) and to volunteers supporting activities at both venues. Community members are invited to line the walkway from the Cardinal Carter Library to Labatt Hall at 1:45 p.m. to welcome our newest alumni as they lead the procession into the afternoon ceremony.

Across all Convocation-related activities, King's remains focused on delivering a coordinated, student-centred experience that reflects dignity, hospitality, and the strong sense of belonging that defines our community.

Presidential Advisory Task Force on Artificial Intelligence Ethics and Innovation

I am pleased to announce the establishment of the Presidential Advisory Task Force on Artificial Intelligence Ethics and Innovation (Appendix 1), with Professor John Heng serving as Chair.

The Task Force has been constituted as an advisory body to the President to support the strategic, innovative and ethical use of Artificial Intelligence (AI) across King's University College.

The Task Force does not have oversight of academic program matters but will engage faculty and academic units on how best to advise on AI use to support teaching and student learning. All final decisions related to AI governance, policy, operational implementation, or procurement remain the responsibility of the appropriate governance bodies in accordance with established institutional processes. The Task Force will provide recommendations, when appropriate, to relevant governance bodies through the President.

The purpose of the Task Force is to facilitate campus-wide conversations, gather feedback and provide recommendations on the responsible adoption and integration of AI across King's, including:

- Aligning AI initiatives with King's mission, values, and strategic priorities.
- Considering ethical, transparent, and privacy-respecting AI use consistent with applicable legislation, including FIPPA and PHIPA, and institutional policies.
- Advising on innovation, digital fluency, and equitable access to AI capabilities among faculty, staff, and students, and — once responsibility is delegated by the President — potentially participating in these activities.
- Providing advice on governance, risk management practices, and institutional integration opportunities across academic and administrative domains.

The Task Force will formally begin its work in September 2026. I look forward to sharing further updates as this important initiative takes shape.

I am grateful to the many faculty, staff, and students whose ongoing dedication continues to advance the mission and vitality of the King's community.

Respectfully submitted,



R. Ventresca, Ph.D.
President and Professor

Attachment



King's University College Presidential Advisory Task Force on Artificial Intelligence Ethics and Innovation

Authority:

The Task Force is established as an advisory body to the President to support the responsible, strategic, and innovative use of Artificial Intelligence across King's University College. It does not manage operational AI systems, approve procurement, or make binding institutional decisions. All final decisions related to AI governance, policy, operational implementation, or procurement remain the responsibility of King's administration and the appropriate governance bodies in accordance with established institutional processes. The Task Force provides recommendations, when appropriate, to relevant governance bodies through the President.

Purpose:

The purpose of the Task Force is to provide recommendations on the responsible adoption, and integration of Artificial Intelligence across King's including:

- ✦ Aligning AI initiatives with King's mission, values, and strategic priorities.
- ✦ Considering ethical, transparent, and privacy-respecting AI use consistent with applicable legislation including FIPPA, PHIPA, and institutional policies.
- ✦ Advising on innovation, digital fluency and equitable access to AI capabilities among faculty, staff and students, and once responsibility delegated by the president potentially participating in these activities.
- ✦ Providing advice on governance, risk management practices, and institutional integration opportunities across academic and administrative domains.

Key advisory priorities include:

Strategy and Governance

- ✦ Recommending an institutional AI strategy and implementation roadmap.
- ✦ Providing guidance on decision-making authorities, accountability structures, and responsible AI use.

- ✦ Advising on policy and procedural updates related to AI, privacy, and ethical data use.

Innovation and Enablement

- ✦ Identifying and where authorized supporting high-impact AI pilot initiatives.
- ✦ Encouraging responsible adoption of generative and predictive AI tools in teaching, research, and administration.
- ✦ Where authorized, supporting partnerships, funding opportunities, and collaborative AI initiatives.

Capacity Building

- ✦ Supporting AI literacy through training, workshops, and awareness initiatives.
- ✦ Providing guidance on integrating AI into teaching, research, and operational processes.

Risk and Compliance

- ✦ Reviewing potential risks associated with AI deployment, including bias, privacy, cybersecurity, reputational, and regulatory risks.
- ✦ Recommending mitigation strategies and escalation pathways.
- ✦ Supporting alignment with the King's Privacy Policy, Data Governance Framework, and Cybersecurity Plan.

Membership:

The Task Force will include cross-functional representation from academic and administrative units with relevant expertise or priority interests in the work of the Task Force:

- ✦ Chair – Academic
- ✦ Research Facilitator – Research initiatives and funding opportunities
- ✦ Student Representative – Student experience and perspective
- ✦ Privacy Officer – Compliance and Data Governance
- ✦ Data Governance Lead / Institutional Analyst – Institutional Planning & Analysis
- ✦ Registrar's Office Representative – Student information systems
- ✦ Communications and Marketing Representative – Communications governance

Additional subject matter experts may be invited to speak to agenda items at the discretion of the Chairs.

Appointment and Term:

Members shall be approved by the President. The Task Force is established for the defined advisory mandate with a term of 18 months.

Chairing:

The Chairs will approve meeting agendas, preside over meetings, coordinate development of recommendations and, present advisory findings to the President. Any dispute between the Chairs shall be ruled on by the Executive Director of the President's Office and University Secretary.

Frequency of Meetings:

The Task Force Chairs will determine a workplan for the committee which identifies approximate dates and number of meetings as well as anticipated preparation time for task force members to prepare for meetings. This information may be shared with prospective members during recruitment, and will be shared with the task force during its first meeting.

Record of Meetings

Minutes shall be recorded and approved at the subsequent meeting. The committee shall appoint a minute-taker from their membership.

Quorum:

A majority of Task Force members shall constitute quorum.

VPAD Report to Academic Council
May 2026

1. Undergraduate Program Cyclical Review: Disability Studies

The Undergraduate Program Review of Disability Studies was given a recommendation of “Good Quality” by the Subcommittee on Program Review (SUPR-U). This recommendation was approved by Senate Committee on Academic Curriculum and Awards (ACA). The Final Assessment Report is attached as Appendix 1.

Congratulations to Disability Studies and DS Chair Jeff Preston on this excellent assessment outcome.

2. Intent to Register

Student Intent-to-Register completion rates have increased this year. As of April 30:

	Domestic	International	Total
2026 (proposed term 1269)	84%	71%	83%
2025 (proposed term 1259)	77%	71%	77%

3. Enrolment Update

Registrar T. Gray will provide an update on applications, offers, and admissions in Academic Council. Statistics as of May 19 are attached as Appendix 2.

Respectfully submitted,



Mark Yenson
Interim Vice President and Academic Dean

Attachments

Disability Studies
Final Assessment Report & Implementation Plan
March 2026

Faculty / Affiliated University College	King's University College	
Degrees Offered	Bachelor of Arts (BA)	
Date of Last Review	2016-2017	
Modules Reviewed	Major in Disability Studies Minor in Disability Studies	
External Reviewers	Dr. Jay Dolmage Professor University of Waterloo	Dr. Michelle Owen Professor University of Winnipeg
Internal Reviewer	Vicki Sweeney, Associate Dean, Huron University College	Morgan DeCampos Undergraduate Student English Language & Literature
Date of Site Visit	December 8 & 9, 2025	
Date Review Report Received	January 21, 2026	
Date Program/Faculty Response Received	February 27, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: April 21, 2026 ACA: May 5, 2026 Senate (for information): May 15, 2026	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Disability Studies Program delivered by King’s University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Academic Dean, King’s University College

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

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

The FAR (including Implementation Plan) is sent for approval through the Subcommittee on Program Review – Undergraduate (SUPR-U) and the Senate Committee on Academic Curriculum and Awards (ACA), then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, King’s University College, and SUPR-U.

Executive Summary

The Disability Studies program began as a handful of courses in the Department of Interdisciplinary Programs in 2012. In 2014, Disability Studies was formalized as a Minor module, with the Major module following in 2016. The Disability Studies program aims to change how students imagine disability through an engaging and innovative education that empowers leaders who are both motivated, and able to facilitate systemic change. This is accomplished through accessible pedagogy focused on inquiry-based learning methodologies with ample opportunity for praxis; bringing the work of the classroom out into the broader London Community.

The Disability Studies program at King's University College (King's) is structured into three informal thematic streams designed to support students as they prepare to enroll in classes each term. These include *Changing Systems and Structures*, *Changing Imaginations and Representation*, and *Approaching Disability Studies with a Focus on Intellectual and Developmental Disability*. The program is designed to be accessible to a variety of students, including those that are first generation university students and mature students. Running over 20 half credit courses, the 2023-2024 academic year had a total enrolment of 124 students across the Major and Minor modules.

The self-study was informed by a student focus group and a series of alumni surveys receiving a total of 92 responses. Equally, full-time faculty members and sessional instructors reviewed the program's learning outcomes and subsequently undertook a curriculum mapping exercise.

The external reviewers shared a positive assessment of the Disability Studies Program. They offer four recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Deep and sustained community engagement, including long-term partnerships with disability organizations, paid guest lectures by disability advocates, public panels, and disability arts programming.
 - Hosting public theatre performances of disability focused plays like *Awkward Hug*, *Destiny USA* and *Project Qyzra*.
- Inquiry-based, praxis-oriented pedagogy that emphasizes applying theory to real-world contexts through case studies, community-engaged projects, policy analyses.
- Courses work to bring conversations of intersectionality into the classroom, where interrelations between ableism, eugenics, and anti-Blackness are made.
- Many syllabi have an option for students with lived experience to propose alternatives to existing assignments wherein they can research and examine their own experiences with disability, inclusion/exclusion, and ableism, while still accomplishing the assignment's core learning objectives.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Imbalance across curricular pathways, with a heavier concentration of courses in the *Changing Imaginations and Representations* stream.
- Reliance on 3000-level courses as terminus experiences due to the program's lack of a formal 4000-level capstone.
- Limited formal experiential learning opportunities, including the absence of a sustained internship, co-op, or regularly offered community-embedded placements,
 - o Inability to sustain earlier innovative experiential initiatives (e.g., field trips, ACCESS Project, City Studio participation) due to staffing shortages, budget constraints, and faculty leaves.
- Perceived redundancy and repetition of foundational content, especially around models of disability, reported by students in upper-year courses.
- Gaps in decolonization and Indigenous expertise. Need for relationship-building and external support to deepen this work responsibly.
- Alumni and students seeking stronger connections between coursework, labour-market skills, and post-graduation opportunities.

Review Process

As part of the external review, the review committee, comprising two external reviewers, an internal faculty reviewer, and an internal student reviewer were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President of King's University College
- Interim Vice President Academic Dean
- Interim Associate Academic Dean
- Associate University Librarian
- Dean of Students (Student Affairs)
- Department Chair
- Academic Planning and Analysis Manager
- Director, Information Technology Services
- Registrar (King's)
- Administrative Staff
- Program Faculty
- Program Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Disability Studies Program. The FAR is collated and submitted to SUPR-U by the Internal Faculty Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers noted that they were “*quite impressed with the DS department at King’s University. The faculty is doing a great job and the students enjoy their classes.*” [...] “*This is a very valuable and thriving program, unique in the region, the province and the country. We look forward to tracking its continued growth.*”

Key Strengths of the Program

- The Disability Studies program is exemplary in terms of its modern modes of teaching and assessment. Core faculty and sessional instructors are doing a terrific job with the curriculum, and contract faculty feel very well-supported by the department and Chair.
- An impressive number of graduates go on to attain further education and credentials: in health, education, physical therapy, rehabilitation, and social services.

Prospective Improvements for the Program to Consider

- Consider streamlining scheduling - some courses and opportunities are not offered as frequently as they might be, given staffing, timing, and other constraints.
- Support for instructors to build more flexible and experiential pedagogy and strengthen these opportunities via a structured internship and/or field trips in the program.
- Work with the local school boards and the Faculty of Education at Western University to see how the program can help prepare future and current teachers.
- Support with setting up a student club that would bring them together outside of class.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

The following are the reviewers’ recommendations in the order listed by the external reviewers.

Reviewers’ Recommendations	Program/Faculty Response
<p>Recommendation #1 Class Scheduling and Size:</p> <ul style="list-style-type: none"> - Consider experimenting with 90 min classes 2x a week. - Work toward greater consistency with required course scheduling to meet degree requirements, including the 4000 level Research course. - Consider scheduling in two- year increments. 	<p>Program: The program has begun piloting adjustments to class scheduling and long-term course planning to improve consistency and student progression. In 2025-26, Disability Studies 1010A/B is being offered in a revised format (2-hour lecture plus 1-hour tutorial), with encouraging early results. Building on this pilot, we will identify two additional 2000-level courses to adopt either 2 x 90-minute or 2 x 60-minute formats in 2027–28, followed by two 3000-level courses in 2028–29. These changes will be implemented in consultation with faculty and monitored through student evaluations and targeted post-course focus groups.</p> <p>To improve consistency in required course scheduling, including the 4000-level Research course, the Disability Studies Chair is developing a five-year course rotation plan to provide greater predictability for students and instructors. In parallel, discussions within the newly formed School of Policy, Law & Social Change (SPLSC) are exploring the possibility of a unified 2000-level research methods course and 4000-level capstone model. Given the interdepartmental coordination required, this initiative is anticipated to unfold over a three- to five-year timeframe.</p> <p>Faculty: The Academic Dean’s Office supports the program response and will continue to collaborate with the program to ensure consistency and responsiveness in course scheduling.</p>
<p>Recommendation #2 Explore and (if possible) Expedite the Pathway to an Honours Degree:</p> <ul style="list-style-type: none"> - Consider how this pathway may further open doors to students interested in graduate or professional programs. 	<p>Program: During the initial formation of Disability Studies, informal discussions assessed the feasibility of an Honours Specialization (HSP); however, given limited faculty resources at the time (one full-time faculty member and one new hire), we felt the most viable honours pathway for students was through a double major structure. This approach allowed students to graduate with an honours degree while preserving program sustainability and intentionally strengthening interdisciplinarity at the College.</p> <p>In recent years, enrolment patterns at King’s indicate that students increasingly prefer double majors over HSPs, and several programs have experienced declining HSP enrolment, in some cases pausing admissions. In this context, without a broader institutional reconsideration of how HSPs are structured, resourced, and incentivized, the creation of a standalone Disability Studies HSP is not</p>

	<p>feasible in the near term. We will continue to monitor enrolment trends and institutional direction and remains open to revisiting this discussion should conditions shift.</p> <p>Faculty: The Academic Dean’s Office supports the program response, emphasizing judicious exploration of an HSP within the context of broader academic planning that emphasizes interdisciplinary collaboration.</p>
<p>Recommendation #3 Experiential Learning:</p> <ul style="list-style-type: none"> - Seek additional resources to increase sustainability and frequency of Experiential Learning opportunities in- and outside of class. For instance, via an Experiential Learning Coordinator. - Explore a partnership with Social Justice and Peace Studies regarding their full-year internship. 	<p>Program: To enhance sustainability beyond individual courses, we hope to reconstitute our Program Advisory Committee over the next two years to include community partners, improving information flow and strengthening relationships that can support placement and project-based opportunities. While the creation of a dedicated Experiential Learning Coordinator would require new institutional resources and is not currently feasible, we have been trying to work strategically within existing structures to expand access to placements.</p> <p>This year, an informal pathway has been opened for Disability Studies students into the Social Justice and Peace Studies (SJPS) full-year internship, and the Program will actively promote this opportunity beginning Spring 2026. In addition, the Program has connected with a Child and Youth Studies (CYS) spring course that places students in London-area primary schools to support outdoor education initiatives. Several Disability Studies students have already applied, and outcomes will be reviewed following the summer term. Over the next five years, we will continue to explore placement opportunities, particularly in collaboration with SJPS and CYS, leveraging existing courses to increase experiential access without duplicating infrastructure.</p> <p>Faculty: The Academic Dean’s Office supports the program response. Enhanced support for experiential learning across departments and programs is part of King’s institutional strategic framework. The Academic Dean’s Office supports and encourages further collaboration among programs as described by the program.</p>

<p>Recommendation #4 Program Promotion:</p> <ul style="list-style-type: none"> - Work with local schoolboards and the Faculty of Education to determine how the program can help prepare teachers. - Integrate Disability Studies courses into other program plans. - Engage 1st year students, prospective high school students and students at Fanshawe College to advise on the program pathway and potential career opportunities. 	<p>Program: The program agrees that targeted promotion and strategic integration are essential to sustained enrolment growth. This will require support from Marketing & Recruitment, which the program hopes to grow over five years. Regarding teacher preparation, CYS and SJPS have direct-entry pathways to Education, and early discussions are underway. The Program has initiated conversations with Social Work and Management and Organizational Studies (BMOS) to identify curricular gaps around accessibility and inclusion, alongside cross-listing discussions with CYS. The program aims to expand college articulation agreements, building on the Fanshawe Developmental Services Worker (DSW) Program partnership, with guest lectures beginning March 2026. High school engagement through "DS @ King's Nights" has doubled participation, with continued growth expected.</p> <p>Faculty: The Academic Dean’s Office will support the program in engaging with prospective partners to enhance program promotion and to explore pathway opportunities.</p>
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Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Class Scheduling and Size	<ol style="list-style-type: none"> 1. Pilot revised scheduling formats for 2000 and 3000-level courses. 2. Develop and implement a five-year course rotation plan. 3. Explore unified research methods and capstone structure within SPLSC. 4. Improve timetable coordination and reduce overlap. 	<ol style="list-style-type: none"> 1. Program Chair Program Faculty 2. Program Chair 3. Program Chair Department Chairs School Director 4. Associate Dean’s Office 	<ol style="list-style-type: none"> 1. 2000-level courses by Sept 2027 3000-level courses by Sept 2028 2. By Sept 2027 3. By Sept 2028 4. By Sept 2026
Recommendation #2: Explore and (if possible) Expedite the Pathway to an Honours Degree	<ol style="list-style-type: none"> 1. Monitor institutional HSP enrollment trends and policy direction annually. 2. Reassess feasibility of an honours pathway within SPLSC framework (e.g., student interest, examining pathways to graduate offerings). 	<ol style="list-style-type: none"> 1. Program Chair Associate Dean’s Office 2. Program Chair SPLSC Director 	<ol style="list-style-type: none"> 1. Ongoing with check-in at June 2028 progress report 2. By Sept 2031
Recommendation #3: Expand Experiential Learning Opportunities	<ol style="list-style-type: none"> 1. Reconstitute Program Advisory Committee with community partners. 2. Formalize and promote Disability Studies pathway into SJPS internship. 3. Evaluate participation in CYS outdoor education placement course. 	<ol style="list-style-type: none"> 1. Program Chair 2. Program Chair SJPS Chair 3. Program Chair CYS Chair 	<ol style="list-style-type: none"> 1. By Sept 2028 2. By Sept 2026 3. By Sept 2026



KING'S

Western University · Canada

Full-Time, First Year - Application,
Offer, and Accept Statistics as of
May 18, 2026

Applications with FWM Removed

Faculty/Program	Group A and Group B (101 and 105)								
	Sun May 18, 2025			Mon May 18, 2026			Percent Change		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts & Humanities	219	12	231	248	8	256	13.2%	-33.3%	10.8%
BMOS	736	391	1,127	743	352	1,095	1.0%	-10.0%	-2.8%
Childhood & Youth Studies	537	20	557	573	16	589	6.7%	-20.0%	5.7%
Disability Studies	43	1	44	61	2	63	41.9%	100.0%	43.2%
Human Rights Studies	70	3	73	80	4	84	14.3%	33.3%	15.1%
Social Justice & Peace Studies	157	6	163	129	9	138	-17.8%	50.0%	-15.3%
Social Science	1,577	290	1,867	1,696	242	1,938	7.5%	-16.6%	3.8%
Social Work	1	0	1	0	0	0	-100.0%		-100.0%
Thanatology	22	2	24	24	6	30	9.1%	200.0%	25.0%
	3,362	725	4,087	3,554	639	4,193	5.7%	-11.9%	2.6%

Offers with FWM Removed

Faculty/Program	Group A and Group B (101 and 105)								
	Sun May 18, 2025			Mon May 18, 2026			Percent Change		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts & Humanities	151	4	155	147	6	153	-2.6%	50.0%	-1.3%
BMOS	529	219	748	539	231	770	1.9%	5.5%	2.9%
Childhood & Youth Studies	383	11	394	403	11	414	5.2%	0.0%	5.1%
Disability Studies	29	0	29	30	1	31	3.4%		6.9%
Human Rights Studies	39	1	40	44	4	48	12.8%	300.0%	20.0%
Social Justice & Peace Studies	98	1	99	80	3	83	-18.4%	200.0%	-16.2%
Social Science	1,094	150	1,244	1,157	153	1,310	5.8%	2.0%	5.3%
Social Work	1	0	1	0	0	0	-100.0%		-100.0%
Thanatology	13	2	15	17	4	21	30.8%	100.0%	40.0%
	2,337	388	2,725	2,417	413	2,830	3.4%	6.4%	3.9%

Accepts

Faculty/Program	Group A and Group B (101 and 105)								
	Sun May 18, 2025			Mon May 18, 2026			Percent Change		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts & Humanities	43	1	44	37	1	38	-14.0%	0.0%	-13.6%
BMOS	48	23	71	84	24	108	75.0%	4.3%	52.1%
Childhood & Youth Studies	88	2	90	73	0	73	-17.0%	-100.0%	-18.9%
Disability Studies	5	0	5	8	0	8	60.0%		60.0%
Finance & Wealth Management	3	2	5	0	0	0	-100.0%	-100.0%	-100.0%
Human Rights Studies	5	0	5	3	0	3	-40.0%		-40.0%
Social Justice & Peace Studies	12	1	13	13	0	13	8.3%	-100.0%	0.0%
Social Science	203	19	222	228	19	247	12.3%	0.0%	11.3%
Social Work	0	0	0	0	0	0			
Thanatology	2	0	2	4	0	4	100.0%		100.0%
	409	48	457	450	44	494	10.0%	-8.3%	8.1%

Full-Time, Upper Year - Application, Offer, and Accept Statistics as of May 18, 2026

Applications

Faculty/Program	Group A and Group B (101 and 105)								
	Sun May 18, 2025			Mon May 18, 2026			Percent Change		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts & Humanities	14	1	15	21	0	21	50.0%	-100.0%	40.0%
BMOS	52	36	88	53	22	75	1.9%	-38.9%	-14.8%
Childhood & Youth Studies	24	1	25	22	0	22	-8.3%	-100.0%	-12.0%
Disability Studies	11	1	12	5	0	5	-54.5%	-100.0%	-58.3%
Human Rights Studies	8	0	8	3	0	3	-62.5%		-62.5%
Social Justice & Peace Studies	8	0	8	6	0	6	-25.0%		-25.0%
Social Science	105	15	120	114	10	124	8.6%	-33.3%	3.3%
Social Work	92	4	96	70	3	73	-23.9%	-25.0%	-24.0%
Thanatology	3	1	4	5	0	5	66.7%	-100.0%	25.0%
	317	59	376	299	35	334	-5.7%	-40.7%	-11.2%

Offers

Faculty/Program	Group A and Group B (101 and 105)								
	Sun May 18, 2025			Mon May 18, 2026			Percent Change		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts & Humanities	11	1	12	11	0	11	0.0%	-100.0%	-8.3%
BMOS	30	24	54	30	12	42	0.0%	-50.0%	-22.2%
Childhood & Youth Studies	16	1	17	16	0	16	0.0%	-100.0%	-5.9%
Disability Studies	9	0	9	2	0	2	-77.8%		-77.8%
Human Rights Studies	7	0	7	3	0	3	-57.1%		-57.1%
Social Justice & Peace Studies	5	0	5	5	0	5	0.0%		0.0%
Social Science	55	11	66	67	6	73	21.8%	-45.5%	10.6%
Social Work	70	4	74	48	2	50	-31.4%	-50.0%	-32.4%
Thanatology	2	1	3	3	0	3	50.0%	-100.0%	0.0%
	205	42	247	185	20	205	-9.8%	-52.4%	-17.0%

Accepts

Faculty/Program	Group A and Group B (101 and 105)								
	Sun May 18, 2025			Mon May 18, 2026			Percent Change		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts & Humanities	3	0	3	4	0	4	33.3%		33.3%
BMOS	8	9	17	9	8	17	12.5%	-11.1%	0.0%
Childhood & Youth Studies	4	1	5	8	0	8	100.0%	-100.0%	60.0%
Disability Studies	5	0	5	0	0	0	-100.0%		-100.0%
Finance & Wealth Management	2	0	2	0	0	0	-100.0%		-100.0%
Human Rights Studies	1	0	1	0	0	0	-100.0%		-100.0%
Social Justice & Peace Studies	2	0	2	2	0	2	0.0%		0.0%
Social Science	29	4	33	32	3	35	10.3%	-25.0%	6.1%
Social Work	39	0	39	26	0	26	-33.3%		-33.3%
Thanatology	2	0	2	0	0	0	-100.0%		-100.0%
	95	14	109	81	11	92	-14.7%	-21.4%	-15.6%



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Report to: **Academic Council**
From: **Mission Integration and Inclusion Committee**
Re: **April 2026 Meeting Update**
Date: **May 20, 2026**

The Committee reports that the **2026–2027 Veritas Lecture Series** will focus on the theme “**The Courage of Encounter**,” shaped by a Franciscan emphasis on peace and reconciliation in alignment with the 2026 Special Year of St. Francis.

The Committee is pleased to confirm that Tanya Talaga will deliver the President’s Lecture on September 24, 2026. All lectures in the series will be held from 5:30–6:30 p.m. in the Kenny Theatre. Speaker confirmations are underway for the Christ the King Lecture on November 19, 2026, and an Open Lecture in Winter 2027. Further details will be shared once finalized (see below).

UPDATE

President’s Lecture

September 24, 2026 • 5:30-7:00 p.m. (EDT)

Speaker: **Tanya Talaga**

Working Title: ***Can Canada Move Towards Reconciliation?***

Synopsis:

Tanya Talaga has written three books that grapple with the hard truths of Canada’s history and the Indigenous experience in a colonized land. She walks audiences through Canadian history, via an Indigenous lens, to explain how we arrived here and what we can do to achieve a more equitable future for all.

Feast of Christ the King Lecture

November 19, 2026 • 5:30-7:30 p.m. (EST)

Speaker: **Rev. Robert Kinghorn**

Title: ***Holiness on the Street***

Synopsis:

Robert Kinghorn, a deacon since 1985 in the Archdiocese of Toronto, has for 20 years provided street ministry late at night to the addicted, the homeless, and the poor, in one of the roughest parts of Toronto, shares faith is to be found when we are willing to listen and walk alongside those who live on the streets.

Winter Lecture

February 25, 2027 • 5:30-7:30 p.m. (EST)

Panelists: **Associate Professor Dr. Jeff Preston**
Assistant Professor John Heng
Dr. Ramona Coelho
Kevin Andrew Heslop

Moderator: **Associate Professor Dr. Allyson Larkin**

Working Title: ***MAiD***

Synopsis:

Join Dr. Jeff Preston, Associate Professor of Disability Studies at King's University College; John Heng, Assistant Professor of Philosophy at King's; Dr. Ramona Coelho, family physician; and author Kevin Andrew Heslop for a thought-provoking panel discussion on the ethical implications of medical assistance in dying. Moderated by Dr. Allyson Larkin, Associate Professor of Social Justice and Peace Studies at King's, the conversation will explore medical, philosophical, social, and disability justice perspectives on one of today's most complex public issues.

Respectfully submitted,

Allyson Larkin,
Committee Chair



Report to: Academic Council

From: Strategic Enrolment Management Committee Meeting (SEM)

Date: May 19, 2026

The SEM Committee met on May 7, 2026, to review updates related to the Strategic Enrolment Management (SEM) Plan, enrolment initiatives, retention planning, and SLATE implementation. The committee discussed the SEM Plan following its presentation at Academic Council and noted that further revisions are needed to better align the plan with the college's mission, vision, and strategic priorities. The framework will continue to be refined over the summer before returning to Academic Council in September.

Updates on attraction and conversion initiatives focused on domestic student recruitment efforts, with recruitment activities now concentrated within Ontario due to budget limitations. A retention update was also provided, noting that 84% of domestic students completed their Intent to Register this year, compared to 77% last year. Ongoing retention work includes improving outreach processes, refining data management practices, and developing predictive models for non-returning students.

Members also received updates on SLATE implementation and ongoing efforts to strengthen enrolment planning, data collection, and predictive modelling. Discussions included future enrolment strategies, including the development of more program-specific planning informed by faculty expertise.

The SEM Plan will return to SEM Committee for recommendation to Academic Council prior to seeking approval by the Board of Directors.