



ACADEMIC COUNCIL AGENDA
Wednesday, November 20, 2:30 p.m. to 4:30 p.m.
South Annex Building, Room 060

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

- 1.0 Land Acknowledgment
- 2.0 Opening Prayer
- 3.0 Committee Reports
 - 3.1 Governance and Nominations Committee (*Chair, M. Yenson*) Advice
 - 3.2 Planning and Priorities Committee (*Chair, M. Yenson*) Recommendation
 - 3.3 Educational Policy Committee (*Chair, M. Yenson*) Decision
 - 3.4 Scholarships and Bursaries Committee (*Chair, J. Gemson*) Decision
- 4.0 Reports
 - 4.1 President (Interim) Information
 - 4.2 Vice-President and Academic Dean (Interim) Information
- 5.0 The Unanimous Consent Agenda
 - 5.1 Sabbatical Leave Committee Information
 - 5.2 Appointments Promotion and Tenure Committee Information
 - 5.3 King's University College Students' Council Report Information
 - 5.4 Strategic Enrolment Management Committee Information
 - 5.5 Minutes of the Meeting of October 23, 2024 Approval
- 6.0 Items Removed from the Consent Agenda Discussion
- 7.0 New Business
- 8.0 Adjournment

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

Paul Wilton

Nominations and Governance Committee Report

Chair, Dean Mark Yenson

November 12, 2024

Report of Motions of Advice regarding the Guidelines for the Appointment, Review, and Reappointment of Executive Officers at KUC

Summary:

In response to a motion passed by AC on October 23, 2024, the NGCAC received reports from AC representatives from Psychology, EWF, CYS, Sociology, Social Work, PIR, PAOA, SJPS, Religious Studies, Philosophy, and a handful of survey responses.

These reports provided advice for revisions to the proposed guidelines for appointment, review, and reappointment of the VPAD and President. They provided far less comment upon appointment, review, and reappointment of other executive officer positions. Some of the feedback below however also applies to section 1.2.10, appointment guidelines for Vice Presidents other than the VPAD. It will be noted in the recommendations for the VPAD when recommendations are also intended to apply to other Vice Presidents.

The NGCAC proceeded to compile the ideas for revision into actionable motions of advice complete with the given rationales in the documents. The committee reviewed, discussed, and voted to send these motions to AC for debate, amendment, and approval as it sees fit.

RECOMMENDED REVISIONS TO THE VPAD'S APPOINTMENT, REVIEW, & REAPPOINTMENT:

(1) Increase faculty representation on the VPAD's advisory committee

- a. Motion: Revise, VPAD Advisory Committee, s. 2.4.e to read, *"five full-time faculty elected by Academic Council."*
- b. Proposed variously by Psychology, CYS, EWF, PIR, Sociology, Religious Studies, and SJP.
- c. Rationale: The VPAD is the voice of the faculty on many matters. The revision would bring faculty representation on the advisory committee from 3 of 9 to 5 of 11. In 2019, College Council populated the same committee with 6 of 13 members. The proposed faculty representation (3 of 9) is at odds with past KUC practice, and too steeply reduces faculty participation in the process of recommending the chief academic officer at the College.

(2) Increase obligation of VPAD’s advisory committee to engage with the College community.

- a. Motion: Revise VPAD Appointment Procedures 3.1.a – to read:
“The Committee shall make up to three finalists for the VPAD position known to the college community. It will do so by:
 - i. *making the finalist’s C.V. available for review by faculty, staff, and others.*
 - ii. *providing the finalists with an opportunity to address the community, and to participate in a question-answer session with the community.*
 - iii. *surveying members of the community about their views of the finalists.”*
- b. Proposed variously by Sociology, CYS, and SJP. Two other reports offered suggestions that are consistent with its purposes. Psychology proposed joint AC-Board approval of VPAD appointment as part of bicameralism. In the opinion of the NGCAC, joint approval would be at odds with By-Law 12 s. 1.2. An anonymous survey respondent recommended clearer demands for campus visit vetting on VPAD candidates.
- c. Rationale: The proposed guidelines prioritize confidentiality over community engagement. Secrecy may be the priority for recruiting executives to move between very large organizations like hospitals or universities. Kings College is not a university. As we learned painfully over the past four years, the College requires leaders who face, understand, and are part of our community. This proposed revision will foster a vetting process capable of identifying such a person by requiring the finalists to demonstrate an ability to engage our community. It will return KUC to practices that were in place up to 2019.

(3) Frame faculty and staff engagement in the VPAD’s review and reappointment process.

This recommendation also applies to section 4.3 of policy 1.2.10, Other Vice Presidents

- a. Motion: To VPAD’s Reappointment Process, add a point in 4.2 after the current b. and current c. to read:
 - 1. *“c. Input on the VPAD’s review for reappointment shall be sought from members of the University through at least two instruments:*
 - 2. *A survey of community members where the advisory committee has full access to the raw data.*
 - 3. *An opportunity for all chairs and directors to submit an open-ended, confidential review of the VPAD in either written or oral formats.”*

- b. Proposed variously by SJP, Sociology, CYS, EWF, and Psychology
- c. Rationale: Without becoming onerous or inflexible, this revision would ensure that the Board has a fulsome sense the views of those who report to the VPAD. Their perspectives are indispensable and have not always been accessible to the Board in the past.

(4) Instruct AC to elect representatives from its constituencies to the VPAD Advisory Committee. *Significantly, this recommendation also applies to sections 2.4c, d, and f of policy 1.2.10, Other Vice Presidents*

- a. Motion: Revise 2.4.c and 2.4.d and 2.4.f to read:
 - i. “c. One member of the non-academic staff, elected by AC.”
 - ii. “d. One professional officer, elected by AC.”
 - iii. “f. One senior Administrator, elected by AC.”
- b. Proposed variously by PAOA, Psychology, and PIR
- c. Rationale: The current proposal invests the President with the ability to pick the VPAD search committee. This diminishes the democratic voice of constituent groups necessary for bicameral governance to thrive. It also risks creating an echo chamber around the Executive level that defeats the purposes of advisory committees on appointments – to provide the Board with advice reflective of the constituencies that make up the KUC community.

(5) Make the capacity of the Board to remove and correct members of the VPAD’s Advisory Committee accountable, reasonable, and transparent. *This recommendation also applies to sections 2.2. and 2.3 of policy 1.2.10, Other Vice Presidents.*

- a. Motion: Revise 2.2 and add a point before 2.3 of the VPAD’s appointment to read:
 - i. “2.2 In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned.”
 - ii. “2.3 The Executive Committee of the Board shall have the responsibility to ensure that the Committee’s work is undertaken and completed in accordance with the standards outlined in this section. It shall have the power to correct and/or remove members of the Committee who

contravene these standards. It will ensure that the Committee and its members reflect the values and practices of the College's human rights and employment equity policies and procedures. Any intervention, correction or removal of members of the Committee by the Executive Committee of the Board must be justified by documented facts, come with a clear rationale, and be communicated in writing to the Chair of the Advisory Committee."

- b. Proposed variously by Sociology and EWF
- c. Rationale: The proposed language ('whatever corrective action it feels necessary' and "without limitation" – twice) is contrary to the ethics of collegiality and does not fit with the accountable, transparent use of authority. This recommendation also makes the guidelines more consistent between officers.

(6) Remove requirement that the Advisory Committee recommend a set number (2) candidates; require a ranking of the suitable candidates with rationales. *This recommendation also applies to sections 4.3d of policy 1.2.10, Other Vice Presidents.*

- a. Motion: Revise VPAD's appointment recommendation Process 5.3.d to read:
 - i. *"The Board shall request that the Committee to provide a ranking with a rationale regarding up to two finalists who have been fully vetted and are deemed strong leaders. Should the Committee recommend more than one finalist, the Board of Directors may select the one they deem best for Kings' unique requirements. If the Board decides that no submitted finalist is acceptable, it will begin a new search."*
- b. Proposed variously by EWF, Sociology, Social Work, Anon. Survey, and CYS separately.
- c. Rationale: Avoid rules that complicate the game. What if there is only one fully suitable candidate? The drafted stipulation places undue pressure upon the advisory committee to invent two acceptable choices, when there may only be one. The Advisory Committee should be directed to provide the Board with fully vetted, suitable choices; the Board's interests are better served if it is so focused. The Board retains control by the authority to restart the process.

(7) Make stipulations on consultancy for the VPAD's Appointment more flexible. *This recommendation also applies to sections 4.2 of policy 1.2.10, Other Vice Presidents.*

- a. Revise 5.2 and add a section between 5.3 and 5.4 to read:

- b. *“5.2 In the case of a comprehensive search and on the recommendation of the Executive Committee of the Board, the College **may** engage in the services of an executive search consultant through competitive bidding, which specializes in senior-level institutional search to assist the Committee in its work.”*
- c. *“5.3 In the case of a comprehensive search and on the recommendation of the Executive Committee of the Board, the College may engage in the services of a consulting firm to provide training in senior executive-level searches for the members of the Advisory Committee.”*
- d. Proposed variously by EWF, Anon. Survey, and CYS
- e. Rationale: There may be situations where employing a consultant to search or train committed members may be unnecessary and the word ‘may,’ provides room to choose in context.

RECOMMENDED REVISIONS TO THE PRESIDENT’S APPOINTMENT, REVIEW, & REAPPOINTMENT:

(1) Require community engagement in the appointment processes for the President.

- a. Motion: Revise President Appointment Procedures 3.1.1.a to read:

“The Committee shall make up to three finalists for the President’s position known to the representatives of Academic Council and seek feedback from them. It will do so by:
 - i. *Holding an in-camera session of AC for the finalists to address its representatives, outline their profile, explain their vision for the College, and conduct a question-answer session.*
 - ii. *Follow-up with a confidential survey of AC representatives about the finalists.”*
- b. Proposed variously by SJP, CYS, EWF and Psychology.
- c. Rationale: The proposed guidelines prioritize confidentiality over community engagement. Secrecy may be the priority for recruiting executives whose careers move between very large organizations like hospitals or universities. *Kings College is not a university.* To quote EWF, “The lack of consultation in decision making, as well as past claim of broad consultation where little or none took place, is at the heart of the crisis of governance at King’s.” KUC needs leaders who are willing and able to face, understand, and become part of the College. This provision will allow the finalists to demonstrate an ability

to engage our community, while balancing their need for confidentiality. Such practices are essential for a bicameral, academic culture to reestablish itself at KUC, will return us to habits that served us well in the past, and will help both the Advisory Committee and the Board assess the suitability of those seeking to lead the College.

(2) Provide AC with the profile of a President sought by the Board.

- a. Add a point under “Policy Statement” on the President’s Appointment and Review to read:
 - i. “1.7 The Board will formally communicate to AC the qualifications, skills, and attributes of the role of President that it has identified to enable bicameral exchange of advice during the process of appointment.”
- b. Proposed by anon survey participant and as consistent with the AC engagement practices recommended by Psychology, SJP, and CYS.
- c. Rationale: As an extension of the bicameral and collegial principles embodied by AC’s engagement in the appointment of the President, this revision will provide AC representatives with a basis for responding to the finalists and participate in a survey.

(3) Frame the engagement of faculty and staff in the President’s review and reappointment process.

- a. President’s Reappointment Process, add a point in 4.2 after the current c. and current d. to read:
 - i. *“d. Input on the President’s review for reappointment shall be sought from members of the University through at least two instruments:*
 - 1. *A survey of community members where the advisory committee has full access to the raw data.*
 - 2. *An opportunity for operational and academic budget unit heads, including all chairs and directors, to submit an open-ended, confidential review of the President in either written or oral formats.”*
- b. Proposed in variation by SJP, CYS, and Psychology
- c. Rationale: This revision would ensure that the Board has a fulsome sense of the

view of the officer from those who report to him or her. Their perspectives are indispensable for the Board to consider and were not always available in the past.

(4) Seek AC advice when extending the President's term for an interim period without review.

- a. Revise 1.3 to read:
- b. "1.3 The term may be extended for one-year periods, for extenuating circumstances as determined by the Board, **after it seeks advice from AC on this issue.**"
- c. Proposed by Religious Studies and Sociology
- d. Rationale: The principle of bicameralism implies that the board will seek advice when operating outside its own terms of reference for executive officers.

(5) Prevent conflicts of interest. The University Secretary should not oversee the appointment and review processes of President, a secretary or another person of the Board should.

- a. Revise 2.7 of the President's appointment to read:
 - i. "The Board shall appoint a person independent of the administrative structure of the College to oversee the appointment process and will serve as the non-voting secretary of the Committee..."
- b. Proposed by Psychology, PIR, and the Survey
- c. Rationale: The University Secretary works for the President. The one who oversees the President's appointment should work for the Board.

(6) Make the capacity of the Board to remove members of the President's Advisory Committee accountable, reasonable, and transparent.

- a. Revise 2.4 of the President's appointment to read:
 - i. "The Executive Committee of the Board shall have the responsibility to ensure that the Committee's work is undertaken and completed in accordance with the standards outlined in this section. It shall have the power to correct and/or remove members of the Committee who contravene these standards. It will ensure that the Committee and its members reflect the values and practices of the College's human rights and employment equity policies and procedures. Any

intervention, correction or removal of members of the Committee by the Executive Committee of the Board must be justified by documented facts, come with a clear rationale, and be communicated in writing to the Chair of the Advisory Committee.”

- b. Proposed variously by Sociology and EWF
- c. Rationale: The proposed language (‘whatever corrective action it feels necessary’ and “without limitation” – twice) is contrary to the ethics of collegiality and does not fit with the accountable, transparent use of authority.

(7) Remove requirement that the Advisory Committee recommend a set number (2) candidates; require a ranking of the suitable candidates with rationales.

- a. President’s appointment recommendation Process 2.1 revised to read:
 - i. *“The Board shall request that the Committee to provide a ranking with a rationale regarding up to two finalists who have been fully vetted and are deemed strong leaders. Should the Committee recommend more than one finalist, the Board of Directors may select the one they deem best for Kings’ unique requirements. If the Board decides that no submitted finalist is acceptable, it will begin a new search.”*
- b. Proposed in variation by EWF, Sociology, Social Work, Anon. Survey, and CYS separately.
- c. Rationale: Avoid rules that may complicate the game. What if there is only one fully suitable candidate? The drafted stipulation places undue pressure upon the advisory committee to invent two acceptable choices. The Advisory Committee should only be directed to provide the Board with fully vetted, suitable choices; the Board’s interests are better served if it is so focused.

(8) Add an Indigenous representative to the President’s appointment process.

- a. Revise President’s Advisory Committee 2.6.j. to read:
 - i. *“One Indigenous representative to be appointed by the Board.”*
- b. Proposed by Social Work, PAOA, and Anon. Survey
- c. Rationale: The College has committed itself to truth and reconciliation, and this would be a way to instantiate it in practice.

GENERAL RECOMMENDATIONS FOR THE BOARD TO CONSIDER.

1. Consider making a stronger opening statement of commitment to equity, diversity, and inclusive practices of appointment, review, and reappointment.
2. Consider the timelines for review and reappointment. These are difficult issues to debate on the floor of AC, but some representatives who reviewed the documents express concern about ensuring the processes were timely and fulsome.
3. Consider engaging AC in the making of guidelines for the appointment and review (reappointment) of the Associate Dean and Associate Dean of Research. These positions have become more important and should not exist merely at the will of the VPAD.
4. Consider composing, reviewing, or revising similar guidelines for all senior-level administrators at the College.
5. Nomenclature - mislabeling who we are encourages misunderstanding.
 - a. Consider replacing the misused term “University” with the legally and descriptively accurate term “College.” KUC is not a university it is a College within a University.
 - b. Review the document for consistency; KUC does not have a “University Secretariate” it has a “University Secretary,” and probably should have a “College Secretary” instead.



Report to: Academic Council

From: Planning and Priorities Committee

Re: Budget Update for 2024-2025

Date: November 12, 2024

As is normal practice this time of year, the President's office, Finance Department and the Planning and Priorities Committee reviewed the budget to determine if adjustments were required. The 2024-2025 budget, presented to College Council and the Board of Directors forecasted a surplus of \$88,416 for the year based on assumptions at the time. Current year domestic enrollment registrations have surpassed the target by 8%, however, international registration has not met targets by a significant margin of 20.3% resulting in a reduction in our revenue projections for this year. In preparation for the Budget review, the President's office had requested that Budget Unit Heads and Department Chairs reduce budgets across the board by 5%.

Below is a continuity schedule detailing the proposed budget changes at this point in the year. These include a \$2.7M reduction in revenue and a \$0.014M decrease in expenses, which consist of \$1.1M in discretionary cuts and a net \$0.5M reduction resulting from the deferral of the CRM project and the reevaluation of the research-related New Build project. Additionally, salary and benefits were increased by \$1.5M to reflect the newly negotiated agreements, including adjustments to contracts and employee complements.

The Planning and Priorities Committee is recommending the adoption of the budget revisions contained in the attached continuity schedule. The changes result in a projected budget with a *deficit* of **\$2,468,713**.

There will be some variability in the mix between Full-time and Part-time student counts and the expectation is that revenues may slightly fluctuate from this point and the goal will be to continue to monitor expenditures within the parameters set by the budget revision.

MOTION: That Academic Council recommends to the Board of Directors the revisions to the 2024-25 budget as presented that result in an expected **\$2,468,713 deficit**.

Budget Continuity Schedule:

Revised Budget 2024-2025	Contribution	
	to Surplus	
Account #	(Deficit)	Comments
1-440-4400	88,416.00	Original Budget Surplus
<i>Revenue Adjustments:</i>		
Exchange Program	200,000.00	Increase in revenue
Grants	90,000.00	Increase in grant
Tuition Fees	(2,502,474.00)	Reduction in Tuition Fees
Residence Fees	(497,000.00)	Reduction in Residence fees
Conference Revenue	10,000.00	Increase in conf. revenue
<i>Subtotal - Revenue Adjustments</i>	(2,699,474.00)	
<i>Expenditure Adjustments:</i>		
<i>President (500)</i>	7,536.00	5% reduction
<i>Marketing (505)</i>	49,775.00	5% reduction
<i>Communication (515)</i>	7,832.00	5% reduction
<i>Enrolment Services (510)</i>	12,000.00	5% reduction
<i>ISP (730)</i>	828,000.00	5% reduction
<i>Finance (520)</i>	173,395.00	5% reduction
<i>Central Services (540)</i>	3,000.00	5% reduction
<i>Human Resources (525)</i>	13,041.00	5% reduction
<i>EDI (535)</i>	7,400.00	5% reduction
<i>Student Affairs (530)</i>	12,500.00	5% reduction
<i>ITS (550)</i>	74,210.00	5% reduction
<i>Alumni (560)</i>	3,624.00	5% reduction
<i>Campus Ministry (570)</i>	15,000.00	5% reduction
<i>Library (710)</i>	34,000.00	5% reduction
<i>Physical Plant (630)</i>	88,423.00	5% reduction
<i>ADO (700..899)</i>	(37,118.00)	Add. Request
<i>Salary Adjustments</i>	(1,424,456.00)	Adj. to reflect negotiated amounts
<i>CRM</i>	250,000.00	Deferred
<i>Research - New Build</i>	600,000.00	Lease in lieu of New Build
<i>Lease in lieu of Research- New Build</i>	(355,817.00)	Lease in lieu of New Build
<i>OTR</i>	(150,000.00)	Add. Request
<i>External Consultant</i>	(70,000.00)	Add. Request
<i>Expense Adjustments</i>	142,345.00	
<i>Total Revised Net Surplus (Deficit) for 2024-2025</i>	(2,468,713.00)	



Report to: Academic Council
From: Educational Policy Committee
Re: Report of the Meeting on November 6, 2024
Date: November 20, 2024

1.0 [Faculty Hiring Plan](#)

The Interim Vice President and Academic Dean presented the 2024-2025 hiring plan to the Educational Policy Committee (EPC) for information and discussion. Following a thorough discussion, EPC passed a motion to endorse the faculty hiring plan and recommend it to Academic Council for approval.

2.0 [Department of Sociology Constitution and Operating Procedures](#)

The Department of Sociology presented a revised draft of its Constitution and Operating Procedures to the Educational Policy Committee (EPC) for discussion. After adjustments to align with King's University College Department and School Structure and Operating Procedures, EPC now submits the document to Academic Council for approval.

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

M/S **Educational Policy Committee**

3.0 **Subcommittee of EPC on Teaching and Learning**

This Subcommittee has now been constituted, and members appointed based on EPC nominations.

4.0 **Course and Program Proposals (Consent Agenda)**

The following course and program proposals are recommended to Academic Council for approval.

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

M/S **Educational Policy Committee**

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

Respectfully submitted,



M. Yenson (Chair)

1.0 Faculty Hiring Plan

VPAD (Interim) Hiring Plan – Draft EPC, November 6, 2024

King's 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.”

Strategic Directions

1. Inclusive Student-Centered Learning Community
2. Excellence in Education and Research
3. Mission-Enabling Culture and Organization

Accountability and Procedures

The Vice-President and Academic Dean is responsible for establishing hiring priorities, in consultation with academic program leaders and Education Policy Committee. The VPAD will present the hiring plan to Academic Council for review and feedback, and to the Planning and Priorities Committee of Academic Council for approval. Final approval of all budgetary matters rests with the Board of Directors.

Guiding Principles

As stated in the call for hiring requests, requests should align with the following priorities:

- Programmatic integrity: demonstrable need to support program integrity supported by existing and projected enrolment data.
- Complementary Differentiation in Program Development: complementarity not duplication of courses/programs at King's and Western/affiliates; demonstrable commitment to collaborative, cross-disciplinary teaching and curriculum
- Sabbatical/leave coverage
- Alignment with mission as articulated in the Strategic Framework, including promotion of equity, diversity, and inclusion in faculty hiring.
- Consideration of resignation/retirement replacements relative to the priorities above, rather than as a stand-alone requests.

Enrolment/Financial Context

For a second year, the College will likely experience a deficit, currently estimated at \$2.58 million, inclusive of discretionary budget reductions and other measures proposed in October revisions. International enrolment fell this year, and international enrolment will almost certainly be cut further next year through distribution of provincial attestation letters (PALs) allotted to Western University. Due to many structural factors beyond our control, King's will likely be in a deficit situation next year also. The faculty hiring plan must be responsive to these realities: careful decisions need to be made now for the sake of longer-term stewardship of our resources.

Notes on the Draft Hiring Plan

In bringing forward this draft hiring plan, I have worked to follow the above principles and priorities, as well as taking into account the current financial context. I have reviewed program data, including FT faculty-to-student ratios and FT faculty-to-modular enrolment ratios. I have specifically prioritized addressing critical gaps, including support for/stabilization of small programs where a decision not to hire would seriously compromise program integrity and instructional/administrative capacity.

Of the 6 full-time tenure-track positions recommended, 4 are conversions of LTA positions to tenure track, on the basis of faculty-modular enrolment ratios in growing programs (CYS), service to multiple disciplines (Writing), and program integrity (Thanatology). Another full-time tenure-track position is a replacement for Finance in MEM (resignation, 2024) for program integrity. The final full-time tenure-track (SJPS/History) was previously approved, is shared between two departments, and aligns with the strategic framework and commitment to TRC.

Respectfully submitted,



VPAD Hiring Recommendations

PROGRAM	VPAD RECOMMENDATION	RATIONALE
CYS	2 LTA→2 FTTT	FT faculty support for modular enrolment: projected growth
DS	1 LTA (3 yr)	Replacement of LTA approved earlier. Leaves, program integrity.
EFW – French	1 LTA (1 yr)	Replacement of LTA, program integrity
EFW – Writing	1 LTA→FTTT	Program integrity, interdisciplinary service
EFW/PHIL/HIST (FY/KS)	1 LTA (2 yr)	Interim program integrity/support
MEM	1 FTTT	Replacement due to resignation; program integrity
SJPS/HIST	1 FTTT	Shared hire for TRC commitment, previously approved.
THAN	1 LTA→FTTT 1 LTA (2 yr)	Retirement replacement, program integrity

2.0 Department of Sociology Constitution and Operating Procedures

CONSTITUTION AND OPERATING PROCEDURES OF THE DEPARTMENT OF SOCIOLOGY (APPROVED by Department, OCTOBER 9, 2024; subject to approval by Academic Council)

I. Membership of the Department

Membership in departments/schools is defined as including the following categories:

A. Full Membership

1. Full Departmental membership is conferred upon all full-time faculty including tenured, probationary, and limited term appointments in Sociology as well as cross-appointed faculty for whom the Department of Sociology is their designated primary Department and full-time faculty with reduced load appointments.
2. Senior administrators (including the President, Vice-President Academic Dean (VPAD), and Associate Academic Dean) who are appointed to the Department of Sociology as their home Department are not entitled to full membership in the Department.
3. Those with full membership have vote and voice on all Department related issues with the exception that untenured faculty do not have voice or vote in Promotion & Tenure decisions.

B. Associate Membership

1. Associate Departmental Membership is conferred upon all Professors Emeriti, cross-appointed faculty with a secondary appointment in the Department of Sociology, the student representative, and professional staff connected to the Department of Sociology.
2. One part-time instructor and an alternate will be selected by CUPE members annually as Departmental representative and alternate and will hold Associate Membership in the Department.
3. Associate members have voice on all Departmental matters except Appointment, Promotion & Tenure decisions and the election of the Chair and Coordinator.

II. Student Representation in Departments

- A. Each department/school shall have at least one student representative for each of its disciplines with a program module and/or honors program, as chosen by Students' Council in consultation, when desired, with the department/school concerned. The student representative(s) shall:
 1. be chosen from students registered at King's University College in the third or fourth year of their honors programs; or the Western School of Graduate and

Postdoctoral Studies for graduate programs;

The student representative shall be registered in Year 3 or 4 of an Honors program. It is understood that a student registered in an Honors Specialization module or in an Honors Double Major with the requisite average from the prior year is qualified to be a department/school student representative.

2. be chosen from those registered in a program module in the department/school;
3. have obtained at least a 70% average in their previous academic year;
4. have the right to participate with voice in all matters dealt with by the department/school members' meetings or in any and all department/school committees except on appointment, promotion and tenure decisions and election of the Chair and Coordinator(s).

III. Operating Procedures for Departments

- A. The Department will meet formally at least three times each academic year, with meetings to be held in a hybrid format. These will be considered Regular Meetings of the Department. For Regular Department Meetings, notice of meeting, agenda and related materials should be circulated at least one week in advance of a proposed meeting exclusive of weekends and holidays. Special Meetings may be called either at the discretion of the Chair or at the request of any 2 full-time members of the Department.
- B. Minutes of meetings are to be kept and copies sent to all members of the Department and to the VPAD and President. Minutes must record all actions and policies adopted by the Department.
- C. Fifty percent (50%) of the active voting membership of the Department will constitute a quorum, which excludes people who are on sabbatical.
- D. Departmental meetings, including Departmental committees, shall operate in a manner consistent with *Bourinot's Rules of Order* with the exception, based on historical practice in the Department, that the Chair can choose to exercise a vote on all motions.
- E. Agendas, approved minutes and attachments are public documents. Discussions within meetings and committees are confidential.
- F. The Department shall ensure that its responsibilities to elect Academic Council delegates are fulfilled, as required.

- G. In order to distribute the workload of departmental administration, several Subcommittees will take responsibility for specific tasks within the Department. Each tenured, probationary, or LTA member will be expected to sit on at least one Subcommittee, with the exception of department members in their first year of employment as per the Collective Agreement. The membership of each Committee will be determined at the beginning of each academic year. Each Subcommittee shall meet at least once per year and shall upload meeting minutes to the Department online repository within one month following each Subcommittee meeting. Subcommittees shall provide a written report to a Departmental meeting at or after the end of the academic year.
1. Faculty Support Subcommittee:
Coordinate and allocate TA funding across courses in the department. Continue to explore the creation of a database. Consider implementing a TA training and mentorship program, and other related initiatives. Contribute to faculty wellbeing through an EDID and anti-racism lens, including by conducting Orientation for new faculty members, coordinating a fall lunch for CUPE members, asking faculty members about their needs and advocating that these needs be met. At least one member of this Subcommittee will be responsible for knowing the content of the Sociology Department Constitution, the College Strategic Plan and the College Academic Plan and contributes this expertise to the work of the Subcommittee and the Department. Faculty may be asked to assist with Subcommittee responsibilities during the summer months. At least two faculty members sit on this Subcommittee in addition to the Chair.
 2. Student Support Subcommittee:
Promote and support student wellbeing and engagement within the Department, through an EDID and anti-racism lens. Promote the Department to existing and incoming students at events such as Open Houses and Choose Your Major day. Liaise with Communications to update Departmental promotional material, such as pamphlets, website, as necessary. This Committee will be expected to organize one career-related event over the course of the academic year. The Administrative Assistant to Academic Departments/Chairs will work closely with this Committee to provide logistical support. Faculty may be asked to assist with Subcommittee responsibilities during the summer months. At least two faculty members sit on this Subcommittee and will work in consultation with the Department Chair.
 3. Program Support and Sustainability Subcommittee:
Review the IQAP process and recommendations. Advise the department on an implementation plan with actionable items from the external report to promote continuous improvement of the program and student experience on an ongoing basis, through an EDID and anti-racism lens. Coordinate with the ADO annually to ensure that we are following the expectations for each year in the IQAP cycle. Complete the appropriate steps in the IQAP cycle each year, consulting additional

department members as needed. Review academic modules and propose changes as necessary to maintain the academic integrity of the curriculum. The Chair is an ex-officio member of this committee. The Academic Program Advisor is a voting member of this committee. Faculty may be asked to assist with Subcommittee responsibilities during the summer months. All faculty members who are not on another Sociology Department committee sit on this Subcommittee.

The Department may from time to time create additional standing or ad hoc committees or other mechanisms to distribute the workload more efficiently. Participation will be recognized as contribution to community service by the Chair in their annual report to the VPAD.

- H. The Department shall conduct regular and ongoing reviews of its course and program offerings.
- I. The Department shall conduct regular external reviews in accordance with the timelines established by the accrediting bodies and the University.
- J. The Department shall develop its own proposals for staffing and for the allocation of other resources. In multi-discipline departments/schools, such recommendations may originate with each discipline.
- K. The Department shall develop procedures for recommendations concerning promotion and tenure for its members in accordance with the provisions of the Conditions of Appointment for Faculty document.
- L. Departments with Undergraduate Program Coordinators or Assistant Undergraduate Program Coordinators shall define their responsibilities and develop an internal process for their selection.

IV. Qualifications, Term of Office, and Responsibilities of Chairs and Undergraduate Program Coordinators

- A. Internal candidates for the position of Department Chair or Undergraduate Program Coordinator must hold a full-time (tenured) appointment in one of the disciplines represented in the department/school (regardless of actual course load). Normally, they should not hold any other part- or full-time administrative office within the College. The preceding statement is not intended to exclude candidates from serving on various College committees, Board of Directors, Senate, etc.

- B. Normally, candidates for the office of Chair should have completed at least one year of full-time teaching at King's University College. However, this does not preclude consideration of an external candidate.
- C. The term of office for a Department Chair and Undergraduate Program Coordinator shall normally be three years, renewable for up to two further three-year terms (through the procedures outlined in V. and VI. below.) Appointments as Department Chairs, School Directors, School Associate Directors, and Undergraduate Program Coordinators, and Assistant Program Coordinators are held at the pleasure of the Board of Directors.
- D. The duties and responsibilities of Department Chairs are listed below under four categories:

D.1 General Department Administration

- 1. represent and carry out the philosophy, goals, and policies of the department/school, King's University College and Western University;
- 2. exercise leadership in advancing department/school matters and advocacy for the development of its existing and future academic programs in a manner that is consistent with the College mission, values and goals;
- 3. attend EPC, working meetings of EPC, special meetings and subcommittees of EPC, and meetings with the Constituent University and affiliate departments/schools as required;
- 4. coordinate the development of the department's/school's courses and academic programs in keeping with the needs of the College, students and faculty;
- 5. work with the department's/school's Academic Program Advisor (APA) to consult with and prepare for new or existing courses and revisions to departmental modules;
- 6. coordinate department/school budget proposals and exercise financial control over expenditures from the department/school budget;
- 7. recommend course offerings to the VPAD following consultation with the department/school;
- 8. monitor course enrolments and rotations;
- 9. ensure the proper functioning of all department/school committees in a manner consistent with College policy and procedures;
- 10. arrange and coordinate department/school cooperation with the

- administration in such areas as pre-registration, registration, examinations, mark submission and graduation;
11. assume responsibility for the maintenance and development of the department's/school's website and promotional materials in consultation with the relevant offices of the College (e.g., Communications and Media Relations, and Information Technology Services);
 12. ensure department/school files are maintained;
 13. participate in annual meetings and exchanges of information with counterparts in parallel academic units at the university and submit a report of these meetings to the VPAD as needed;
 14. in conjunction with the Manager Administrative Affairs Academic Dean's Office and Department Administrative Assistants' Office, recommend the hiring, termination, annual evaluation, hours of employment, priority of work, approval of vacation schedules, and approval of overtime of Department/School Administrative Assistants;
 15. monitor and report on the instructional, space, laboratory and other resources necessary for the effective operation of the department/school;
 16. collaborate with assigned subject librarians for library service and collections development;
 17. ensure that the department/school is appropriately prepared for the external review of its academic programs in accordance with the Institutional Quality Assurance Process of the University and relevant accrediting/regulatory bodies;
 18. undertake such tasks as are consistent with the role of a Department Chair/School Director, as requested by the VPAD;
 19. fulfill the responsibilities assigned to Chairs/Directors by Senate, Conditions of Appointment for Faculty, Academic Council, and other duly approved College documents;
 20. serve as an Academic Council delegate for the duration of the term as Chair, fulfilling the responsibilities of delegates as outlined in the King's University College Bylaw;
 21. report annually to the VPAD on the activities of the department/school.

D.2 Department/School Faculty

1. assume a major role in the process of recruiting, hiring and orienting new full-time and part-time faculty members in accordance with College procedures and best practices; orientation should include the following: academic responsibilities and policies, services for students offered by Student Affairs, Cardinal Carter Library services and collections, harassment and workplace violence policies and supports offered by Human Resources;
2. encourage the professional development and engagement of all members of the department/school in teaching, scholarship and service;
3. advise faculty on probationary appointments of their progress and report to the VPAD concerning their eligibility for a tenured appointment;
4. determine teaching assignments and monitor the teaching cycle of full-time faculty following consultation with members of the department/school;
5. ensure that all course outlines or syllabi comply with Senate policy;
6. ensure the equitable distribution of marking and TA support;
7. normally, chair the department's/school's Appointments, Promotion and Tenure Committee and report on behalf of the Committee to the College's Appointments, Promotion and Tenure Committee;
8. maintain the department's/school's sabbatical leave schedule and recommend requests for sabbatical leaves to the VPAD;
9. coordinate and recommend the hiring, evaluation as required, integration and support of part time faculty in accordance with their collective agreement and in consultation with the Office of Human Resources.

D.3 Student Matters

1. deal knowledgeably, with fairness, and in a considerate manner with individual students and in matters that include but are not limited to academic misconduct, student appeals and complaints, special permissions, and special program counseling and adjudication cases in concert with Senate and internal policies;
2. communicate regularly with the department's/school's Academic Program Advisor to facilitate academic advising for students seeking academic information related to their programs/modules/degrees;
3. meet with their respective student representatives in early September of each year to begin a year-long professional, transparent and collaborative relationship between faculty and students;

4. review course grades for approval;
5. participate in the intent to register process and program counselling presentations as required;
6. assess transfer credits and course equivalencies;
7. authorize course registration of students concentrating in their disciplines as required;
8. plan career days and information sessions for graduating students, support student clubs and engage in other student life activities in cooperation with Student Affairs;
9. meet with Dean of Students as needed regarding services required for students;
10. in cooperation with the Office of the Academic Dean and Student Affairs ensure that students requiring accommodations are supported in accordance with Senate policy;
11. fulfill the role assigned to Chairs/Directors by Senate in student appeals and petitions.

D.4 Maintaining Collegial Relationships

1. promote general morale and a healthy work environment in the department/school;
2. organize co-curricular activities (speakers, social functions etc.) in collaboration with the KUCSC and Student Affairs and consider these opportunities for co-curricular record recognition;
3. establish and maintain good working relations with related departments/schools at the Constituent University, and other Affiliated University Colleges;
4. establish and maintain good working relations with academic and administrative units in all relevant venues within the College;
5. establish and maintain good working relations with relevant community organizations and accrediting/regulatory bodies;
6. deal knowledgeably, with fairness, and in a considerate manner with colleagues;

7. deal knowledgeably and collegially with department/school, College and University employees, committees, and officers.

E. Duties and Responsibilities of Undergraduate Program Coordinators

In departments/schools with multiple program areas or academic units, normally the Undergraduate Program Coordinator is assigned to one of these academic units with the responsibility of assisting the Chair/Director with the effective operation and development of the academic unit. In such cases, the duties of the School Associate Director/Undergraduate Program Coordinator with respect to the academic unit include the following:

1. coordinate the development of academic programs and supporting courses;
2. coordinate and recommend the hiring, evaluation, integration and support of part time faculty in accordance with their collective agreement and in consultation with the Office of Human Resources;
3. determine teaching assignments, assist with timetabling and monitor the teaching cycle of full-time faculty following consultation with faculty and the Chair/Director;
4. track probationary faculty teaching performance;
5. recommend course offerings to the Chair/Director;
6. encourage the professional development and engagement of all members of the academic unit in teaching, scholarship and service;
7. ensure that the academic unit is appropriately prepared for the external review of its academic programs in accordance with the Institutional Quality Assurance Process of the University and other relevant accrediting/regulatory bodies;
8. monitor course enrolments and rotations;
9. recommend marking and TA contracts to the Chair;
10. ensure that all course outlines or syllabi comply with Senate policy;
11. advise the Chair/Director on the budgetary requirements of the academic unit;
12. deal knowledgeably, with fairness, and in a considerate manner with individual students and in matters that include but are not limited to academic misconduct, student appeals and complaints, special permissions, and

- special program counseling and adjudication cases;
- 13. deal knowledgeably, with fairness, and in a considerate manner with colleagues;
- 14. review course grades for approval;
- 15. participate in the intent to register process and program counselling presentations as required;
- 16. assess transfer credits and course equivalencies;
- 17. in cooperation with the Office of the Academic Dean and Student Affairs ensure that students requiring accommodations for disabilities are supported in accordance with Senate policy and support faculty in providing universally accessible course materials;
- 18. update website content and promotional materials in consultation with the Chair/Director and with the relevant offices of the College (e.g., Communications and Media Relations, and Information Technology Services);
- 19. plan career days and information sessions for graduating students, support student clubs and engage in other student life activities in collaboration with Student Affairs;
- 20. assist with the effective operation of the department/school by attending to duties and responsibilities as assigned by the Chair/Director from time to time.

In situations where the Undergraduate Program Coordinator is not specifically assigned to an academic unit, the responsibilities of the position may include some of the duties listed above as assigned by the Chair/Director from time to time.

It is certainly the case that these duties, properly executed, allow the academic units to achieve their purposes. However, Chairs and Undergraduate Program Coordinators are not expected to perform all of these duties unassisted. Rather, they are encouraged to distribute duties among the members of the department/school or academic unit so that everyone carries an equitable load. All senior members of the department/school should consider it part of their responsibility to assist junior colleagues with professional development. All members should share the responsibility for assisting Chairs and Undergraduate Program Coordinators in the execution of their duties and in promoting the welfare of the College and the department/school.

V. Procedures for the Selection of Department Chairs for a First or Renewed Term

- A. Before the month of May of the last semester of the tenure of the Chair, the Manager of Administrative Affairs (MAAA) in the VPAD's Office will call a meeting of the department for the stated purpose of choosing a Chair. (At least three weeks before this, all eligible voters will be notified of the meeting date.) In cases of vacancy because of resignation or absence from the College, either a new or Acting Chair may be chosen by procedures for the election of department chairs. The MAAA will chair the meeting, and will have neither voice nor vote. In the case of a single nomination, an electronic ballot will replace the meeting for an election with the stipulation for participation outlined in (D). A simple majority of the votes is required to elect the nominee.
- B. Candidates must be nominated and supported (signed) by two full-time members of the department other than the person nominated. The nomination(s) should be forwarded to the MAAA with the agreement of the nominee at least 10 days before the meeting. Seven days before the meeting the MAAA will inform eligible voters of the names of all nominees. Additional nominations, however, will be accepted up to two days before the meeting.
- C. All persons with membership in the department/school as defined below in VIII 1. and qualified in IX. A. 4. shall have voice and vote in the election of the department chairs.
- D. All those who are eligible to vote should be present at the meeting, with meetings to be held in hybrid format. However, if an eligible voter is out of Province (or unable to attend because of extraordinary reasons), the MAAA will accept before the meeting, by telephone and/or in writing, the first and second preferences only and will then cast the appropriate ballot(s) on behalf of the absent eligible voter. The MAAA will determine whether a quorum exists. In order for an election to occur, a quorum of at least 3/4 (to the nearest whole) of eligible voters must be present at the meeting, either in person or online.
- E. The MAAA will ask those present at the meeting to select a Secretary for the purpose of recording minutes and reading the list of all eligible voters and all eligible nominees. A ballot will be held and a simple majority of the votes cast is required to elect a nominee. In the case when a majority has not been achieved, the situation will be reported to the department members with a call for nominations. A new election will be held. If a simple majority is not achieved in the next election, the Dean will be apprised and meet with the department.
- F. The Role of the Vice-President Academic Dean

The VPAD recommends the Department's choice for Chair to the President. In cases when the Department is unable to arrive at a majority decision after

following the process in E., above, the VPAD will recommend to the President a tenured faculty member to serve as Department Chair for a one-year term.

These procedures take precedence over departmental procedures but do not apply to the selection of a School Director.

VI. Procedures for the Selection of Coordinators for a First or Renewed Term

- A. Before the end of June of the last term of the tenure of the Coordinator, the Chair will call a meeting of the Department for the stated purpose of choosing a Coordinator with a minimum of two weeks' notice. The Department Chair will chair this meeting.
- B. Nominations for the position of Coordinator require the support of two full-time faculty members and will be directed to the Administrative Assistant to Academic Departments/Chairs. Nominations will be accepted until 4 pm, the day prior to the meeting to choose the Coordinator.
- C. All votes will take place by secret ballot.
- D. The Department Chair will notify the VPAD of the outcome of the vote in writing, indicating their willingness to work with the elected Coordinator.

VII. Duties of Faculty Members of the Department

- A. In general, the duties of faculty members are specified in the King's College Conditions of Appointment for Faculty. Specifically, the faculty members should make reasonable efforts to:
 - 1. prepare course material with diligence;
 - 2. meet classes as scheduled regularly;
 - 3. meet deadlines for submission of grades and course outlines as required by the academic regulations of the College;
 - 4. attend meetings of the various academic bodies of the College;
 - 5. participate in the registration, counselling process;
 - 6. participate in the life of the Department through attendance at departmental functions, departmentally sponsored student functions, faculty seminars, and the like.

VIII. Promotions and Tenure

- A. For purposes of promotions and tenure, the full-time members of the Department shall constitute itself as a Departmental Committee on Promotions and Tenure. This

may be done at a special meeting of the Department, or in the course of a regular meeting.

- B. Full Membership confers the right to voice and vote on initial appointments but not on re-appointment, promotion and tenure decisions. For re-appointment, promotion and tenure decisions, all full-time tenured faculty, reduced load faculty, and all full-time appointments in the final year of their probation who have been approved for tenure by the Board prior to the deliberations of the Departmental AP&T committee and the student representative are eligible to vote. For purposes of re-appointment, promotion and tenure, if the Department has less than three tenured faculty members on its AP&T committee, the Chair may request permission from the VPAD to include additional tenured faculty. Such additions to the AP&T committee will be first drawn from the tenured Associate Membership of the Department.
- C. The meeting(s) of the Department Committee on Promotions and Tenure shall be chaired by the Department Chair. If they are a candidate for promotion and/or tenure, the Department shall elect one of its members as chair.
- D. Departmental procedures for recommending promotion and tenure shall be consistent with the Conditions of Appointment for Faculty agreement. Normally, the Chair shall call a meeting of the Department for purposes of reviewing applications for renewal of probationary contracts, and promotion and/or tenure, not later than October 1, in order that recommendations might be ready to be forwarded to the College Committee on Promotions and Tenure by November 1.
- E. Applications for renewal of probationary contracts, as well as for promotion and/or tenure, may be initiated in one of three ways:
 - 1. the Department member submits an application, together with supporting documentation, to the Department Chair;
 - 2. the Department Chair initiates a recommendation on behalf of a Department member;
 - 3. in the case of renewal of a probationary contract, it is the responsibility of the Department Chair to initiate the procedure.
- F. The Chair forwards the Department's recommendation, whether positive or negative, along with a detailed account of its procedures to the Appointments, Promotion and Tenure Committee.
- G. In its consideration of applications for renewal of a probationary contract, and for promotion and/or tenure, the Departmental Committee on Promotions and Tenure shall have regard for the provisions of the Document on Conditions of Appointment for Faculty. Normally, the Committee shall restrict itself to the criteria for evaluation set forth in that Document.

IX. New Appointments

- A. Recommendations for new appointments (replacements or additions) will be initiated by the Department. Such recommendations should include fields of specialization, possible teaching assignments, qualifications and rank, and the nature of the appointment.
- B. Requests for new appointments will subsequently be submitted to the Department for consideration; it being understood that the primary criterion for Departmental evaluation should be the overall interests of the Department.
- C. Appointees and the terms of their appointment are ordinarily recommended to the VPAD by the Department, who shall consult with the Committee on Promotions and Tenure, sitting as an Appointments Committee, concerning the rank of the appointee.
- D. Procedures for recommending appointments shall be in accordance with the provisions of the *Conditions of Appointment for Faculty* and the *Faculty Hiring Protocol* documents.
- E. The hiring process will follow the procedure outlined in the Department of Sociology – Practices (appended).

X. Relations with Western University

It is understood that the department/school structure will in no way interfere with the informal discipline-to-discipline relations with Western University and/or the Affiliated University Colleges.

In multi-discipline departments/school, each discipline should designate a faculty member who will conduct informal relations with parallel disciplines at Western University and the Affiliated University Colleges. Official relations will be conducted by the Chair/Director, who may delegate this responsibility to another member of the department/school.

XI. Relations of Department Chairs, Directors, Vice-President Academic Dean and President

Chairs/Directors will report regularly to the VPAD on matters of concern to the department/school. They will report and/or make recommendations to the VPAD on all department/school matters of an academic nature that require administrative action, unless otherwise specified by a duly approved College document. The VPAD is the normal chief link between Chairs/Directors and the President. While this should be viewed as the normal pattern of communication, it does not preclude other forms of communication.

XII. Support Services for Academic Departments

From time to time, the secretarial and administrative needs of the academic departments/schools will be reviewed to ensure that adequate support for the departments/schools is provided.

XIII. Amendment Procedures

A. The Constitution and Operating Procedures of the Department of Sociology may be amended at any time provided:

1. Notification of an amendment together with the text of the proposed amendment must be circulated at least fifteen days before the meeting at which the amendment is to be voted upon.
2. Eligible voters are those with full Departmental membership.
3. Quorum has been attained and two-thirds majority of eligible voters present support the amendment.

Practices of the Department of Sociology

1. On all matters except elections, voting shall be by show of hands, unless a there is a Department-supported motion to vote by secret ballot. Proxy voting is excluded.
2. Motions will be approved by a majority vote of the members present.
3. These practices may be amended by a seconded motion approved by a majority vote of the members present after a notice of motion circulated seven (7) days prior.

Department of Sociology Hiring Process:

1. Full members define substantive area for hire and application materials to be requested
2. Department strikes a hiring Committee of minimum three faculty including, ideally, at least two tenured professors and at least one of the Chair or Coordinator.
3. All applicant materials are posted to OWL for Departmental review.
4. Departmental meeting for all faculty and student representative to provide input on applicants to Hiring Committee.

5. Based on consistency with job posting, application materials, and Departmental input, Hiring Committee creates and votes on long list. Hiring Committee determines which, if any, additional materials (such as teaching portfolio, EDID statement, research statement, etc.) should be requested. Reference letters are requested for long-listed candidates.
6. Additional materials of long-listed candidates are posted for review by Department members and student representative.
7. Departmental meeting for all faculty and student representative to provide input on long-listed applicants to Hiring Committee.
8. Hiring Committee reviews additional materials of long-listed candidates and considers input from faculty and student rep. Hiring Committee votes to create short list.
9. Interview questions are drafted by Hiring Committee.
10. Interviews are scheduled; Hiring Committee members attend all components of interview. Hiring Committee includes opportunities for Department members and student representative to meet with candidate beyond components of the interview.
11. The Hiring Committee will solicit input from students following the teaching demonstrations and following meetings between students and candidates.
12. Departmental meeting for all faculty and student representative to provide feedback on short-listed applicants to Hiring Committee.
13. Hiring Committee votes confidentially on successful candidate, ranking (if appropriate) other candidates (and advises the Department Chair, if necessary).
14. The Chair communicates the decision of the Hiring Committee to the VPAD and the Department.

4.1 CYS 2232A/B Course Revision

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template

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

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

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

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

Subject: Revision of Childhood and Youth Studies 2232A/B at King's University College.

Motion: That effective September 1, 2025, [Childhood and Youth Studies 2232A/B](#) be changed to an essay course and the designation changed to F/G.

Rationale: This is a housekeeping item; this course is cross-listed with Thanatology 2232F/G and has been an essay-based course since September 2022. The Department of Childhood and Youth Studies is updating their course code to reflect the correct suffix of the cross-listed course.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_030200_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Childhood and Youth Studies 2232A/BF/G

CHILDREN AND DEATH: THEORY AND INTERVENTIONS

Course Description

An examination of children's understanding of death, the dying child, children and funerals, specific ages and interventions for the grieving child, the family system and death, and death and trauma in children.

Extra Information: 3 lecture hours; cross-listed with Thanatology 2232A/BF/G.

Antirequisites: the former Childhood and Youth Studies 2232A/B and Thanatology 2232F/G.

Course Weight: 0.5

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

Department/Program Contact: Dr. Patrick Ryan, Department Chair for Childhood and Youth Studies, King's University College, pryan2@uwo.ca

EPC and Approval Date:

Results:

The following have been consulted:

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

Dr. Dan Shrubsole, 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

The following have been copied for information:

Darrin Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

Dr. 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

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

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca

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

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

Dr. 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,
kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies,
amrit.ahluwalia@uwo.ca

4.2 CYS Module-Program Revision Certificate in Childhood and the Legal System

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template (Without Guidelines)

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

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

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

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

Subject: Revision of the Certificate in Childhood and the Law at King's University College.

Motion: That effective September 1, 2025, the Certificate in Childhood and the Law at King's University College be revised

Rationale: The admissions criteria of the Certificate are being revised to what is more normative across other certificate admissions criteria at King's and will be more accessible and functional for students hoping to complete this credential. Optimally, earlier admission for students will give them greater time and access to fulfill Certificate modular requirements prior to graduation. The addition of the research methodology courses is to allow for greater flexibility for students and to reflect both the rotational course offerings of research-based courses and increased interest in research courses from the student population.

Link to Current Calendar Copy (if applicable):

CERTIFICATE IN CHILDHOOD AND THE LEGAL SYSTEM:

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20694&SelectedCalendar=Live&ArchiveID=>

Admission Requirements: ~~Enrolment in third or fourth year of an Honours Program, or a minimum modular average of 65% in a Major module. This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.~~

Completion of first year requirements with a minimum cumulative average of 65%.

Proposed Calendar Copy (for approval):

CERTIFICATE IN CHILDHOOD AND THE LEGAL SYSTEM:

Module

To qualify for the Certificate in Childhood-in and the Justice Legal System, students must achieve an overall average of 65% in the following 5.0 courses:

0.5 course: [Childhood and Youth Studies 1025F/G](#).

0.5 course: [Childhood and Youth Studies 2212F/G](#).

2.0 courses from: [Childhood and Youth Studies 2210F/G](#), [Childhood and Youth Studies 2216F/G](#), [Childhood and Youth Studies 2221A/B](#), [Childhood and Youth Studies 2231A/B](#), [Childhood and Youth Studies 2251F/G](#), [Childhood and Youth Studies 2252F/G](#), [Political Science 2101A/B](#), [Psychology 2031A/B](#), [Philosophy 2080](#), [Sociology 2260A/B](#), or [Sociology 2267A/B](#).

2.0 courses from: [Childhood and Youth Studies 3311F/G](#), [Childhood and Youth Studies 3312F/G](#), [Childhood and Youth Studies 3313F/G](#), [Childhood and Youth Studies 3314F/G](#), [Childhood and Youth Studies 3320F/G](#), [Childhood and Youth Studies 3340F/G](#), [Childhood and Youth Studies 3346F/G](#), [Childhood and Youth Studies 3361F/G](#), [Childhood and Youth Studies 3365F/G](#), [Childhood and Youth Studies 3366F/G](#), [Childhood and Youth Studies 3367F/G](#), [Childhood and Youth Studies 3368F/G](#), [Disability Studies 3325F/G](#), [History 3851F/G](#), [Political Science 3303F/G](#), [Political Science 3345E](#), [Psychology 3313A/B](#), [Sociology 4455F/G](#), or [Social Work 3319F/G](#).

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

Department/Program Contact: Prof. Patrick Ryan, Department Chair for Childhood & Youth Studies, King's University College, pryan2@uwo.ca

EPC and Approval Date:

The following have been consulted:

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

Dr. Dan Shrubsole, 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

The following have been copied for information:

Darrin Meister, Associate Dean, Ivey Business School, Western University,
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Dr. 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, kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

4.3 CYS Module-Program Revision Certificate in Childhood and Advocacy

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template (Without Guidelines)

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

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

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

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

Subject: Revision of Childhood & Youth Studies modules at King's University College.

Motion: That effective September 1, 2025, Childhood & Youth Studies Certificate at King's University College be revised

Rationale: The admissions criteria of the Certificate are being revised to what is more normative across other certificate admissions criteria at King's and will be more accessible and functional for students hoping to complete this credential. Optimally, earlier admission for students will give them greater time and access to fulfill Certificate modular requirements prior to graduation. The addition of the Political Science 2226F/G course is to account for the former Political Science 2225E which was on the Certificate, however, this course has since been remade into a 0.5 credit course. Finally, the addition of the research methodology courses is to allow for greater flexibility for students and to reflect both the rotational course offerings of research-based courses and increased interest in research courses from the student population.

Link to Current Calendar Copy (if applicable):

CERTIFICATE IN CHILDHOOD AND ADVOCACY:

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20693&SelectedCalendar=Live&ArchiveID=>

Admission Requirements: ~~Enrolment in third or fourth year of an Honours Program, or a minimum modular average of 65% in a Major module. This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.~~

Completion of first year requirements with a minimum cumulative average of 65%.

Proposed Calendar Copy (for approval):

CERTIFICATE IN CHILDHOOD AND ADVOCACY:

Module

To qualify for the Certificate in Childhood and Advocacy, students must achieve an overall average of 65% in the following 5.0 courses:

0.5 course: [Childhood and Youth Studies 1025F/G](#).

0.5 course: [Childhood and Youth Studies 2214F/G](#).

2.0 courses from: [Childhood and Youth Studies 2210F/G](#), [Childhood and Youth Studies 2221A/B](#), [Childhood and Youth Studies 2251F/G](#), [Childhood and Youth Studies 2254F/G](#), [Childhood and Youth Studies 2257F/G](#), [Childhood and Youth Studies 3370F/G](#), [Childhood and Youth Studies 3371F/G](#), [Disability Studies 2201F/G](#), [Political Science 2226F/G](#), [Social Justice and Peace Studies 2211F/G](#), or [Sociology 2140](#).

2.0 courses from: [Childhood and Youth Studies 3311F/G](#), [Childhood and Youth Studies 3312F/G](#), [Childhood and Youth Studies 3313F/G](#), [Childhood and Youth Studies 3314F/G](#), [Childhood and Youth Studies 3350F/G](#), [Childhood and Youth Studies 3351F/G](#), [Childhood and Youth Studies 3352F/G](#), [Childhood and Youth Studies 3354F/G](#), [Childhood and Youth Studies 3355F/G](#), [Childhood and Youth Studies 3380F/G/Z](#), [Childhood and Youth Studies 4414F/G](#), [Childhood and Youth Studies 4420F/G/Z](#), or [Childhood and Youth Studies 4421F/G/Z](#).

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

Department/Program Contact: Prof. Patrick Ryan, Department Chair for Childhood & Youth Studies, King's University College, pryan2@uwo.ca

EPC and Approval Date:

The following have been consulted:

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

Dr. Dan Shrubsole, 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

The following have been copied for information:

Darrin Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

Dr. 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

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

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca

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

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

Dr. 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, kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

4.4 French Course Revisions

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template (Without Guidelines)

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

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

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

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

Subject: Revision of French courses at King's University College.

Motion: That effective September 1, 2025, French courses will be revised at King's University College.

Rationale:

French 1004 As this course is intended for students with little or no French language knowledge, and the French Placement Test has been discontinued at King's, permission is not required.

French 2605F/G: Correcting spelling error in course title.

French 1004 to French 4111F/G: King's has a French Program, rather than a French Department; therefore, references to Western's Department and to the French Department the French Department are not appropriate. Further, with the discontinuation of the French Placement Test, the French Program Coordinator's permission is required.

French 4112F/G: Prerequisite has been revised to make it consistent with the other French Special Topics course numbered 4111F/G.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_029275_2&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 1004
French Fundamentals

Course Description

Intensive grammar and vocabulary acquisition through a variety of communicative activities and exercises. This course aims to help students acquire the fundamentals of the French language using listening, speaking, reading and writing skills, as preparation for the study of university-level French.

Antirequisite(s)

Antirequisite(s): Grade 12 French, [French 1002](#), [French 1003A/B](#), [French 1010](#), and [French 1011A/B](#).

Pre or Corequisites

Prerequisite(s): ~~Permission of the Department of French Studies based on the French Placement Test.~~ **None.**

Extra Information

Extra Information: 3 or 4 lecture/tutorial/laboratory hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_012838_5&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 1010

Intermediate French

Course Description

Grammar review, composition, translation, oral practice. (One hour per week in the language laboratory may be required.) Note that students who have successfully completed Grade 12 French or equivalent cannot take this course for credit.

Antirequisite(s)

Antirequisite(s): [French 1011A/B](#), Ontario Grade 12 French (Core, Extended or Immersion) or equivalent.

Pre or Corequisites

Prerequisite(s): Ontario Grade 11 French (Core, Extended or Immersion) or equivalent, [French 1002](#) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 or 4 lecture/tutorial/laboratory hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_006375_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 1900E

French Studies: An Introduction

Course Description

This is a first-year essay course in French, providing an introduction to French Studies, with an emphasis on language, culture, and various forms of expression and analysis.

Antirequisite(s)

Antirequisite(s): [French 1910](#), [French 1999](#).

Pre or Corequisites

Prerequisite(s): Ontario Grade 12 French (Core, Extended or Immersion) or equivalent, or [French 1010](#) or [French 1011A/B](#) or [French 1011A/B](#) or permission of the ~~Department of French Studies~~. **French Program Coordinator**.

Extra Information

Extra Information: 4 lecture/tutorial/laboratory hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_008353_4&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 1910

University French (Level 1)

Course Description

A study of the French language based on cultural, written material and basic grammar problems.

Antirequisite(s)

Antirequisite(s) at Main campus: [French 1900E](#), [French 1999](#). **Antirequisite(s)** at Huron, King's campus: [French 1900E](#).

Pre or Corequisites

Prerequisite(s): Ontario Grade 12 French (Core, Extended or Immersion) or equivalent, or [French 1010](#) or [French 1004](#) or permission of the ~~Department~~. **French Program Coordinator**.

Extra Information

Extra Information: 4 lecture/tutorial/laboratory hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_006402_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 2300

Intensive Translation I

Course Description

Introduction to translation theory and methods, from and into French. Practical exercises from selected texts about contemporary topics.

Antirequisite(s)

Antirequisite(s): [French 2305A/B](#), [French 2306A/B](#).

Pre or Corequisites

Prerequisite(s): [French 1900E](#) or [French 1910](#) or permission of the ~~Department based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: Distance Studies (online) (Main). 3 lecture/tutorial hours (Huron, King's).

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_012873_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 2410E

Intensive French-Canadian Civilization

Course Description

Study and research on the historical background and contemporary situation of French Canada, its political, economic, social and cultural development up to the present time.

Antirequisite(s)

Antirequisite(s): [French 2405A/B](#).

Pre or Corequisites

Prerequisite(s): [French 1900E](#) or [French 1910](#) or by permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_007509_4&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 2600E

Introduction to French Literature

Course Description

A study in depth of some major French texts, with training in the skills of literary analysis.

Antirequisite(s)

Antirequisite(s): [French 2605F/G](#), [French 2606F/G](#).

Pre or Corequisites

Prerequisite(s): [French 1900E](#) or [French 1910](#), or permission of the ~~Department based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department.~~ **French Program**

Coordinator.

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_023117_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 2605F/G

Reading Literature in French: Middle Ages to ~~Romantiicism~~ **Romanticism**

Course Description

This course enables students to master literary reading, including the understanding of the major aspects of French and Francophone literatures and cultures, their particular histories as well as their relationship to the larger discipline of arts and humanities. The course provides tools for textual analysis, and improves written and oral communication in French.

Antirequisite(s)

Antirequisite(s): [French 2600E](#).

Pre or Corequisites

Prerequisite(s): [French 1900E](#) or [French 1910](#) or permission of the ~~Department based on Placement Test. Placement Test results do not guarantee admission into the course.~~

~~Written permission must be obtained from the Department.~~ French Program

Coordinator.

Extra Information

Extra Information: 3 lecture/tutorial hours. Note at Huron, King's campus: [French 2605F/G](#) and [French 2606F/G](#) or [French 2600E](#) are prerequisites for further studies in French literature.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_023118_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 2606F/G

Reading Literature In French: Modernity To Postmodernity

Course Description

This course enables students to master literary reading, including the understanding of the major aspects of French and Francophone literatures and cultures, their particular histories as well as their relationship to the larger discipline of arts and humanities. The course provides tools for textual analysis, and improves written and oral communication in French.

Antirequisite(s)

Antirequisite(s): [French 2600E](#).

Pre or Corequisites

Prerequisite(s): [French 1900E](#) or [French 1910](#) or permission of the ~~Department based on Placement Test. Placement Test results do not guarantee admission into the course.~~ ~~Written permission must be obtained from the Department.~~ French Program

Coordinator.

Extra Information

Extra Information: 3 lecture/tutorial hours. Note at Huron, King's campus: [French 2605F/G](#) and [French 2606F/G](#) or [French 2600E](#) are prerequisites for further studies in French literature.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_009592_4&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 2900

Language (Advanced Level II)

Course Description

Grammar, composition, oral practice, phonetics. (One hour per week in the language laboratory may be required).

Antirequisite(s)

Antirequisite(s): [French 2101](#), [French 2905A/B](#), [French 2906A/B](#).

Pre or Corequisites

Prerequisite(s): [French 1900E](#) or [French 1910](#), or permission of the ~~Department based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department.~~ **French Program**

Coordinator.

Extra Information

Extra Information: 3 or 4 lecture/tutorial hours. Note at Huron, King's campus: [French 2900](#) (or its equivalent) is the required language course for all French modules.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_023121_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 2905A/B

Language And Reading

Course Description

Intensive grammar review with an emphasis on textual analysis and understanding various forms of writing (2 hours lecture + 1 hour tutorial).

Antirequisite(s)

Antirequisite(s): [French 2101](#), [French 2900](#).

Pre or Corequisites

Prerequisite(s): [French 1900E](#) or [French 1910](#), or permission of the ~~Department based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department.~~ **French Program**

Coordinator.

Extra Information

Extra Information: 3 or 4 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_023122_8&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 2906A/B

Language And Expression

Course Description

A review of selected elements of grammar with an emphasis on written and oral expression (2 hours lecture + a hour tutorial).

Antirequisite(s)

Antirequisite(s): [French 2101](#), [French 2900](#).

Pre or Corequisites

Prerequisite(s): [French 1900E](#) or [French 1910](#), or permission of the ~~Department based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 or 4 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_003092_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3300

Intensive Translation II

Course Description

Translation from and into English of selected texts on general and specialized topics.

Pre or Corequisites

Prerequisite(s): [French 2900](#) or both [French 2905A/B](#) and [French 2906A/B](#) or [French 2300](#) or both [French 2305A/B](#) and [French 2306A/B](#) or permission of the ~~Department based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: Distance Studies (online) (Main). 3 lecture/tutorial hours (Huron, King's).

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_022167_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3305A/B

Translation Practice

Course Description

This course focuses on practice in translating modern texts of various styles from English into French and from French into English.

Antirequisite(s)

Antirequisite(s): [French 3300](#).

Pre or Corequisites

Prerequisite(s): [French 2900](#), or both [French 2905A/B](#) and [French 2906A/B](#) or permission of the ~~Department~~. **French Program Coordinator**.

Extra Information

Extra Information: 3 hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_005937_4&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3900

Language (Advanced Level III)

Course Description

Grammar, composition, translation and oral practice. (One hour per week in the language laboratory may be required.)

Antirequisite(s)

Antirequisite(s): [French 3905A/B](#), [French 3907A/B](#), [French 3908A/B](#).

Pre or Corequisites

Prerequisite(s): [French 2900](#) or both [French 2905A/B](#) and [French 2906A/B](#) or permission of the ~~Department, based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department.~~ **French Program Coordinator**.

Extra Information

Extra Information: 3 or 4 tutorial hours (Main); 3 or 4 lecture/tutorial hours (Huron, King's).

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_010465_5&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3540F/G/Z

Culture And Literature in Society: The Middles Ages In France

Course Description

Through the study of the cultural productions from the Middle Ages in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours. Permission of the Department is required for all Z-courses.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_006509_5&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3541F/G/Z

Culture And Literature in Society: The Middles Ages In France

Course Description

Through the study of the cultural productions from the Middle Ages in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_007229_5&SelectedCalendar=Live&ArchiveID=

Extra Information

Extra Information: 3 lecture/tutorial hours.

Proposed Calendar Copy (for approval):

FRENCH 3542F/G/Z

Culture And Literature in Society: The Middles Ages in France

Course Description

Through the study of the cultural productions from the Middle Ages in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department~~. **French Program Coordinator**.

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_006474_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3560F/G

Culture And Literature in Society: The French Renaissance

Course Description

Through the study of the cultural productions from the Renaissance in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department~~. **French Program Coordinator**.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_004819_7&SelectedCalendar=Live&ArchiveID=

Extra Information

Extra Information: 3 lecture/tutorial hours.

Proposed Calendar Copy (for approval):

FRENCH 3561F/G

Culture And Literature in Society: The French Renaissance

Course Description

Through the study of the cultural productions from the Renaissance in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_013036_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3562F/G

Culture And Literature in Society: The French Renaissance

Course Description

Through the study of the cultural productions from the Renaissance in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_012206_5&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3570F/G/Z

Culture And Literature in Society: France in the 17th Century

Course Description

Through the study of the cultural productions from the 17th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_007952_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3571F/G/Z

Culture And Literature in Society: France in the 17th Century

Course Description

Through the study of the cultural productions from the 17th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_012913_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3572F/G/Z

Culture And Literature in Society: France in the 17th Century

Course Description

Through the study of the cultural productions from the 17th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_012110_2&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3580F/G

Culture And Literature in Society: France in the 18th Century

Course Description

Through the study of the cultural productions from the 18th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_003959_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3581F/G

Culture And Literature in Society: France in the 18th Century

Course Description

Through the study of the cultural productions from the 18th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_008268_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3582F/G

Culture And Literature in Society: France in the 18th Century

Course Description

Through the study of the cultural productions from the 18th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the-~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_006901_2&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3600F/G

Culture And Literature in Society: 20th Century France

Course Description

Through the study of the cultural productions from the 20th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the-~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_007146_2&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3601F/G

Culture And Literature in Society: 20th Century France

Course Description

Through the study of the cultural productions from the 20th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_004195_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3602F/G

Culture And Literature in Society: 20th Century France

Course Description

Through the study of the cultural productions from the 20th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_006176_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3690F/G

Culture And Literature in Society: France in the 19th Century

Course Description

Through the study of the cultural productions from the 19th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to

them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_005555_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3691F/G

Culture And Literature in Society: France in the 19th Century

Course Description

Through the study of the cultural productions from the 19th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_007913_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3692F/G

Culture And Literature in Society: France in the 19th Century

Course Description

Through the study of the cultural productions from the 19th Century in France, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_013330_5&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3700F/G

Making Sense of Literature: Approaches to Literary Reading

Course Description

This course explores the nature of the literary text and how it produces meaning. An exploration of the formal features of style, narrative technique and structure is combined with a theoretical and practical overview of different approaches to literary reading, textual analysis and the role of literature in society.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_009715_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3701F/G

Making Sense of Literature: Approaches to Literary Reading

Course Description

This course explores the nature of the literary text and how it produces meaning. An exploration of the formal features of style, narrative technique and structure is combined with a theoretical and practical overview of different approaches to literary reading, textual analysis and the role of literature in society.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_004820_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3702F/G

Making Sense of Literature: Approaches to Literary Reading

Course Description

This course explores the nature of the literary text and how it produces meaning. An exploration of the formal features of style, narrative technique and structure is combined with a theoretical and practical overview of different approaches to literary reading, textual analysis and the role of literature in society.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_010079_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3720F/G

Culture And Literature in Society: Quebec and French-Canada

Course Description

Through the study of the cultural productions from Quebec and French-Canada, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_010038_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3721F/G

Culture And Literature in Society: Quebec and French-Canada

Course Description

Through the study of the cultural productions from Quebec and French-Canada, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_011427_7&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3722F/G

Culture And Literature in Society: Quebec and French-Canada

Course Description

Through the study of the cultural productions from Quebec and French-Canada, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_003854_5&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3730F/G

Culture And Literature in Society: Francophone Women's Literature

Course Description

Through the study of the cultural productions of Francophone Women, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_006418_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3731F/G

Culture And Literature in Society: Francophone Women's Literature

Course Description

Through the study of the cultural productions of Francophone Women, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_011043_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3732F/G

Culture And Literature in Society: Francophone Women's Literature

Course Description

Through the study of the cultural productions of Francophone Women, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department~~ **French Program Coordinator**.

Extra Information

Extra Information: 3 lecture/tutorial hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027772_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 3760F/G

French-Language Indigenous Literature and Culture In Canada

Course Description

The question of how French-speaking Indigenous authors express themselves and their cultures through literature and film will be explored. A richly varied, emerging literary corpus will be studied, with an emphasis on Indigenous pedagogy. Students will gain knowledge of First Nations, Métis and Inuit peoples and perspectives.

Pre or Corequisites

Prerequisite(s): Both French 2605F/G and French 2606F/G (or French 2600E) or permission of the ~~Department~~ **French Program Coordinator**.

Extra Information

Extra Information: 3 lecture hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_013337_2&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 4100F/G

Research Paper

Course Description

Strongly recommended for students contemplating graduate study in French.

Antirequisite(s)

Antirequisite(s) at Main: French 4600E.

Pre or Corequisites

Prerequisite(s): 1.0 French course in literature between French 3500-3799, enrolment in fourth year and permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 hours.

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_013102_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 4110F/G

Senior Seminar

Course Description

For specific topics consult the ~~Department of Modern Languages.~~ **French Program Coordinator.**

Pre or Corequisites

Prerequisite(s): 1.0 French course in literature between French 3500-3799.

Extra Information

Extra Information: 3 lecture/tutorial hours

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_009608_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 4111F/G

Senior Seminar

Course Description

For specific topics consult the ~~Department of Modern Languages.~~ **French Program Coordinator.**

Pre or Corequisites

Prerequisite(s): 1.0 French course in literature between French 3500-3799.

Extra Information

Extra Information: 3 lecture/tutorial hours

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_011671_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 4112F/G
Senior Seminar

Course Description

For specific topics consult the ~~Department of Modern Languages.~~ **French Program Coordinator.**

Pre or Corequisites

Prerequisite(s): ~~One 3600-level French course in literature.~~ **1.0 French course in literature between French 3500-3799.**

Extra Information

Extra Information: 3 lecture/tutorial hours

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_025329_2&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 4600E
Research Methods and Independent Paper

Course Description

In this capstone course, students will solidify the skills and knowledge acquired during their studies in French. Bi-monthly group meetings will focus on research methods and professional writing and each student, under the supervision of a faculty member, will develop a research project oriented towards his or her professional interests.

Antirequisite(s)

Antirequisite(s): [French 4100F/G.](#)

Pre or Corequisites

Prerequisite(s): 1.0 course in French literature or French linguistics at the 3000 level (3500-3899), or permission of the ~~Department.~~ **French Program Coordinator.**

Extra Information

Extra Information: 3 lecture hours (King's).

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_011694_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

FRENCH 4900A/B

Language (Advanced Level IV, Special Topic)

Course Description

Study of specific problems in French language.

Antirequisite(s)

Antirequisite(s) at Main campus: [French 4901A/B](#).

Pre or Corequisites

Prerequisite(s): [French 3900](#) or [French 3300](#) or 1.0 course from [French 3306A/B](#), [French 3307A/B](#), [French 3905A/B](#), [French 3907A/B](#), [French 3908A/B](#), or permission of the **French Program Coordinator**. ~~Department based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department. French Program Coordinator.~~

Extra Information

Extra Information: 3 lecture hours.

Associate Dean – Academic (or Equivalent) Contact: Dr. Mark Yenson, Vice-President and Academic Dean, King's University College, VPAcademic@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:

The following courses are offered at King's and Western but not at Huron:

FRENCH 3305A/B

FRENCH 3540F/G/Z

FRENCH 3541F/G/Z

FRENCH 3542F/G/Z

FRENCH 3562F/G

FRENCH 3571F/G/Z

FRENCH 3701F/G

FRENCH 3702F/G

FRENCH 3722F/G

FRENCH 3731F/G

FRENCH 3732F/G

FRENCH 3760F/G

Consultation:

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

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

Laté Lawson-Hellu, Undergraduate Chair, French Studies, Western University, llawsonh@uwo.ca

David Blair, Acting Coordinator of French Studies, Huron University College, dblair@huron.uwo.ca

Copied for information:

Darrin Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

Dr. 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

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

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca

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

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

Dr. 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, kyeung@uwo.ca; aadasci@uwo.ca

Dr. Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, dashrubs@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

4.5 History 2150F/G

King's University College NEW COURSE PROPOSAL – ADDITIONAL INFORMATION

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

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

1. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (*required by Western*).

The History of Now works towards program learning outcomes by enhancing students' historical knowledge and critical thinking through the analysis of current events in their historic context; it fosters skills in source evaluation, research, and communication while promoting cross-cultural awareness and ethical responsibility. By exploring the historical roots of contemporary issues, the course prepares students for civic engagement and long-term learning.

2. How does this course align with King's mission, and commitment to EDID/Accessibility?
By examining current events through a historical lens, the course aligns with our mission of fostering critical thinking and social responsibility. Topics such as the Black Lives Matter movement and Residential Schooling in Canada align with the college's commitment to EDID in curricular development. Many topics involved discussions of power, privilege, and systemic inequities.
3. How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?

The course has been offered for several years as a special topics course with good registration figures; we do not anticipate it cutting into registration in other program offerings.

4. If this is an essay course, how will it fulfill the essay requirement? (*for Western*) **Non-essay course.**
5. Staffing implications
 - a. Faculty to teach – Is it expected that full-time or part-time faculty will teach this course? **The course has been offered by both full and part-time faculty. In the near term it will be taught by part-time faculty.**
 - b. Additional staffing support – ie, for experiential learning – admin support and tracking, placement organization and supervision? **None.**

6. Financial implications

- a. What additional funding will be required to support experiential learning, labs, tutorials, etc.? **None**
- b. Funding for faculty to engage in travel related to the course? **None**
- 7. Library implications (*please consult with your subject Librarian*) **None**
- 8. Attach a sample course outline including the following (*required by Western*)
 - a. Learning outcomes (linked to program level learning outcomes)
 - b. Sample reading list
 - c. Grading scheme

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: Introduction of History 2150F/G, The History of Now, to the History offerings at King's University College.

Motion: That effective September 1, 2025, History 2150F/G be introduced to the History offerings and added to the academic calendar at King's University College.

Rationale: This course has been offered as a successful Special Topic at King's for the past four academic years; now seeking to place it on the academic calendar.

Link to Current Calendar Copy (if applicable): Currently offered as a Special Topics course.

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_029995_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 2150F/G: The History of Now (15 characters)

Course Description

This course places current events in their historical context. Topics will necessarily vary from year-to-year. These may include but are not limited to major elections, current conflicts, social, cultural, and economic transformation, climate change, and new scientific discoveries. (38 words)

Prerequisite(s): n/a

Antirequisite(s): History 1821F/G if taken at King's University College 2020-2024

Extra Information: 2 lecture hours, 1 tutorial hour.

Course Weight: 0.50

Breadth: Category A

Subject Code: History

Course Summary (for information):

Course Learning Outcomes

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

1. Contextualize and examine current events through an historical lens
2. Understand and apply historical method in tracing the evolution of current issues
3. Enhance historical writing skills through essay and short paper assignments
4. Improve public speaking skills through classroom discussions and/or presentations

Anticipated Grading Structure

- Essays and other written assignments: 35%
- Tutorial Participation: 15%
- Quizzes: 10%
- Presentation: 10%
- Final Exam: 30%

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

Department/Program Contact: Dr. Graham Broad, Chair, Department of History, King's University College, gbroad@uwo.ca

EPC and Approval Date:

Consultation:

Dan Shrubsole, 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

Dr. Thomas Peace, Chair, Department of History, Huron University College, tpeace@huron.uwo.ca

Dr. Nancy Rhoden, Chair, Department of History, Western University, nrhoden@uwo.ca

The following have also been copied for information:

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

Darrin Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

Dr. 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

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

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca

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

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

Dr. 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, kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

Results:

4.6 History Pre-requisite Additions

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: Addition of “Human Rights Studies” to History pre-requisites at King’s University College.

Motion: That effective September 2025, the pre-requisites for History 3218E, 3710F/G, 3711F/G, 3809F/G, 3860E, 4220E, 4522F/G, 4503F/G, 4504F/G, 4860F/G, 4861F/G, 4896F/G, 4710F/G will be revised to include Human Rights Studies courses at King’s University College.

Rationale: The History and Human Rights Studies programs at King’s are closely aligned, with HRS courses at the 2200 level and above providing sufficient historical context and methodology to serve as the basis for entry into the history courses listed below.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0228661&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 3218E

MOVERS AND SHAKERS: SOCIAL MOVEMENTS IN CANADIAN HISTORY

Course Description

This course will analyze various Canadian social movements in terms of their historical factors, strategies and tactics; organizational challenges they faced; and the role that mass media, the state, individual personalities, and counter-movements played in

determining their success and failures. Canadian social movements will be placed in their international context.

Antirequisite(s)

Antirequisite(s): History 3292E taught in 2009-10.

Pre or Corequisites

Prerequisite(s): 1.0 course in History or Human Rights Studies at the 2200-level or above.

Extra Information

Extra Information: 3 hours.

Course Weight: 1.00

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0242171&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 3711F/G

STATE, SOCIETY AND MASS VIOLENCE

Course Description

This course examines the problem of mass violence in the 20th century with a focus on the role of the state and the social dynamics of ethnic cleansing and genocide. Topics include theories of genocide and case studies that may include the Armenian massacres, the Holocaust, Stalinism, Mao's China, and Rwanda.

Pre or Corequisites

Prerequisite(s): 1.0 course in History or Human Rights Studies at the 2200-level or above, or permission of the department.

Extra Information

Extra Information: 2 lecture hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0275661&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 3809F/G

HISTORY, ETHICS AND PUBLIC POLICY

Course Description

This course applies historical methods and ethical reasoning to analysing current events. The class identifies a current public policy issue about which to pursue historical research. Working individually and in groups, students prepare a policy briefing that shows the relevance of history and ethics to issues we face today.

Pre or Corequisites

Prerequisite(s): 1.0 History or Human Rights Studies course at the 2200-level or above.

Extra Information

Extra Information: 2 seminar hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0288831&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 3860E

RELIGION AND THE HOLOCAUST

Course Description

This course examines the history of the Holocaust, especially the historical, ethical and theological dimensions of religious involvement in this genocide. Themes to be considered include the relationship between religious anti-Judaism and political anti-Semitism, Christian responses to the Holocaust, Muslim-Jewish relations, and the legacy of the Holocaust for interfaith relations.

Pre or Corequisites

Prerequisite(s): 1.0 course in History or Human Rights Studies at the 2200-level or above, or permission of the department.

Extra Information

Extra Information: 3 hours.

Course Weight: 1.00

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0293091&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4204F/G

RIGHTING WRONGS: HUMAN RIGHTS IN CANADA

Course Description

How have Canadians thought about rights throughout our history? This course explores this question by examining rights campaigns in 19th and 20th century Canada. Themes include indigenous rights, gender and sexuality, race, and conflict and rights.

Antirequisite(s)

Antirequisite(s): [History 4296F/G](#) if taken in 2019-20.

Pre or Corequisites

Prerequisite(s): 1.0 History or Human Rights Studies course at the 2200 level or above, or permission of the Department.

Extra Information

Extra Information: 2 hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0270121&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4220E

CANADIAN IMMIGRATION HISTORY: THE POLITICS, THE POLICIES AND THE PEOPLE

Course Description

Immigration has played a central role in Canada's history, especially during the 19th and 20th centuries. But immigration is more than an historical phenomenon; it is also our current lived experience. In addition to the historical focus, discussions in this course will also engage current debates, issues, and events.

Antirequisite(s)

Antirequisite(s): [History 4292E](#) if taken in 2014-15, 2015-16.

Pre or Corequisites

Prerequisite(s): 2.0 courses in History or Human Rights Studies at the 2200 level or above.

Extra Information

Extra Information: 2 hours.

Course Weight: 1.00

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0190541&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4502F/G

THE BLACK ATLANTIC: SLAVERY IN THE AMERICAS AND AFRICA

Course Description

This course will examine the issues of slavery and slave societies within a comparative framework although the main focus of study will be slave systems within Latin America. Themes such as the slave trade, ethnicity, demography, and culture will be explored in order to re-create the context of slave experience.

Pre or Corequisites

Prerequisite(s): 2.0 courses in History or Human Rights Studies at the 2200 level or above.

Extra Information

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0190551&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4503F/G

THREE WORLDS COLLIDE: COLONIAL LATIN AMER SOCIETIES

Course Description

This course will examine the formative issues that shaped the Latin American Colonial worlds. Relations between ethnicities, genders and classes will be explored to trace the creation of Latin American cultures as African, Indigenous and Europeans came together with explosive force.

Pre or Corequisites

Prerequisite(s): 2.0 courses in History **or Human Rights Studies** at the 2200 level or above.

Extra Information

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028884_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4504F/G

THE HISTORY OF HUMAN RIGHTS IN LATIN AMERICA

Course Description

This course explores the long historical development of human rights discourses, advocacy, and abuses in Latin America. It focuses upon the struggle for justice for, and by, indigenous and African populations from contact to the authoritarianism and institutionalized human rights violations of the 20th century.

Pre or Corequisites

Prerequisite(s): 1.0 course in History **or Human Rights Studies** at the 2200-level or above, or permission of the department.

Extra Information

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028886_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4860F/G THE FRENCH REVOLUTION AND HUMAN RIGHTS

Course Description

This course explores human rights history, focussing on the language and practice of rights in the French Revolution. Students examine the foundational rights texts of the revolutionary era, and the expansion, limitation, denial of rights for women, religious minorities and people of African origins, enslaved and free, in colonial contexts.

Pre or Corequisites

Prerequisite(s): 1.0 course in History **or Human Rights Studies** at the 2200-level or above, or permission of the department.

Extra Information

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0288871&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4861F/G
THE HOLOCAUST AND HUMAN RIGHTS

Course Description

This course explores the roots of the contemporary human rights movement in the era of Nazism-Fascism and the Holocaust, from the interwar period to the decades after 1945 and the development of the Universal Declaration of Human Rights. Topics include the role of faithbased organizations as advocates for human rights.

Pre or Corequisites

Prerequisite(s): 1.0 course in History **or Human Rights Studies** at the 2200-level or above, or permission of the department.

Extra Information

Extra Information: 3 hours.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0213317&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4896F/G

SELECTED TOPICS IN HISTORIOGRAPHY OR THEMATIC OR METHODOLOGICAL HISTORY

Course Description

See History Department for current offerings.

Pre or Corequisites

Prerequisite(s): 2.0 courses in History or Human Rights Studies at the 2200 level or above.

Extra Information

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0288851&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 4710F/G

THE WORLD WARS IN HISTORY, MEMORY AND RECONCILIATION

Course Description

This course, which concludes with a 10-day program in Belgium and France, explores commemorative practices that emerged after the World Wars. Topics include the presentation of history through monumental architecture, the preservation of battlefields, and museums, and how these sites have informed identity and efforts to reconcile former enemies.

Antirequisite(s)

Antirequisite(s): [History 3710F/G](#).

Pre or Corequisites

Prerequisite(s): 1.0 History or Human Rights Studies course at the 2200-level or above, and permission of the Department. (Please note, because of the limited enrolment and special circumstances of international travel associated with this course, students will also be interviewed before their registration is finalized.).

Extra Information

Extra Information: 3 hours. Additional cost to be borne by students. Limited enrollment. Application and interview are required. Cross-listed with [History 3710F/G](#).

Course Weight: 0.50
Breadth: CATEGORY A
Subject Code: HISTORY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0288821&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

History 3710F/G

THE WORLD WARS IN HISTORY, MEMORY AND RECONCILIATION

Course Description

This course, which concludes with a 10-day program in Belgium and France, explores commemorative practices that emerged after the World Wars. Topics include the presentation of history through monumental architecture, the preservation of battlefields, and museums, and how these sites have informed identity and efforts to reconcile former enemies.

Antirequisite(s)

Antirequisite(s): [History 4710F/G](#).

Pre or Corequisites

Prerequisite(s): 1.0 History or Human Rights Studies course at the 2200-level or above, and permission of the Department.

Extra Information

Extra Information: Additional cost to be borne by students. Limited enrollment. Application and interview are required, see the Department of History website for more information. Cross-listed with [History 4710F/G](#).

Course Weight: 0.50
Breadth: CATEGORY A
Subject Code: HISTORY

Course Weight: 0.50
Breadth: CATEGORY A
Subject Code: HISTORY

List of Courses and the Campuses Offered:

To be reviewed during the consultation process: Western/Huron may decide whether they wish to include these revisions to their listed pre-requisites.

- History 3218E offered at King's
- History 3711F/G offered at King's

- History 3809F/G offered at King's
- History 3860E offered at King's
- History 4204F/G offered at King's
- History 4220E offered at King's
- History 4502F/G offered at King's
- History 4503F/G offered at King's
- History 4504F/G offered at King's
- History 4860F/G offered at King's
- History 4861F/G offered at King's
- History 4896F/G offered at King's, Huron, and Western
- History 3710F/G offered at King's
- History 4710F/G offered at King's

Associate Dean – Academic (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King's University College, associate.dean@kings.uwo.ca
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Department/Program Contact: Dr. Graham Broad, Chair, Department of History, King's University College, gbroad@uwo.ca

EPC and Approval Date:

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4.7 History Modular Revisions

Subcommittee on Undergraduate Academic Courses (SOC)

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

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

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

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

Subject: Revision of the modular requirements of the Honours Specialization in History and the Major in History at King's University College.

Motion: That effective September 1, 2025 the module requirements of the Honours Specialization in History and the Major in History at King's University College be revised to allow up to 1.0 History course at the 2100-level..

Rationale: The Department of History's current course offerings at the 2100 level cannot currently be counted towards modular requirements. This change will bring King's Department of History's modular requirements into closer alignment with the Department of History at Western.

Link to Current Calendar Copy (if applicable):

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21221&SelectedCalendar=Live&ArchiveID>

Proposed Calendar Copy (for approval):

HONOURS SPECIALIZATION IN HISTORY

History

Admission Requirements

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%, and including at least 0.5 course from [History 1401E](#), [History 1404E](#), [History 1601E](#), [History 1801E](#), [History 1812F/G](#), [History 1813F/G](#) or [History 1814F/G](#), [History 1820F/G](#), [History 1901E](#), or the former History 1403E).

Module/Program Information

Module

9.0 courses:

1.0 course from: Canadian [History 2201E](#), [History 2203E](#), [History 2205E](#).

2.0 courses from: [History 2301E](#) (U.S.), [History 2403E](#) (European), [History 2431F/G](#) (European), [History 2432F/G](#) (European), [History 2501E](#) (Latin America), [History 2650E](#) (East Asia), [History 2800F/G](#) (Methods), [History 2808F/G](#) (Philosophy of History).

Note: 3.0 of the 4.0 core courses must be taken before year 4.

1.0 additional course in History at the 22100 level or above.

2.0 courses in History at the 3000 level.

2.0 courses in History at the 4000 level.

To progress in the Honours Specialization module in History, 3.0 of the 4.0 mandatory core courses must be completed with an average of at least 70% with no mark less than 60%.

This module must satisfy a Geographic Distribution Requirement. This is satisfied by taking:

1.0 course from U.S. History 2300-2399, History 3300-3399, and History 4300-4399;

1.0 course from European History 2400-2499, History 3400-3499, History 4400-4499; and

1.0 course from World History 2500-2599, History 2600-2699, History 3500-3599, History 3600-3699, History 4500-4599, History 4600-4699, [History 2800F/G](#) and [History 2808F/G](#).

Notes:

- The former Classical Studies 3400E: Greek and Roman History may be counted as a principal course towards a History module.
- 8.0/9.0 History credits must be essay credits.

Link to Current Calendar Copy (if applicable):

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21218&SelectedCalendar=Liv e&ArchiveID=>

Proposed Calendar Copy (for approval):

MAJOR IN HISTORY

History

Admission Requirements

Completion of first-year requirements, including at least 0.5 course with a mark of at least 60% from [History 1401E](#), [History 1404E](#), [History 1601E](#), [History 1801E](#), [History 1812F/G](#), [History 1813F/G](#), [History 1814F/G](#), [History 1820F/G](#), or [History 1901E](#), or the former History 1403E.

Module/Program Information

Module

6.0 courses:

1.0 course from: Canadian [History 2201E](#), [History 2203E](#), [History 2205E](#).

2.0 courses from: [History 2301E](#) (U.S.), [History 2403E](#) (European), [History 2431F/G](#) (European), [History 2432F/G](#) (European), [History 2501E](#) (Latin America), [History 2650E](#) (East Asia), [History 2800F/G](#) (Methods), [History 2808F/G](#) (Philosophy of History).

Note: 2.0 of the 3.0 core courses must be taken before year 4.

1.0 additional course in History at the 22100 level or above.

2.0 courses in History at the 3000 or 4000 level.

This module must satisfy a Geographic Distribution Requirement. This is satisfied by taking:

1.0 course from U.S. History 2300-2399, History 3300-3399, and History 4300-4399;

1.0 course from European History 2400-2499, History 3400-3499, History 4400-4499; and

1.0 course from World History 2500-2599, History 2600-2699, History 3500-3599, History 3600-3699, History 4500-4599, History 4600-4699; [History 2800F/G](#) and [History 2808F/G](#).

Students considering graduate school or other post-degree programs are strongly urged to take a 4000 level History course.

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

Department/Program Contact: Dr. Graham Broad, Chair, Department of History, King's University College, gbroad@uwo.ca

EPC and Approval Date:

Consultation:

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4.8 Economics 2169F/G, 2170A/B, 2182A/B, 2183F/G, 3351F/G
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**Subcommittee on Undergraduate Academic Courses (SOC)
King's University College
School of Management, Economics, and Mathematics
Revisions Economics 2169F/G, Economics 2170A/B, Economics 2182A/B,
Economics 2183F/G, and Economics 3351F/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 Economics 2169F/G: Economics of Health Care, Economics 2170A/B: Environmental Economics, Economics 2182A/B: Economics of Sports, Economics 2183F/G: Economics of War, and Economics 3351F/G: Behavioural Economics

Motion: Effective September 1, 2025, Economics 2169F/G, Economics 2170A/B, Economics 2182A/B, Economics 2183F/G, and Economics 3351F/G be revised as shown at King's University College.

Rationale: This is a housekeeping effort to update newly approved Economics courses by adding antirequisite courses. These antirequisite courses were offered under Special Topics with similar course titles.

Link to Current Calendar Copy (if applicable): [Economics 2169F/G: Economics of Health Care](#)

Proposed Calendar Copy (for approval):

Economics 2169F/G: Economics of Health Care (24 characters)

Short title for use by the Office of the Registrar **Economics of Health Care** (24 characters)

Examination of health as an economic good and the economics of health services. Topics include international comparison of health services systems, private versus

public financing, consequences of information asymmetry between buyers and sellers of medical services, and valuation of life and health in cost-benefit analysis.

Antirequisite(s): Health Sciences 3090B if taken in 2016. Antirequisite(s) Economics 2192A/B if taken at King's University College in 2022-2023.

Prerequisite(s): Economics 1021A/B and Economics 1022A/B, or Economics 2001A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Economics 2170A/B: Environmental Economics](#)

Proposed Calendar Copy (for approval):

Economics 2170A/B: Environmental Economics (23 characters)

Short title for use by the Office of the Registrar **Environmental Economics** (23 characters)

This course in applied microeconomics examines the connections between market failure, environmental problems, and government regulation. Topics include externalities, cost benefit analysis, public goods, the global environment, and the valuation of non-market goods.

Antirequisite(s): Economics 2192A/B, if taken at King's University College in 2023-24.

Prerequisite(s): Economics 2150A/B or Economics 2260A/B.

Extra information: 3 hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Economics 2182A/B: Economics of Sports](#)

Proposed Calendar Copy (for approval):

Economics 2182A/B: Economics of Sports (19 characters)

Short title for use by the Office of the Registrar **Economics of Sports** (19 characters)

The goal of this course is to apply basic economic tools to specific questions and problems in the sports industries. These tools include supply and demand analysis, basic game theory, wage determination in competitive and monopsonistic models, theories of the firm, models of imperfect competition, and probability.

Antirequisite(s): Economics 2187F/G, if taken at King's University College in 2023-2024.

Prerequisite(s): Economics 1021A/B and Economics 1022A/B, or Economics 2001A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Economics 2183F/G: Economics of War](#)

Proposed Calendar Copy (for approval):

Economics 2183F/G: Economics of War (16 characters)

Short title for use by the Office of the Registrar **Economics of War** (16 characters)

This course explores the nature of war through an economic perspective. By using the tool of economic analysis in a historical context we will examine topics such as why we wage war, the roots of imperialism, and the state of the military industrial complex within our modern economy.

Antirequisite(s): Economics 2174F/G, if taken at King's University College in 2021-2022; Economics 2175F/G if taken at King's University College in 2022-2023, 2023-2024.

Prerequisite(s): Economics 1021A/B and Economics 1022A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Economics 3351F/G: Behavioural Economics](#)

Proposed Calendar Copy (for approval):

Economics 3357F/G: Behavioural Economics (21 characters)

Short title for use by the Office of the Registrar **Behavioural Economics** (21 characters)

This course will review recent models and findings in the fields of economics and psychology regarding the errors in human judgment and discuss their importance in an economic marketplace.

Antirequisite(s): Economics 3390F/G if taken in Winter 2022. Antirequisite(s) Economics 3391A/B, if taken at King's University College in 2022-2023, 2023-2024.

Prerequisite(s): Economics 2220A/B, Economics 2222A/B, Economics 2261A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Associate Dean – Undergraduate (or Equivalent) Contact:

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EPC and Approval Date:

Consultation

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4.9 Economics 3328A/B, 3344A/B, 3345A/B, 3352A/B, 3370A/B
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**Subcommittee on Undergraduate Academic Courses (SOC)
King's University College
School of Management, Economics, and Mathematics
Revisions Economics 3328A/B, Economics 3329A/B, Economics 3344A/B,
Economics 3345A/B, Economics 3352A/B and Economics 3370A/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: Revision of Economics 3328A/B: Public Finance Expenditure, Economics 3329A/B: Public Finance Taxation, Economics 3344A/B: Labor Economics I, Economics 3345A/B: Labor Economics II, Economics 3352A/B: International Trade and Economics 3370A/B: International Finance

Motion: Effective September 1, 2025, Economics 3328A/B, Economics 3329A/B, Economics 3344A/B, Economics 3345A/B, Economics 3352A/B and Economics 3370A/B be revised as shown at King's University College.

Rationale: The School of MEM has agreed to these changes already proposed by Western. In order to keep in line with Economics Department recent SOC proposals King's is proposing to revise Economics 3328A/B, 3329A/B, 3344A/B, 3345A/B, 3352A/B, and 3370A/B with course name change by adding "Advanced" to each of the above course.

Link to Current Calendar Copy (if applicable): [Economics 3328A/B: Public Finance Expenditure](#)

Proposed Calendar Copy (for approval):

Economics 3328A/B: Advanced Public Finance Expenditure (35 characters)
Short title for use by the Office of the Registrar **Advanced Public Expenditure** (27 characters)

A positive and normative analysis of government expenditure, public goods, externalities, economic models of government behavior.

Antirequisite(s): Economics 2159A/B.

Prerequisite(s): Economics 2261A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Economics 3329A/B: Public Finance Taxation](#)

Proposed Calendar Copy (for approval):

Economics 3329A/B: Advanced Public Finance: Taxation (33 characters)

Short title for use by the Office of the Registrar **Adv. Public Finance: Taxation** (29 characters)

A positive and normative analysis of government revenues, incentive effects of taxes, tax incidence, Canadian tax policy.

Antirequisite(s): Economics 2160A/B.

Prerequisite(s): Economics 2261A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Economics 3344A/B: Labor Economics I](#)

Proposed Calendar Copy (for approval):

Economics 3344A/B: Advanced Labor Economics I (26 characters)

Short title for use by the Office of the Registrar **Advanced Labor Economics I** (26 characters)

A study of the labour market, including wage and employment determination, labour force participation, investment in labour market skills and unions

Antirequisite(s): Economics 2155A/B

Prerequisite(s): Economics 2261A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Economics 3345A/B: Labor Economics II](#)

Proposed Calendar Copy (for approval):

Economics 3345A/B: Advanced Labor Economics II (27 characters)

Short title for use by the Office of the Registrar **Advanced Labor Economics II** (27 characters)

Covers topics on the "new labor economics" including economics of discrimination, fertility, marriage, health and crime.

Antirequisite(s): Economics 2155A/B, Economics 2156A/B, and Economics 3391A/B taught at King's in 2006-2007 and 2007-2008.

Prerequisite(s): Economics 2261A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Economics 3352A/B: International Trade](#)

Proposed Calendar Copy (for approval):

Economics 3352A/B: Advanced International Trade (28 characters)

Short title for use by the Office of the Registrar **Advanced International Trade** (28 characters)

This course explains why nations trade, what are the gains from trade, what determines the pattern of trade, and what are the causes and consequences of various restrictions on trade such as tariffs, quotas, and voluntary export restraints. Foreign investment and the theory of the multinational enterprise are also discussed.

Antirequisite(s): Economics 2163A/B, Economics 2167A/B.

Prerequisite(s): Economics 2260A/B or Economics 2150A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Link to Current Calendar Copy (if applicable): [Economics 3370A/B: International Finance](#)

Proposed Calendar Copy (for approval):

Economics 3370A/B: Advanced International Finance (30 characters)

Short title for use by the Office of the Registrar **Advanced International Finance** (30 characters)

The study of foreign exchange markets and countries' policies towards balance of payments adjustment. Topics include balance of payments accounting, alternative exchange rate regimes, currency markets and hedging, balance of payments adjustment issues, international investment, international liquidity, and the third world debt crisis.

Antirequisite(s): Economics 2164A/B, Economics 3353A/B.

Prerequisite(s): Economics 2220A/B or Economics 2152A/B.

Extra information: 3 lecture hours.

Course Weight: 0.5

Associate Dean – Undergraduate (or Equivalent) Contact:

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Department/Program Contact:

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

EPC and Approval Date:

Consultation

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4.10 Philosophy 3560F/G

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: Removal of Honours requirement to Philosophy 3560F/G pre-requisites at King's University College.

Motion: That effective September 2025, the Philosophy 3560F/G pre-requisites will be revised at King's University College.

Rationale:

To allow non-Honours students to enrol. For instance, this course is listed as an elective in the Human Rights Studies Major.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028888_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Philosophy 3560F/G
HUMAN RIGHTS IN SOCIAL POLITICAL THOUGHT

Course Description

An advanced reading seminar in Social Political Thought with a focus on Human Rights. Topics will explore the power and philosophical underpinnings that are important to the consideration and establishment of human rights. See the department website for details about the authors and topic being treated in any given year.

Pre or Corequisites

Prerequisite(s): 3rd or 4th year registration ~~in an Honours program~~, or permission of the Department.

Extra Information

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: CATEGORY B

Subject Code: PHILOSOP

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

Department/Program Contact: Dr. John Heng, Chair and Assistant Professor, Department of Philosophy, King's University College, jheng@uwo.ca

EPC and Approval Date:

Consultation:

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4.11 PIR Module Program Revision Certificate

Subcommittee on Undergraduate Academic Courses (SOC) PIR Certificate Revisions

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

☐ New Course(s) ☐ Revision to Course(s) ☐ Withdrawal of Course(s)

☒ Module/Program Revision

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

☐ New courses being added to the module/program have been approved

☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revision of the Certificate in Law and Public Policy at King's University College.

Motion: That effective September 1, 2025, the Certificate in Law and Public Policy be revised at King's University College.

Rationale: Introduction of Political Science 3403F/G: a Special Topics in Law, Politics, and Policy (tentative title), submitted in a separate SOC proposal

Link to Current Calendar Copy (if applicable):

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21657&SelectedCalendar=Live&ArchiveID=>

Proposed Calendar Copy (for approval):

HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028866_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028871_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_029744_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_016253_3&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_005373_3&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_010225_2&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_026611_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028389_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_026604_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_025778_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_002978_2&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027796_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_029303_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_029309_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_029287_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027068_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027641_1&SelectedCalendar=Live&ArchiveID=" HYPERLINK

"https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_007235_3&SelectedCalendar=Live&ArchiveID="

Admission Requirements

Completion of first year requirements with a minimum cumulative average of 65%.

Module/Program Information

Program Requirements

To qualify for the Certificate in the Study of Law and Public Policy, students must achieve an overall average of 65% in the following 4.0 courses:

0.5 course: [Political Science 2101A/B](#).

1.0 courses selected from List A.

2.5 courses selected from List A or B, if not already taken as part of the 1.0 course requirement from List A.

List A: [Childhood and Youth Studies 2212F/G](#), [Childhood and Youth Studies](#)

2231A/B, Disability Studies 3326F/G, Economics 2138F/G, Economics 2155A/B, Economics 3319F/G, History 1814F/G, History 3809F/G, Human Rights Studies 2900F/G, Management and Organizational Studies 2275A/B, Philosophy 2080, Political Science 2218F/G, Political Science 3302F/G, Political Science 3303F/G, Political Science 3305F/G, Political Science 3307F/G, Political Science 3345E, Political Science 3369F/G, Religious Studies 2134A/B, Religious Studies 2163A/B, Psychology 2031A/B, Social Justice and Peace Studies 3365F/G, Sociology 2260A/B, Writing 3700F/G.

List B: Childhood and Youth Studies 2214F/G, Childhood and Youth Studies 2221A/B, Childhood and Youth Studies 2251F/G, Childhood and Youth Studies 3320F/G, Childhood and Youth Studies 3340F/G, Childhood and Youth Studies 3346F/G, Childhood and Youth Studies 3351F/G, Childhood and Youth Studies 3352F/G, Childhood and Youth Studies 3365F/G, Disability Studies 3311F/G, Disability Studies 3320F/G, Economics 2124A/B, Economics 2125A/B, Economics 2156A/B, Economics 2161F/G, Economics 2221A/B, Economics 2261A/B, Economics 3328A/B, Economics 3329A/B, Economics 3344A/B, Economics 3345A/B, Economics 3371A/B, English 2100F/G, English 2262F/G, English 3340F/G, History 1404E, History 2187, History 2190A/B, History 2195A/B, History 3285E, History 3851F/G, History 4204F/G, History 4220E, Human Rights Studies 2800E, Management and Organizational Studies 3362A/B, Philosophy 1120F/G, Philosophy 2268F/G, Philosophy 2242F/G, Philosophy 2270, Philosophy 3560F/G, Philosophy 3561F/G, Philosophy 3562F/G, Political Science 2213F/G, Political Science 2230E, Political Science 2276F/G, Political Science 3319F/G, Political Science 3387F/G, Political Science 3403F/G, Political Science 4407F/G, Political Science 4418F/G, Political Science 4421F/G, Political Science 4435F/G, Psychology 3313A/B, Religious Studies 2241F/G, Religious Studies 3451F/G, Sociology 2220A/B, Sociology 2222A/B, Sociology 2223A/B, Sociology 2131A/B, Sociology 2256A/B, Sociology 2267A/B, Sociology 4438F/G, Thanatology 4331F/G.

Students must complete a minimum of three subject areas within the Certificate.

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EPC and Approval Date:

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4.12 PIR Module Program Revision Major and Honours

Subcommittee on Undergraduate Academic Courses (SOC) PIR Major and Honours Specialization Revisions

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

☐ New Course(s) ☐ Revision to Course(s) ☐ Withdrawal of Course(s)

☒ Module/Program Revision

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

☐ New courses being added to the module/program have been approved

☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revisions to the Honours Specialization and Major modules in Politics and International Relations at King's University College.

Motion: That effective September 1, 2025, the Politics and International Relations Honours Specialization and Major be revised at King's University College.

Rationale: The department has decided that the intellectual challenge of taking at least one half-credit at the 4000-level will provide students with better preparation for further studies or entering the labour market. Additionally, the department has decided that students in an Honours Specialization or Major in Politics and International Relations may register in Political Science courses at the 2100-level. Upon review, the department acknowledges that the learning outcomes achieved in these courses are sufficiently robust to justify registration by students in these modules.

Link to Current Calendar Copy (if applicable):

HSP:

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21249&SelectedCalendar=Liv e&ArchiveID=>

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

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including 1.0 Political Science course(s) at the 1000-level, plus 2.0 additional courses, with no mark in these principal courses below 60%.

Module/Program Information

Module

9.0 courses:

1.0 course: [Political Science 2237E](#) or [Political Science 2237W/X](#).

1.0 course: [Political Science 2230E](#).

1.0 course: [Political Science 2231E](#) or [Political Science 2231W/X](#).

0.5 course: [Political Science 2226F/G](#).

0.5 course: [Political Science 2545F/G](#).

1.0 course in Political Science at the 2200 level or above.

0.5 course: [Political Science 3324F/G](#).

3.5 courses in Political Science at the 3000 or 4000 level, including a minimum of 0.5 at the 4000-level.

~~**Note:** Students registered in an Honours Specialization in Politics and International Relations may not register in Political Science courses at the 2100 level.~~

MAJ:

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21247&SelectedCalendar=Liv e&ArchiveID=>

Proposed Calendar Copy (for approval):

MAJOR IN POLITICS AND INTERNATIONAL RELATIONS

Admission Requirements

Completion of first-year requirements, including 1.0 Political Science course(s) at the 1000-level with a mark of at least 60%.

Module/Program Information

Module

6.0 courses:

1.0 course: [Political Science 2237E](#) or [Political Science 2237W/X](#).

1.0 course: [Political Science 2230E](#).

1.0 course: [Political Science 2231E](#) or [Political Science 2231W/X](#).

0.5 course: [Political Science 2226F/G](#).

0.5 course: [Political Science 2545F/G](#).

0.5 course: [Political Science 3324F/G](#).

1.5 courses in Political Science at the 3000 or 4000 level, including a minimum of 0.5 at the 4000-level.

~~**Note:** Students registered in a Major in Politics and International Relations may not register in Political Science courses at the 2100 level.~~

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

EPC and Approval Date:

Consultation:

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4.13 PIR 3403F/G

Subcommittee on Undergraduate Academic Courses (SOC) PIR New Course Introduction

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 Political Science 3403F/G at King's University College.

Motion: That effective September 1, 2025, Political Science 3403F/G be introduced at King's University College.

Rationale: Introduction of this Special Topics course supports the proposed new Major module in Law, Politics and Policy Major (tentative title). This will allow faculty to design and run new courses and assess student demand before making permanent additions to the course calendar.

Link to Current Calendar Copy (if applicable):

Proposed Calendar Copy (for approval):

Course Title: Political Science 3403F/G Special Topics in Law, Politics and Policy (tentative) (43 Characters)

Short Title (if applicable): Special Topics in LPP (21 Characters)

Course Description: Topics set by the Department.

Prerequisite(s): Enrolment in 3rd or 4th year in either Political Science, Politics and International Relations, Law, Politics and Policy (tentative), or Social Justice and Peace Studies, or Permission of the Department. (29 words)

Extra Information: 2 seminar hours.

Course Weight: 0.5

Breadth: CATEGORY A
Subject Code: POLISCI

Supporting Documentation: Not Required

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

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

EPC and Approval Date:

Consultation:

Matthew Lebo, Chair, Department of Political Science, Western University, matthew.lebo@uwo.ca

Nandita Biswas Mellamphy, Chair, Undergraduate Program, Department of Political Science, Western University nbiswasm@uwo.ca

David Blair, Chair, Department of Political Science, Huron University College, dblair@huron.uwo.ca

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Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science, Western University, dshrubs@uwo.ca

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The following have also been copied for information:

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4.14 PIR Prerequisite Revisions 3000-4000 Level Courses

Subcommittee on Undergraduate Academic Courses (SOC) PIR Prerequisite Revisions 3000-4000 Level

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 of 3000-4000 Political Science course prerequisites at King's University College.

Motion: That effective September 1, 2025, 3000-4000 level Political Science course prerequisites be revised at King's University College.

Rationale: Housekeeping changes and updates to 3000- and 4000-level prerequisites to make them more accessible to PIR students ahead of the new 0.5 4000-level requirements in Political Science.

Political Science 3303F/G: INTRODUCTION TO CANADIAN LAW

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027643_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Prerequisite(s): ~~1.0 credit at the 1000 level from Political Science, Sociology, Economics, or Social Justice and Peace Studies, or permission of the department.~~
Enrolment in 3rd or 4th year in either Politics and International Relations; Sociology; Economics; Social Justice and Peace Studies; or permission of the department.

Political Science 3307F/G: POLITICS AND CONTEMPORARY SOCIAL POLICY

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027954_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Prerequisite(s): ~~1.0 Political Science course(s) at the 1000-level, or Social Work 1021A/B and Social Work 1022A/B.~~ Enrolment in 3rd or 4th year in either Political Science; Politics and International Relations; or Social Justice and Peace Studies, or permission of the department.

Political Science 3312F/G: PROTEST: POLITICS FROM BELOW

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027061_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Prerequisite(s): ~~Enrolment in 3rd or 4th year in either Political Science, Politics and International Relations, or Social Justice and Peace Studies, or Permission of the Department.~~ Enrolment in 3rd or 4th year in either Political Science; Politics and International Relations; Social Justice and Peace Studies; or Social and Political Thought.

Political Science 3324F/G: Introduction to Research Methods in Political Science

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_019274_5&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Prerequisite(s): ~~Enrolment in Honours Political Science or Politics and International Relations, Honours Specialization in Political Science or Politics and International Relations, Majors in Political Science or Politics and International Relations.~~ Enrolment in Political Science; or Politics and International Relations modules.

Political Science 4407F/G: Body Politics

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_027644_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Prerequisite(s): ~~Enrolment in year three or four of an Honours Specialization or Honours Double Major in Political Science, Politics and International Relations or Social~~

~~Justice and Peace Studies or permission of the department.~~ Enrolment in 3rd or 4th year in either Human Rights Studies; Political Science; Politics and International Relations; Social Justice and Peace Studies; or Social and Political Thought.

Political Science 4435F/G: Canadian Law and Public Policy

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0270701&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Prerequisite(s): ~~One of Political Science 2230E, Political Science 2245E or Political Science 2545F/G and year 3 or 4 standing, or permission of the department.~~ Enrolment in 3rd or 4th year in either Political Science; Politics and International Relations; Social Justice and Peace Studies; or permission of the department.

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

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

EPC and Approval Date:

Consultation:

Matthew Lebo, Chair, Department of Political Science, Western University,
matthew.lebo@uwo.ca

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Results:

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4.15 PSYCH 3320F/G & 3310F/G

Subcommittee on Undergraduate Academic Courses (SOC)

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

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

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

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

Subject: Revision of Psychology 3310F/G and 33320F/G course prerequisites at King's University College.

Motion: That effective September 1, 2025, the prerequisites of Psychology 3310F/G and 3320F/G be revised at King's University College.

Rationale: Only Western offers the Honours Specialization in Developmental Cognitive Neuroscience program. Should a main campus student in that program wish to take a 3000-level Psychology course at King's, and there is room after the priority period, then special permission is the correct route.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0117283&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3310F/G
ADULT PSYCHOPATHOLOGY

Course Description

This theory course is designed to introduce the wide-ranging theories and treatment perspectives of psychopathology in adults. The major disorders covered in the DSM will be explored, with an orientation on empirical research findings.

Antirequisite(s)

Antirequisite(s): [Psychology 2030A/B](#), [Psychology 2310A/B](#) and [Psychology 3311](#).

Pre or Corequisites

Prerequisite(s): Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, ~~Honours Specialization in Developmental Cognitive Neuroscience, Honours Specialization in Applied Psychology~~, or permission of the Department.

Extra Information

Extra Information: 3 lecture/discussion hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_013279_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3320F/G
CHILD PSYCHOPATHOLOGY

Course Description

This is a theory course designed to introduce the wide-ranging theories of developmental psychopathology in children and adolescents. Topics will include the major DSM diagnostic categories for childhood disorders, as well as research and treatment. The course orientation is empirical, with an emphasis on recent research findings with this population.

Antirequisite(s)

Antirequisite(s): [Psychology 2041](#), [Psychology 2042A/B](#), [Psychology 2043A/B](#), [Psychology 2320A/B](#), [Psychology 3311](#) and [Psychology 3434E](#).

Pre or Corequisites

Prerequisite(s): [Psychology 2840F/G](#) (or [Psychology 2801F/G](#), [Psychology 2802F/G](#), the former Psychology 2800E, the former Psychology 2820E, [Psychology 2830A/B](#), [Psychology 2855F/G](#) or [Psychology 2856F/G](#)) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, ~~Honours Specialization in Applied Psychology Developmental Cognitive Neuroscience, Honours Specialization in Applied Psychology~~, or permission of the Department.

Extra Information

Extra Information: 3 lecture/discussion hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Associate Dean – Academic (or Equivalent) Contact: Dr. Mark Yenson, Associate Academic Dean, King's University College, VPAcademic@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:

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

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

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

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4.16 PSYCH 3000 Level Prerequisite Revisions

Subcommittee on Undergraduate Academic Courses (SOC)

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

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

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

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

Subject: Revision of 3000-level Psychology course prerequisites at King's University College.

Motion: That effective September 1, 2025, the prerequisites of Psychology 3260F/G, Psychology 3313A/B, Psychology 3393F/G, Psychology 3410F/G, Psychology 3730F/G, Psychology 3840F/G, Psychology 3861F/G, Psychology 3891F/G, Psychology 3892F/G, Psychology 3893F/G, Psychology 3998F/G, Psychology 3999F/G be revised at King's University College.

Rationale: Revising the 3000 level pre-requisites at King's University College to have consistency in the pre-requisites.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0293381&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3260F/G
COGNITIVE NEUROSCIENCE

Course Description

This course examines the neural processes that support sensation and perception, motor control, attention, memory, emotion, and language. It will include a student-led research project that applies current methods used in the field of cognitive neuroscience and will explore case studies of patients with neurological disorders.

Antirequisite(s)

Antirequisite(s): [Psychology 3224A/B](#), [Psychology 3227A/B](#), [Psychology 3994F/G](#) at King's 2017- 18, 2018-2019 and 2019-20.

Pre or Corequisites

Prerequisite(s): [Psychology 2135A/B](#) and [Psychology 2840F/G](#) ~~and registration in the third or fourth year Honours Specialization, Honours Double Major, Major or Specialization in Psychology, Honours Specialization in Applied Psychology, or permission of the Department.~~ (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Extra Information

Extra Information: 2 lecture hours and 1 lab/tutorial per week.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_019711_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3313A/B

FUNDAMENTALS OF FORENSIC PSYCHOLOGY

Course Description

This course introduces students to central issues in the area of forensic psychology, including recent theoretical and research developments. Topics may include detecting deception, eyewitness testimony, police selection and training, investigative interviewing, jury selection and decision-making, offender profiling, special populations (e.g., psychopathy, domestic violence), and fitness to stand trial.

Antirequisite(s)

Antirequisite(s): [Psychology 2031A/B](#), [Psychology 2032A/B](#).

Pre or Corequisites

Prerequisite(s): ~~At least 0.5 Psychology course in Research Methods at the 2000 level or above, and registration in 3rd or 4th year of Honours Specialization, Specialization, Honours Double Major or Major in Psychology, or Honours Specialization in Applied Psychology, or permission of the Department.~~ Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology

2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Extra Information

Extra Information: 3 lecture/discussion hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_021408_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3393F/G

SPECIAL TOPICS IN PSYCHOLOGY

Pre or Corequisites

Prerequisite(s): Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_020445_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3410F/G

COGNITIVE DEVELOPMENT

Course Description

A review of theories and data related to how cognition develops in children. Topics may include the development of memory, perception, language, strategies, spatial cognition, and problem solving.

Pre or Corequisites

Prerequisite(s): Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Extra Information

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_030793_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3730F/G
PSYCHOLOGY OF POLITICS

Course Description

This course examines how psychological phenomena (e.g., attitudes, persuasion, information processing, biases, personality, group processes) play a role in contexts such as elections, political communication, diplomacy, and the behaviours of political staff and elected officials. Guests who work in politics will be invited to engage in class discussions with students.

Antirequisite(s)

Antirequisite(s): [Psychology 3995F/G](#) if taken in 2021-2022 or 2022-2023.

Pre or Corequisites

Prerequisite(s): ~~Psychology 1000, Psychology 1000W/X, Psychology 1010A/B, Psychology 1015A/B, and/or Psychology 1100E~~ Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in third of fourth year Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major, or Specialization ~~in any discipline~~ in Psychology, or permission of the Department.

Extra Information

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0101266&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3840F/G
SURVEY DESIGN AND CONSTRUCTION

Course Description

An introduction to the foundations and methods for developing questionnaires and surveys. Topics include methods and types of survey measurement, construction administration, data collection and reporting of results. Students may participate in the development of surveys with community partner agencies.

Pre or Corequisites

Prerequisite(s): ~~Registration in third or fourth year Honours Specialization in Psychology, Honours Specialization in Applied Psychology, or minimum grade of 70% in Psychology 2840F/G (or minimum grade of 70% in both Psychology 2830A and Psychology 3830F/G at Huron); or minimum grade of 60% in both Psychology 2801F/G, Psychology 2802F/G or the former Psychology 2800E and Psychology 2811A/B and Psychology 2812A/B or the former Psychology 2810, or minimum grade of 70% in the former Psychology 2820E (or a minimum grade of 60% in both Psychology 2830A/B and Psychology 3830F/G at Huron). Other Psychology students and Special Students who receive a 70% in Psychology 2811A/B and Psychology 2812A/B or the former Psychology 2810 may also enroll in this course.~~ Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Extra Information

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://www.westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_030791_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3861F/G QUALITATIVE RESEARCH IN THE SOCIAL SCIENCES

Course Description

This course will enhance students' awareness and use of theoretical and methodological approaches to qualitative research and explore the most common approaches to qualitative research – narrative, ethnography, phenomenology, case study, and grounded theory – and several less traditional arts-based approaches. Students will develop hands-on skills for collecting and analyzing qualitative data.

Antirequisite(s)

Antirequisite(s): [Health Sciences 3811F/G](#), [Sociology 3310F/G](#), [Psychology 3860F/G](#), [Thanatology 3330F/G](#).

Pre or Corequisites

Prerequisite(s): ~~Psychology 2840F/G~~; Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year of Honours Specialization in Psychology, Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Extra Information

Extra Information: 3 lecture hours. Cross-listed with [Thanatology 3330F/G](#).

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_014949_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3891F/G

EXPERIMENTAL RESEARCH METHODS AND ANALYSIS

Course Description

Examination of methods and data analyses in experimental research in psychology. Topics may include theory, hypothesis generation, sampling, manipulation, measurement, data analysis, generalizability and the use of computers for stimulus presentation, data collection and data analysis.

Pre or Corequisites

Prerequisite(s): [Psychology 2840F/G](#) (or [Psychology 2801F/G](#), [Psychology 2802F/G](#), the former Psychology 2800E, the former Psychology 2820E, [Psychology 2830A/B](#), [Psychology 2855F/G](#) or [Psychology 2856F/G](#)) and registration in the third or

fourth year Honours Specialization Psychology, ~~or Honours Specialization in Applied Psychology~~ ~~status or registration in third year Psychology with a minimum average of 70% in all courses taken with no mark in any course less than 60%.~~, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Extra Information

Extra Information: 2 lecture hours, 2 laboratory hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0149501&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3892F/G

CORRELATIONAL AND MULTIVARIATE RESEARCH METHODS AND ANALYSIS

Course Description

Examination of methods and data analyses in non-experimental research in psychology. Topics may include inference of causality, measurement of association, partial correlation, simple and multiple linear regression, interactions and non-linear effects in regression analyses, test construction, reliability, factor analyses, quasi-experimental designs, longitudinal research and the use of computers in non-experimental data analyses.

Antirequisite(s)

Antirequisite(s): [Psychology 3800F/G](#) and [Psychology 3830F/G](#).

Pre or Corequisites

Prerequisite(s): [Psychology 2840F/G](#) (or [Psychology 2801F/G](#), [Psychology 2802F/G](#), the former Psychology 2800E, the former Psychology 2820E, [Psychology 2830A/B](#), [Psychology 2855F/G](#) or [Psychology 2856F/G](#)) and **registration in the** third or fourth year Honours Specialization Psychology, ~~or Honours Specialization in Applied Psychology~~ ~~status or registration in third year Psychology with a minimum average of 70% in all courses taken with no mark in any course less than 60%.~~, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Extra Information

Extra Information: 2 lecture hours, 2 laboratory hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0172731&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3893F/G
THEORY IN PSYCHOLOGY

Course Description

An examination of theoretical approaches and major systems in psychology. In addition to examining the content of a variety of theories in psychology, this course will emphasize the role of theory in general as part of the scientific process.

Antirequisite(s)

Antirequisite(s): Psychology 3950F/G.

Pre or Corequisites

Prerequisite(s): Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in the third or fourth year Honours Specialization Psychology, ~~or Honours Specialization in Applied Psychology~~ ~~status or registration in third year Psychology with a minimum average of 70% in all courses taken with no mark in any course less than 60%.~~ Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Extra Information

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0102592&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3998F/G
INDEPENDENT STUDY

Course Description

Individual reading and research at an advanced level under faculty supervision. Students are responsible for arranging independent study credit with an individual faculty member of their choice.

Antirequisite(s)

Antirequisite(s): [Psychology 3996F](#).

Pre or Corequisites

Prerequisite(s): ~~One of Psychology 2830A/B, Psychology 2840F/G, Psychology 2850A/B AND~~ Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in third or fourth year of the Honours Specialization in ~~Applied Psychology, or Major or Honours Specialization modules in Psychology at Brescia, Huron, or King's. In addition, written permission of instructor and department and an "A" average the previous year~~ Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: PSYCHOL

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_008207_3&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Psychology 3999G

INDEPENDENT STUDY

Course Description

Individual reading and research at an advanced level under faculty supervision. Students are responsible for arranging independent study credit with an individual faculty member of their choice.

Antirequisite(s)

Antirequisite(s): [Psychology 3997G](#).

Pre or Corequisites

Prerequisite(s): ~~One of Psychology 2830A/B, Psychology 2840F/G, Psychology 2850A/B AND~~ Psychology 2840F/G (or Psychology 2801F/G, Psychology 2802F/G, the former Psychology 2800E, the former Psychology 2820E, Psychology 2830A/B, Psychology 2855F/G or Psychology 2856F/G) and registration in third or fourth year of the Honours Specialization in ~~Applied Psychology, or Major or Honours Specialization modules in Psychology at Brescia, Huron, or King's. In addition, written permission of instructor and department and an "A" average the previous year~~ Honours Specialization in Applied Psychology, Honours Double Major, Major or Specialization in Psychology, or permission of the Department.

Course Weight: 0.50

Breadth: CATEGORY A
Subject Code: PSYCHOL

List of Courses and the Campuses Offered:

- Psychology 3260F/G Cognitive Neuroscience offered at King's
- Psychology 3313A/B Fundamentals Of Forensic Psychology offered at King's and Western
- Psychology 3393F/G Special Topics In Psychology offered at King's
- Psychology 3410F/G Cognitive Development offered at King's
- Psychology 3730F/G Psychology Of Politics offered at King's
- Psychology 3840F/G Survey Design And Construction offered at King's, Western, and Huron
- Psychology 3861F/G Qualitative Research In The Social Sciences offered at King's
- Psychology 3891F/G Experimental Research Methods And Analysis offered at King's
- Psychology 3892F/G Correlational And Multivariate Research Methods And Analysis offered at King's
- Psychology 3893F/G Theory In Psychology offered at King's
- Psychology 3998F/G Independent Study offered at King's, Western, and Huron
- Psychology 3999F/G Independent Study offered at King's, Western, and Huron

To be reviewed during the consultation process: Western/Huron may decide whether they wish to include these revisions to their listed pre-requisites.

Associate Dean – Academic (or Equivalent) Contact: Dr. Mark Yenson, 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:

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

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

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

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

The following have also been copied for information:

Darrin Meister, Associate Dean, Ivey Business School, Western University,
dmeister@ivey.ca

Dr. 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

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

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media
Studies, Western University, sknabe@uwo.ca

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

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

Dr. 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,
kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies,
amrit.ahluwalia@uwo.ca

Results:

During consultation the motion was revised to include all courses that will be affected rather than the general 3000-level psychology courses wording

4.17 Major in English for Teachers -- Endorsement of Letter of Intent to be sent to Western Vice-Provost (Academic Programs)


Letter of Intent Template for a New Undergraduate Program/Module Proposal


As a first step in putting forward a new program/module/certificate for institutional approval, the following template requests core information that will aid in determining the feasibility of the program and what protocol will be followed under Western's [Institutional Quality Assurance Process \(IQAP\)](#), either 1) New Program Approval, or 2) Major Modification.

Support with the development of the proposal, and/or the completion of this form, can be procured through the Office of Academic Quality and Enhancement (OAQE) at OAQE@uwo.ca.

Once completed, this form is to be submitted to the Vice-Provost (Academic Programs) via Alicia Kemp at: ahitchc2@uwo.ca

Name of the Program/Module	Major in English for Teachers
Academic Unit	Department of English, French, and Writing
Faculty / Affil. Univ. College	King's University College
Degree	English Major
Anticipated Date of Introduction	September 2025
Primary Contact Person (Name and e-mail)	Ian Rae (irae@uwo.ca)
New Calendar Copy (check the box below to confirm) <input checked="" type="checkbox"/> A new calendar copy for the proposed module(s) has been included as an appendix.	

	Name	Signature	Date
Chair / Director of	Ian Rae, Chair English, French, and		Sept. 16, 2024

sponsoring Academic Unit	Writing		
Dean	Mark Yenson Interim Vice- President and Academic Dean		November 12, 2024
Vice-Provost (Acad Programs)			

1. Provide a description of the proposed program/module (500 words max). How is the proposed program/module relevant to learners, employers, and society? What has led to the proposal of this program/module? Describe how the proposed program/module is consistent with the University's mission and priorities.

This module aims to create a unique educational experience for undergraduate students by capitalizing on the interdisciplinary strengths of the Department of English, French, and Writing at King's. The proposed module combines core elements of the existing Minor in English for Teachers at King's (5.0 credits), which was developed in consultation with the Faculty of Education at Western, with the pedagogy-focused courses of our Writing program's Certificate in the Teaching and Practice of Writing (3.0 credits). The distillation into a single Major of the English and Writing courses most relevant to aspiring teachers acknowledges the fact that the traditional Major in English Language and Literature is adept at teaching students to read, write, and think critically for themselves, but it does not necessarily instruct students on how to teach these same skills to youths who have different strengths, weaknesses, and sociocultural circumstances. Hence the students enrolled in the new Major in English for Teachers module (6.0 credits) will be asked to take the equivalent of a 1.0 credit from the following courses from the Certificate in the Teaching and Practice of Writing: 2208F/G (Teaching Writing), 2230F/G (Writing and Discourses of Childhood), 2262F/G (Writing and Disability Studies), 2301F/G (Tutoring Writers), and 3100F/G (Writing and Antiracism). Instructing prospective teachers how to empower a broad range of learners will lead to personal growth for our students while simultaneously giving them an advantage in the burgeoning market for elementary and high school teachers, early childhood educators, specialized tutors, and related educational occupations.

By teaching students how to bridge disciplinary and cultural divides, the proposed Major also responds to the three key imperatives of *Renewing the Promise*, the new *King's Strategic Plan 2024-29*:

1. Leaning into the differentiated Mission of King's by fostering an intellectually curious, welcoming, diverse and inclusive community of learning. We aim to build on our reputation for teaching excellence by continuing to develop innovative programs and experiences that enhance accessibility and promote inclusive excellence in student learning.
2. Strengthening our value as a smaller university by creating diverse opportunities for the personal and professional growth of students, faculty and staff. We know that this depends on respectful relationships, an intentional commitment to foster and sustain community, and high-quality supports both inside and outside the classroom.
3. Renewing the promise of the liberal arts to foster a genuine dialogue among disciplines, making interdisciplinarity a fundamental feature of teaching and research. We will promote teaching and research that synthesizes knowledge and experiential learning in pursuit of truth and impact in serving the common good.

The proposed Major in English for Teachers will further this mission by making a halfcourse in the Indigenous Literatures of Turtle Island (ENG 3680F/G) mandatory, as well as including electives from the highly interdisciplinary King's Scholar program, as explained below.

Provide evidence of demand for the new offering and for graduates of the program/module in specific sectors (university, public or private sector) and comment on labour market trends (Labour Market Analytics/Lightcast data is available from the OAQE).

Enrolment in our Minor in English for Teachers module has been growing steadily in recent years, moving from a low of five enrolments in the Minor in 2017 to fourteen in 2023. Consultations with prospective students at our annual Open Houses also confirm strong interest in this vocationally directed option. According to market research conducted at King's as part of an institutional brand survey in 2023, the London region has been one of the fastest growing regions in Canada for the last five years, especially among 18-25 year olds. Demand for elementary and secondary school teachers is high and growing in the region, especially in the London District Catholic School Board, whose "student population has increased approximately 30% over the past five years" (<https://www.ldcsb.ca/apps/news/article/846088>). Likewise, the secular Thames Valley District School Board (TVDSB) bills itself as "the fourth largest school board in Ontario and a major employer in one of Canada's fastest growing regions. Our inclusive and diverse board serves 84,000 students and employs nearly 14,000 staff across the City of London, Elgin, Middlesex and Oxford Counties, Chippewas of the Thames First Nation, MunseeDelaware Nation and Oneida Nation of the Thames" (https://www.tvdsb.ca/en/ourboard/employment-opportunities.aspx?_mid_=507). King's, as a Catholic institution open to students of all faiths, is uniquely poised to serve such growing school boards, both regionally and provincially. The burgeoning need for teachers is not a statistical blip, but rather a well-established trend provincially, with the Ontario College of

Teachers reporting in 2021: “Primary-junior English-language teachers now report just three per cent unemployment in their first year after licensing, down sharply from eight per cent rate in 2020. In the teacher surplus era of the last decade, English-language teacher unemployment peaked at 37 per cent. No longer surplus to Ontario’s needs, these teachers are once again in high demand” (<https://www.oct.ca/becoming-a-teacher/transition-to-teaching/previous-reports/2021-survey#:~:text=Primary%2Djunior%20English%2Dlanguage%20teachers,peaked%20at%2037%20per%20cent>.) We believe that the new Major in English for Teachers will give undergraduate students at King’s a distinct advantage over the general pool of applicants applying to Teachers College, because our Major will signal to the admissions committee that the educational choices of the King’s graduates are tailored to the needs of their chosen occupation, and that the applicants’ commitment to the profession is longstanding.

The Lightcast labour market statistics generated by Bryce Evon in Office of the ViceProvost (Academic Programs), which survey the period between 2019 and 2024, support these claims. Graduates of the Major in English for Teachers would be extremely well positioned in both the elementary and high school job markets. Graduates of the Major for Teachers would be strong candidates for six of the top eleven occupations identified in the reports, according to the quantity of new postings: General Elementary School Teacher (#1), Bilingual / ESL / Foreign Language Teacher (#2), and English Teacher (#5), General Middle / High School Teacher (#7), Drama Teacher (#8), and Reading Teacher (#11). The London District Catholic School Board ranked fourth in new job postings for elementary school teachers among Ontario school boards and private educational institutions. The City of London also ranked fourth among Ontario cities for the most new job postings for elementary school teachers (9). Among the specific skills listed in the Ontario job postings for elementary school teachers, seven out of ten are part of the instructional basis of the proposed Major for Teachers: “Teaching” (#1), English Language (#3), Communication

(#4), Research (#6), Interpersonal Communications (#7), Ethical Standards and Conduct (#8), and Writing (#9). Wages for elementary school teachers in the sample period have risen 44.5% on average (4). According to the “Key Insights” document generated as an appendix to the Lightcast report on elementary school teachers, the median salary listed in the job postings, and the overall median salary of teachers in the sector, are growing: “Median advertised salary of roughly \$54,000 (11% of postings advertised salary, not enough data). Government recorded data shows the median salary for this NOC Code is \$96,000” (“Key Insights” 1).

The Lightcast report for the high school sector tells a similar story. Among Ontario cities, London currently sits in sixth place for job postings. Currently, no particular London school board ranks in the top ten provincially for job postings in the high school sector, but we expect that the surge in elementary school hires will eventually carry forward into high school employment. Furthermore,

the leading school boards provincially are in neighbouring cities, such as Toronto (#1), Hamilton (#4), and Kitchener-CambridgeWaterloo (#5). Among the top twelve occupations listed in the job postings in the sample period, graduates of the Major in English for Teachers would be suited to five occupations, including the top three: Bilingual / ESL / Foreign Language Teacher (#1), English / Language Arts Teacher (#2), Middle / High School Teacher (#3), Reading Teacher (#7), and Drama Teacher (#12). Wages for high school teachers in the sample period have risen

45.8% on average (4). According to the “Key Insights” document generated as an appendix to the Lightcast report on high school teachers, the median salaries of the job postings in the sector, as well as the overall average salary in the sector, are growing: “Median advertised salary of roughly \$62,000 (44% of postings advertised salary, not enough data). Government recorded data shows the median salary for this NOC Code is \$100,000” (“Key Insights” 1). These statistics, we believe, will make a compelling case for students to pursue a career in teaching by first enrolling in the Major in English for Teachers at King’s.

3. a) Provide an overview of how the proposed program/module is different from other programs/modules offered at Western and the Affiliate University Colleges, in Ontario and elsewhere. What is the impact of the new program/module on existing programs/modules at Western and the Affiliate University Colleges?

Both Western and Huron offer a Minor in English for Teachers (https://www.uwo.ca/english/english_studies/modules_and_programs/pdfs/old_MN-ET.pdf and <https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20723&SelectedCalendar=Live&ArchiveID=>), but we are proposing to build this Minor into a Major by placing greater emphasis on the practice of educating students to teach writing and analytical skills to a diverse range of learners. Students in the Major for Teachers will be strongly encouraged to take ENG 2299 (Critical Practice), which is mandatory in the second year of the Major in English Language and Literature, because 2299 will complement the pedagogical focus of the Writing courses within the proposed English module. Critical Practice is a course unique to King’s that focuses on the practical application of theoretical concepts to the analysis of literary and cultural phenomena. ENG 2299 includes an embedded tutor system to help our students put their critical skills into practice; first-hand experience of this tutoring system will provide aspiring teachers with a powerful model for their own future mentorship.

To the best of our knowledge, there is no comparable undergraduate Major in English for Teachers in the province of Ontario. The closest comparator would be the University of

Toronto’s combined degree, Major in English / Master of Teaching, with its more advanced focus on graduate studies in Education. In this program, students “earn a bachelor’s degree from the Faculty of Arts and Science and an

accredited professional Master of Teaching degree at the Ontario Institute for Studies in Education (OISE), St. George (STG) campus. They will be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualifications as elementary or secondary school teachers" ([https://sgs.calendar.utoronto.ca/combined/STG%20Eng%20\(Maj\)%20HBA~MT](https://sgs.calendar.utoronto.ca/combined/STG%20Eng%20(Maj)%20HBA~MT)). Undergraduate students in this program may apply for conditional admission to the Master of Teaching program as early as their third year. However, the combined degree is a six-year program with a focus on graduate studies in Education, hence the program boasts "eligibility to apply for doctoral study" as one of its outcomes. The University of Toronto program therefore differs from the undergraduate aims of the proposed Major at King's in its timeframe and career path.

Likewise, Lakehead University offers a concurrent degree that combines an English Major with a Bachelor of Education (BABED) in a five-year program (<https://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=30&chapterid=9843&topicgroupid=31805&loaduseredits=True>). Rather than bundling degrees together or restricting graduates to particular Education programs, the Major in English for Teachers at King's will offer a four-year degree that will prepare graduates to become competitive candidates at the Teacher Education or graduate institution of their choosing.

b) If the proposed offering will complement other modules within an academic unit, how distinct is the proposed offering from the other modules? In what ways are the learning outcomes of the proposed offering different?

As mentioned above, the traditional Major in English Language and Literature is adept at teaching students to read, write, and think critically for themselves, but it does not necessarily instruct students on how to teach these same skills to youths who have different strengths, weaknesses, and sociocultural circumstances. Hence the Major in English for Teachers degree focuses less on the canonical breadth of the Major in English Language and Literature, and more on specific critical skills, pedagogical techniques, and literary competencies that teachers entering the public school system will require. For example, the proposed Major for Teachers differs from the existing Major in Language and Literature because it recognizes that, following the recommendations of the *Report of the Truth and Reconciliation Commission* (2015), the teaching of Indigenous literatures is now effectively a mandatory component of the public school system. Students enrolled in the new Major for Teachers will be required to take a half-course in the Indigenous Literatures of Turtle Island (ENG 3680F/G), which the Department is committed to offering regularly. Putting the educational recommendations of the TRC report into practice will affirm our Department's commitment to reconciling settler and Indigenous populations, as well as updating the content of the established

Minor for Teachers. We are likewise committed to studying Indigenous knowledge systems and addressing ecological crises through unique King's offerings with a strong experiential learning focus, such as Climate Change Fiction (ENG 1028F/G) and Water and Our World: Literature, Ecology, Activism (ENG 2262F/G).

Since students hoping to teach in high schools are required to have two "teachables" and to operate in an interdisciplinary fashion within their courses, as well as across the range of courses offered by their peers, the proposed Major for Teachers must operate in a similar manner. In addition to bridging the disciplinary frameworks of the English and Writing programs, students in the Major for Teachers will have the opportunity to enrol in the King's Scholar program in The New Liberal Arts (<https://www.kings.uwo.ca/academics/kings-scholar/>). The King's Scholar program

(KS) enables high-achieving students from across the King's campus—not only students in English or the Humanities—to study pressing cultural issues through three disciplinary lenses: English, History, and Philosophy. KS courses also employ multiple instructors to give students exposure to different disciplinary methodologies. Upper-year KS students thereafter train to become instructors themselves by mentoring second-year KS students. These unique interdisciplinary and mentoring strategies will serve prospective teachers well in their own future practice, and hence KS courses are included in the new Major for Teachers module as an option alongside our literature survey courses.

4. a) Provide an overview of anticipated enrolment using the table below as a guide.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5
Program Year 1 (if applicable)	0	0	0	0	0
Program Year 2	3	4	4	4	5
Program Year 3	4	5	6	6	6
Program Year 4	4	5	6	7	7
Annual Ongoing	11	14	16	17	18
Anticipated # of completions	10	13	16	16	17

- b) Of table 4a), what is the anticipated net new enrolment (contributing to net growth at Western)?

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5
Total head count	3	4	5	6	7

- c) How does this new program/module attract international students, if applicable? What portion of enrolment is projected for international students?

This module is primarily intended for students who aspire to teach elementary or high school in Canada. The module therefore caters primarily to the domestic market.

- a) Provide an overview of existing and new courses to be part of the program, as applicable (please list course codes).

Existing courses		New courses
Year 1	ENG 1020E, 1024E, 1027F/G, 1028F/G, 1901E.	
Year 2	ENG 2033E, 2071F/G, 2072F/G, 2102E, 2239E, 2262F/G, 2299F/G, 2301E, 2401E, 2501E, 2601E; TNLA 2901E; WRIT 2208F/G, 2230F/G, 2262 F/G, 2301F/G,	
Year 3	ENG 3330E, 3560E, 3680F/G, 3775E, 3776F/G; TNLA 3901F/G; WRIT 3100F/G.	
Year 4	TNLA 4901F/G.	

- d) Comment on the need for additional teaching capacity to teach new courses or increased number of existing courses (and if any teaching capacity is repurposed from courses that will no longer be offered).

The proposed module will not require the introduction of any new courses. However, it will require a staffing commitment regarding ENG 3680F/G (Indigenous Literatures of Turtle Island), which is on the books at King's but needs to be offered regularly. The Department of English, French, and Writing intends to request a tenure-track appointment in this area, in accordance with the External Reviewers' recommendations in the 2024 *IQAP Report* for the English program at King's. This report emphasized that simply including

Indigenous content in our courses is insufficient and that ENG 3680 needs to be properly developed.

The *Report* recommends “that, to bolster Indigenization and decolonization, the University should consider building capacity in this area, especially in consultation with local First Nations communities” (5). The Department will find a part-time instructor for ENG 3680, preferably one drawn from the local First Nations communities, until such time as a tenure-track appointment can be made.

a) What impact will the program have on program administrative support and academic advising?

The Academic Advising unit at King’s is perfectly equipped to address the needs of students in the proposed English Major. The Advising unit features two counsellors with undergraduate degrees in English and the unit is headed by Miriam Love, who holds an M.A. in English, is ABD in Theory & Criticism, and has taught for the English program at King’s in the past.

What impact does the new program/module have on space? Is new space needed or can the program be offered in existing or reallocated space? (classroom, lab space, other learning spaces)

The program can be offered within existing space allocations.

5. List preliminary consultations with campus stakeholders (area/date). For instance, other academic units and partner programs, Western Libraries, Centre for Teaching and Learning, etc.

The Department Chair discussed the proposed English Major for Teachers with the External Examiners during our latest IQAP review in March, 2024, and the Examiners strongly endorsed the idea in their final *Report*:

During the two-day visit we discovered that the French program offers a “French for Teachers” stream, whereby students who meet certain requirements during their French module are automatically accepted in the Bachelor of Education at Western. We were impressed with this innovative idea and would recommend that the English program, in addition to their current minor in English for Teachers, also explore the possibility of establishing an “English for Teachers” module stream to both increase enrolments and meet labour market demands for K-to-12 educators. (13)

The “Final Assessment Report and Implementation Plan” from Western’s Senate responded to the External Examiner’s IQAP *Report* by endorsing the Major for Teachers plan: “While first-year courses [in English at King’s] are well enrolled, numbers in the program itself remain modest. Explore varied recruitment avenues to increase enrolment, including developing an English Program for teachers. (Embedded in Recommendation #7 and #9).”

The Department of English, French, and Writing passed a motion at their May 9th, 2024, meeting to create a Major in English for Teachers module; the Chair subsequently met with members of the English and Writing programs to draft the module. The Chair presented the module to the Department at a special August 14th meeting and members voted to endorse the module subject to some small modifications suggested at the August meeting. The Educational Policy Committee (EPC) at King’s then discussed the proposed Major, including the attached module description, on September 11th. The proposed Major received enthusiastic support from EPC and the Chair of English, French, and Writing received requests for future collaboration in the module from Disability Studies, Childhood and Youth Studies, and the Catholic Studies for Teachers program. These consultations may result in crosslisted courses that would later be added to the Major through the SOC process.

For external consultation on the proposed Major, the Department of English, French, and Writing recommends contacting: Dr. Manina Jones, Chair, Department of English and Writing Studies at Western (mjones@uwo.ca); Dr. Anne Shuurman, Chair of Undergraduate Studies, Department of English and Writing Studies at Western (anne.shuurman@uwo.ca); Dr. Daniel Shrubsole, Assistant Dean, Faculty of Social Science at Western (dashrubs@uwo.ca); Dr. Scott Schofield, Chair, Department of English and Cultural Studies at Huron (sschofi4@huron.uwo.ca); Dr. Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science at Huron (vsweeney@huron.uwo.ca); Dr. Donna Kotsopoulos, Dean, Faculty of Education at Western (Edudean@uwo.ca); and Dr. Candace Brunette-Debassige, Director of Indigenous Education, Faculty of Education at Western (cbrune2@uwo.ca).

MAJOR IN ENGLISH FOR TEACHERS MODULE PROPOSAL

ADMISSION REQUIREMENTS

Completion of first-year requirements, including 1.0 from English 1000-1999, with a mark of at least 60%.

PROGRAM/MODULE INFORMATION

Module

6.0 courses:

1.0 credits from: English 2262F/G (Water and Our World: Literature, Ecology, Activism), English 2501E (Canadian Literature Survey), English 3560E (Southern Ontario Gothic), English 3775E (Topics in Canadian Literature), English 3776F/G (Canadian Drama).

1.0 course from: English 2033E (Children's Literature), English 2071F/G (Speculative Fiction: Science Fiction), English 2072F/G (Speculative Fiction: Fantasy), English 2299F/G (Critical Practice). Students are strongly encouraged to take ENG 2299F/G in their second year.

1.0 course from: English 2102E (20th and 21st Century Drama), English 2239E (Survey of Noted Catholic Authors), English 2301E (British Literature Survey), English 2401E (American Literature Survey), English 2601E (Global Literatures in English Survey), The New Liberal Arts 2901E (The Birth of the Modern), The New Liberal Arts 3901F/G (Enlightenment to Crisis), The New Liberal Arts 4901F/G (Global Warfare to Post-Political).

1.0 course from Writing 2208F/G (Teaching Writing), 2230F/G (Writing and Discourses of Childhood), 2262F/G (Writing and Disability Studies), 2301F/G (Tutoring Writers), and Writing 3100F/G (Writing and Antiracism).

1.0 course: English 3330E (Shakespeare).

0.5 course: English 3680F/G (Indigenous Literatures of Turtle Island).

0.5 course from: English at the 3000 level or above, excluding 3680F/G.

Note: Speech 2001 may not be counted toward the Major in English for Teachers.

4.18 Religious and Cultural Diversity Certificate -- Endorsement of Letter of Intent to be sent to Western Vice-Provost (Academic Programs)

Letter of Intent Template for a New Undergraduate Program/Module Proposal

As a first step in putting forward a new program/module for institutional approval, the following template requests core information that will aid in determining the feasibility of the program and what protocol will be followed under Western's [Institutional Quality Assurance Process \(IQAP\)](#), either 1) New Program Approval, or 2) Major Modification.

Support with the development of the proposal, and/or the completion of this form, can be procured through the Office of Academic Quality and Enhancement (OAQE) at OAQE@uwo.ca.

Once completed, this form is to be submitted to the Vice-Provost Academic Programs via Alicia Kemp at: ahitchc2@uwo.ca

Name of the Program/Module	Certificate in Religious and Cultural Diversity
Academic Unit	Religious Studies
Faculty / Affil. Univ. College	King's University College
Degree	Certificate
Anticipated Date of Introduction	September 2025
Primary Contact Person (Name and e-mail)	Chaya Halberstam (Chaya.halberstam@uwo.ca)
<p>New Calendar Copy (check the box below to confirm)</p> <p><input type="checkbox"/> A new calendar copy for the proposed module(s) has been included as an appendix.</p>	

	Name	Signature	Date
Chair / Director of sponsoring Academic Unit	Chaya Halberstam	Chaya Halberstam	09.19.24

Dean			
Vice- Provost (Acad, Programs)			

1. Provide a description of the proposed program/module (500 words max). How is the proposed program/module relevant to learners, employers, and society? What has led to the proposal of this program/module? Describe how the proposed program/module is consistent with the University's mission and priorities.

The Certificate in Religious & Cultural Diversity at King's aims to equip students pursuing degrees in any person-oriented profession—including Law, Business, Healthcare, Social Work, Psychology, Education, and Public Policy -- with a deep appreciation for the varying religious and cultural worldviews that are an integral part of our multicultural nation and inclusive community. While many disciplines address issues of diversity and equity to some extent within their programs, religious-cultural diversity* is most often neglected, and religious literacy is quite poor across many—even highly educated--populations. As part of King's commitment to interdisciplinarity and mission integration, the certificate offers students in other fields the unique experience to learn about diverse world religions and cultures from internationally-recognized experts—an experience which cannot be matched by corporate trainings or weekend workshops. Students throughout Western already have the ability to minor in World Religions & Cultures; we are adding the Certificate in order to provide a more streamlined micro-credential for students who are juggling a wide variety of requirements. We are also designing the module require a breadth of knowledge bases (instead of encouraging specialization). The certificate will also emphasize the application of knowledge to diverse communities and encounter with different religious and cultural communities. Finally, students will also acquire research skills to learn more about religious and cultural world views as they encounter them. Religion is a notoriously difficult subject to gain quick familiarity in, as many religious organizations with agendas dominate the choice of websites, youtube videos, etc. We anticipate that students will use the research skills they gain in the CRCD to extend their learning throughout their professional lives.

We are in a time of rising hate crimes related to Islamophobia and antisemitism, alongside rhetoric that slanders cultural minority groups as committing barbaric acts. We have the tools within our university system to rise to these challenging times, but they are little-known and little-utilized. The Religious Studies department at King's, a Catholic college committed to equity and inclusion, is **uniquely** positioned within the UWO ecosystem to dispel misinformation and hate towards religious and cultural groups by *teaching about them*. We feel compelled at this moment to offer a program that promotes sensitivity to a variety of religious cultures and an appreciation for the variety of beliefs and practices within our multicultural nation. While we already offer a minor in World Religions and Cultures, we were motivated to offer an even more compact program to students who are increasingly busy and burdened with requirements: one that will appear as a credential on students' diplomas and that emphasizes the value of diversity of inclusion. We recognize that career-oriented undergraduates are not likely to choose religious studies as their primary field of study unless they imagine somewhat niche career paths in religious education or the clergy. But as a Religious Studies department that is deeply committed to religious diversity and critical studies,

we play a vital role in university education, especially in the midst of our unfortunate cultural atmosphere of polarization and divisiveness.

**Within the field of Religious Studies, it is a common understanding that religion and culture are not separate phenomena but rather are mutually constitutive.*

2. Provide evidence of demand for graduates of the program/module in specific sectors (university, public or private sector) and comment on labour market trends (Labour Market Analytics/Lightcast data is available from the OAQE).

Current research shows a growing demand for religious and cultural literacy in the human-centred professions and that even top universities are currently not providing adequate training in this area to their students. While some professions and non-governmental organizations provide one- to three-day workshops in religious and cultural diversity, they do not deliver the deeper knowledge of global religions and diverse cultures that an undergraduate degree can provide. The Certificate in Religious & Cultural Diversity aims to get ahead of the problems that religious ignorance, fear, and hatred create by offering crucial knowledge, skill sets, and credentials for creating true equity and inclusion in our professional sectors and communities of care. King's University College at Western University will be a leader in the province, and indeed the nation, in offering this credential.

At this moment, religious diversity is most often overlooked or set aside in programs and trainings that aim for inclusivity in the human-centred professions. The Registered Nurses Association of Ontario, for example, relegates Cultural and Religious diversity to a section in their handbook titled "Thorny Issues" (Patrick and Chan, 2022). Despite the perception of a predominantly secular society since at least the 1950s, the 21st century has brought with it an increased awareness that multiculturalism is not just about different styles of food and dress but distinct (and diverse) worldviews. Therefore, recent policy and research have emphasized that knowledge related to diverse religious and secular beliefs are significant professional tools for teachers, healthcare workers, social services professionals, and more (Ubani, 2021). Issues such as immigration, race and gender identification, and indigenous reconciliation cannot be isolated but must be seen through an intersectional lens that includes religion.

A recent student-run conference on Religious Literacy in International Relations attracted over 300 people, and covered the professional areas of Security Operations, International Business, Humanitarian Aid, and Conflict Resolution. It resulted in broad consensus on the following issues:

1. "the need for building a more developed knowledge of religion";
2. That "religious illiteracy generates, aggravates, and perpetuates conflict and blocks productivity, creativity, sustainability, and profitability"; and
3. That "the development of religious literacy is a requirement for informed, thoughtful, engaged citizens of the university and the world" (Prodromou et.al., 2018)

Therefore, the awareness of the centrality of religious and cultural knowledge in a vast array of sectors is slowly entering the public sphere, and demand for such knowledge will only grow in the coming decades.

This module is intended to supplement other programs and the career paths they entail. Many of our students at King's go on to careers in Social Work, Psychology,

Death and Bereavement services, NGO/nonprofit work, Law Enforcement/Legal Services, Management and Marketing, and teaching. The Certificate in Religious and Cultural Diversity will provide necessary skills for understanding the diversity inherent in any workplace—far beyond any one-day or multi-day corporate training—and make students more competitive as they enter a challenging job market.

Lightcast data was difficult to compile because this certificate is not meant, in and of itself, to lead to a career, but rather to enhance and supplement career readiness with a supplementary qualification. However, the data still showed **substantial** growth in demand for a qualification in religious and cultural diversity: in 2019 and 2020, the average number of monthly job postings across the country that included key words related to religious diversity was 110; in 2024, it is 590. Our instinct that this qualification would supplement other human centred professions was proven correct: the top three job titles that included key words in religious diversity were Support Workers, Public Health Nurses, and Retail Store Managers, and the top three Specialized Skills were Social Work (23%), Mental Health (20%) and Conflict Resolution

(14%).

3. Provide an overview of how the proposed program/module is different from other programs/modules offered at Western and the Affiliate University Colleges, in Ontario and elsewhere. What is the impact of the new program/module on existing programs/modules at Western and the Affiliate University Colleges?

This certificate's design and content can supplement any and all modules at UWO (aside from a major or specialization in World Religions and Cultures). There is no other certificate program offered by UWO or its affiliates that focuses on religious diversity. This certificate follows the lead of such certificate programs such as Intercultural Communications (UWO), but it focuses on acquiring knowledge of religious and cultural worldviews and practices rather than language. The certificate may also relieve other programs of the requirement to provide their own religious diversity modules, relying on our strengths in this area.

4. a) Provide an overview of anticipated enrolment using the table below as a guide.

Program Year 1 (if applicable)	0	0	0	0	0
Program Year 2	5	8	10	12	15
Program Year 3	5	10	12	15	18
Program Year 4	2	8	10	12	15
Annual Ongoing	12	21	28	34	42
Anticipated # of completions	2	8	10	12	15

b) Of table 4a), what is the anticipated net new enrolment (contributing to net growth at Western)?

Total head count	N A	N A	N A	N A	N A

c) How does this new program/module attract international students, if applicable? What portion of enrolment is projected for international students?

<p>This certificate program in Religious and Cultural Diversity should attract international students by recognizing their distinct positionality as (often) members of cultural and religious minorities here in Canada, while likely members of dominant majorities in their home countries. International students have likely experienced the disorientation of suddenly becoming a cultural minority and may more deeply appreciate the need for education around religious and cultural diversity. Courses taught in this program will be taught with the understanding of a diverse classroom with different students that bring distinct knowledge sets and perspectives to bear on the subject.</p>
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5. a) Provide an overview of existing and new courses to be part of the program, as applicable (please list course codes).

Year 1	(RS 1023E Introduction to World Religions)	
Year 2	<p>0.5 RS 2200 Approaches to the Study of Religion</p> <p>0.5 from:</p> <p>RS 2181A/B Science and Religion</p> <p>RS 2230F/G Ecology, Spirituality, and Justice</p> <p>RS 2258F/G Deities and Divas</p> <p>RS 2259F/G Religion and Society in the Middle East</p> <p>RS 2267F/G Spiritual But Not Religious</p> <p>RS 2270F/G Religious Perspectives on Death and Dying</p> <p>RS 2287F/G Religious Perspectives on Marriage and Family</p>	
Year 3	<p>1.5 from:</p> <p>RS 2218F/G Introduction to Christianity</p> <p>RS 2285F/G Introduction to Islam</p> <p>RS 2286F/G Introduction to Judaism</p> <p>RS 2234F/G Christian Social Teaching and Practice</p>	

	<p>RS 2241F/G Faith and Culture (Christianity)</p> <p>RS 2260F/G Special Topics in Judaism</p> <p>RS 2262F/G Special Topics in Islam</p> <p>RS 2168A/B Angels, Demons, and Magic in Judaism</p> <p>RS 2169A/B Sex and Sexuality in Judaism</p> <p>RS 2501F/G Islam Today</p> <p>RS 2502F/G Gender in Islam</p> <p>RS 2506F/G Understanding Islamic Fundamentalism</p> <p>RS 3360F/G Islam, Justice, and Peace</p> <p>RS 2281F/G Introduction to Buddhism</p> <p>RS 2283F/G Introduction to Hinduism</p> <p>RS 2276F/G Buddhist Meditation</p> <p>RS 2289F/G Yoga in the Indian Tradition (Hinduism)</p> <p>RS 2263F/G Topics in Buddhism</p> <p>RS 2261F/G Topics in Hinduism</p>	
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Year 4	0.5 RS 4400 Making Sense of Religious Diversity (strongly recommended)	
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b) Comment on the need for additional teaching capacity to teach new courses or increased number of existing courses (and if any teaching capacity is repurposed from courses that will no longer be offered).

<p>No additional teaching capacities are needed for this certificate alone. Looking to the future, if the program is successful, we intend to develop courses in Global and North American Indigenous Religions, courses that should be on Western's course calendar if we are at all sincere about reconciliation and inclusion. We are hoping that student numbers will provide the requisite foundation to develop these courses and hire an instructor in this area.</p>
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6. a) What impact will the program have on program administrative support and academic advising?

<p>We imagine that significant enrolments will add more workload to administrative support and academic advising services, but we have aimed for simplicity in the certificate program to minimize these needs.</p>

b) What impact does the new program/module have on space? Is new space needed or can the program be offered in existing or reallocated space? (classroom, lab space, other learning spaces)

N/A

7. List consultations with campus stakeholders (area/date). For instance, other academic units and partner programs, Western Libraries, Centre for Teaching and Learning, etc.

<p>Western OAQE, King's chairs and directors, King's academic counselling office, King's Religious Studies department faculty and students, general King's student body.</p>
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4.19 Sociology 2296 (Special Topics)

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template (Without Guidelines)

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

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

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

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

Subject: Introduction of Sociology 2296

Motion: That effective September 1, 2025, Sociology 2296 be introduced at King's University College

Rationale: To provide additional Special Topics course numbers for use in developing courses.

Link to Current Calendar Copy (if applicable):

Proposed Calendar Copy (for approval):

Course Title: Special Topics (14 characters)

Short Title (if applicable):

Course Description: Topic and course description will be available at the time of registration. (12 words)

Antirequisite(s):

Prerequisite(s):

Extra Information: 3 hours

Course Weight: 1.0

Breadth: CATEGORY A

Subject Code: SOCIOLOG

Supporting Documentation: N/A

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

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

Consultation:

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

Sean Waite, Undergraduate Chair, Department of Sociology, Faculty of Social Science, Western University, swaite3@uwo.ca

Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science, Western University, aholm@uwo.ca

Results:

The following have been copied for information:

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

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca

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Dr. 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, kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

EPC and Approval Date: *PENDING*

4.20 SOCI 2211F/G

Sociology 2211F/G, the former SOC2200E

1. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (required by Western).

The course introduces students to the following program level learning outcomes:

- identify and apply various systems of knowledge production about the world
- interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally; awareness of Indigenous perspectives and knowledge; reflexivity about the relationship between knowledge production and colonialism
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing critical reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situate and investigate social problems within their broader contexts at a range of social scales (e.g. local, national, global)
- Situate problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions
- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings

2. How does this course align with King's mission, and commitment to EDID/Accessibility?

this course will introduce students to a sociological critique of 'race' and an exploration of the multiple ways that racism operates

3. How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?

Changing this from a 1.0 to 0.5 credit course offers students more choice and flexibility in course selection.

4. If this is an essay course, how will it fulfill the essay requirement? (for Western)

In the written assignment, students will be required to apply course concepts and ideas to the social world (e.g., a news article, film). This will hone critical thinking and analytical skills.

5. Staffing implications

a. Faculty to teach – Is it expected that full-time or part-time faculty will teach this course?

We expect part-time faculty to teach this course.

b. Additional staffing support – ie, for experiential learning – admin support and tracking, placement organization and supervision?

No additional staffing support

6. Financial implications

a. What additional funding will be required to support experiential learning, labs, tutorials, etc.?

No additional funding required with the exception of honorarium costs for lived experience guest speakers

b. Funding for faculty to engage in travel related to the course?

N/A

7. Library implications

Reading materials will be similar to the old SOC2200 and consequently the new course will have minimal impact on the library

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

- a. Learning outcomes (linked to program level learning outcomes)
- b. Sample reading list
- c. Grading scheme

SOC2211F/G

SOCIOLOGY OF 'RACE' AND RACISM

Course Description

This course will introduce students to a sociological critique of 'race' and an exploration of the multiple ways that racism operates. Using the theoretical lenses of identity, culture, power and intersectionality, students will analyze historical and contemporary issues and events in Canada, the US, and elsewhere in the world.

Learning Outcomes

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

- identify and apply various systems of knowledge production about the world
- interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally; awareness of Indigenous perspectives and knowledge; reflexivity about the relationship between knowledge production and colonialism
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences

- Engage self and others in ongoing critical reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situate and investigate social problems within their broader contexts at a range of social scales (e.g. local, national, global)
- Situate problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions
- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings

GRADING SCHEME

Midterm	30%
Essay	30%
Participation	10%
Final Exam	30%
<hr/>	
100%	

REQUIRED TEXTS

Satzewich, Vic. 2021. *"Race" and Ethnicity in Canada: A Critical Introduction* 5th edition

WEEKLY SCHEDULE

Lecture and Reading Schedule:

Week 1: introduction to the course

Week 2: Key Concepts & A History of the Idea of Race

Reading: Chapter 1

Week 3: 'Race' and Race Theories

Reading: Chapter 2

Week 4: The Political Economy of Race

Reading: Dorries, Heather, David Hugill, and Julie Tomiak. 2022. "Racial Capitalism and the Production of Settler Colonial Cities." *Geoforum* 132:263–70.

Week 5: Nation-Building in Canada

Reading: Chapter 3

Week 6: Colonialism in Canada

Reading: Chapter 8

Week 7: Reading Week

Week 8: Mid-term

Week 9: Intersections of Race, Gender, Class
Reading: Chapter 5

Week 10: Institutional Racism
Reading: Chapter 7

Week 11: Racism and the Legal System
Reading: excerpts from Robyn Maynard *Policing Black Lives*

Week 12: Immigration
Reading: Chapter 4

Week 13: Multiculturalism, Transnationalism
Reading: Chapter 6, 9

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template

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

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

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

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

Subject: Introduction of Sociology 2211F/G (Half credit version of SOC2200E)

Motion: That effective September 1, 2025, Sociology 2211F/G be introduced at King's University College

Rationale: We are introducing Sociology 2211F/G, a half-course version of Sociology 2200E, to provide students with additional flexibility and choice in course selection and open up additional teaching resources. The department plans to withdraw Sociology 2200E in the future after current students have graduated, to avoid confusion for those students who have completed the full-course version.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_028242_2&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Course Title: Sociology of 'Race' and Racism (26 characters)

Short Title (if applicable):

Course Description: This course will introduce students to a sociological critique of 'race' and an exploration of the multiple ways that racism operates. Using the theoretical lenses of identity, culture, power and intersectionality, students will analyze historical and contemporary issues and events in Canada, the US, and elsewhere in the world. (49 words)

Antirequisite(s): [Sociology 2200E](#); Sociology 2143E, [Sociology 2107A/B](#)

Prerequisite(s): 1.0 from Sociology courses at the 1000 level.

Extra Information: 3 hours

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: SOCIOLOG

Course Summary:

Course Objectives:

The course introduces students to the following program level learning outcomes:

- identify and apply various systems of knowledge production about the world
- interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally; awareness of Indigenous perspectives and knowledge; reflexivity about the relationship between knowledge production and colonialism
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing critical reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups

- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situate and investigate social problems within their broader contexts at a range of social scales (e.g. local, national, global)
- Situate problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions
- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings

Grading Structure:

Midterm	30%
Essay	30%
Participation	10%
Final Exam	30%

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

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

EPC and Approval Date: PENDING

Consultation:

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

Sean Waite, Undergraduate Chair, Department of Sociology, Faculty of Social Science, Western University, swaite3@uwo.ca

Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science, Western University, aholm@uwo.ca

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

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Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

Results:

4.21 SOCI 2248A/B

Sociology 2248A/B, the former SOC2140 Social Problems

2. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (required by Western).

Based on the last IQAP external review, the objective is to set up a more defined sociology module. This 0.5 credit course will be required for Sociology Majors and HSP students.

The course introduces students to the following program level learning outcomes:

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Operationalize sociological knowledge through quantitative and qualitative research methods in a reflexive manner
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situates problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions
- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings

3. How does this course align with King's mission, and commitment to EDID/Accessibility?

As noted above, the course encourages students to identify and apply different ways of knowing, interrogate common-sense assumptions, assess the historical and ongoing impact of colonialism and colonial structures, and identify the intersections between different structural dimensions (e.g., race, class, gender, sexuality, age) in constraining or enabling individual experiences.

4. How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?

Changing Social Problems from a 1.0 to 0.5 credit course offers students more choice and flexibility in course selection. At the same time, requiring this course for Soc Majors and HSP students will provide a more defined structure to the sociology module.

5. If this is an essay course, how will it fulfill the essay requirement? (for Western)
N/A

6. Staffing implications

b. Faculty to teach – Is it expected that full-time or part-time faculty will teach this course?

A FT Member currently teaches this course and, if necessary, CUPE members would be more readily available to teach a half-course.

c. Additional staffing support – ie, for experiential learning – admin support and tracking, placement organization and supervision?

No additional staffing support

7. Financial implications

b. What additional funding will be required to support experiential learning, labs, tutorials, etc.?

No additional funding required with the exception of honorarium costs for lived experience guest speakers

c. Funding for faculty to engage in travel related to the course?

N/A

8. Library implications

Reading materials will be similar to the old SOC2140 and consequently the new course will have minimal impact on the library

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

b. Learning outcomes (linked to program level learning outcomes)

c. Sample reading list

d. Grading scheme

King's University College
Department of Sociology
Course Number SOC2248A/B
Social Problems



Description

The course offers a survey of issues and theories in the study of social problems with particular attention to their effects on contemporary Canadian society.

Required Texts and Materials

Students are required to purchase Tepperman, Lorne, Josh Curtis, and Rachel La Touche. 2020. *Social Problems: A Canadian Perspective (5th edition)*. Don Mills, ON: Oxford University Press.

Learning Outcomes

Upon completion of this course, students will be able to understand the manner in which sociologists study social problems. At the end of this course, successful students will be able to:

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Operationalize sociological knowledge through quantitative and qualitative research methods in a reflexive manner
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situates problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions
- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings

Grade Distribution

Description	Percentage of Final Grade
Written reflections	10% x 4 = 40%
Course engagement	10%
Midterm	20%

Description	Percentage of Final Grade
Final Exam	30%
TOTAL	100%

Course Calendar / Topic Breakdown

Week & Topics	Key question(s) and learning outcomes	Assignments / Readings / Tasks
1: Introduction to the Course		No readings
2: What are social problems?	Key Question(s): What is a social problem? How do sociologists think about social problems? How do they measure them?	Read: Chapter 1
3: Class, Poverty, and Economic Inequality	Key Question(s): What is the relationship between social class and inequality? How does social class intersect with other social problems? What are some of the solutions to poverty and economic inequality?	Read: Chapter 2
4: Decolonizing Social Problems: On Race, Culture, and Marginalization	Key Question(s): How is social distance maintained between different ethnic and racial groups? How does this contribute to discrimination and conflict? What are some of the solutions to these problems?	Read: Chapter 3

5: Gender and Sexualities	Key Question(s): How does gender and sexuality contribute to social inequalities, discrimination, and inequality?	Read: Chapters 4 and 5
6: Crime and Violence	Key Question(s): How does crime, deviance, and punishment lead to social problems? How do these intersect with other forms of social inequality?	Read: Chapter 6
7: Midterm		NO Readings
8: Health, Addictions, and Substance-Use	Key Question(s): How do we measure population health? What are some of the social determinants of health and illness? How might we contextualize addiction and substance-use in broader social relations?	Read: Chapter 7
9: Global Inequality, War, and Terrorism	Key Question(s): How has globalization caused global inequalities? How has war and terrorism further exacerbated global inequality?	Read: Chapter 8
10: Families	Key Question(s): How do families contribute to social inequality? What are some of the effects	Read: Chapter 9

	of family disharmony on family members?	
11: Education and Schools	Key Question(s): How does education create, exacerbate, and reinforce different forms of social inequality?	Read: Chapter 11
12: Workplaces and the Division of Labour	Key Question(s): How does our division of labour cause social problems? How do unemployment and work contribute to inequality and other social problems?	Read: Chapter 12
13. Populations and the Environment	Key Question(s): How do historical changes to the world's population contribute to social problems? What are the impacts of demographic changes, population growth, and technology on the environment?	Read: Chapter 13
Final Exam		

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template

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

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

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

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

Subject: Introduction of Sociology 2248A/B, a half-credit version of Sociology 2140.

Motion: That effective September 1, 2025, Sociology 2248A/B be introduced at King's University College.

Rationale: We are introducing Sociology 2248F/G, a half-course version of Sociology 2140, to provide students with additional flexibility and choice in course selection and open up additional teaching resources. The department plans to withdraw Sociology 2140 in the future after current students have graduated, to avoid confusion for those students who have completed the full-course version.

Link to Current Calendar Copy (if applicable):

Proposed Calendar Copy (for approval):

Course Title: Sociology 2248A/B Social Problems (14 characters)

Course Description: The course offers a survey of issues and theories in the study of social problems with particular attention to their effects on contemporary Canadian society. (25 words)

Antirequisite(s): [Sociology 2140](#), [Sociology 2261A/B](#)

Prerequisite(s): 1.0 Sociology courses at the 1000-level

Extra Information: 3 lecture hours

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: SOCIOLOG

Course Summary:

Course Objectives:

The course introduces students to the following program level learning outcomes:

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Operationalize sociological knowledge through quantitative and qualitative research methods in a reflexive manner
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives

- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situate problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions
- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings

Grading Structure:

Description	Percentage of Final Grade
Written reflections	10% x 4 = 40%
Course engagement	10%
Midterm	20%
Final Exam	30%
TOTAL	100%

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

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

EPC Approval Date:

Consultation:

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

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

Sean Waite, Undergraduate Chair, Department of Sociology, Faculty of Social Science, Western University, swaite3@uwo.ca

Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science, Western University, aholm@uwo.ca

The following have been copied for information:

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

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

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

Dr. 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, kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

Results:

4.22 SOCI 2257A/B

Sociology 2257A/B

3. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (required by Western).

The course introduces students to the following program level learning outcomes:

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups

4. How does this course align with King's mission, and commitment to EDID/Accessibility?

The course examines processes of marginalization and requires students to identify the intersections between different structural dimensions, such as sexuality, in enabling or constraining individual experiences relating to stigma. The course encourages students to recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups.

5. How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?

Changing this from a 1.0 to 0.5 credit course offers students more choice and flexibility in course selection.

6. If this is an essay course, how will it fulfill the essay requirement? (for Western) N/A

7. Staffing implications

c. Faculty to teach – Is it expected that full-time or part-time faculty will teach this course?

A long-time part-time faculty member currently teaches this course. If necessary, other part-time faculty would be more readily available to teach a half-course. Full-time faculty are able to teach this course if required.

d. Additional staffing support – ie, for experiential learning – admin support and tracking, placement organization and supervision?

No additional staffing support

8. Financial implications

c. What additional funding will be required to support experiential learning, labs, tutorials, etc.?

No additional funding required with the exception of honorarium costs for lived experience guest speakers

d. Funding for faculty to engage in travel related to the course?

N/A

9. Library implications

Reading materials will be similar to the old SOC2259 and consequently the new course will have minimal impact on the library

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

- c. Learning outcomes (linked to program level learning outcomes)
- d. Sample reading list
- e. Grading scheme

DEVIANCE AND SOCIAL CONTROL SOC2257A/B

Course Description

This course covers theories of deviant behaviour and social control. We will examine how particular behaviours come to be defined as deviant and how norms, values and rules are socially constructed. We will also examine the consequences of formal and informal deviant behaviours and the responses they elicit.

Learning Outcomes

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

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources

GRADING SCHEME

Midterm	30%
Stigma Application Assignment	30%
Participation	10%
Final Exam	30%
<hr/>	
100%	

REQUIRED TEXTS

Adler & Adler. *Constructions of Deviance: Social Power, Context, and Interaction* 8th edition

Tepperman & Tepperman. *Deviance, Crime, and Control: Beyond the Straight and Narrow* 3rd edition

Goffman Stigma: Notes on the Management of Spoiled Identity

Date	Topic	Reading
Week 1	Introduction to the Course	
Week 2 Ch. 1	What is Deviance?	Tepperman & Tepperman
Week 3 13, 14	How to study deviance	Adler & Adler Ch. 12,
Week 4	Theories of Deviance part 1	Adler & Adler Ch. 6, 7, 8, 9
Week 5	Theories of Deviance part 2	Adler & Adler Ch. 3, 5, 10
Week 6	Social Constructionism	Adler & Adler Ch. 11
Week 7	READING WEEK	
Week 8	Midterm Test	
Week 9	Stigma	Goffman
Week 10	Sex, Sexuality, and Stigma	Tepperman & Tepperman Ch. 4
Week 11	Bodies, Drugs, and Medicalization	Tepperman & Tepperman Ch. 3, 5
Week 12	Social Control 1	Tepperman & Tepperman Ch. 11
Week 13	Social Control 2	Tepperman & Tepperman Ch. 12

**Subcommittee on Undergraduate Academic Courses (SOC)
Submission Template (Without Guidelines)**

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

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

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

- ☐ New courses being added to the module/program have been approved

☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Introduction of Sociology 2257A/B at King's University College.

Motion: That effective September 1, 2025, Sociology 2257A/B be introduced at King's University College

Rationale: We are introducing Sociology 2257A/B, a half-course version of Sociology 2259, to provide students with additional flexibility and choice in course selection and open up additional teaching resources. The department plans to withdraw Sociology 2259 in the future after current students have graduated, to avoid confusion for those students who have completed the full-course version.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=MAIN_030106_1&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Course Title: Deviance and Social Control (24 characters)

Course Description: This course covers theories of deviant behaviour and social control. We will examine how particular behaviours come to be defined as deviant and how norms, values and rules are socially constructed. We will also examine the consequences of formal and informal deviant behaviours and the responses they elicit. (48 characters)

Antirequisite(s): [Sociology 2259](#).

Prerequisite(s): 0.5 Sociology course at the 1000 level.

Extra Information: 3 hours

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: SOCIOLOG

Course Summary:

Course Objectives:

The course introduces students to the following program level learning outcomes:

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences

- Engage self and others in ongoing reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups

Grading Structure:

Participation/Group Discussion: 15%

Mid-Term Exam: 30%

Group Presentation or Essay: 25%

Final Exam: 30%

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

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

EPC and Approval Date:

This course is already offered at Western.

Consultation:

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

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

Sean Waite, Undergraduate Chair, Department of Sociology, Faculty of Social Science, Western University, swaite3@uwo.ca

Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science, Western University, aholm@uwo.ca

The following have been copied for information:

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dmeister@ivey.ca

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

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amrit.ahluwalia@uwo.ca

Results:

4.23 SOCI 2283A/B

Sociology 2283A/B, the former SOC2233 Social Psychology

4. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (required by Western).

The course introduces students to the following program level learning outcomes:

- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources

5. How does this course align with King's mission, and commitment to EDID/Accessibility?

Using principles of universal design and diverse forms of scholarship, this course will encourage students to explore the complexities of identity formation, social relationships, and social structures.

3.How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?

Changing this from a 1.0 to 0.5 credit course offers students more choice and flexibility in course selection.

7. If this is an essay course, how will it fulfill the essay requirement? (for Western) N/A

8. Staffing implications

d. Faculty to teach – Is it expected that full-time or part-time faculty will teach this course?

We expect a full-time member to teach this course. If necessary, part-time faculty would be more readily available to teach a half-course.

e. Additional staffing support – ie, for experiential learning – admin support and tracking, placement organization and supervision?

No additional staffing support

9. Financial implications

d. What additional funding will be required to support experiential learning, labs, tutorials, etc.?

No additional funding required with the exception of honorarium costs for lived experience guest speakers

e. Funding for faculty to engage in travel related to the course?

N/A

10. Library implications

Reading materials will be similar to the old SOC2233 and consequently the new course will have minimal impact on the library

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

- d. Learning outcomes (linked to program level learning outcomes)
- e. Sample reading list
- f. Grading scheme

SOC2283A/B

Social Psychology

Course Description: An analysis of the theories and research of human conduct in social settings.

Learning Outcomes:

By the end of the course, successful students will:

- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources

Course Text:

Crawford and Novak. 2018. *Individual and Society: Sociological Social Psychology* 2nd edition

Grading Scheme:

Attendance & Participation 10%

Written Assignment 30%

Midterm Test 30%

Final Exam 30%

Weekly Schedule:

Week 1 – Course Introduction

Reading: None

Week 2 – What is social psychology? How does sociology fit in?

Reading: Chapter 1

Week 3 – How do we study social psychology?

Reading: Chapter 2

Week 4 – Symbolic Interactionism

Reading: Chapter 3

Week 5 – The Social Structure and Personality Perspective

Reading: Chapter 4

Week 6 – Reading Week

Week 7 – Midterm

Week 8: Group Processes and Structure

Reading: Chapter 5

Week 9 – Self and Identity

Reading: Chapter 8

Week 10 – Deviance and Social Control

Reading: Chapter 9

Week 11 – Mental Health and Illness

Reading: Chapter 10

Week 12 – Personal Relationships

Reading: Chapter 12

Week 13 –Prejudice and Discrimination

Reading: Chapter 15

**Subcommittee on Undergraduate Academic Courses (SOC)
Submission Template (Without Guidelines)**

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

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

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

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

Subject: Introduction of Sociology 2283A/B at King's University College

Motion: That effective September 1, 2025, Sociology 2283A/B be introduced at King's University College

Rationale:

We are introducing Sociology 2283A/B, a half-course version of Sociology 2233, to provide students with additional flexibility and choice in course selection and open up additional teaching resources. The department plans to withdraw Sociology 2233 in the future after current students have graduated, to avoid confusion for those students who have completed the full-course version.

Link to Current Calendar Copy (if applicable):

Proposed Calendar Copy (for approval):

Course Title: Sociology 2283A/B Social Psychology (16 characters)

Course Description: An analysis of the theories and research of human conduct in social settings. (13 words)

Antirequisite(s): [Sociology 2233](#)

Prerequisite(s): 1.0 from Sociology courses at the 1000 level.

Extra Information: 3 hours

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: SOCIOLOG

Course Summary:

Course Outcomes:

The course introduces students to the following program level learning outcomes:

- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources

Grading Scheme:

Grading Scheme:

Attendance & Participation 10%

Written Assignment 30%

Midterm Test 30%

Final Exam 30%

Associate Dean – Undergraduate (or Equivalent) Contact: Dr. Mark Yenson, Interim Vice-President and Academic Dean, King's University College, associate.dean@kings.uwo.ca.

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

EPC Approval Date:

Consultation:

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

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

Sean Waite, Undergraduate Chair, Department of Sociology, Faculty of Social Science, Western University, swaite3@uwo.ca

Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science, Western University, aholm@uwo.ca

The following have been copied for information:

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Dr. 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, kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

Results:

4.24 SOCI 2284A/B

Sociology 2284A/B, the former SOC2245 Medical Sociology

5. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (required by Western).

The course introduces students to the following program level learning outcomes:

- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally, and awareness of Indigenous perspectives and knowledge
- demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situate problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions

6. How does this course align with King's mission, and commitment to EDID/Accessibility?

The course requires students to think critically about the social determinants of health and how one's social location shapes their experiences of illness, access to health care, etc.

6. How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?

Changing this from a 1.0 to 0.5 credit course offers students more choice and flexibility in course selection.

8. If this is an essay course, how will it fulfill the essay requirement? (for Western)
N/A

9. Staffing implications

e. Faculty to teach – Is it expected that full-time or part-time faculty will teach this course?

We expect part-time faculty to teach this course. They will be more readily available to teach a 0.5 credit course.

f. Additional staffing support – ie, for experiential learning – admin support and tracking, placement organization and supervision?

No additional staffing support

10. Financial implications

e. What additional funding will be required to support experiential learning, labs, tutorials, etc.?

No additional funding required with the exception of honorarium costs for lived experience guest speakers

f. Funding for faculty to engage in travel related to the course?

N/A

11. Library implications

Reading materials will be similar to the old SOC2245 and consequently the new course will have minimal impact on the library

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

- e. Learning outcomes (linked to program level learning outcomes)
- f. Sample reading list
- g. Grading scheme

SOC2284A/B

Medical Sociology

Course Description: The course examines the social components of health, illness, and patienthood with an emphasis on the nature of health institutions and professions and current issues of lay or professional concern.

Learning Outcomes:

By the end of the course, successful students will:

- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples particularly relating to health and health care
- demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences relating to health, illness, and health care
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situating problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions

Course Text:

Nancarrow Clarke, Juane. 2021. *Health, Illness, and Medicine in Canada*. 8th edition. Oxford University Press.

Grading Scheme:

Attendance & Participation 10%
Written Assignment 30%
Midterm Test 30%
Final Exam 30%

Weekly Schedule:

Week 1 – Course Introduction
Reading: None

Week 2 – Sociological Perspectives on Health, Illness, and Medicine
Reading: Chapter 1

Week 3 – Disease and Death in Canada and Beyond
Reading: Chapter 2 and excerpts from Chapter 15

Week 4 – Social Determinants of Health
Reading: Chapter 4

Week 5 – Health and Diversity
Reading: Chapter 5

Week 6 – Reading Week

Week 7 – Midterm

Week 8: Social-Psychological Explanations for Illness
Reading: Chapter 6

Week 9 – The Experience of Being Ill
Reading: Chapter 7

Week 10 – Medicalization
Reading: Chapter 9

Week 11 – The Medical Profession
Reading: Chapters 11 and 12

Week 12 – Privatization and the Pharmaceutical Industry
Reading: Chapters 10 and 14

Week 13 –Alternative Medicines
Reading: Chapter 15

Subcommittee on Undergraduate Academic Courses (SOC)
Submission Template (Without Guidelines)

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

☒ New Course(s)

☐ Revision to Course(s)

☐ Withdrawal of Course(s)

☐ Module/Program Revision

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

☐ New courses being added to the module/program have been approved

☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Introduction of Sociology 2284A/B

Motion: That effective September 1, 2025, Sociology 2284A/B be introduced at King's University College

Rationale: We are introducing Sociology 2284A/B, a half-course version of Sociology 2245, to provide students with additional flexibility and choice in course selection and open up additional teaching resources. The department plans to withdraw Sociology 2245 in the future after current students have graduated, to avoid confusion for those students who have completed the full-course version.

Link to Current Calendar Copy (if applicable):

Proposed Calendar Copy (for approval):

Course Title: Sociology 2284A/B Medical Sociology (18 characters)

Course Description: The course examines the social components of health, illness, and patienthood with an emphasis on the nature of health institutions and professions and current issues of lay or professional concern. (30 words)

Antirequisite(s): [Sociology 2245](#); [Sociology 2246A/B](#); [Sociology 2247A/B](#)

Prerequisite(s): 1.0 from Sociology courses at the 1000 level.

Extra Information: 3 hours

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: SOCIOLOG

Course Summary:

The course introduces students to the following program level learning outcomes:

- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally, and awareness of Indigenous perspectives and knowledge
- demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situating problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions

Grading Scheme:

Attendance & Participation 10%
Written Assignment 30%
Midterm Test 30%
Final Exam 30%

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

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology,
King's University College, lkenne56@uwo.ca.

EPC Approval Date:

Consultation:

Vicki Sweeney, Associate Dean, Faculty of Arts and Social Science, Huron University
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Dan Shrubsole, Associate Dean, Undergraduate Studies, Faculty of Social Science,
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Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science,
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The following have been copied for information:

Dr. Jan Plug, Associate Dean, Academic, Faculty of Arts and Humanities, Western
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Ken Yeung, Associate Dean, Academic, Faculty of Science, Western University, kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

Result:

4.25 SOCI 2285A/B

Sociology 2285A/B, the former SOC2235 The Family

6. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (required by Western).

The course introduces students to the following program level learning outcomes:

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining family experiences
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situating problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions

7. How does this course align with King's mission, and commitment to EDID/Accessibility?

Students will come to appreciate the diversity in structure (e.g., immigrant, refugee, Indigenous, 2SLGBTQI+, lone-parent, those experiencing poverty or living with disabilities) and processes of families in contemporary Canadian society.

7. How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?

Changing this from a 1.0 to 0.5 credit course offers students more choice and flexibility in course selection.

9. If this is an essay course, how will it fulfill the essay requirement? (for Western)

N/A

10. Staffing implications

f. Faculty to teach – Is it expected that full-time or part-time faculty will teach this course?

Part-time faculty currently teach this course. CUPE members would be more readily available to teach a half-course.

g. Additional staffing support – ie, for experiential learning – admin support and tracking, placement organization and supervision?

No additional staffing support

11. Financial implications

f. What additional funding will be required to support experiential learning, labs, tutorials, etc.?

No additional funding required with the exception of honorarium costs for lived experience guest speakers

g. Funding for faculty to engage in travel related to the course?

N/A

12. Library implications

Reading materials will be similar to the old SOC2235 and consequently the new course will have minimal impact on the library

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

- f. Learning outcomes (linked to program level learning outcomes)
- g. Sample reading list
- h. Grading scheme

King's University College
Sociology 2285A/B
The Family

Course Description:

This course examines sociological, psychological, and other research perspectives on diverse family structures and functioning.

Learning Outcomes:

After completing this course, students will be able to

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining family experiences
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situating problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions

Course Materials

Canadian Families Today: New Perspectives (5th ed) by Patrizia Albanese

Grading Scheme

Course Engagement (10%)
Sociological Family Biography (30%)
Midterm Test (30%)
Final Exam (30%)

Sample Reading List

Week 1 – Course Introduction
Reading: None

Week 2 – How do we think about families? What do families in Canada look like?
Reading: Albanese, Chapter 1: Introduction to Diversity in Canada's Families
Albanese, Chapter 2: Canada's Families

Week 3 – How are families formed? Why do we have children? What do families look like after children?

Reading: Albanese, Chapter 4: Intimacy, Commitment, and Family Formation

Albanese, Chapter 5: Children and Parenting

Week 4 – What does marriage look like? What do arranged marriages look like?

Reading: Albanese, Chapter 8: Marriage and Death Rituals

Week 5 - What happens when a marriage falls apart?

Reading: Albanese, Chapter 6: Separation and Divorce

Week 6 – What are some challenges that queer families face? What are some challenges that lone-parent families face?

Reading: Albanese, Chapter 3: 2SLGBTQI+ Families in Canada

Week 7 – Midterm

Week 8 – What are some challenges that immigrant and refugee families face? What are some challenges that Indigenous families face?

Reading: Albanese, Chapter 11: Immigrant and Refugee Families

Albanese, Chapter 12: Indigenous Families

Week 9 – How does poverty impact the family? How does work affect the family?

Reading: Albanese, Chapter 9: Paid and Unpaid Work

Albanese, Chapter 10: The Correlates and Coping Strategies of Families Experiencing Poverty in Canada

Week 10 – How do disabilities impact the family? How do mental health issues impact the family?

Reading: Albanese, Chapter 13: Lack of Support

Week 11 – How does violence impact the family?

Reading: Albanese, Chapter 14: Violence in Families

Week 12 – How do policies shape the family structure?

Reading: Albanese, Chapter 15: Investing in Families and Children

Week 13 –What does the future hold for families?

Reading: Albanese, Chapter 16: Predicting the Future of the Family

**Subcommittee on Undergraduate Academic Courses (SOC)
Submission Template (Without Guidelines)**

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

☒ New Course(s) ☐ Revision to Course(s) ☐ Withdrawal of Course(s)

☐ Module/Program Revision

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

☐ New courses being added to the module/program have been approved

☐ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Introduction of Sociology 2285A/B

Motion: That effective September 1, 2025, Sociology 2285A/B be introduced at King's University College

Rationale: We are introducing Sociology 2285F/G, a half-course version of Sociology 2235, to provide students with additional flexibility and choice in course selection and open up additional teaching resources. The department plans to withdraw Sociology 2235 in the future after current students have graduated, to avoid confusion for those students who have completed the full-course version.

Link to Current Calendar Copy (if applicable):

Proposed Calendar Copy (for approval):

Course Title: Sociology 2285A/B The Family (10 characters)

Short Title (if applicable):

Course Description: This course examines sociological, psychological, and other research perspectives on diverse family structures and functioning. (15 words)

Antirequisite(s): [Sociology 2235](#), [Sociology 2132A/B](#), [Sociology 2134A/B](#)

Prerequisite(s): 1.0 Sociology courses at the 1000 level, or **enrolment in a Family Studies and Human Development** module, or the Honours Specialization or Major module in Childhood and Youth Studies. Note: [Sociology 1050A/B](#) cannot be used to fulfill this prerequisite.

Extra Information: 3 hours

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: SOCIOLOG

Course Summary:

The course introduces students to the following program level learning outcomes:

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining family experiences
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situating problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions

Grading Scheme

Course Engagement (10%)
Sociological Family Biography (30%)
Midterm Test (30%)
Final Exam (30%)

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

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

EPC Approval Date:

Consultation:

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

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

Sean Waite, Undergraduate Chair, Department of Sociology, Faculty of Social Science, Western University, swaite3@uwo.ca

Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science, Western University, aholm@uwo.ca

The following have been copied for information:

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Darrin Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

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

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

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

Dr. 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, kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

Results:

4.26 SOCI 2289A/B

Sociology 2289A/B, the former SOC2239 Social Inequality

7. How does this course fulfill program learning outcomes (connect to program level learning outcomes) and fit into the module (required by Western).

The course introduces and/or reinforces the following program level learning outcomes:

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situating problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions
- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings

8. How does this course align with King's mission, and commitment to EDID/Accessibility?

The course requires students to identify intersections between different structural dimensions such as race, class, gender, etc. in shaping individual experiences; demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities; and demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge

8. How will the introduction of this course impact the program's other course offerings, e.g., enrolment distribution?

Changing this from a 1.0 to 0.5 credit course offers students more choice and flexibility in course selection.

10. If this is an essay course, how will it fulfill the essay requirement? (for Western)
N/A

11. Staffing implications

g. Faculty to teach – Is it expected that full-time or part-time faculty will teach this course?

Currently, a part-time faculty member teaches this course. If necessary, other CUPE members would be more readily available to teach a 0.5 credit course.

h. Additional staffing support – ie, for experiential learning – admin support and tracking, placement organization and supervision?

No additional staffing support

12. Financial implications

g. What additional funding will be required to support experiential learning, labs, tutorials, etc.?

No additional funding required with the exception of honorarium costs for lived experience guest speakers

h. Funding for faculty to engage in travel related to the course?

N/A

13. Library implications

Reading materials will be similar to the old SOC2239 and consequently the new course will have minimal impact on the library

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

g. Learning outcomes (linked to program level learning outcomes)

h. Sample reading list

i. Grading scheme

Social Inequality SOC2289A/B

Course Description

A study of the causes and consequences of the unequal distribution of prestige, power and wealth and of the ideologies used to defend and criticize inequality. Different societies are examined but emphasis is on the development and contemporary structure of the Canadian class system.

Learning Outcomes

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

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Operationalize sociological knowledge through quantitative and qualitative research methods in a reflexive manner
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situating problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions
- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings

Grading Scheme

Midterm	30%
Application Assignment	30%
Participation	10%
Final Exam	30%
<hr/>	
	100%

Required Text

Ball, Jennifer and Lorne Tepperman. *The Stacked Deck: An Introduction to Social Inequality* (2nd edition). Oxford University Press.

READING SCHEDULE

Week 1

Theories of Social Inequality

Reading: Chapter 1

Week 2

Who Experiences Inequality in Canada?

Reading: Chapter 2

Week 3

Employment

Reading: Chapter 3

Week 4

Childcare & Education

Reading: Chapters 4 and 5

Week 5

Housing and Transportation

Reading: Chapter 6

Week 6

Nutrition and Food

Reading: Chapter 7

Week 7

Mid-term test

Week 8

Ageing and Healthcare

Reading: Chapter 8

Week 9

Social Services, Child Welfare, and Colonialism

Reading: Roberts, Terry. 2017. "Uprooted: Why so many of Labrador's children are in foster care so far away from home." Available at: <https://www.cbc.ca/news2/interactives/uprooted/>

Week 10

Climate Change and Environmental Racism

Reading: Mitchell, K., & D'Onofrio, Z. 2016. "Environmental Injustice and Racism in Canada: The First Step is Admitting We Have a Problem." *Journal of Environmental Law and Practice*, 29, 305-345.

Week 11

Immigration Systems

Reading: Vaswani et al. 2023. “An In-Depth Look at Discrimination Experienced by Immigrants and Racialized Individuals in London and Middlesex, and Strategies for Combatting this Discrimination.”

Available at: <https://london.ca/sites/default/files/2023-07/Report%20on%20Experiences%20of%20Discrimination%20in%20London-Middlesex%20Interviews%20-%20English.pdf>

Week 12

Legal Systems, Violence, & Safety

Reading: Chapter 10

Week 13

Advocacy and Change

Reading: Boucher, Lisa. 2021. “Making Change on Gender-Based Violence: Assessing Shifting Political Opportunities in Canada.” *Journal of International Women’s Studies* 22(9): 222-235.

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template (Without Guidelines)

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

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

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

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

Subject: Introduction of Sociology 2289A/B at King's University College.

Motion: That effective September 1, 2025, Sociology 2289A/B be introduced at King's University College

Rationale: We are introducing Sociology 2289F/G, a half-course version of Sociology 2239, to provide students with additional flexibility and choice in course selection and open up additional teaching resources. The department plans to withdraw Sociology 2239 in the future after current students have graduated, to avoid confusion for those students who have completed the full-course version.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0079803&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Course Title: Sociology 2289A/B Social Inequality (17 characters)

Course Description: A study of the causes and consequences of the unequal distribution of prestige, power and wealth and of the ideologies used to defend and criticize inequality. Different societies are examined but emphasis is on the development and contemporary structure of the Canadian class system. (44 words)

Antirequisite(s): [Sociology 2239](#); [Sociology 2228A/B](#), and [Sociology 2229A/B](#)

Prerequisite(s): 1.0 from Sociology courses at the 1000 level.

Extra Information: 3 hours

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: SOCIOLOG

Course Summary:

Course Outcomes:

The course introduces and/or reinforces the following program level learning outcomes:

- Identify and apply various systems of knowledge production (e.g. empirical, theoretical, indigenous) about the social world
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as an awareness of Indigenous perspectives and knowledge
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives
- Demonstrate an ability to identify the various components of complex social issues
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences
- Engage self and others in ongoing reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups
- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources
- Situate problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions
- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings

Grading Scheme

Midterm	30%
Application Assignment	30%
Participation	10%
Final Exam	30%
<hr/>	
	100%

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

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

EPC Approval Date:

Consultation:

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Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science, Western University, aholm@uwo.ca

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

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Amrit Ahluwalia, Executive Director, Western Continuing Studies,
amrit.ahluwalia@uwo.ca

Results:

4.27 SOCI 4437F/G

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template (Without Guidelines)

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

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

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

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

Subject: Revision of Sociology 4437F/G prerequisites.

Motion: That effective September 1, 2025, Sociology 4437F/G be revised at King's University College

Rationale: We are introducing SOC2257A/B Deviance and Social Control and will no longer be offering SOC2259 Sociology of Deviance. The revision to the prerequisites opens up enrolment in this 4000-level course.

Link to Current Calendar Copy (if applicable):

https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=KINGS_0087562&SelectedCalendar=Live&ArchiveID=

Proposed Calendar Copy (for approval):

Sociology 4437F/G

ADVANCED SOCIOLOGY OF DEVIANCE

Course Description

Current theory and research in the Sociology of Deviance.

Prerequisite(s): ~~Sociology 2259 and e~~Enrolment in third or fourth year of an Honours Specialization or Honours Double Major in Criminology or Sociology.

Extra Information: 3 seminar hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: SOCIOLOG

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

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

EPC Approval Date:

This course is also offered at Western.

Consultation:

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

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

Sean Waite, Undergraduate Chair, Department of Sociology, Faculty of Social Science, Western University, swaite3@uwo.ca

Anders Holms, Acting Chair, Department of Sociology, Faculty of Social Science, Western University, aholm@uwo.ca

The following have been copied for information:

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

Darrin Meister, Associate Dean, Ivey Business School, Western University, dmeister@ivey.ca

Dr. 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

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

Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca

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

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

Dr. 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, kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies, amrit.ahluwalia@uwo.ca

Results:

4.28 SOCI Module Changes

Subcommittee on Undergraduate Academic Courses (SOC) Submission Template (Without Guidelines)

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

☐ New Course(s) ☐ Revision to Course(s) ☐ Withdrawal of Course(s)

☒ Module/Program Revision

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

☐ New courses being added to the module/program have been approved

☒ New courses added to the module/program will be submitted to SOC in a concurrent proposal

Subject: Revisions to Sociology and Criminology Modules at King's

Motion: That effective September 1, 2025, King's Sociology Major, Sociology Honours Specialization, Criminology Minor, Criminology Major, and Criminology Honours Specialization be revised at King's University College

Rationale: These revisions reflect the introduction of new courses in the Department of Sociology at King's, together with some housekeeping changes.

Link to Current Calendar Copy (if applicable):

Sociology MAJ:

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21239&SelectedCalendar=Liv e&ArchiveID=>

Proposed Calendar Copy (for approval):

MAJOR IN SOCIOLOGY

Sociology

Admission Requirements

Completion of first-year requirements, including **Sociology 1020**, Sociology **1020W/X** or **Sociology 1021E** with a mark of at least 60%.

Module/Program Information

Module

6.0 courses:

1.0 course: Sociology 2205A/B and Sociology 2206A/B.

1.0 course from: Sociology 2240E or Sociology 2270A/B and Sociology 2271A/B.

0.5 course: Sociology 2248A/B

1.0 course in Sociology at the 2100 or 2200 level.

~~2.0~~ **1.5 additional Sociology courses** at the 2200 level.

1.0 Sociology courses at the 3000 level or above.

Sociology HSP:

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21243&SelectedCalendar=Live&ArchiveID=>

HONOURS SPECIALIZATION IN SOCIOLOGY

Sociology

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

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including **Sociology 1020**, **Sociology 1020W/X** or **Sociology 1021E**, plus 2.0 additional courses, with no mark in these principal courses below 60%.

Module/Program Information

Module

9.0 courses:

3.0 courses: Sociology 2205A/B, Sociology 2206A/B, Sociology 3306A/B, Sociology 3310F/G, Sociology 4404F/G, Sociology 4405F/G.

1.0 course from: Sociology 2240E or Sociology 2270A/B plus Sociology 2271A/B.

0.5 course: Sociology 2248A/B

~~3.0~~ **2.5 additional courses** in Sociology at the 2200 level or above.

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

0.5 additional course in Sociology at the 4000 level.

Please note that Sociology 2205A/B and Sociology 2206A/B are mandatory in year 2 of the Honours Specialization, and Sociology 3306A/B and Sociology 3310F/G are mandatory in year 3 of the Honours Specialization.

Criminology MIN:

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21242&SelectedCalendar=Live&ArchiveID=>

MINOR IN CRIMINOLOGY

Sociology

Admission Requirements

Completion of first-year requirements, including **Sociology 1020**, **Sociology 1020W/X** or **Sociology 1021E** with a mark of at least 60%.

Module/Program Information

Module

4.0 courses:

3.0 courses from: Sociology 2200E, **Sociology 2211F/G**, Sociology 2223A/B, Sociology 2253A/B, Sociology 2256A/B, Sociology 2259, Sociology 2260A/B, Sociology 2266A/B, Sociology 2267A/B, Sociology 2268F/G, Sociology 2291F/G, Sociology 2293F/G.

1.0 additional Sociology course at the 2200 level or above.

Criminology MAJ:

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21240&SelectedCalendar=Live&ArchiveID=>

MAJOR IN CRIMINOLOGY

Sociology

Admission Requirements

Completion of first-year requirements including **Sociology 1020**, **Sociology 1020W/X** or **Sociology 1021E** with a mark of at least 60%.

Module/Program Information

Module

6.0 courses:

2.0 courses: Sociology 2205A/B and Sociology 2206A/B, Sociology 2240E or Sociology 2270A/B and Sociology 2271A/B.

1.0 course(s) from: Childhood and Youth Studies 2212F/G, Disability Studies 2214F/G, English 2100F/G, Film Studies 2156F/G, History 2190A/B, History 3308E, Philosophy 2080, Philosophy 2270, Psychology 2031A/B, Religious Studies 2163A/B, Social Justice and Peace Studies 2302F/G.

0.5 course: Sociology 2266A/B.

1.5 courses from: Sociology 2200E, **Sociology 2211F/G**, Sociology 2223A/B, Sociology 2253A/B, Sociology 2256A/B, Sociology 2259, Sociology 2260A/B, Sociology 2267A/B, Sociology 2268F/G, Sociology 2291F/G, Sociology 2293F/G.

1.0 courses from: Sociology 3325F/G, Sociology 3327F/G Sociology 3340F/G, Sociology 3345F/G, Sociology 3349F/G, Sociology 3356F/G, Sociology 3357F/G, Sociology 3358F/G, Sociology 3359F/G, Sociology 3361F/G, Sociology 3363F/G, Sociology 3366F/G, Sociology 3371F/G, Sociology 3375F/G, Sociology 3379F/G, Sociology 3382F/G, Sociology 3387F/G, Sociology 3390F/G, Sociology 3391F/G.

Criminology HSP:

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21244&SelectedCalendar=Live&ArchiveID=>

HONOURS SPECIALIZATION IN CRIMINOLOGY

Sociology

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including **Sociology 1020**, **Sociology 1020W/X** or **Sociology 1021E** plus 2.0 additional courses, with no mark in these principal courses below 60%.

Module/Program Information

Module

9.0 courses:

3.0 courses: Sociology 2205A/B and Sociology 2206A/B, Sociology 3306A/B, Sociology 3310F/G, Sociology 4404F/G, Sociology 4409F/G.

1.0 course from: Sociology 2240E or Sociology 2270A/B and Sociology 2271A/B.

1.0 course: Sociology 2266A/B and Sociology 2267A/B.

2.0 courses from: Sociology 2211F/G, Sociology 2223A/B, Sociology 2253A/B, Sociology 2256A/B, Sociology 2259, Sociology 2260A/B, Sociology 2268F/G, Sociology 2291F/G, Sociology 2293F/G. (A 0.5 course from a related area may be counted toward this requirement; see Department for currently approved courses.)

1.5 courses from: Sociology 3325F/G, Sociology 3327F/G, Sociology 3340F/G, Sociology 3345F/G, Sociology 3349F/G, Sociology 3356F/G, Sociology 3357F/G, Sociology 3358F/G, Sociology 3359F/G, Sociology 3361F/G, Sociology 3363F/G, Sociology 3366F/G, Sociology 3371F/G, Sociology 3375F/G, Sociology 3379F/G, Sociology 3382F/G, Sociology 3387F/G, Sociology 3390F/G, Sociology 3391F/G.

0.5 course from: Sociology 4437F/G, Sociology 4438F/G, Sociology 4439F/G, Sociology 4440F/G, Sociology 4446F/G, Sociology 4455F/G.

Please note that Sociology 2205A/B and Sociology 2206A/B are mandatory in year 2 of the Honours Specialization, and Sociology 3306A/B and Sociology 3310F/G are mandatory in year 3 of the Honours Specialization.

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

Department/Program Contact: Dr. Liam Kennedy, Chair, Department of Sociology, King's University College, lkenne56@uwo.ca.

EPC and Approval Date:

Consultation:

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

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

Sean Waite, Undergraduate Chair, Department of Sociology, Faculty of Social Science, Western University, swaite3@uwo.ca

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

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Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies, Western University, sknabe@uwo.ca

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

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

Dr. 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,
kyeung@uwo.ca; aadasci@uwo.ca

Amrit Ahluwalia, Executive Director, Western Continuing Studies,
amrit.ahluwalia@uwo.ca

Results:



Report to: Academic Council
From: Scholarship and Bursary Committee
Re: Report of the Meeting on October 30, 2024
Date: November 20, 2024

1.0 [The Perseverance Award \(revised\)](#)

The committee discussed Academic Council's concern regarding language in the award description and made the necessary revisions.

MOTION: That Academic Council approve the description and terms of reference for the creation of The Perseverance Award.

M/S **Scholarship and Bursary Committee**

2.0 **Continuing Scholarship Rounding Policy**

The committee discussed revising the continuing scholarships eligibility policy to round term average of 79.45% up to 80%, aligning with the Dean's Honour List practice. For reference, Western policy on grades states, "Cumulative and term averages will be calculated to two decimal places and rounded to the nearest whole number with .45 rounded up, for the purposes of admission to and progression in modules, scholarship retention, and Dean's Honour List. This rounding provision does not apply to the calculation of individual course grades (https://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf).

The policy, effective in September 2025, would apply only to continuing scholarships students, not entrance or transfer students.

For historical reference, in 2022–23, the number of students in the range of 79.45%-80% was 34. In 2023–24, the number of students in the range of 79.45%-80% was 45. Under the new proposed rounding policy, such students, if deemed eligible (residency, course load), would receive \$1500 Continuing Scholarship.

MOTION: That Academic Council approve a policy for continuing scholarships, which allows for rounding a term average of 79.45% up to 80% for eligibility, consistent with the Dean's Honour List (DHL) practice.

M/S **Scholarship and Bursary Committee**

3.0 <u>King's University College Student Scholarship and Awards Policy</u>
--

The committee drafted a formal Student Scholarship and Awards Policy to provide clear definitions and specific naming conventions for the creation of new awards.

MOTION: That Academic Council approve the King's University College Student Scholarship and Awards Policy as presented.

M/S

Scholarship and Bursary Committee

4.0 Year End Scholarship and Bursary Report 2023-2024

The committee brings forward the 2023–2024 Year-End Scholarship and Bursary Report to Academic Council for information.

Respectfully submitted,



M. Yenson (Chair)

The Perseverance Award

Perseverance Award

Establishment: The fund was established in 2023 with a pledge of \$5,000 from Ms. Karen Stintz, BA '92. This award will recognize the courage and perseverance of King's students and motivate them to continue their studies.

Calendar description:

Perseverance Award

This award, made possible by Karen Stintz, BA '92 is in honour of her two children, Hailey and Jackson. The award is granted to a full-time or part-time student who has shown resilience and determination to succeed in their education journey ~~despite life circumstances~~. This award seeks to reward students for their success to-date, and motivate students to believe in themselves and live confidently.

Preference will be given to a student who has been working hard at their academics, but does not necessarily have the highest marks in their classes. The successful recipient will have exhibited enthusiasm and dedication while striving to excel in a well-rounded range of activities within and outside the classroom.

The successful recipient may hold this award with other student awards.

Each candidate must submit the following:

- A short paragraph of not more than 250 words outlining their contributions within and outside of the classroom, examples of perseverance, and their motivation to earn a King's degree.
- The name of a reference (i.e. Faculty member/peer/etc.) that would support their contributions, growth, perseverance, and exhibited enthusiasm and dedication within and outside the classroom.

Instruction to the applicant in application:

Tell us your story. Prepare a written statement detailing your contributions within and outside of the classroom and your motivation to earn a King's degree. Please be specific, use examples and refer to your own experiences where you've shown resilience and determination to succeed in your educational journey. A reference letter is not required, however please provide the name of a faculty member/peer/etc. who recognizes your determination to succeed.

Amount of Award: \$1,000

Application Deadline: September 30. The award is effective Fall 2024.

King's University College Student Scholarship and Awards Policy



Student Scholarships and Awards Policy

I. PURPOSE

The purpose of this policy is to define:

- the types of awards for undergraduate and graduate students
- the responsibilities and accountabilities associated with establishing new scholarships, awards, and bursaries
- the responsibilities and accountabilities associated with revising the terms of existing scholarships, awards, and bursaries

II. DEFINITIONS

1.00 Types of Awards for Undergraduate Students

Scholarship: A monetary award having a fixed minimum value, based on general academic excellence (normally a minimum "A" (80%) average), or on excellence in a specific subject or group of subjects, and in some cases also on non-academic criteria.

Award: A monetary payment given on the basis of a combination of academic and non-academic criteria. Normally, a minimum "B" (70%) average is required for undergraduate students.

Bursary: A monetary award/payment based primarily on demonstrated financial need.

External Award: An award given to a student of the University by an external agency. Normally the University's role or responsibility is only to advertise the existence of the award to the University Community, however, in some cases: 1) pre-screening of applications is done by the University and/or 2) records of award recipients may be maintained.

2.00 Types of Awards for Graduate Students

Scholarship/Award: A monetary payment having a fixed value, based on general academic excellence, or on excellence in a specific subject or group of subjects, and in some cases also on non-academic criteria.

Bursary: A monetary payment given to a graduate student to assist them in pursuing their education based on demonstrated financial need.

External Award: An award given to a student of the University by an external agency. Normally the

University's role or responsibility is only to advertise the existence of the award to the University Community, however, in some cases: 1) pre-screening of applications is done by the University and/or 2) records of award recipients may be maintained.

III. POLICY

In accordance with provisions of The Board of Directors and Foundation policies, new scholarships, awards, and bursaries are recommended by the Scholarships and Bursaries Committee to the Academic Council on behalf of the Board.

A donor or a representative of the donor may not be involved in the selection of an individual for an award, scholarship or bursary that has been funded by the donor.

However, consideration will be given to donor or donor representative involvement in the selection process for awards or scholarships connected to offers of internships, co-op or other types of employment, in recognition of the importance of facilitating employment opportunities for students.

Donor or donor representative involvement will be dependent on the intent of the donor, details of the gift and award or scholarship, and the employment opportunity. A donor or donor representative will be provided only with student information that is necessary for the selection of the applicant, will agree to maintain King's privacy policy, will represent a minority position on the selection committee, and will be at an arm's length relationship with all applicants considered by the selection committee. Amendments to the terms (changes in value, number, effective date or discontinuation) of existing donor funded scholarships, awards, and bursaries are within the authority of the Foundation to approve. Amendments to the terms (changes in value, number, effective date or discontinuation) of existing University funded scholarships, awards, and bursaries are within the authority of the Administration to approve. If the proposed amendments would change the original intent of the award or substantially change the terms, these will be considered under the approval process established for new scholarships, awards and bursaries.

Effective: October 30, 2024

Program Name	Number of Students	Acct	Notes		Total Assistance Provided
Bursaries					
ISBP	1	5758		\$	723.75
Entrance Bursaries	5	5758		\$	3,750.00
Special Bursaries (i.e. Work Boots)	1	5758		\$	94.90
Youth in Extended Care Bursaries	3	5758		\$	18,555.68
Summer Bursaries	34	5759		\$	14,350.00
General Bursaries - undergrad	119	5759 OTSS/OSOTF		\$	83,400.00
SAG - undergrad	13	5759 OTSS/OSOTF		\$	9,000.00
First Generation	35	5750 Gov't		\$	14,676.00
Indigenous Bursary	5	5750 Gov't		\$	3,624.00
Senior Bursaries	20	5750		\$	37,726.78
Int Exp Learning Bursaries (TSA)	1	5758		\$	500.00
Named Int Exp Learning Bursaries	30	5759		\$	38,100.00
Student Emergency Bursary	2	5759 OTSS/OSOTF		\$	2,000.00
Scholarships					
Entrance Scholarships	394	5750		\$	925,255.01
International Entrance Scholarships	69	5754		\$	232,695.00
Other Entrance Scholarships	75	5750		\$	166,000.00
Continuing Scholarships	329	5750		\$	588,720.00
International Continuing Scholarships	28	5754		\$	66,000.00
Other Continuing	21	5750		\$	68,500.00
International Scholarships	5	5754 CTBU		\$	7,500.00
Foundation Scholarships	10	5759		\$	10,850.00
MSW					
MSW General Bursaries	15	5758/5759		\$	9,000.00
MSW SAG	29	5759/5758		\$	44,000.00
MSW Scholarships	7	5750		\$	15,000.00
Awards					
Lille	3	5750		\$	11,000.00
Experiential Learning Awards	61	5750		\$	89,000.00
International Study Awards	6	5750		\$	8,000.00
Other KUC Awards	66	5750/5754		\$	185,856.74
Other Foundation Awards	149	5759		\$	199,175.00
Work Programs					
Summer Work Study	39	5758		\$	337,330.31
Fall/Winter Work Study	91	5758		\$	215,446.89
Summer IWE	10	5752		\$	29,733.26
Fall/Winter IWE	21	5752		\$	51,101.34
				\$	3,486,664.66

TO: Members of Academic Council
FROM: Robert Ventresca, President (Interim)
DATE: November 13, 2024
RE: November 2024 Report

Dear Colleagues,

I am once again writing to you to provide a brief summary of noteworthy information since my last report to Academic Council of October 23, 2024.

'Speaking about Mission'

As you will have seen from my message to the community on November 5, 2024, King's acknowledges the recent loss of three remarkable members of the Indigenous community: Senator Murray Sinclair and Elder Dan Smoke, who passed away on November 4, 2024, and Amanda Kennedy (Kuwahs[^]nahawi) who passed away on November 3, 2024. In recognition of their legacies, including their special contributions to our own journey as a learning community along the path of reconciliation, I asked that the flags in front of Monsignor Wemple Hall be lowered to half-mast.

I confess to feeling some unease about acknowledging their passing in a section of my report intended to focus on *mission*. After all, educational institutions, many of them evangelizing Catholic missions, were a destructive instrument of colonial dispossession and violence. Yet I am encouraged by something Senator Sinclair once said - you can find it on a poster in the Academic Advising Office - "Education got us into this mess and education will get us out of it." It's a well-known statement that Senator Sinclair actually intended as a challenge to enact systemic change in our educational systems because, as Sinclair put it, "this nation must never forget what it once did to its most vulnerable people."

In reflecting on their advocacy, wisdom and teachings, may we all recommit ourselves to advancing the important work of truth-telling and reconciliation. I welcome your guidance on how King's can continue to provide tangible support for this ongoing work.

There are myriad of ways in which members of the King's community cultivate the values-oriented community we seek to build and sustain. For this month's report, I wish to highlight the work of the *Community Fundraising Committee* (Jessica Woods, Carrie Traher, Joe Michalski, Lauren Francis, and Wendy Scanlon) in organizing the **Silent Auction**. This year's auction raised over two thousand dollars for the [Health and Homelessness Fund for Change](#), which will be matched by an anonymous donor.

I also wish to highlight and thank Student Affairs for organizing the annual Career and Volunteer Fairs. Over 20 organizations attended these events, engaging interested students. A special word of thanks to

work-study student Keisha Robinson for her work in organizing the events and to the *Residence Advisory Council* for coordinating the work of volunteers.

Update from the Board of Directors

At the Board of Directors meeting on October 30th, I provided a comprehensive written and verbal report with updates on key strategic priorities as well as current and emerging challenges. I noted that King's, like all post-secondary institutions, is operating in arguably the most uncertain and unsettled fiscal environment in recent memory. I reiterated my firm belief that a laser-sharp focus on ensuring the long-term sustainability of King's and its Mission – one of the few affiliated university colleges left in the province – is our single most urgent shared priority.

I also shared with the Board my view that among the emerging challenges that demand immediate attention, the most pressing relates to international enrolment. The announcement in September by Immigration, Refugees, and Citizenship Canada (IRCC) of a 10% reduction in international study permits will now include students who were previously exempt from obtaining a Provincial Attestation Letter (PAL). In short, we will need to plan for substantially fewer PALs than in 2024. We can reasonably project, therefore, a substantial reduction in our international enrolment targets. While we await confirmation from Western, which is anticipated for some time this month, I have directed our Strategic Enrolment Management Committee, in consultation with Enrolment Services and Finance, to prepare scenarios modelling the strategic mix of domestic and international enrolments needed to achieve budget targets.

Following are some other noteworthy updates from the Board:

- The Board referred the proposed **King's Social Innovation Commons** (Phase 1) back to the Board's Finance and Risk Management Committee for further consideration of the planning and financial implications of the project.
- As part of its regular three-year review of all board policies, the Board:
 - Updated Board **Policy 1.1.1 Accounting Methods** to provide a more specific policy framework for appointing the College's external auditors, reflecting King's commitment to an audit process that is objective, effective, and independent. The changes included that the lead engagement partner must be rotated every five years, no audit firm will serve more than ten consecutive years, and that King's will not engage the external auditor for non-audit services in order to preserve auditor independence.
 - Updated Board **Policy 1.1.4 – Governance Principles**. The changes involved housekeeping updates and incorporated Environmental, Social, and Governance (ESG) principles into the policy.

Affiliation Status Update

Discussions with Western on a new affiliation agreement continue to make steady progress. We have presented a complete working draft of a revised affiliation agreement. There is substantive agreement on all major matters with a few unresolved issues including the affiliation fee and opportunities for additional resource-sharing, including fee-for-service models. I am hopeful these matters can be mutually agreed upon in the near future.

President's Task Force on Planning and Budget

Please find attached the Terms of Reference for the **President's Task Force on Planning and Budget**. I have invited members with expertise and experience from various stakeholder groups to solicit information and input from all members of the King's community regarding current and alternative approaches to planning and budget. I would like to draw your attention to two key objectives of this process. First, we will engage the community in a wide-ranging and critical reflection on the strengths and weaknesses of academic planning, strategic enrolment management, data management, marketing, recruitment and retention as interrelated parts of institutional planning and budgeting. Second, in keeping with directions set out in the new Strategic Plan, the Task Force will seek input and prepare a final report with findings related to a new multi-year planning and budget model to support our strategic academic priorities and the mission of King's. I will present the report to the Board and to Academic Council, and it will be publicly available.

Branding and Marketing

The external release of new branding and marketing materials, such as the King's Viewbook and other paid media, has been in process since spring-summer to be available for the start of the 2025-2026 recruitment process. I will be working with Marketing and Communications and with the King's community to shape the brand narrative to ensure that it aligns firmly with the identity, mission and values of King's. Our goal is to develop a compelling, authentic and impactful brand narrative to inform the next steps in the brand and marketing strategy, including an eventual official launch.

Achievements and Awards

I want to acknowledge and congratulate the following members of the King's community:

- **Dr. Graham Broad** and **Dr. Nicolas Virtue**, Department of History, have secured external funding from the **Canadian Battlefields Foundation** (\$10,000) and from the **Legion Foundation** (\$17,000) to support one of our signature experiential learning programs (**History 3710//4710: The World Wars in History, Memory and Reconciliation**). A special word of gratitude to Graham and Nic for garnering this support which will help to mitigate increasingly prohibitive travel costs, thereby ensuring this unique learning opportunity will be widely accessible to students.
- **Dr. Erin Hannah**, Associate Dean of Research and Professor of Politics and International Relations, on being named Editor-in-Chief of the *Oxford Research Encyclopedia of Politics*.

Sincerely,



R. Ventresca, Ph.D.

President (Interim) and Professor

Attachment – Terms of Reference for the President's Task Force on Planning and Budget

President's Task Force on Planning and Budget

Terms of Reference

- Solicit information and input from members of the King's community regarding current approaches to planning and budgeting, and to consider alternative approaches, including new budget models, to advance the academic mission of King's.
- Solicit feedback and attempt to assess strengths and weaknesses of academic planning, strategic enrolment management, data management, marketing and recruitment as interconnected parts of institutional planning and budgeting.
- Survey planning and budgeting models at comparator universities and assess their effectiveness and potential applicability to King's.
- Ensure recommended approach is multi-year and considers new approaches to facilitate meaningful community input.
- Issue a report through the President to Academic Council and the Board of Directors summarizing community input and Task Force findings by February-March 2025.

Members

Robert Ventresca, President (Interim)

Josephine Gemson, Associate Academic Dean (Interim)

Vishal Kothari, Associate Director, Finance

Thomas Gray, Associate Director, Enrolment Services

Julia Eastabrook, Manager, Academic Planning and Analysis

Trevor Hunter, Associate Professor, School of MEM

Thomas Tieku, Professor, Politics and International Relations

Corinne Walsh, Part-Time Faculty, Religious Studies

Deanna Bond, School Administrator, School of Social Work

Joe Henry, Dean of Students

Mai Al Hourani, CFO, KUCSC

Dan Lang, Board of Directors

Resources to the Task Force

Sam Mourad, Board of Directors

Leroy Innanen, TCOBI Management Consulting and Contracting

Paul Wilton, Executive Director, President's Office and University Secretary

Ann Hoffer, Executive Assistant to the President's Office

**Report of the Faculty Leave Committee
to King's University College Academic Council
on November 20, 2024**

Committee Membership

Chair - Academic Dean <i>ex officio</i>	Mark Yenson
Faculty member	Don Kerr
Faculty member	Darcy Harris
Faculty member	Coby Dowdell

King's Faculty Leave Committee met on November 1, 2024, to consider applications for sabbatical leave for the 2025-2026 academic year. A total of 6 twelve-month sabbatical leaves, and 14 six-month sabbatical leaves were approved.

Additionally, the Chair advised the committee that there are three faculty members who are eligible for sabbatical in 2025-2026, but currently on non-sabbatical leave, and unable to meet the October 1 application submission deadline. In consultation with the Department Chairs of these faculty members, each has been provided with an extension to December 1. If unable to submit an application by that date they may apply next year, noting their eligibility for subsequent sabbaticals will be based on this year's eligibility.

Respectfully submitted,



Mark Yenson, Chair – King's Faculty Leave Committee

**Report of the Appointments, Promotion, and Tenure Committee
to King's University College Academic Council
on November 20, 2024**

COMMITTEE MEMBERS

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

FOR INFORMATION

Kings Appointments, Promotion, and Tenure Committee met on October 25, 2024, to consider recommendations for renewal of probationary tenure track contracts and applications for promotion with tenure.

The Committee recommended to the President four contract renewals and two applications for promotion to the rank of Associate Professor with tenure. One additional recommendation for contract renewal will be considered at the next meeting of the committee.

The following were recommended for July 1, 2025:

Contract Renewals

Dr. Kofi Antwi-Boasiako	Social Work
Dr. Lesley Bikos	Sociology
Dr. Joshua Wyman	Psychology
Dr. Jingjing Xu	MEM – Economics

Promotion to Associate Professor with Tenure

Dr. Jeannette Eberhard	MEM – MOS
Dr. Vidya Natarajan	EFW - Writing

Promotion to Full Professor

The committee will consider applications for promotion to the rank of Full Professor in the new year.

FOR APPROVAL

Adjunct Faculty Status

The Committee conducted a final review of proposed processes for the appointment of Adjunct Faculty at King's (see Article 6.2.4 of the Collective Agreement between King's University and KUCFA 2024-2027).

The Committee recognizes a variety of ways in which the appointment of Adjunct Faculty can be beneficial to King's and its students, both reputationally and in terms of benefitting from individuals with unique and/or sought-after areas of expertise.

Schools and Departments may nominate individuals for Adjunct Faculty status, and per the Collective Agreement, the Appointments, Promotion, and Tenure Committee will adjudicate such nominations, and make recommendations to the VPAD and President.

A final version of the Adjunct Faculty Policy is attached and the AP&T Committee passed a motion to move the policy forward to Academic Council for approval.

PROCEDURES FOR ADJUNCT ACADEMIC APPOINTMENTS OF FACULTY AT KING'S UNIVERSITY COLLEGE AT WESTERN UNIVERSITY

PREAMBLE

These *Procedures for Adjunct Academic Appointments of Faculty at King's University College* (hereafter *Procedures for Adjunct Appointments*) set forth the academic ranks, terms and procedures for appointment, reappointment, and termination affecting non-bargaining unit faculty. Appointments made under this agreement recognize the unique talents of various scholars, researchers, teachers, and community members that may be brought to help advance the academic mission of King's University College. King's University College is committed to upholding the importance of the teacher-scholar and researcher model, and strives to acknowledge contributions to the activities integral to such a model.

Faculty members appointed under these *Procedures for Adjunct Appointments* are required to comply with the policies, rules, and regulations of the University and to declare any real or potential conflict of interest. The policies and procedures below shall apply to those individuals:

- who have no other faculty appointment (part time or full time) with the University other than outlined in this document.
- who ordinarily receive no remuneration from King's University College at Western University through this appointment, although in exceptional cases may receive a modest stipend.
- who are not, and will not be, eligible for Membership in any Bargaining Unit at King's University College at Western University during their adjunct appointment.

Notwithstanding the above, on occasion an individual appointed under this policy may hold a Part-time Faculty appointment at the College provided that the provisions of the Collective Agreement have been followed for that appointment.

Definitions:

1. The “University” means King’s University College at the University of Western Ontario.
2. The terms “academic staff,” “Faculty,” “President,” “Vice-President,” “Dean,” “Department,” “Schools” and related terms shall be interpreted in accordance with the policies approved by College Council and the Board.
3. “Academic unit” means a Department or School;
4. “Appointment” means appointment to an academic unit at King’s University College and ordinarily does not entail any remuneration from the University.
5. “Reappointment” means the renewal of an Adjunct Appointment in accordance with the provisions set out below. A reappointment in accordance with these *Procedures for Adjunct Appointments* does not ordinarily entail any remuneration from the University.
6. A “Continuous” Adjunct Appointment involves a contribution to the University over a period of time not to exceed three years. Adjunct Appointments are renewable. Tenure does not apply to such appointments.
7. A “Post-Retirement” Adjunct Appointment involves a contribution to the University by a retired faculty member over a period of time not to exceed three years and may be renewed. This appointment is independent of any existing title of Professor Emeritus/Emerita. Professor Emeritus/Emeriti designation and privileges will remain in accordance with article 6.2.8 of the KUCFA Collective Agreement.
8. An appointment at the rank of “Adjunct Clinical Professor” is reserved for those who do not otherwise hold a faculty appointment at the University. Such an appointment involves responsibilities to an academic unit relating to clinical activity ancillary to the appointee’s principal occupation or area of specialization. The responsibilities of this appointment are not intended to include those services ordinarily provided by field instructors supervising students within practicum or experiential learning settings.

It is understood that an adjunct appointment cannot be assigned to an individual actively providing services as a field instructor supervising students within practicum or experiential learning settings. Under these circumstances, any approved appointments would be an honorary appointment.

9. An appointment at the rank of “Adjunct Research Professor” is reserved for those who do not otherwise hold a faculty appointment at the University. Such an appointment involves responsibilities within an academic unit relating to research ancillary to the appointee’s principal occupation or area of specialization.

10. An appointment at the rank of “Honorary Professor” is reserved generally for those who have attained academic or professional distinction in their field. Appointment as an Honorary Professor recognizes a mutually beneficial scholarly association between the University and the appointee. An honorary appointment need not entail any teaching or other academic responsibilities on the part of the appointee.
11. “Letter of Appointment or Reappointment” means the letter to the prospective appointee signed by the Vice President and Academic Dean and authorized by the designated University representative. This document specifies the academic contract type (Adjunct), the status of the contract (Continuous or Post-Retirement), the starting and end date of the appointment, the academic rank, and the expected duties of the appointee.
12. “Rank” means the academic rank of Adjunct Lecturer, Adjunct Research Professor, Adjunct Assistant Professor, Adjunct Associate Professor, or Honorary Professor.
13. “Bargaining Unit” means all persons employed as members of the academic staff belonging to the King’s University College Faculty Association (KUCFA) or Canadian Union of Public Employees (CUPE, Local 5265).
14. “Collective Agreement” means the legal document covering terms and conditions of employment between the KUCFA and King’s University College or between CUPE and King’s University College.

A – **APPOINTMENTS**

Appointments and Reappointments

1. Appointments and reappointments shall have a contract type of: Adjunct or Honorary
2. Each contract shall be either:
 - (a) Continuous (i.e., up to three years in duration); or
 - (b) Post-Retirement (i.e., up to three years in duration)
3. Academic ranks shall be:
 - Adjunct Lecturer
 - Adjunct Clinical Professor
 - Adjunct Research Professor
 - Adjunct Assistant Professor
 - Adjunct Associate Professor
 - Honorary Professor
4. At the discretion of the University, Adjunct Appointments shall be made at any rank and will take into account the Appointee’s qualifications, experience, and achievements.
5. Failure to reappoint to any position does not constitute dismissal. Reappointment is neither promised nor guaranteed. It is the responsibility of the appointee, if desired, to reapply for renewal of an adjunct or honorary appointment.

6. An Adjunct reappointment may include a change of rank, for example, from Adjunct Lecturer to Adjunct Assistant Professor, Adjunct Assistant Professor to Adjunct Associate Professor, or Adjunct Associate Professor to Adjunct Professor.
7. An Adjunct Appointment at any academic rank made under the provisions of these *Procedures for Adjunct Appointments* does not carry tenure.

Appointment Procedures

1. In the case of each Adjunct Appointment made under these *Procedures for Adjunct Appointments*, the appointment will be initiated by a Chair of a Department or Director of a School, reviewed by the College's Appointment, Promotion and Tenure (AP&T) Committee and recommended by the Vice-President and Academic Dean, as Chair of the AP&T Committee, for approval to the President or their designate.
2. In the case of each appointment under these *Procedures for Adjunct Appointments*, the academic responsibilities shall be clearly specified at the time of appointment in the Letter of Appointment or Reappointment.

B – RESIGNATION AND DISCONTINUANCE OF APPOINTMENT

Resignation

Where an appointee wishes to resign from their adjunct or honorary appointment with the University, the appointment may be terminated by the appointee with three months' notice in writing to the Vice President and Academic Dean (VPAD). Except in extraordinary circumstances, where approval has been received from the VPAD.

Discontinuance of Appointment

The University reserves the right to discontinue or cancel any adjunct or honorary appointment on reasonable notice which shall be two calendar weeks. Should the appointee accept another position within the University and by doing so becomes eligible for Membership in a Bargaining Unit, the Adjunct Appointment will be terminated on the effective date of assuming the new appointment. In such cases, the appointment will be covered by the terms of the applicable Collective Agreement.

Should the Appointee's conduct or level of performance violate the University's minimum acceptable standards for faculty, the University reserves the right to terminate the adjunct or honorary appointment immediately with no further obligation of any nature to the Appointee.

C – ADJUNCT AND HONORARY APPOINTMENT CRITERIA

RANK	CRITERIA
Adjunct Lecturer	Appropriate for someone without completed doctoral degree or equivalent and where activity is ancillary to the appointee's principal occupation.
Adjunct Clinical Professor	Appropriate in cases where responsibilities within academic unit relating to clinical activity is ancillary to the appointee's principal occupation (e.g., psychologists, social worker, nursing etc.).
Adjunct Research Professor	Appropriate in cases where responsibilities within academic unit relating to research activity is ancillary to the appointee's principal occupation or area of specialization. May include limited involvement in anticipated teaching/supervision in addition to the research component.
Adjunct Assistant Professor	Appropriate for someone with completed doctoral degree or equivalent and where activity is ancillary to the appointee's principal occupation.
Adjunct Associate Professor	Appropriate for someone more senior than Adjunct Assistant Professor and where activity is ancillary to the appointee's principal occupation.
Honorary Professor	Appropriate for someone who has attained academic or professional distinction in his/her field to recognize a mutually beneficial scholarly association between the University and the appointee. Appointment need not entail any teaching or other academic responsibilities on the part of the appointee.

MOTION

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

M/S

AP&T Committee

Respectfully submitted,



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



Academic Council KUCSC Presidents Update
Wednesday Nov 20, 2024

Representative Applications for Academic Council Committees Complete

As of this week, all available positions for Student Representatives have been filled within each corresponding committee of the Academic Council except one. As of the writing of this paper on November 12th, will be either filled by our Religious Representative or the KUCSC President by the end of this week in accordance with our commitment to having all committee student membership positions filled before the November Academic Council Meeting. Effective as of our December Academic Council meeting, our ACSL, Steve Shajimon will be providing a report of all relevant committees that provide motions to Academic Council with the student representative lens to weigh student voice alongside the motion in question for further consideration.

Student Membership

Committee	Student Representative
Mission Integration & Inclusion Committee	Aidan Gonsalves (Religious Rep) [Tentative]
Scholarship & Bursary Committee	Aidan Bobkowicz (USC Rep)
Strategic Enrolment Management Committee	Steve Shajimon (Academic Council Student Liaison)

Research Committee	Joan Thompson (Politics and International Relations Rep)
Research Ethics Review Committee	Joanna Sivakumar (Social Work Rep)
Cardinal Carter Library Committee	Morgan DeCampos (Chief Communications Officer)
Planning and Priorities Committee	Braedan Lovie (Executive Assistant to the President)
Educational Policy Committee	Ricardo Soto (President)
Governance & Nominations Committee	Ridley Smith (Vice-President of Student Affairs)
Teaching Excellence Awards Committee	Ricardo Soto (President)

Release of Transit Survey and Sharing of RFP Survey

The Transit survey for students will be released by the time of our November 20th meeting and with this will come the ideal signage of at least 200 students to formulate quantitative metrics regarding student transit habits and needs for our Campus. If possible, support in the dissemination of this information would be most appreciated throughout departments to potential students.

Additionally, the RFP Food Survey has been released and available for some time. Ideally by this time in collaboration with King's Communication we would have sent out a mass email highlighting this survey to all students encouraging them to engage with this survey. The goal of this engagement would be to increase student participation into food preferences on our campus for increased transparency in our processes and a better gauge of student necessity.

Neighborhood Decision Making Initiative Poll Booth Success

As of November 4th the Neighbourhood Decision Making Initiative of the City of London had a booth set up for the duration of the day to promote local London initiatives for all Students, Faculty, and Staff alike to vote upon changes they wish to see on their campus.

Our Student Council was able to communicate with the USC and Huron Student Council to allow the same booths to operate on their respective campuses. The goal of this is to allow for further student participation in local municipal and community initiatives to further engage our students into their city.

Implementation of SPC Program

Media planning to be processed and undergone for the implementation of a new student initiative known as the Students Price Card (SPC). This card provides stacking discounts to over 400+ stores across Canada and lasts for 365 days effective of its redemption. This card will be available at the King's Connection for \$10 per card. Any potential local businesses that would reap the benefits of this initiative by allowing for further student foot traffic through the use SPC discount can be included as per our partnership agreement. We welcome any suggestions or recommendations and encourage you to reach out via email if you have any businesses in mind to investigate and ideally include into the SPC services.

Proposal for Pillar Membership

Current research is being done into solidifying a membership into Pillar. Pillar serves as the center for Nonprofit Corporations within London and as a fellow Nonprofit, wishes to see the benefits in holding membership alongside its other partners to further collaborate with our surrounding London Community.

Assistance with USC regarding [Manual of Administrative Policies and Procedures](#)

[1 Policy](#): Use of University Facilities for other than Regularly Scheduled Academic Purposes

Current feedback groups are being operated within Western Universities Student Council (USC) in preparation for the revised document of the MAPP 1 Policy that Western rescinded earlier this year. Due to communal pushback regarding issues revolving the right to assemble, preemptive data is being gathered as to have substantive quantitative metrics regarding student and student leader opinion around these policies and their operability for students.



Report to: Academic Council
From: Strategic Enrolment Management Committee
Re: Report of the Meeting on November 11, 2024
Date: November 20, 2024

1.0 Admissions and Enrolment Report 202-2024

The committee presents the 2023-2024 Admissions and Enrolment Report to Academic Council for information.

2.0 International Students and Provincial Attestation Letters

M. Yenson will deliver an oral report, and both M. Yenson and T. Cunningham will be available to answer questions during the meeting.

3.0 SEM External Consultation

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

Respectfully submitted,

A handwritten signature in black ink, appearing to read "M. Yenson", written in a cursive style.

M. Yenson (Chair)



Western University · Canada

Admissions and Enrolment Report 2023-2024



Admissions Enrolment Report 2023-24

Enrolment Services
King's University College
266 Epworth Avenue
London, Ontario
N6A 2M3

Contacts:

[Dr. Tracy Cunningham](#), Director of Enrolment Services and Registrar
[Thomas Gray](#), Associate Director of Enrolment Services
[Erin Cronsberry](#), Manager of Admissions and Recruitment

Sources:

King's College Applicant and Registrant Tracking System (KCARS)
Ontario Universities' Application Centre (OUAC)
The Ministry of Training Colleges and Universities Report (MTCU Report)
Internal Reporting/Calculations
InfoSilem Academic

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ADMISSIONS

TABLE 1: TOTAL APPLICATIONS AND CONFIRMED RESPONSES IN THE ONTARIO SYSTEM

Domestic as of September 2023:

Applications and Applicants Fall Entry -- Full-time -- First-year

	SECONDARY SCHOOL Sep. 07, 2022 vs. Sep. 06, 2023		NON-SECONDARY Sep. 06, 2022 vs. Sep. 05, 2023		TOTAL FIRST-YEAR Secondary + Non-secondary	
	First Choice Applicants	All Choices	First Choice Applicants	All Choices	First Choice Applicants	All Choices
2023	92,249	533,007	72,906	235,576	165,155	768,583
2022	92,419	518,720	72,547	234,800	164,966	753,520
Difference	-170	14,287	359	776	189	15,063
% Change	-0.2	2.8	0.5	0.3	0.1	2.0

Affirmative Responses (Acceptances) First-year Only

	SECONDARY SCHOOL Sep. 07, 2022 vs. Sep. 06, 2023		NON-SECONDARY Sep. 06, 2022 vs. Sep. 05, 2023		TOTAL FIRST-YEAR Secondary + Non-secondary	
2023	74,972		32,948		107,920	
2022	76,302		33,067		109,369	
Difference	-1,330		-119		-1,449	
% Change	-1.7		-0.4		-1.3	

Source: Ontario Universities' Application Centre (OUAC)

Visa as of September 2023:

VISA Applications and Applicants Fall Entry -- Full-time -- First-year

	SECONDARY SCHOOL <small>Sep. 07, 2022 vs. Sep. 06, 2023</small>		NON-SECONDARY <small>Sep. 06, 2022 vs. Sep. 05, 2023</small>		TOTAL FIRST-YEAR <small>Secondary + Non-secondary</small>	
	First Choice Applicants	All Choices	First Choice Applicants	All Choices	First Choice Applicants	All Choices
2023	7,069	47,393	32,922	109,807	39,991	157,200
2022	7,547	51,226	32,885	112,435	40,432	163,661
Difference	-478	-3,833	37	-2,628	-441	-6,461
% Change	-6.3	-7.5	0.1	-2.3	-1.1	-3.9

Affirmative Responses (Acceptances) First-year Only

	SECONDARY SCHOOL <small>Sep. 07, 2022 vs. Sep. 06, 2023</small>		NON-SECONDARY <small>Sep. 06, 2022 vs. Sep. 05, 2023</small>		TOTAL FIRST-YEAR <small>Secondary + Non-secondary</small>	
2023	4,735		12,944		17,679	
2022	5,163		13,316		18,479	
Difference	-428		-372		-800	
% Change	-8.3		-2.8		-4.3	

Source: Ontario Universities' Application Centre (OUAC)

TABLE 2: KING'S APPLICANTS

Year	Total	SSC FT	SSC PT	Non-SSC FT	Non-SSC PT	January Applications	Internal Applications
2023-2024	9086	5046	8	3260	138	394	1456
2022-2023	4952	2560	2	1857	83	261	885
2021-2022	5162	2722	1	1868	95	300	968
2020-2021	5597	2996	2	2077	124	268	1100
2019-2020	5593	2893	4	2066	84	378	1138

Source: KCARS

Retrieved: January 22, 2024

Notes:

- All columns include dropped applications.

TABLE 3: SEPARATE AND NON-SEPARATE SECONDARY SCHOOL APPLICANTS

Year	Total Applications	Confirmed Responses	Separate OSSD Applications	Separate OSSD Confirmed responses	Non-Separate OSSD Applications	Non-Separate OSSD Confirmed responses
2023-2024	5094	437	1544	190	3512	247
2022-2023	2594	458	706	166	1887	292
2021-2022	2764	580	725	217	2034	363
2020-2021	3053	611	742	224	2308	387
2019-2020	2926	571	733	198	2178	373

Source: KCARS

Retrieved: January 22, 2024

Notes:

TABLE 4: KING'S SOURCE OF NEW FULL-TIME CONFIRMED RESPONSES

Admit Type	2019-20	2020-21	2021-22	2022-23	2023-24
Out of Province, Nova Scotia	14	5	2	3	1
CEGEP	3	2	9	6	5
College Applicant	150	150	118	114	96
Exchange	53	34	39	50	43
Home School		2	1		1
International Baccalaurate	4	6	3	7	3
Junior College	1	2	1	1	2
Mature Student	27	30	15	19	19
Nullified Application			1		
Ontario Secondary School	571	611	580	458	437
Out of Province, Alberta	3	3	5	3	6
Out of Province, British Columbia	43	32	26	29	7
Out of Province, Manitoba		4	6		
Bible School	1	1	1	1	1
Out of Province, Newfoundland and Labrador					1
University Out of Province	11	14	19	14	13
Out of Province, Nunavut				1	
Out of Province, Prince Edward Island	1				1
Out of Province, Quebec	1		1	1	
Out of Province, Saskatchewan	1	1			1
Prelim Year	15	20	5	2	2
Readmit	27	49	30	29	41
Registered, no application	2	2			1
Reregistrant	4	2	11	10	9
Secondary School Prior	94	122	141	125	84
Senior Matriculation	117	110	73	92	49
Special Student	31	29	20	22	18
University Foreign	47	46	32	24	20
University Ontario	47	62	50	45	56
Out of Province, New Brunswick	4	8	7	7	4
TOTAL:	1272	1347	1196	1063	921

Source: KCARS

Retrieved: January 22, 2024

TABLE 5: KING'S FULL-TIME APPLICATIONS, OFFERS, CONFIRMED RESPONSES AND REGISTRANTS

Secondary Schools (SSC)						
Year	Applications	Offers	Confirmed Responses	Confirmed Responses as a % of Offered	Registrants	Registrants as a % of Confirm Responses
2019-2020	2926	1765	701	32.35%	571	100.00%
2020-2021	3053	2108	611	28.98%	614	100.49%
2021-2022	2764	2041	580	28.42%	562	96.90%
2022-2023	2594	1903	458	24.07%	455	99.34%
2023-2024	2984	2279	874	38.35%	866	99.08%

Regular Advanced Standing (Non-SSC)						
Year	Applications	Offers	Confirmed Responses	Confirmed Responses as a % of Offered	Registrants	Registrants as a % of Confirm Responses
2019-2020	2667	1473	701	47.59%	752	107.28%
2020-2021	2544	1487	736	49.50%	737	100.14%
2021-2022	2398	1330	616	46.32%	613	99.51%
2022-2023	2358	1235	605	48.99%	605	100.00%
2023-2024	2480	1533	968	63.14%	858	88.64%

Both Categories						
Year	Applications	Offers	Confirmed Responses	Confirmed Responses as a % of Offered	Registrants	Registrants as a % of Confirm Responses
2019-2020	5593	3238	1272	39.28%	1323	104.01%
2020-2021	5597	3595	1347	37.47%	1351	100.30%
2021-2022	5162	3371	1196	35.48%	1175	98.24%
2022-2023	4952	3138	1063	33.88%	1060	99.72%
2023-2024	5464	3812	1842	48.32%	1724	93.59%

Source: KCARS**Retrieved:** January 22, 2024

TABLE 6: KING'S FULL-TIME OFFERS, CONFIRMED RESPONSES, AND REGISTRANTS BY PROGRAM

Regular Offers 2023-24					
Academic Program	Offers	Confirmed Responses	Confirmed Responses as a % of Offers	Registrants	Registrants as a % of Offers
Arts (EKA)	167	75	44.91%	71	94.67%
Arts-Catholic Studies for Teachers (EKA)	20	19	95.00%	19	100.00%
Arts-Social Justice and Peace Studies	102	39	38.24%	36	92.31%
Childhood and Youth Studies (EKC)	269	100	37.17%	95	95.00%
Exchange Student	44	44	100.00%	36	81.82%
Finance and Wealth Management	251	25	9.96%	24	96.00%
Foundations in The New Liberal Arts	28	22	78.57%	22	100.00%
King's Enhanced Year	14	3	21.43%	3	100.00%
Management and Organizational Studies (EKD)	752	161	21.41%	148	91.93%
Social Science - Disability Studies	51	25	49.02%	23	92.00%
Social Science - Human Rights Studies	43	15	34.88%	15	100.00%
Social Science - Thanatology	25	13	52.00%	13	100.00%
Social Science (EKO)	1210	470	38.84%	428	91.06%
Social Work (EKS)	2	2	100.00%	2	100.00%
Special Student Status	29	18	62.07%	16	88.89%

Alternate Offers 2023-24						
Academic Program	Alternate Program	Offers	Confirmed Responses	Confirmed Responses as a % of Offers	Registrants	Registrants as a % of Offers
Finance and Wealth Management	Management and Organizational Studies (EKD)	5	0	0.00%	0	--
Finance and Wealth Management	Social Science (EKO)	18	0	0.00%	0	--
Management and Organizational Studies (EKD)	Social Science (EKO)	54	19	35.19%	19	100.00%
Social Work (EKS)	Social Science (EKO)	27	16	59.26%	15	93.75%

Source: KCARS

Retrieved: January 22, 2024

TABLE 7: KING'S SECONDARY SCHOOL CONFIRMED RESPONSES

Academic Program	2019-20		2020-21		2021-22		2022-23		2023-24	
Social Science (EKO)	297	52%	319	52%	293	51%	221	48%	219	50%
Social Science - Thanatology							3	1%	1	0%
Social Science - Human Rights Studies							2	0%	2	0%
Social Science - Finance and Wealth Management	16	3%	21	3%	30	5%				
Social Science - Disability Studies							7	2%	6	1%
Management and Organizational Studies (EKD)	115	20%	149	24%	170	29%	92	20%	71	16%
King's Enhanced Year	26	5%	11	2%	5	1%	7	2%	3	1%
Foundations in The New Liberal Arts							8	2%	22	5%
Finance and Wealth Management	2	0%	1	0%			26	6%	13	3%
Childhood and Youth Studies (EKC)	35	6%	43	7%	23	4%	49	11%	44	10%
Arts-Social Justice and Peace Studies	17	3%	22	4%	12	2%	13	3%	13	3%
Arts-Foundations in Western Thought and Civilization	21	4%	10	2%	13	2%				
Arts-Catholic Studies for Teachers (EKA)	13	2%	9	1%	9	2%	9	2%	16	4%
Arts (EKA)	29	5%	26	4%	25	4%	21	5%	27	6%
TOTAL:	571		611		580		458		437	

Source: KCARS**Retrieved:** January 22, 2024

TABLE 8: KING'S REGULAR 105 CONFIRMED RESPONSES

Non-OSSD Confirmed Responses by Application Code										
Academic Program	2019-20		2020-21		2021-22		2022-23		2023-24	
Management and Organizational Studies (EKD)	214	33%	188	27%	142	25%	128	23%	85	19%
Arts-Catholic Studies for Teachers (EKA)	2	0%	2	0%	1	0%			2	0%
Arts-Foundations in Western Thought and Civilization	3	0%	3	0%	3	1%				
Arts-Social Justice and Peace Studies	16	2%	17	2%	7	1%	14	3%	9	2%
Childhood and Youth Studies (EKC)	21	3%	26	4%	25	4%	29	5%	33	7%
Exchange Student									1	0%
Finance and Wealth Management							13	2%	3	1%
Arts (EKA)	33	5%	35	5%	33	6%	29	5%	25	6%
King's Enhanced Year	15	2%	5	1%	6	1%	1	0%		
Special Student Status	30	5%	31	4%	22	4%	22	4%	18	4%
Social Science - Disability Studies							6	1%	10	2%
Social Science - Economics			4	1%	1	0%	2	0%		
Social Science - Finance and Wealth Management	7	1%	9	1%	6	1%				
Social Science - Human Rights Studies							5	1%	2	0%
Social Science - Thanatology							11	2%	4	1%
Social Science (EKO)	307	47%	382	54%	331	57%	292	53%	247	56%
Social Work (EKS)									2	0%
Foundations in The New Liberal Arts							3	1%		
TOTAL:	648		702		577		555		441	

Source: KCARS

Retrieved: January 22, 2024

Notes: All columns include dropped applications.

TABLE 9: REGIONAL DISTRIBUTION OF ONTARIO SECONDARY SCHOOL APPLICANTS/REGISTRANTS BY LIAISON REGION CODE

Region Number	Region Name	Number of Applicants	Number of Registrants
1	CALEDON EAST, COLLINGWOOD, FLESHERTON, GODERICH, HANOVER, KINCARDINE, LIONS HEAD, MEAFORD, MOUNT FOREST, OWEN SOUND, PALMERSTON, PORT ELGIN, STAYNER, WALKERTON, WIARTON, WINGHAM	46	6
2	ARTHUR, BADEN, CAMBRIDGE, CLINTON, ELMIRA, ERIN, EXETER, GUELPH, INGERSOLL, KITCHENER, LISTOWEL, MITCHELL, SEAFORTH, ST. MARYS, STRATFORD, WATERLOO, WOODSTOCK	83	10
3	DRESDEN, FOREST, PARKHILL, PETROLIA, SARNIA, WALLACEBURG, WATFORD	47	6
4	ARVA, AYLMER, DORCHESTER, GLENCOE, LONDON, ST. THOMAS, STRATHROY, WEST LORNE	858	317
5	BRANTFORD, BURFORD, CALEDONIA, CAYUGA, DELHI, HAGERSVILLE, LANGTON, NORWICH, PARIS, PORT DOVER, SIMCOE, TILLSONBURG, WATERFORD	35	2
6	ANCASTER, BURLINGTON, DUNDAS, DUNNVILLE, FONTHILL, FORT ERIE, HAMILTON, MILTON, NIAGARA FALLS, OAKVILLE, PORT COLBORNE, SMITHVILLE, ST. CATHARINES, THOROLD, WATERDOWN, WELLAND	233	15
7	BELLEVILLE, BLACKSTOCK, BRIGHTON, CAMPBELLFORD, CANNINGTON, COBOURG, HALIBURTON, LAKEFIELD, LINDSAY, PETERBOROUGH, PORT PERRY, PORT HOPE, TRENTON, UXBRIDGE	25	
8	ALLISTON, BARRIE, ELMVALE, MIDLAND, ORILLIA, PENETANGUISHENE	28	2
9	AJAX, BOWMANVILLE, COURTICE, OSHAWA, PICKERING, WHITBY	29	5
10	AURORA, BRADFORD, KING CITY, MAPLE, MARKHAM, NEWMARKET, RICHMOND HILL, THORNHILL, TOTTENHAM, UNIONVILLE, WOODBRIDGE	354	20
11	AGINCOURT, DON MILLS, DOWNSVIEW, NORTH YORK, SCARBOROUGH, WEST HILL, WILLOWDALE	158	9
12	ETOBICOKE, HYDE PARK, ISLINGTON, REXDALE, TORONTO, WESTON	322	18
13	BRAMALEA, BRAMPTON, GEORGETOWN, MISSISSAUGA	181	15
14	BRACEBRIDGE, GRAVENHURST, HORNEPAYNE, HUNTSVILLE, IROQUOIS FALLS, KIRKLAND LAKE, MATTAWA, NEW LISKEARD, NORTH BAY, SOUTH RIVER, SOUTH PORCUPINE, TIMMINS	11	1
15	SAULT STE. MARIE, SUDBURY, ESPANOLA	8	1
16	AMHERSTBURG, BELLE RIVER, BLENHEIM, CHATHAM, ESSEX, HARROW, KINGSVILLE, LASALLE, LEAMINGTON, RIDGETOWN, TECUMSEH, TILBURY, WINDSOR	39	5
17	ALMONTE, BARRYS BAY, BROCKVILLE, CORNWALL, DOUGLAS, DUNROBIN, GLOUCESTER, HAMMOND, KANATA, KEMPTVILLE, NEPEAN, ORLEANS, OTTAWA, PRESCOTT	36	2
23	TRINIDAD AND TOBAGO	5	1

Source: KCARS

Retrieved: January 22, 2024

TABLE 10: MEDIAN AND MEAN AVERAGE OF ONTARIO SECONDARY SCHOOL REGISTRANTS

Year	Median	MOS Median	Mean	MOS Mean
2023-2024	85.75	83.92	85.33	83.67
2022-2023	86.58	85.75	86.15	85.20
2021-2022	87.00	86.25	86.82	86.20
2020-2021	85.83	84.92	85.38	84.68
2019-2020	84.75	83.08	84.67	83.32

Source: KCARS

Retrieved: January 22, 2024

TABLE 11: ONTARIO SECONDARY SCHOOL CONFIRMED RESPONSES BY FINAL AVERAGE AND OUAC APPLICATION CODE

Academic Program	85+	80-84.9	77-79.9	<77	Total
Social Science (EKO)	90	94	29	5	218
Social Science - Thanatology		1			1
Social Science - Human Rights Studies	2				2
Social Science - Disability Studies	2	4			6
Management and Organizational Studies (EKD)	26	37	8	1	72
King's Enhanced Year	2	1			3
Foundations in The New Liberal Arts	17	4	1		22
Finance and Wealth Management	4	8	1		13
Childhood and Youth Studies (EKC)	23	16	5		44
Arts-Social Justice and Peace Studies	9	3	1		13
Arts-Catholic Studies for Teachers (EKA)	10	6			16
Arts (EKA)	17	8	2		27
TOTAL:	202	182	47	6	437

Source: KCARS

Retrieved: January 22, 2024

SECTION 12: BSW ADMISSIONS REPORT, SEPTEMBER 2023

See Appendix 1 for the School of Social Work's Submission.

SECTION 13: MSW ADMISSIONS REPORT, SEPTEMBER 2023

See Appendix 2 for the School of Social Work's Submission.

TABLE 14: FALL/WINTER 2022 JANUARY (2023) ADMISSIONS BY APPLICANT CODE, PROGRAM, VISA STATUS

January Applicants by Visa Status	
Residency	Applicants
Permanent Resident	5
International	116
Canadian	74
TOTAL:	195

January Applications by Program (one applicant can apply for >=1 program)	
Academic Program	Applications
Special Student Status	3
Social Science (EKO)	80
Social Science - Disability Studies	3
Management and Organizational Studies (EKD)	80
Finance and Wealth Management	4
Childhood and Youth Studies (EKC)	10
Arts-Social Justice and Peace Studies	5
Arts-Catholic Studies for Teachers (EKA)	2
Arts (EKA)	20
TOTAL:	207

January Registrants by Application Program (data from last January)	
Academic Program	Registrants
Social Science (EKO)	5
Social Science	5
Management and Organizational Studies (EKD)	4
Management and Organizational Studies	4
Arts (EKA)	1
Arts	1
TOTAL:	20

Source: KCARS

Retrieved: January 22, 2024

ENROLMENT

TABLE 15: HEADCOUNT BY YEAR

	2019-20	2020-21	2021-22	2022-23	2023-24
Level 1:	1079	1132	969	853	750
Level 2:	948	1011	1001	958	884
Level 3:	928	913	964	951	927
Level 4:	901	997	889	980	985
TOTAL:	3856	4053	3823	3742	3546

Source: KCFTPT

Retrieved: February 1, 2023

TABLE 16: RETENTION RATE BY YEARS (COHORT RETENTION)

Retention by Cohort
Revised: February 1, 2024

Table 1

Count Table	Canadian + Permanent Residents				
	Year in Program				
Cohort	1	2	3	4	5
2005	841.0	639.0	519.0	426.0	123.0
2006	817.0	620.0	524.0	426.0	130.0
2007	853.0	634.0	505.0	410.0	133.0
2008	879.0	669.0	547.0	477.0	134.0
2009	887.0	681.0	576.0	494.0	141.0
2010	893.0	694.0	574.0	490.0	153.0
2011	888.0	665.0	551.0	458.0	127.0
2012	810.0	595.0	493.0	411.0	123.0
2013	779.0	614.0	511.0	441.0	148.0
2014	671.0	517.0	455.0	401.0	125.0
2015	691.0	559.0	477.0	423.0	137.0
2016	684.0	557.0	488.0	442.0	157.0
2017	702.0	563.0	478.0	432.0	139.0
2018	716.0	568.0	481.0	414.0	152.0
2019	712.0	569.0	491.0	445.0	160.0
2020	752.0	585.0	499.0	453.0	0.0
2021	706.0	569.0	484.0	0.0	0.0
2022	630.0	518.0	0.0	0.0	0.0
2023	608.0	0.0	0.0	0.0	0.0

Table 2

% table	Canadian + Permanent Residents				
	Year in Program				
Cohort	1	2	3	4	5
2005	100.0	76.0	81.2	82.1	28.9
2006	100.0	75.9	84.5	81.3	30.5
2007	100.0	74.3	79.7	81.2	32.4
2008	100.0	76.1	81.8	87.2	28.1
2009	100.0	76.8	84.6	85.8	28.5
2010	100.0	77.7	82.7	85.4	31.2
2011	100.0	74.9	82.9	83.1	27.7
2012	100.0	73.5	82.9	83.4	29.9
2013	100.0	78.8	83.2	86.3	33.6
2014	100.0	77.0	88.0	88.1	31.2
2015	100.0	80.9	85.3	88.7	32.4
2016	100.0	81.4	87.6	90.6	35.5
2017	100.0	80.2	84.9	90.4	32.2
2018	100.0	79.3	84.7	86.1	36.7
2019	100.0	79.9	86.3	90.6	36.0
2020	100.0	77.8	85.3	90.8	0.0
2021	100.0	80.6	85.1	0.0	0.0
2022	100.0	82.2	0.0	0.0	0.0
2023	100.0	0.0	0.0	0.0	0.0
mean	100.0	78.0	84.2	86.3	31.7
5 Year Mean		80.0	85.6	89.5	34.0

Table 3

Count Table	International				
	Year in Program				
Cohort	1	2	3	4	5
2005	104.0	62.0	40.0	23.0	5.0
2006	80.0	48.0	32.0	18.0	4.0
2007	102.0	64.0	40.0	27.0	11.0
2008	145.0	83.0	56.0	34.0	8.0
2009	141.0	85.0	64.0	45.0	7.0
2010	106.0	68.0	39.0	22.0	7.0
2011	71.0	40.0	31.0	20.0	6.0
2012	99.0	49.0	35.0	30.0	6.0
2013	136.0	63.0	49.0	43.0	12.0
2014	140.0	94.0	68.0	61.0	9.0
2015	160.0	102.0	83.0	71.0	24.0
2016	180.0	114.0	86.0	76.0	29.0
2017	173.0	129.0	120.0	104.0	19.0
2018	236.0	167.0	127.0	106.0	39.0
2019	338.0	237.0	170.0	146.0	45.0
2020	380.0	255.0	211.0	188.0	0.0
2021	263.0	200.0	162.0	0.0	0.0
2022	223.0	183.0	0.0	0.0	0.0
2023	142.0	0.0	0.0	0.0	0.0

Table 4

% table	International				
	Year in Program				
Cohort	1	2	3	4	5
2005	100.0	59.6	64.5	57.5	21.7
2006	100.0	60.0	66.7	56.3	22.2
2007	100.0	62.7	62.5	67.5	40.7
2008	100.0	57.2	67.5	60.7	23.5
2009	100.0	60.3	75.3	70.3	15.6
2010	100.0	64.2	57.4	56.4	31.8
2011	100.0	56.3	77.5	64.5	30.0
2012	100.0	49.5	71.4	85.7	20.0
2013	100.0	46.3	77.8	87.8	27.9
2014	100.0	67.1	72.3	89.7	14.8
2015	100.0	63.8	81.4	85.5	33.8
2016	100.0	63.3	75.4	88.4	38.2
2017	100.0	74.6	93.0	86.7	18.3
2018	100.0	70.8	76.0	83.5	36.8
2019	100.0	70.1	71.7	85.9	30.8
2020	100.0	67.1	82.7	89.1	0.0
2021	100.0	76.0	81.0	0.0	0.0
2022	100.0	82.1	0.0	0.0	0.0
2023	100.0	0.0	0.0	0.0	0.0
mean	100.0	63.9	73.8	76.0	27.1
5 Year Mean		73.2	80.0	86.5	28.8

Table 5

Count Table	All Students				
	Year in Program				
Cohort	1	2	3	4	5
2005	945.0	701.0	559.0	449.0	128.0
2006	897.0	668.0	556.0	444.0	134.0
2007	955.0	698.0	545.0	437.0	144.0
2008	1024.0	752.0	603.0	511.0	142.0
2009	1028.0	766.0	640.0	539.0	148.0
2010	999.0	762.0	613.0	512.0	160.0
2011	959.0	705.0	582.0	478.0	133.0
2012	909.0	644.0	528.0	441.0	129.0
2013	915.0	677.0	560.0	484.0	160.0
2014	811.0	611.0	523.0	462.0	134.0
2015	851.0	661.0	560.0	494.0	161.0
2016	864.0	671.0	574.0	518.0	186.0
2017	875.0	692.0	598.0	536.0	158.0
2018	952.0	735.0	608.0	520.0	191.0
2019	1050.0	806.0	661.0	591.0	205.0
2020	1132.0	840.0	710.0	641.0	0.0
2021	969.0	769.0	646.0	0.0	0.0
2022	853.0	701.0	0.0	0.0	0.0
2023	750.0	0.0	0.0	0.0	0.0

Table 6

% table	All Students				
	Year in Program				
Cohort	1	2	3	4	5
2005	100.0	74.2	79.7	80.3	28.5
2006	100.0	74.5	83.2	79.9	30.2
2007	100.0	73.1	78.1	80.2	33.0
2008	100.0	73.4	80.2	84.7	27.8
2009	100.0	74.5	83.6	84.2	27.5
2010	100.0	76.3	80.4	83.5	31.3
2011	100.0	73.5	82.6	82.1	27.8
2012	100.0	70.8	82.0	83.5	29.3
2013	100.0	74.0	82.7	86.4	33.1
2014	100.0	75.3	85.6	88.3	29.0
2015	100.0	77.7	84.7	88.2	32.6
2016	100.0	77.7	85.5	90.2	35.9
2017	100.0	79.1	86.4	89.6	29.5
2018	100.0	77.2	82.7	85.5	36.7
2019	100.0	76.8	82.0	89.4	34.7
2020	100.0	74.2	84.5	90.3	0.0
2021	100.0	79.4	84.0	0.0	0.0
2022	100.0	82.2	0.0	0.0	0.0
2023	100.0	0.0	0.0	0.0	0.0
mean	100.0	75.8	82.8	85.4	31.1
5 Year Mean		77.9	84.2	88.9	33.1

Source: KCFTPT Calculations

Retrieved: February 1, 2023

TABLE 17: ITR/REG PUSH STATISTICS BY PROPOSED YEAR

Proposed Term 1189 (2018-19)

Proposed Level	# of ITRs and Reg Pushes			# of ITRs and Reg Pushes That Register			% of ITRs and Reg Pushes That Register		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
1	5	4	9	2	2	4	40.0%	50.0%	44.4%
2	604	116	720	555	104	659	91.9%	89.7%	91.5%
3	709	83	792	631	72	703	89.0%	86.7%	88.8%
4	791	108	899	717	99	816	90.6%	91.7%	90.8%
Other:	0	0	0	0	0	0	N/A	N/A	N/A
TOTAL:	2109	311	2420	1905	277	2182	90.3%	89.1%	90.2%

Proposed Term 1199 (2019-20)

Proposed Level	# of ITRs and Reg Pushes			# of ITRs and Reg Pushes That Register			% of ITRs and Reg Pushes That Register		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
1	11	17	28	6	6	12	54.5%	35.3%	42.9%
2	604	148	752	504	99	603	83.4%	66.9%	80.2%
3	833	134	967	588	95	683	70.6%	70.9%	70.6%
4	981	168	1149	660	126	786	67.3%	75.0%	68.4%
Other:	0	0	0	253	65	318	N/A	N/A	N/A
TOTAL:	2429	467	2896	2011	391	2402	82.8%	83.7%	82.9%

Proposed Term 1209 (2020-21)

Proposed Level	# of ITRs and Reg Pushes			# of ITRs and Reg Pushes That Register			% of ITRs and Reg Pushes That Register		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
1	9	3	12	6	0	6	66.7%	0.0%	50.0%
2	527	165	692	474	127	601	89.9%	77.0%	86.8%
3	825	168	993	555	106	661	67.3%	63.1%	66.6%
4	1142	186	1328	753	145	898	65.9%	78.0%	67.6%
Other:	0	0	0	279	71	350	N/A	N/A	N/A
TOTAL:	2503	522	3025	2067	449	2516	82.6%	86.0%	83.2%

Proposed Term 1219 (2021-22)

Proposed Level	# of ITRs and Reg Pushes			# of ITRs and Reg Pushes That Register			% of ITRs and Reg Pushes That Register		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
1	2	0	2	2	0	2	100.0%	N/A	100.0%
2	627	206	833	506	144	650	80.7%	69.9%	78.0%
3	844	181	1025	589	130	719	69.8%	71.8%	70.1%
4	1082	195	1277	648	137	785	59.9%	70.3%	61.5%
Other:	0	0	0	257	62	319	N/A	N/A	N/A
TOTAL:	2555	582	3137	2002	473	2475	78.4%	81.3%	78.9%

Proposed Term 1229 (2022-23)

Proposed Level	# of ITRs and Reg Pushes			# of ITRs and Reg Pushes That Register			% of ITRs and Reg Pushes That Register		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
1	0	0	0	0	0	0	N/A	N/A	N/A
2	591	155	746	495	115	610	83.8%	74.2%	81.8%
3	828	206	1034	569	145	714	68.7%	70.4%	69.1%
4	1120	244	1364	726	174	900	64.8%	71.3%	66.0%
Other:	0	0	0	263	69	332	N/A	N/A	N/A
TOTAL:	2539	605	3144	2053	503	2556	80.9%	83.1%	81.3%

Proposed Term 1239 (2023-24)

Proposed Level	# of ITRs and Reg Pushes			# of ITRs and Reg Pushes That Register			% of ITRs and Reg Pushes That Register		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
1	1	0	1	1	0	1	100.0%	N/A	100.0%
2	536	161	697	471	113	584	87.9%	70.2%	83.8%
3	777	194	971	566	134	700	72.8%	69.1%	72.1%
4	1106	237	1343	758	176	934	68.5%	74.3%	69.5%
Other:	0	0	0	234	83	317	N/A	N/A	N/A
TOTAL:	2420	592	3012	2030	506	2536	83.9%	85.5%	84.2%

Source: February 1 KCFTPT and ITR/REG Push COGNOS Report

Retrieved: February 1, 2023

Notes: (1) Domestic includes residency statuses: CDN, PERM, INTME. (2) International includes residency status: INTMI. (3) Other is a summary of ITRs/RegPushes that register in a level other than anticipated by the system.

TABLE 18: KING'S/ST. PETER'S SEMINARY ARTS ENROLMENT

KING'S/ST. PETER'S SEMINARY ARTS ENROLMENT										
2007-2022										
Academic Year	Full-time King's	Full-time St. Peter's Undergrad	Full-time St. Peter's Theology	Full-time Total	Part-time King's	Part-time St. Peter's Undergrad	Part-time St. Peter's Theology	Part-time Total	Full-time MSW	Part-time MSW
2007-2008	3035	23	30	3088	575	0	26	601	11	44
2008-2009	3081	11	26	3118	534	0	17	551	20	44
2009-2010	3091	10	21	3122	552	0	20	572	19	37
2010-2011	3187	11	18	3216	540	0	12	552	21	42
2011-2012	3254	11	21	3286	543	0	14	557	18	43
2012-2013	3212	9	22	3243	501	0	27	528	20	42
2013-2014	3141	5	23	3169	496	0	23	519	20	38
2014-2015	3035	5	23	3063	517	0	16	533	25	26
2015-2016	2927	7	16	2950	527	1	21	549	25	2
2016-2017	3032	11	27	3070	437	0	19	456	41	1
2017-2018	3000	6	28	3034	441	0	21	462	47	2
2018-2019	3128	8	26	3162	416	0	21	437	50	0
2019-2020	3229	7	31	3267	465	0	16	481	61	0
2020-2021	3439	9	27	3475	515	0	13	528	61	0
2021-2022	4191	7	21	4219	507	0	15	522	63	0
2022-2023	3063	3	17	3083	673	1	17	691	65	1

Source: February MTCU Report (Full-Time Statistics)/February MTCU KCFTPT (Part-Time Statistics)

Retrieved: February 1, 2023

TABLE 19: KING'S ENROLMENT BY DEGREE DESIGNATION

Primary Academic Program	Residency				Total	
	CDN	PERM	INTME	INTMI	TOTAL	% of Total
Arts - BA 3 Year	11	1		1	13	0%
Arts - BA 4 Year	203	2		15	220	6%
Arts - BA 4 Year Honours	67			2	69	2%
Arts - CYS 3 Year BA	2	1			3	0%
Arts - CYS 4 Year BA	185	2		18	205	6%
Arts - CYS 4 Year BA Honours	50	1		2	53	1%
BMOS - 4 Year Honours	86	7		44	137	4%
BMOS 4 Year	257	30	5	221	513	14%
BMOS King's Scholar (Senior Levels)	2	1			3	0%
Certificate/Diploma	12	1		4	17	0%
Foundations in the New Liberal Arts (YR. 1)	22				22	1%
King's Enhanced Year				3	3	0%
King's Scholar (Senior Levels)	34				34	1%
Social Science - BA 3 Year	91		1	15	107	3%
Social Science - BA 4 Year	1227	56	4	344	1631	46%
Social Science - BA 4 Year Honours	331	6	2	19	358	10%
Social Work - BSW 4 Year Honours	94	6	1		101	3%
Special Students	53	4			57	2%
Visiting Students	2	1			3	0%
TOTAL:	2729	119	13	688	3549	100%

Source: February MTCU KCFTPT Calculations

Retrieved: February 1, 2023

TABLE 20: FULL AND PART-TIME REGISTRATIONS BY FACULTY AND PROGRAM

2023-2024				
Program	Plan	Full-Time	Part-Time	Total
BMOS, 4 Year				
	Honours Specialization in Accounting	1		1
	Honours Specialization in Global Commerce	1		1
	Honours Specialization in Organizational and Human Resources		1	1
	Bachelor of Management & Org Studies (King's Scholar Program)	2	1	3
	TOTAL:	4	2	6
BA Arts, 3 Year				
	Minor in Catholic Studies for Teachers	1		1
	Minor in Sociology	1		1
	Major in World Religions		1	1
	Major in Philosophy	4	2	6
	Major in English Language and Literature		2	2
	Major in Disability Studies		1	1
	Major in Criminology	1		1
	Bachelor of Arts (3 Year)	7	6	13
	Major in French Language and Literature	2		2
	Minor in Thanatology		1	1
	TOTAL:	16	13	29
BA Arts, 4 Year				
	Minor in Gender and Women's Studies	1		1
	Minor in Religious Studies	1		1
	Minor in Psychology	9	3	12
	Minor in Political Science	2		2
	Minor in Philosophy	1		1
	Minor in History	6		6
	Minor in Health Sciences	2		2
	Minor in General English	1		1
	Minor in English for Teachers	3		3
	Minor in Social and Political Thought	1		1

Program	Plan	Full-Time	Part-Time	Total
	Minor in Geography	1		1
	Minor in Sociology	2	1	3
	Social Justice and Peace Studies	13	6	19
	Specialization in Catholic Studies		1	1
	Specialization in Economics	6		6
	Specialization in English Language and Literature	2	1	3
	Specialization in Financial Economics	3		3
	Minor in Criminology	2	1	3
	Specialization in Philosophy	5		5
	Minor in Disability Studies	1		1
	Specialization in Religious Studies	2		2
	Specialization in Social Justice and Peace Studies	1		1
	Undeclared	7	2	9
	Specialization in French Studies	5		5
	Major in Continental Philosophy	2		2
	Arts	45	7	52
	Bachelor of Arts Four Year Program	113	27	140
	Major in Catholic Studies	3	1	4
	Minor in French Language and Literature	1		1
	Major in Childhood and Youth Studies	1		1
	Minor in Creative Writing	1	1	2
	Major in Criminology	5	2	7
	Major in Disability Studies	5	2	7
	Major in Economics	1		1
	Major in English Language and Literature	21	5	26
	Major in Finance	1		1
	Major in French Language and Literature	15	1	16
	Major in History	3	3	6
	Major in World Religions		1	1
	Major in Catholic Studies for Teachers	9	3	12
	Minor in Classical Studies	1		1
	Major in Philosophy	18	5	23
	Minor in Biology	1		1

Program	Plan	Full-Time	Part-Time	Total
	Major in Thanatology	3	2	5
	Major in Sociology	3		3
	Major in Social Justice and Peace Studies	3		3
	Major in Religious Studies	1	1	2
	Major in Psychology	3	1	4
	Major in Political Science	1	1	2
	Minor in Childhood and Youth Studies	1	1	2
	TOTAL:	342	80	422
BA Arts, Hons				
	Major in Psychology	2		2
	Major in Political Science	1	2	3
	Major in Philosophy	3	1	4
	Major in History	6	1	7
	Major in Geography	1		1
	Major in Religious Studies	2		2
	Major in Finance	1		1
	Minor in General English	1		1
	Major in French Language and Literature	11		11
	Major in Social Justice and Peace Studies	1		1
	Major in Sociology	1		1
	Minor in Childhood and Youth Studies	1		1
	Minor in English Language and Literature	1		1
	Minor in French Language and Literature	2	1	3
	Minor in History	4		4
	Minor in Philosophy	2		2
	Major in Thanatology	1	1	2
	Major in English Language and Literature	10		10
	Minor in Family Studies	1		1
	Honours Specialization in Catholic Studies for Teachers	14		14
	Major in Economics	1		1
	Bachelor of Arts (4 Year)	31	9	40
	Honours Specialization in Catholic Studies	1		1
	Honours Specialization in Economics	1		1

Program	Plan	Full-Time	Part-Time	Total
	Honours Specialization in French Language and Literature	1		1
	Honours Specialization in History		1	1
	Minor in Criminology	1		1
	Honours Specialization in Philosophy	2	1	3
	Honours Specialization in World Religions		1	1
	Major in Biology	1		1
	Major in Catholic Studies		1	1
	Major in Catholic Studies for Teachers	5		5
	Major in Childhood and Youth Studies	3		3
	Major in Disability Studies	2	1	3
	Major in Classical Studies	2		2
	Bachelor of Arts Honours (4 Year)	27	3	30
	Major in Criminology	1		1
	Honours Specialization in Social Justice and Peace Studies	2	2	4
	TOTAL:	157	29	186
BA Childhood and Youth Studies, 3 Year				
	Major in Childhood and Youth Studies	2	1	3
	Minor in Studio Art	1		1
	Bachelor of Arts (3 Year)	2	1	3
	TOTAL:	5	2	7
BA Childhood and Youth Studies, 4 Year				
	Minor in French Language and Literature	2	1	3
	Minor in Thanatology	5	1	6
	Minor in Sociology	3	2	5
	Minor in Social Justice and Peace Studies	1		1
	Minor in Psychology	9		9
	Major in Disability Studies	3		3
	Minor in Political Science	1		1
	Minor in Philosophy	1		1
	Minor in Media, Information & Technoculture	1		1
	Minor in Geography	1		1
	Minor in Gender and Women's Studies	1		1
	Minor in World Religions	1		1

Program	Plan	Full-Time	Part-Time	Total
	Major in Psychology	3		3
	Major in Childhood and Youth Studies	175	28	203
	Minor in English for Teachers	5		5
	Major in Political Science	1		1
	Major in Sociology	2		2
	Minor in Anthropology	1		1
	Minor in Criminology	1		1
	Minor in Dance	1		1
	Minor in Disability Studies	5	1	6
	Bachelor of Arts Four Year Program	176	28	204
	TOTAL:	400	63	463
BA Childhood and Youth Studies, Hons				
	Major in Political Science	1		
	Minor in Sociology	1		
	Minor in Psychology	2		
	Minor in Disability Studies	6		
	Major in Thanatology	2	1	3
	Major in Sociology	1		
	Minor in Thanatology	1		
	Major in Psychology	1		
	Major in English Language and Literature	1		
	Major in Disability Studies	10		
	Major in Criminology	3		
	Major in Childhood and Youth Studies	20	2	22
	Honours Specialization in Childhood and Youth Studies	30	2	32
	Bachelor of Arts Honours (4 Year)	20	2	22
	Bachelor of Arts (4 Year)	30	2	32
	Major in Sexuality Studies		1	
	Major in French Language and Literature	3		
		132	10	
BA Social Science, 3 Year				
	Minor in Thanatology		4	4
	Minor in Childhood and Youth Studies		1	1

Program	Plan	Full-Time	Part-Time	Total
	Minor in Disability Studies		2	2
	Minor in Economics	3	2	5
	Minor in Finance	2	2	4
	Minor in Political Science	1		1
	Major in Thanatology	1	6	7
	Minor in Sociology	2	2	4
	Minor in French Language and Literature	1		1
	Specialization in Psychology	1		1
	Minor in Religious Studies	1		1
	Major in Economics	1		1
	Minor in Psychology	3	6	9
	Major in Criminology	16	10	26
	Major in Sociology	11	11	22
	Major in Disability Studies	1	6	7
	Bachelor of Arts (3 Year)	46	55	101
	Major in Finance	5	5	10
	Major in History	1	1	2
	Major in Human Rights Studies		1	1
	Major in Political Science	2		2
	Major in Psychology	1	1	2
	Major in Social Justice and Peace Studies	1	2	3
	Major in Cross Disciplinary Studies	1	4	5
	TOTAL:	101	122	223
BA Social Science, 4 Year				
	Major in Human Rights Studies	8	1	9
	Major in Philosophy	1	2	3
	Major in Political Science	46	9	55
	Major in Political Studies: State & Politics	1		1
	Major in Psychology	133	15	148
	Major in Religious Studies	4		4
	Major in Sexuality Studies		1	1
	Major in History	53	10	63
	Major in Sociology	127	25	152

Program	Plan	Full-Time	Part-Time	Total
	Major in Social Justice and Peace Studies	21	8	29
	Major in Gender and Women's Studies	1		1
	Major in French Language and Literature	3		3
	Major in First Nations Studies		1	1
	Major in Finance	12	1	13
	Major in English Language and Literature	2	1	3
	Major in Disability Studies	39	10	49
	Major in Computer Science	3		3
	Major in Childhood and Youth Studies	4	1	5
	Major in Archaeology and Biological Anthropology	1		1
	Bachelor of Arts Four Year Program	839	143	982
	Minor in Anthropology	1		1
	Major in Economics	17	2	19
	Minor in World Religions	2		2
	Minor in Migration and Border Studies	1		1
	Minor in Philosophy	9	2	11
	Minor in Political Science	5	1	6
	Minor in Political Studies: State & Politics	1		1
	Minor in Psychology	58	8	66
	Minor in Public History	1		1
	Minor in Religious Studies	3	1	4
	Minor in Social Justice and Peace Studies	7	1	8
	Minor in Sociology	36	7	43
	Minor in Media, Information & Technoculture	3		3
	Minor in Studio Art	2		2
	Minor in Thanatology	17	3	20
	Social Science	333	56	389
	Social Science - Disability Studies	8	3	11
	Social Science -Thanatology	1	3	4
	Specialization in Economics	81	15	96
	Specialization in Financial Economics	105	13	118
	Specialization in Psychology	44	7	51
	Specialization in Social Justice and Peace Studies	4	1	5

Program	Plan	Full-Time	Part-Time	Total
	Major in Thanatology	20	8	28
	Minor in Analytics and Decision Sciences	5		5
	Minor in Spanish Language and Hispanic Cultures	1		1
	Minor in Dance	3		3
	Minor in Writing Studies	1		1
	Minor in Mathematics	1		1
	Minor in Childhood and Youth Studies	13		13
	Minor in Classical Studies	1		1
	Minor in Creative Writing	3	1	4
	Minor in Criminology	21	4	25
	Minor in Biology	1		1
	Minor in Disability Studies	7	3	10
	Minor in Economics	8		8
	Minor in English for Teachers	5		5
	Minor in Human Rights	5	1	6
	Minor in Japanese Studies	1		1
	Minor in Criminal Justice	3		3
	Minor in Italian Language and Culture	1		1
	Minor in English Language and Literature	4		4
	Minor in History	11	3	14
	Minor in Geography	2		2
	Minor in Gender and Women's Studies	6		6
	Minor in French Language and Literature	6		6
	Minor in First Nations Studies	1		1
	Minor in Finance	1		1
	Minor in General English	1		1
	TOTAL:	2550	456	3006
BA Social Science, Hons				
	Major in Sexuality Studies	1		1
	Minor in English for Teachers	1		1
	Minor in Economics	1		1
	Minor in Disability Studies	1	2	3
	Minor in Criminology	9	1	10

Program	Plan	Full-Time	Part-Time	Total
	Minor in Catholic Studies	1		1
	Major in Sociology	46	4	50
	Minor in Analytics and Decision Sciences	3		3
	Major in Thanatology	5	1	6
	Major in Social Justice and Peace Studies	18	4	22
	Minor in English Language and Literature	2		2
	Minor in Anthropology	2		2
	Minor in Finance	2		2
	Minor in French Language and Literature	1		1
	Minor in General Cinema Studies	1		1
	Minor in Global Development Studies	1		1
	Minor in History	3		3
	Minor in Human Rights	2		2
	Minor in Islamic Studies	2		2
	Minor in Mathematics	1		1
	Minor in Thanatology	5		5
	Minor in Political Science	2		2
	Minor in Social Justice and Peace Studies	2		2
	Minor in Sociology	6		6
	Major in Religious Studies	1		1
	Minor in Philosophy	1		1
	Minor in Religious Studies		2	2
	Honours Specialization in Psychology	51	8	59
	Major in Psychology	28	3	31
	Minor in Psychology	7	2	9
	Bachelor of Arts (4 Year)	200	29	229
	Bachelor of Arts Honours (4 Year)	115	13	128
	Honours Specialization in Applied Psychology	12	1	13
	Honours Specialization in Criminology	40	3	43
	Honours Specialization in Economics	17		17
	Honours Specialization in History	20	3	23
	Honours Specialization in Political Science	21	4	25
	Honours Specialization in Social Justice and Peace Studies	9	4	13

Program	Plan	Full-Time	Part-Time	Total
	Honours Specialization in Thanatology	15	4	19
	Major in Applied Statistics	1		1
	Major in Art History and Studio Art	1		1
	Major in History	10	1	11
	Major in Political Science	24	4	28
	Honours Specialization in Philosophy	1		1
	Major in Human Rights Studies	4		4
	Major in Childhood and Youth Studies	6	1	7
	Major in Geography	1		1
	Major in Gender and Women's Studies	1		1
	Major in French Language and Literature	9		9
	Major in English Language and Literature	7		7
	Major in Economics	6		6
	Major in Disability Studies	9	2	11
	Major in Criminology	58	6	64
	Major in Continental Philosophy	2	1	3
	Major in Finance	3		3
	Major in Philosophy	2	1	3
	TOTAL:	815	106	921
Bachelor of Management and Organizational Studies, 4 Year				
	Specialization in Organizational and Human Resources	37	8	45
	Minor in Japanese Studies	1		1
	Minor in Media, Information & Technoculture	1		1
	Minor in Music	1		1
	Minor in Political Science	1		1
	Minor in Psychology	3		3
	Minor in Sociology	1		1
	Specialization in Accounting	72	13	85
	Specialization in Global Commerce	33	4	37
	Major in Global Commerce	1		1
	Minor in Islamic Studies	1		1
	Specialization in Finance and Administration	152	28	180
	Major in History	1		1

Program	Plan	Full-Time	Part-Time	Total
	Minor in Economics	7	1	8
	Minor in Disability Studies		1	1
	Minor in Chinese Business Communications	1		1
	Minor in Analytics and Decision Sciences	5	1	6
	Management and Organizational Studies	139	29	168
	Bachelor of Management and Organizational Studies Four Year Program	296	53	349
	Major in Organizational and Human Resources	1		1
	BMOS Internship Program	1		1
	Minor in History	2		2
	TOTAL:	759	138	897
BMOS (Honours)				
	Major in Sociology	1		1
	Specialization in Finance and Administration	3		3
	Minor in Analytics and Decision Sciences	27		27
	Major in Organizational and Human Resources	3		3
	Minor in Psychology	3		3
	Major in Psychology	1		1
	Minor in Economics	5		5
	Minor in Finance	1		1
	Minor in French Language and Literature	1		1
	Minor in Political Science	2		2
	Honours Specialization in Organizational and Human Resources	11		11
	Major in Management and Organizational Studies	1		1
	Minor in Japanese Studies	1		1
	Bachelor of Management and Organizational Studies Four Year Program	3		3
	Major in Economics	2		2
	Bachelor of Management and Organizational Studies (4 Year)	108	8	116
	Bachelor of Management and Organizational Studies Honours (4 Year)	16	1	17
	BMOS Internship Program	4	1	5
	Honours Specialization in Accounting	35	4	39
	Honours Specialization in Finance and Administration	50	4	54
	Honours Specialization in Global Commerce	12		12
	Major in Accounting	6		6

Program	Plan	Full-Time	Part-Time	Total
	Major in French Language and Literature	1		1
	Major in Global Commerce	6	1	7
	TOTAL:	314	20	334
Diploma/Certificate program				
	Certificate in Loss, Grief and Bereavement Studies		1	1
	TOTAL:		1	1
Foundations in New Liberal Arts				
	Foundations in the New Liberal Arts	22		22
	TOTAL:	22		22
King's Scholar (Honours)				
	Major in Sociology	1		1
	Major in Human Rights Studies	2		2
	Major in Philosophy	1		1
	Major in Political Science	1	1	2
	Major in Psychology	2		2
	Major in Social Justice and Peace Studies	1		1
	Minor in Criminology	2		2
	Minor in French Language and Literature	1		1
	Minor in Philosophy	1		1
	Minor in Psychology	1		1
	Minor in Social and Political Thought	1		1
	Minor in Thanatology		1	1
	Major in English Language and Literature	4		4
	The New Liberal Arts	30	4	34
	Minor in Sociology	1		1
	Honours Specialization in Philosophy	1		1
	Major in History	3		3
	Major in French Language and Literature	2		2
	Bachelor of Arts Honours (King's Scholar Program)	10		10
	Honours Specialization in Childhood and Youth Studies	2		2
	Honours Specialization in History	5	1	6
	Bachelor of Arts (King's Scholar Program)	20	4	24
	Honours Specialization in Psychology	6	2	8

Program	Plan	Full-Time	Part-Time	Total
	Honours Specialization in Thanatology	1	1	2
	Major in Catholic Studies for Teachers	1		1
	Major in Continental Philosophy	1		1
	Major in Criminology	1		1
	Major in Disability Studies	1		1
	Honours Specialization in English Language and Literature	4		4
	TOTAL:	108	14	122
Social Work				
	Major in Thanatology	1	1	2
	Minor in Psychology		1	1
	Minor in Disability Studies	1		1
	Major in Sociology	1		1
	Major in Anthropology	1		1
	Honours Specialization in Social Work	83	18	101
	TOTAL:	87	20	107
Special Student				
	Major in Middle East Studies		1	1
	Major in Thanatology		1	1
	Minor in Thanatology		1	1
	Post-Degree Module		3	3
	Special Student	6	48	54
	TOTAL:	6	54	60
Visiting King's Univ College S				
	Exchange		2	2
	TOTAL:		2	2

Source: KCARS

Retrieved: January 22, 2024

TABLE 21: COURSE REGISTRATIONS AT KING'S (INCLUDING ST. PETER'S)

Table 21- COURSE REGISTRATIONS AT KING'S, 2014-2015 to 2023-24										
SUBJECT	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-23	2023-24
ACTURSCI	148	150	148	151	150	151	156	141	129	136
ADS	0	0	0	0	0	0	0	13	31.5	56
ASL	0	0	0	0	0	0	0	0	12	12.5
BUSINESS	629	618	616	599	582	606	631	517	543	392
CALCULUS	0	0	0	0	0	0	47.5	101.5	79.5	67
CYS	330.5	327.5	394.5	378	383.5	345.5	361.5	464.5	509	731
DISABST	184.5	239	268	452	515.5	512.5	546	597	481.5	417.5
ECONOMIC	1151	1181	1150.5	1118.5	1298	1477.5	1496.5	1527	1529	1434.5
ENGLISH	615.5	524	492	365.5	453.5	477.5	421.5	413	444	404
FILM	83	65	64	81	70	62	80	77	78	84
FRENCH	240.5	215	191	228	230	220	264.5	234.5	214	171
GSWS	104	81	120	116	102	129	88	134	139	119
GEOGRAPH	77	58	59	83	80	85	72	65	52	41
HISTORY	748.5	723	660	582.5	648	688.5	723	684.5	696	664.5
HISTSCI	271	274	263	269	270	268	269	263	239	264
HUMANRS	0	0	0	0	0	0	33	48	69	66
INTERDIS	48	42	29.5	15	13	49	22.5	33.5	2	4
MOS	793.5	825	849	911	1029	1201.5	1421.5	1491.5	1426	1374.5
MATH	775	813	953.5	776.5	870.5	914	1085	621.5	562	485.5
PHILOSOP	755	656.5	565.5	475	622.5	662	610	693.5	648	669
POLISCI	732	714	736.5	742	680.5	572	538	597.2	587.5	552
PSYCHOL	1922.5	1663	1620.5	1601.5	1708.5	1721.5	1710	1493.5	1635.5	1696.5
RELSTUD	861.5	642.5	552	568	622	549.5	551	461.3	492.5	451.25
SOCLJUST	265.5	321.5	276	348	345.5	362.5	385	409.5	411	363.5
SOCWORK	861.5	797.5	762.5	807	792	771	742.5	668.5	679.5	714.5
SOCIOLOG	2729.5	2619	2548	2423.5	2284.5	2345.5	2321	2232	2100.5	1963
SPANISH	23	26	24	30	25	24	24	44	22	26
SPEECH	30	28	30	30	28	30	30	29	23	18
STATS	0	0	0	0	0	0	0	278.5	260	192
THANAT	475	431.5	430.5	458	456.5	508.5	525.5	562.5	530	520
TNLA	0	0	0	0	0	27	30	27.5	24.5	33.5
WRITING	376.5	356	404	407.5	383.5	569.5	527	492.5	449	393
Total C.R.	15231	14391	14207.5	14016.5	14643.5	15330	15712.5	15416	15098.5	14516.3
F.T.E.	3046.2	2878.2	2841.5	2803.3	2928.7	3066	3142.5	3083.2	3019.7	2903.25
Revised February 1, 2024										

Source: Enrolment Report**Retrieved:** February 1, 2023**Notes:**

- # of course registrations at King's including in-flow from Western, Brescia, and Huron.
- King's student registrations at Western, Brescia, or Huron are presented in the cross-flow tables.

TABLE 22: COURSE REGISTRATIONS AND STUDENT/FACULTY RATIOS

TABLE 22										
COURSE REGISTRATIONS AT KING'S AND STUDENT/FACULTY RATIOS, 2014-2015 to 2023-2024										
(includes St. Peter's Courses)										
SUBJECT	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-23	2023-24
ACTURSCI	148	150	148	151	150	151	156	141	129	136
ADS	0	0	0	0	0	0	0	13	31.5	56
ASL	0	0	0	0	0	0	0	0	12	12.5
BUSINESS	629	618	616	599	582	606	631	517	543	392
CALCULUS	0	0	0	0	0	0	47.5	101.5	79.5	67
CYS	330.5	327.5	394.5	378	383.5	345.5	361.5	464.5	509	731
DISABST	184.5	239	268	452	515.5	512.5	546	597	481.5	417.5
ECONOMIC	1151	1181	1150.5	1118.5	1298	1477.5	1496.5	1527	1529	1434.5
ENGLISH	615.5	524	492	365.5	453.5	477.5	421.5	413	444	404
FILM	83	65	64	81	70	62	80	77	78	84
FRENCH	240.5	215	191	228	230	220	264.5	234.5	214	171
GSWS	104	81	120	116	102	129	88	134	139	119
GEOGRAPH	77	58	59	83	80	85	72	65	52	41
HISTORY	748.5	723	660	582.5	648	688.5	723	684.5	696	664.5
HISTSCI	271	274	263	269	270	268	269	263	239	264
HUMANRS	0	0	0	0	0	0	33	48	69	66
INTERDIS	48	42	29.5	15	13	49	22.5	33.5	2	4
MOS	793.5	825	849	911	1029	1201.5	1421.5	1491.5	1426	1374.5
MATH	775	813	953.5	776.5	870.5	914	1085	621.5	562	485.5
PHILOSOP	755	656.5	565.5	475	622.5	662	610	693.5	648	669
POLISCI	732	714	736.5	742	680.5	572	538	597.2	587.5	552
PSYCHOL	1922.5	1663	1620.5	1601.5	1708.5	1721.5	1710	1493.5	1635.5	1696.5
RELSTUD	861.5	642.5	552	568	622	549.5	551	461.3	492.5	451.25
SOCLJUST	265.5	321.5	276	348	345.5	362.5	385	409.5	411	363.5
SOCWORK	861.5	797.5	762.5	807	792	771	742.5	668.5	679.5	714.5
SOCIOLOG	2729.5	2619	2548	2423.5	2284.5	2345.5	2321	2232	2100.5	1963
SPANISH	23	26	24	30	25	24	24	44	22	26
SPEECH	30	28	30	30	28	30	30	29	23	18
STATS	0	0	0	0	0	0	0	278.5	260	192
THANAT	475	431.5	430.5	458	456.5	508.5	525.5	562.5	530	520
TNLA	0	0	0	0	0	27	30	27.5	24.5	33.5
WRITING	376.5	356	404	407.5	383.5	569.5	527	492.5	449	393
Total C.R.	15231	14391	14207.5	14016.5	14643.5	15330	15712.5	15416	15098.5	14516.25
F.T.E.	3046.2	2878.2	2841.5	2803.3	2928.7	3066	3142.5	3083.2	3019.7	2903.25
F.T.E. Faculty (Total Sections / 2.66)	125.3759398	125.56391	121.2406015	128.1015038	128.28947	132.7067669	132.33083	144.6	172.9	169.548872
Student/Faculty Ratio	24.3:1	22.9:1	23.4:1	21.9:1	22.8:1	23.1:1	23.7:1	21.3:1	17.5:1	17.1:1

Revised: February 1, 2024

Source: Enrolment Report

Retrieved: February 1, 2024

TABLE 23: CROSSFLOW SUMMARY, FALL/WINTER 2023-24

Cross Flow Trends with the Three Other Campuses								Net Flows						
year	To UWO	To Brescia	To Huron	From UWO	From Brescia	From Huron		UWO net	Bres Net	Hur Net		Outflow	Inflow	Netflow
								out-In	out-In	out-In				out-in
2008	1885.5	302.5	204.0	907.5	299.5	180.5		978.0	3.0	23.5		2392.0	1387.5	1004.5
2009	1791.5	270.5	190.5	902.0	233.5	235.5		889.5	37.0	-45.0		2252.5	1371.0	881.5
2010	1767.0	299.0	188.5	814.5	275.0	201.5		952.5	24.0	-13.0		2254.5	1291.0	963.5
2011	2014.5	312.5	231.5	781.0	301.0	185.5		1233.5	11.5	46.0		2558.5	1267.5	1291.0
2012	1907.0	306.0	224.0	676.5	329.0	194.5		1230.5	-23.0	29.5		2437.0	1200.0	1237.0
2013	1823.0	280.0	180.5	645.5	289.5	215.5		1177.5	-9.5	-35.0		2283.5	1150.5	1133.0
2014	1918.0	251.5	201.5	483.5	217.5	223.5		1434.5	34.0	-22.0		2371.0	924.5	1446.5
2015	1738.0	262.0	200.0	567.5	212.5	160.5		1170.5	49.5	39.5		2200.0	940.5	1259.5
2016	1682.0	259.5	236.0	577.5	241.5	161.5		1104.5	18.0	74.5		2177.5	980.5	1197.0
2017	1772.5	302.5	257.0	654.5	238.5	238.5		1118.0	64.0	18.5		2332.0	1131.5	1200.5
2018	1849.5	312.5	333.0	623.5	280.0	133.5		1226.0	32.5	199.5		2495.0	1037.0	1458.0
2019	1755.5	309.0	283.0	433.0	269.5	147.0		1322.5	39.5	136.0		2347.5	849.5	1498.0
2020	2054.5	269.5	250.0	500.0	199.0	140.0		1554.5	70.5	110.0		2574.0	839.0	1735.0
2021	1713.5	313.5	167.0	520.0	242.5	175.5		1193.5	71.0	-8.5		2194.0	938.0	1256.0
2022	1635.5	227.0	231.0	442.5	230.0	132.0		1193.0	-3.0	99.0		2093.5	804.5	1289.0
2023	1660.0	124.5	180.5	477.0	328.5	233.5		1183.0	-204.0	-53.0		1965.0	1039.0	926.0
Year over year	24.5	-102.5	-50.5	34.5	98.5	101.5		-10.0	-201.0	-152.0		-128.5	234.5	-363.0

Source: MTCU Cross Flow Calculation

Retrieved: February 1, 2024

TABLE 24: INTERNATIONAL STUDENTS BY COUNTRY OF ORIGIN

Country of Origin	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Angola	1	1			
Antigua and Barbuda	1	1	1	1	1
Australia				1	
Bahamas	11	9	4	3	2
Bangladesh	1		2	1	1
Barbados				1	
Bermuda	6	5	1	2	5
Brazil				1	1
Cameroon					1
Canada			2	1	1
China	700	821	751	737	601
Egypt		1	2	3	1
Ethiopia	1				
Ghana	2	1			1
Hong Kong	1		3	4	4
India	64	50	38	32	19
Iran (Islamic Republic of)	1				
Jamaica	1	2	1		
Japan	1	2	1	1	
Jordan	1	2	1	1	
Kenya	1	1	1	1	2
Korea, Democratic People's Rep	1	1	2	1	2
Korea, Republic of	3	2	3	3	3
Kyrgyzstan		1	1	1	
Libyan Arab Jamahiriya	1				
Malaysia	2	1			
Mexico			1	1	2
Mongolia	1		1	1	1
Nigeria	2	2	1	2	1
Pakistan	7	9	9	11	11
Panama			1	1	
Philippines					1
Qatar	1	1	1	1	
Rwanda				1	1
Saudi Arabia	1				
Swaziland			1		
Taiwan, Province of China		1	3	2	2
Tanzania, United Republic of			1	1	1
Trinidad and Tobago	6	10	9	7	4
Turkey	1	1	1	1	1
United Arab Emirates		2	3	1	1
United Kingdom	2	2	1	1	1
United States	4	3	2	1	
Unspecified	1	1			
Viet Nam	6	10	12	14	13
TOTAL:	832	943	861	841	685

Source: KCARS

Retrieved: January 22, 2024

TABLE 25: INTERNATIONAL STUDENTS BY PROGRAM

Program	Full-time	Part-time	Total
BA Arts, 3 Year	1		1
BA Arts, 4 Year	13	1	14
BA Arts, Hons	2		2
BA Childhood and Youth Studies, 4 Year	16	2	18
BA Childhood and Youth Studies, Hons	2		2
BA Social Science, 3 Year	10	4	14
BA Social Science, 4 Year	298	37	335
BA Social Science, Hons	16	1	17
Bachelor of Management and Organizational Studies, 4 Year	184	34	218
BMOS (Honours)	40	3	43
King's Enhanced Year		1	1
King's Enhanced Year (KEY)		3	3
	582	86	668

Source: KCARS

Retrieved: January 22, 2023

TABLE 26: AVERAGE CLASS SIZE

TABLE 26																					
Average Class Size by Discipline and Level 2018-19 to 2022-23																					
	2019-20				2020-21				2021-22				2022-23				2023-24				
	Level	Level	Level	Level	Level	Level	Level	Level	Level	Level	Level	Level	Level	Level	Level	Level	Level 1	Level 2	Level 3	Level 4	
ACTURSCI	N/A	75.50	N/A	N/A	N/A	78.50	N/A	N/A	N/A	N/A	47.00	N/A	N/A	N/A	43.00	N/A	N/A	N/A	68.00	N/A	N/A
ADS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.00	6.50	N/A	N/A	26.00	7.50	11.00	N/A	35.50	22.00	19.00
ASL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	24.00	N/A	N/A	N/A	25.00	N/A	N/A	N/A
BUSINESS	72.67	55.00	N/A	N/A	71.14	66.50	N/A	N/A	59.83	52.67	N/A	N/A	71.20	62.33	N/A	N/A	71.75	52.50	N/A	N/A	
CALCULUS	60.00	N/A	N/A	N/A	47.50	N/A	N/A	N/A	50.75	N/A	N/A	N/A	53.00	N/A	N/A	N/A	44.66	N/A	N/A	N/A	
CYS	73.66	36.28	21.90	14.00	97.50	47.83	21.00	17.00	90.00	46.88	24.33	9.00	79.00	51.50	23.62	20.67	90.25	56.83	24.00	18.25	
DISABST	71.80	40.64	25.67	N/A	78.00	39.38	29.20	N/A	90.50	38.22	23.67	N/A	79.33	30.89	21.00	N/A	69.75	27.50	19.33	N/A	
ECONOMIC	82.25	59.21	17.75	7.00	83.50	55.45	22.38	5.00	56.40	50.70	19.00	6.00	63.83	50.76	17.50	3.00	48.66	50.97	22.20	4.00	
ENGLISH	29.40	34.50	20.57	19.00	33.20	30.33	18.71	19.00	30.00	28.50	26.60	9.50	28.17	33.25	19.67	11.50	28.83	30.00	15.16	8.00	
FILM	63.00	N/A	N/A	N/A	80.00	N/A	N/A	N/A	77.00	N/A	N/A	N/A	78.00	N/A	N/A	N/A	64.00	40.00	N/A	N/A	
FRENCH	30.67	28.33	19.60	11.67	29.67	34.00	19.63	14.00	21.50	21.33	17.88	24.00	21.00	26.00	18.57	15.67	17.00	22.00	16.00	13.00	
GEOGRAPH	85.00	N/A	N/A	N/A	72.00	N/A	N/A	N/A	65.00	N/A	N/A	N/A	52.00	N/A	N/A	N/A	41.00	N/A	N/A	N/A	
GSWS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.00	16.00	N/A	N/A	59.00	21.00	N/A	N/A	48.50	22.00	N/A	N/A	
HISTORY	51.50	44.67	20.60	10.25	48.00	50.13	26.00	17.75	41.71	47.80	19.00	16.75	36.71	42.42	15.71	12.75	38.00	39.90	21.40	8.50	
HISTSCI	N/A	89.33	N/A	N/A	N/A	89.67	N/A	N/A	N/A	87.67	N/A	N/A	N/A	79.67	N/A	N/A	N/A	88.00	N/A	N/A	
HUMANRS	N/A	N/A	N/A	N/A	N/A	33.00	N/A	N/A	43.00	29.50	N/A	N/A	58.00	26.00	N/A	4.00	59.00	23.50	N/A	4.00	
INTERDIS	24.00	24.50	N/A	N/A	N/A	45.00	N/A	N/A	N/A	50.00	17.00	N/A	N/A	4.00	N/A	N/A	N/A	8.00	N/A	N/A	
MATH	69.58	N/A	N/A	N/A	70.63	N/A	N/A	N/A	50.43	N/A	N/A	N/A	54.56	N/A	N/A	N/A	50.11	N/A	N/A	N/A	
MOS	68.00	40.24	36.19	27.50	61.33	46.39	34.08	28.33	71.75	40.33	28.30	22.18	46.33	40.75	32.95	25.20	72.00	34.47	30.88	24.40	
PHILOSOP	42.44	35.54	21.50	17.00	56.00	33.44	16.00	N/A	44.60	32.40	16.00	6.00	48.00	26.25	6.50	11.00	49.00	29.29	6.75	2.00	
POLISCI	54.00	36.29	21.00	13.60	56.71	37.20	19.36	14.67	61.88	37.13	14.45	13.33	59.71	42.63	18.22	19.50	55.16	46.00	16.30	17.00	
PSYCHOL	73.00	63.57	17.94	16.67	76.00	69.72	20.00	14.00	70.88	66.10	18.50	11.67	65.13	67.50	20.84	8.33	58.37	66.00	21.62	6.50	
RELSTUD	53.38	31.27	15.20	3.50	54.43	22.82	16.40	8.00	36.00	22.33	13.40	9.50	42.14	19.96	14.67	9.00	39.00	20.66	8.00	13.50	
SOCIOLOG	60.88	53.88	23.53	12.89	62.25	56.41	22.64	14.75	65.57	49.15	20.68	12.14	62.00	51.41	20.51	13.00	56.85	51.12	19.00	16.60	
SOCJUST	60.40	42.00	21.86	14.50	51.00	41.67	19.55	17.00	52.60	41.00	20.36	10.00	51.33	32.17	16.50	21.00	49.33	31.16	16.90	13.50	
SOCWORK	77.25	48.00	23.89	18.77	76.83	59.33	20.00	20.00	56.00	41.00	18.78	16.28	53.63	40.67	20.09	17.82	60.75	30.00	22.60	17.11	
SPANISH	24.00	N/A	N/A	N/A	24.00	N/A	N/A	N/A	22.00	N/A	N/A	N/A	22.00	N/A	N/A	N/A	26.00	N/A	N/A	N/A	
SPEECH	N/A	30.00	N/A	N/A	N/A	30.00	N/A	N/A	N/A	29.00	N/A	N/A	N/A	23.00	N/A	N/A	18.00	N/A	N/A	N/A	
STATS	79.50	70.00	N/A	N/A	65.00	73.00	N/A	N/A	47.86	55.50	N/A	N/A	60.40	54.50	N/A	N/A	50.80	32.50	N/A	N/A	
THANAT	33.40	33.07	27.33	7.00	42.17	33.93	27.64	14.33	50.80	36.40	27.27	8.33	54.75	34.67	25.58	5.00	51.20	35.66	20.25	6.00	
TNLA	N/A	18.00	9.00	7.00	N/A	16.00	17.00	14.00	N/A	18.00	9.00	10.00	N/A	16.00	9.00	8.00	22.00	10.00	13.00	N/A	
WRITING	23.44	19.80	N/A	N/A	24.54	21.40	14.00	N/A	23.43	18.50	7.00	N/A	21.31	18.71	21.00	N/A	23.03	18.33	8.00	N/A	
COLLEGE WIDE	53.90	47.00	24.44	17.28	54.27	46.90	23.80	19.67	47.44	43.02	21.46	16.23	47.11	42.00	22.20	17.43	45.99	42.15	21.50	15.67	

Source: Enrolment Report
Retrieved: February 1, 2023

TABLE 27: CLASSROOM UTILIZATION BY ROOM TYPE ORGANIZED BY DAY/TIME

See Appendix 3 for First Term Classroom Utilization (Supplemental Document [Attached]).

See Appendix 4 for Second Term Classroom Utilization (Supplemental Document [Attached]).

TABLE 28: GRADUATES AT SPRING (JUNE) AND FALL (OCTOBER) CONVOCATION

2019-20			
Program	Male	Female	Total
BA Arts, 3 Year	3	3	6
BA Arts, 4 Year	6	14	20
BA Arts, Hons	7	37	44
BA Childhood and Youth Studies, 4 Year	0	6	6
BA Childhood and Youth Studies, Hons	0	17	17
BA Social Science, 3 Year	24	16	40
BA Social Science, 4 Year	59	80	139
BA Social Science, Hons	28	95	123
Bachelor of Management and Organizational Studies, 4 Year	33	21	54
BMOS (Honours)	20	34	54
Diploma/Certificate program	3	16	19
King's Scholar (Honours)	2	5	7
King's University College	3	0	3
Master of Divinity	0	1	1
Social Work	8	33	41
TOTAL:	196	378	574

2020-21			
Program	Male	Female	Total
BA Arts, 3 Year	7	4	11
BA Arts, 4 Year	7	14	21
BA Arts, Hons	12	31	43
BA Childhood and Youth Studies, 3 Year	0	2	2
BA Childhood and Youth Studies, 4 Year	0	5	5
BA Childhood and Youth Studies, Hons	1	18	19
BA Social Science, 3 Year	32	20	52
BA Social Science, 4 Year	82	85	167
BA Social Science, Hons	44	112	156
Bachelor of Management and Organizational Studies, 4 Year	50	38	88
BMOS (Honours)	20	23	43
Diploma/Certificate program	2	22	24
King's Scholar (Honours)	6	4	10
King's University College	3	0	3
Master of Divinity	0	2	2
Social Work	2	48	50
TOTAL:	268	428	696

2021-22			
Program	Male	Female	Total
BA Arts, 3 Year	3	7	10
BA Arts, 4 Year	5	14	19
BA Arts, Hons	6	18	24
BA Childhood and Youth Studies, 3 Year	0	3	3
BA Childhood and Youth Studies, 4 Year	0	7	7
BA Childhood and Youth Studies, Hons	1	10	11
BA Social Science, 3 Year	15	22	37
BA Social Science, 4 Year	54	91	145
BA Social Science, Hons	37	82	119
Bachelor of Management and Organizational Studies, 4 Year	42	23	65
BMOS (Honours)	32	19	51
Diploma/Certificate program	4	19	23
King's Scholar (Honours)	7	3	10
King's University College	2	0	2
Master of Divinity	0	1	1
Social Work	4	32	36
TOTAL:	212	351	563

2022-23			
Program	Male	Female	Total
BA Arts, 3 Year	0	5	5
BA Arts, 4 Year	8	21	29
BA Arts, Hons	15	23	38
BA Childhood and Youth Studies, 3 Year	0	2	2
BA Childhood and Youth Studies, 4 Year	0	17	17
BA Childhood and Youth Studies, Hons	2	10	12
BA Social Science, 3 Year	20	22	42
BA Social Science, 4 Year	70	81	151
BA Social Science, Hons	36	85	121
Bachelor of Management and Organizational Studies, 4 Year	43	29	72
BMOS (Honours)	26	31	57
Diploma/Certificate program	5	24	29
King's Scholar (Honours)	4	2	6
King's University College	1	1	2
Master of Divinity	1	1	2
Social Work	5	29	34
TOTAL:	236	383	619

Source: KCARS

Retrieved: January 22, 2024

TABLE 29: FULL-TIME HONORS REGISTRANTS BY PROGRAM AND YEAR

Academic Program	Module	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
BA Arts, Hons						
	Minor	17	18	15	17	12
	Major	50	45	46	39	27
	Other	94	91	79	87	55
	TOTAL:	161	154	140	143	94
BA Childhood and Youth Studies, Hons						
	Major	20	18	17	17	19
	Minor	5	4	9	11	10
	Other	32	32	30	46	46
	TOTAL:	57	54	56	74	75
BA Social Science, Hons						
	Major	140	197	150	127	122
	Minor	66	69	66	60	56
	Other	343	406	354	321	308
	TOTAL:	549	672	570	508	486
BMOS (Honours)						
	Minor	12	18	28	33	38
	Major	69	54	46	29	17
	Other	181	194	189	148	132
	TOTAL:	262	266	263	210	187
King's Scholar (Honours)						
	Major	13	21	21	15	11
	Minor	12	14	13	13	8
	Other	47	51	43	39	33
	TOTAL:	72	86	77	67	52
Social Work						
	Major	10	3	4	2	
	Minor	9	3		4	1
	Other	87	90	82	79	85
	TOTAL:	106	96	86	85	86

Source: KCARS

Retrieved: January 22, 2024

APPENDIX

SEE ATTACHMENTS

Western University																					
King's University College - First-Time, Full-Time, Year-1, Undergraduate Continuation Rates and Cumulative Graduation Rates																					
Faculty	Type	Cohort	Headcount	Cont to 2 Yr	Cont to 3Yr	Grad in 3 Yr	Cont to 4 Yr	Grad in 4 Yr	Cont to 5 Yr	Grad in 5 Yr	Cont to 6 Yr	Grad in 6 Yr	Cont to 7 Yr	Grad in 7 Yr	Cont to 8 Yr	Grad in 8 Yr	Cont to 9 Yr	Grad in 9 Yr	Cont to 10 Yr	Grad in 10 Yr	Cont to 11 Yr
King's	Total	2004	810	88.4%	81.1%	5.6%	73.2%	53.2%	22.3%	68.9%	6.4%	73.2%	3.5%	75.1%	2.0%	75.6%	1.1%	76.5%	0.6%	77.0%	0.4%
King's	Total	2005	804	87.3%	78.6%	3.6%	70.3%	47.5%	24.1%	65.0%	6.3%	69.0%	3.1%	70.4%	2.6%	71.8%	1.9%	72.6%	1.0%	73.3%	0.4%
King's	Total	2006	764	87.7%	80.8%	5.9%	72.4%	52.6%	23.4%	69.0%	6.8%	73.3%	3.3%	75.4%	1.3%	76.7%	0.5%	76.8%	0.4%	77.1%	0.4%
King's	Total	2007	785	85.2%	76.6%	4.8%	67.0%	47.0%	23.9%	64.2%	6.6%	70.1%	2.0%	71.3%	0.5%	71.6%	0.9%	72.0%	0.9%	72.4%	0.4%
King's	Total	2008	845	87.7%	79.6%	3.1%	72.9%	48.9%	24.3%	66.6%	7.7%	70.9%	3.3%	72.3%	1.7%	73.3%	1.2%	73.7%	0.9%	74.0%	0.8%
King's	Total	2009	866	86.8%	80.9%	4.6%	71.9%	52.9%	21.5%	70.9%	4.7%	74.8%	2.5%	76.0%	1.5%	76.9%	1.0%	77.7%	0.6%	78.1%	0.2%
King's	Total	2010	850	86.6%	80.2%	4.4%	72.6%	51.9%	24.6%	68.7%	6.6%	73.4%	2.7%	74.9%	1.6%	76.1%	0.5%	76.4%	0.4%	76.8%	0.2%
King's	Total	2011	840	85.0%	79.4%	5.5%	69.0%	52.4%	20.8%	67.7%	6.3%	72.5%	2.1%	74.0%	0.6%	74.4%	0.8%	74.6%	0.8%	75.2%	0.2%
King's	Total	2012	795	84.0%	78.7%	4.5%	69.9%	50.3%	23.4%	65.7%	6.4%	70.7%	2.3%	72.2%	1.9%	73.1%	1.3%	73.7%	0.5%	74.2%	0.1%
King's	Total	2013	793	85.6%	79.1%	4.5%	71.6%	50.7%	23.7%	69.2%	5.0%	72.1%	2.3%	73.4%	1.3%	74.4%	0.5%	74.7%	0.4%		
King's	Total	2014	695	85.9%	80.4%	3.3%	73.1%	50.4%	22.3%	68.8%	5.2%	72.5%	1.6%	73.8%	0.7%	74.5%	0.9%				
King's	Total	2015	733	86.6%	81.2%	2.7%	75.6%	51.8%	24.8%	69.4%	7.5%	74.6%	2.7%	76.4%	1.4%						
King's	Total	2016	702	87.9%	81.9%	2.3%	75.6%	49.0%	27.8%	69.7%	7.3%	73.5%	4.3%								
King's	Total	2017	699	89.1%	81.8%	1.7%	76.8%	52.8%	25.0%	68.8%	7.4%										
King's	Total	2018	769	87.9%	80.5%	2.6%	73.5%	48.4%	27.0%												
King's	Total	2019	786	90.5%	83.5%	1.9%	77.7%														
King's	Total	2020	781	84.0%	79.0%																
King's	Total	2021	715	85.9%																	
King's	Female	2004	448	91.3%	86.4%	6.9%	77.5%	62.7%	18.1%	76.6%	5.1%	79.7%	2.9%	80.8%	1.6%	81.5%	0.2%	81.5%	0.4%	82.1%	0.0%
King's	Female	2005	455	89.5%	81.3%	4.8%	73.2%	55.2%	22.0%	72.1%	4.6%	75.6%	2.9%	76.7%	2.4%	78.2%	1.5%	78.9%	0.9%	79.3%	0.7%
King's	Female	2006	458	90.0%	83.0%	6.8%	75.1%	60.9%	19.4%	75.3%	5.2%	77.5%	2.2%	78.8%	1.7%	80.1%	0.4%	80.1%	0.4%	80.3%	0.4%
King's	Female	2007	451	85.1%	77.8%	6.2%	66.7%	53.4%	19.5%	67.8%	4.9%	72.7%	2.0%	73.6%	0.2%	73.6%	1.1%	73.8%	0.7%	74.1%	0.4%
King's	Female	2008	513	89.3%	81.7%	3.3%	75.0%	57.7%	19.5%	73.1%	5.1%	75.6%	2.5%	77.0%	1.8%	77.4%	1.6%	78.0%	1.2%	78.2%	1.2%
King's	Female	2009	488	88.7%	82.8%	5.7%	74.0%	59.2%	19.3%	77.0%	3.5%	79.1%	2.0%	79.9%	1.6%	80.5%	1.2%	81.6%	0.2%	82.0%	0.0%
King's	Female	2010	480	87.7%	83.8%	5.2%	74.8%	60.2%	19.8%	73.5%	5.2%	77.5%	2.3%	79.2%	1.3%	80.0%	0.2%	80.0%	0.4%	80.4%	0.2%
King's	Female	2011	467	87.4%	81.2%	6.4%	70.4%	59.3%	18.6%	72.6%	6.0%	76.4%	2.8%	78.4%	1.1%	79.0%	1.1%	79.0%	1.3%	79.9%	0.4%
King's	Female	2012	469	85.3%	79.5%	4.9%	72.1%	57.4%	20.0%	71.4%	5.5%	75.5%	1.7%	76.8%	1.3%	77.2%	1.1%	77.4%	0.4%	78.0%	0.0%
King's	Female	2013	425	88.0%	80.9%	4.7%	75.1%	55.3%	21.6%	73.4%	4.7%	75.8%	2.8%	77.2%	1.6%	78.8%	0.2%	78.8%	0.5%		
King's	Female	2014	345	88.4%	82.9%	4.3%	74.8%	58.0%	19.7%	76.5%	3.5%	78.6%	1.2%	79.4%	0.6%	79.7%	0.9%				
King's	Female	2015	417	87.5%	83.7%	3.4%	78.4%	61.2%	19.2%	75.1%	5.0%	79.1%	2.2%	80.3%	0.7%						
King's	Female	2016	390	90.0%	86.2%	1.5%	82.1%	59.5%	23.3%	76.7%	6.2%	80.0%	3.6%								
King's	Female	2017	393	89.6%	83.0%	1.8%	79.9%	58.5%	22.4%	74.6%	5.6%										
King's	Female	2018	421	90.7%	84.6%	2.4%	77.4%	54.4%	25.2%												
King's	Female	2019	424	93.4%	85.8%	1.9%	80.9%														
King's	Female	2020	418	87.6%	83.3%																
King's	Female	2021	343	88.6%																	
King's	Male	2004	362	84.8%	74.6%	3.9%	68.0%	41.4%	27.6%	59.4%	8.0%	65.2%	4.1%	68.0%	2.5%	68.2%	2.2%	70.4%	0.8%	70.7%	0.8%
King's	Male	2005	349	84.5%	75.1%	2.0%	66.5%	37.5%	26.9%	55.9%	8.6%	60.5%	3.4%	62.2%	2.9%	63.3%	2.3%	64.5%	1.1%	65.3%	0.0%
King's	Male	2006	306	84.3%	77.5%	4.6%	68.3%	40.2%	29.4%	59.5%	9.2%	67.0%	4.9%	70.3%	0.7%	71.6%	0.7%	71.9%	0.3%	72.2%	0.3%
King's	Male	2007	334	85.3%	74.9%	3.0%	67.4%	38.3%	29.9%	59.3%	9.0%	66.5%	2.1%	68.3%	0.9%	68.9%	0.6%	69.5%	1.2%	70.1%	0.3%
King's	Male	2008	332	85.2%	76.5%	2.7%	69.6%	35.2%	31.6%	56.6%	11.7%	63.6%	4.5%	65.1%	1.5%	66.9%	0.6%	67.2%	0.6%	67.5%	0.3%
King's	Male	2009	378	84.4%	78.6%	3.2%	69.3%	44.7%	24.3%	63.0%	6.3%	69.3%	3.2%	70.9%	1.3%	72.2%	0.8%	72.8%	1.1%	73.0%	0.5%
King's	Male	2010	370	85.1%	75.7%	3.2%	69.7%	41.1%	30.8%	62.4%	8.4%	68.1%	3.2%	69.5%	2.2%	71.1%	0.8%	71.6%	0.3%	72.2%	0.3%
King's	Male	2011	373	82.0%	77.2%	4.3%	67.3%	43.7%	23.6%	61.7%	6.7%	67.6%	1.3%	68.6%	0.0%	68.6%	0.5%	69.2%	0.3%	69.4%	0.0%

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Western University																					
King's University College - First-Time, Full-Time, Year-1, Undergraduate Continuation Rates and Cumulative Graduation Rates																					
Faculty	Type	Cohort	Headcount	Cont to 2 Yr	Cont to 3Yr	Grad in 3 Yr	Cont to 4 Yr	Grad in 4 Yr	Cont to 5 Yr	Grad in 5 Yr	Cont to 6 Yr	Grad in 6 Yr	Cont to 7 Yr	Grad in 7 Yr	Cont to 8 Yr	Grad in 8 Yr	Cont to 9 Yr	Grad in 9 Yr	Cont to 10 Yr	Grad in 10 Yr	Cont to 11 Yr
King's	Total	2004	810	716	657	45	593	431	181	558	52	593	28	608	16	612	9	620	5	624	3
King's	Total	2005	804	702	632	29	565	382	194	523	51	555	25	566	21	577	15	584	8	589	3
King's	Total	2006	764	670	617	45	553	402	179	527	52	560	25	576	10	586	4	587	3	589	3
King's	Total	2007	785	669	601	38	526	369	188	504	52	550	16	560	4	562	7	565	7	568	3
King's	Total	2008	845	741	673	26	616	413	205	563	65	599	28	611	14	619	10	623	8	625	7
King's	Total	2009	866	752	701	40	623	458	186	614	41	648	22	658	13	666	9	673	5	676	2
King's	Total	2010	850	736	682	37	617	441	209	584	56	624	23	637	14	647	4	649	3	653	2
King's	Total	2011	840	714	667	46	580	440	175	569	53	609	18	622	5	625	7	627	7	632	2
King's	Total	2012	795	668	626	36	556	400	186	522	51	562	18	574	15	581	10	586	4	590	1
King's	Total	2013	793	679	627	36	568	402	188	549	40	572	18	582	10	590	4	592	3		
King's	Total	2014	695	597	559	23	508	350	155	478	36	504	11	513	5	518	6				
King's	Total	2015	733	635	595	20	554	380	182	509	55	547	20	560	10						
King's	Total	2016	702	617	575	16	531	344	195	489	51	516	30								
King's	Total	2017	699	623	572	12	537	369	175	481	52										
King's	Total	2018	769	676	619	20	565	372	208												
King's	Total	2019	786	711	656	15	611														
King's	Total	2020	781	656	617																
King's	Total	2021	715	614																	
King's	Female	2004	448	409	387	31	347	281	81	343	23	357	13	362	7	365	1	365	2	368	0
King's	Female	2005	455	407	370	22	333	251	100	328	21	344	13	349	11	356	7	359	4	361	3
King's	Female	2006	458	412	380	31	344	279	89	345	24	355	10	361	8	367	2	367	2	368	2
King's	Female	2007	451	384	351	28	301	241	88	306	22	328	9	332	1	332	5	333	3	334	2
King's	Female	2008	513	458	419	17	385	296	100	375	26	388	13	395	9	397	8	400	6	401	6
King's	Female	2009	488	433	404	28	361	289	94	376	17	386	10	390	8	393	6	398	1	400	0
King's	Female	2010	480	421	402	25	359	289	95	353	25	372	11	380	6	384	1	384	2	386	1
King's	Female	2011	467	408	379	30	329	277	87	339	28	357	13	366	5	369	5	369	6	373	2
King's	Female	2012	469	400	373	23	338	269	94	335	26	354	8	360	6	362	5	363	2	366	0
King's	Female	2013	425	374	344	20	319	235	92	312	20	322	12	328	7	335	1	335	2		
King's	Female	2014	345	305	286	15	258	200	68	264	12	271	4	274	2	275	3				
King's	Female	2015	417	365	349	14	327	255	80	313	21	330	9	335	3						
King's	Female	2016	390	351	336	6	320	232	91	299	24	312	14								
King's	Female	2017	393	352	326	7	314	230	88	293	22										
King's	Female	2018	421	382	356	10	326	229	106												
King's	Female	2019	424	396	364	8	343														
King's	Female	2020	418	366	348																
King's	Female	2021	343	304																	
King's	Male	2004	362	307	270	14	246	150	100	215	29	236	15	246	9	247	8	255	3	256	3
King's	Male	2005	349	295	262	7	232	131	94	195	30	211	12	217	10	221	8	225	4	228	0
King's	Male	2006	306	258	237	14	209	123	90	182	28	205	15	215	2	219	2	220	1	221	1
King's	Male	2007	334	285	250	10	225	128	100	198	30	222	7	228	3	230	2	232	4	234	1
King's	Male	2008	332	283	254	9	231	117	105	188	39	211	15	216	5	222	2	223	2	224	1
King's	Male	2009	378	319	297	12	262	169	92	238	24	262	12	268	5	273	3	275	4	276	2
King's	Male	2010	370	315	280	12	258	152	114	231	31	252	12	257	8	263	3	265	1	267	1
King's	Male	2011	373	306	288	16	251	163	88	230	25	252	5	256	0	256	2	258	1	259	0

[illegible]



ACADEMIC COUNCIL

MINUTES OF MEETING

OCTOBER 23, 2024

The meeting was held at 2:30 p.m. in South Annex, Room 060.

COUNCILORS:

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

OBSERVERS: Jim Panchaud, Rodney Parker, Samantha Pearson

MINUTE TAKER: Ann Hoffer

R. Ventresca, Chair, called the meeting to order

1.0 Land Acknowledgment

T. Tieku offered a land acknowledgement

2.0 Opening Prayer

J. Panchaud opened with a prayer.

3.0 Reports (info)

3.1. President (Interim) Information

R. Ventresca, Interim President, highlighted the details of his report, including the Classroom Modernization Advisory Group Report (*circulated with the agenda*). He acknowledged our recent fall convocation and alumni reception celebrations.

R. Ventresca highlighted King's strong financial position but noted sector challenges due to underfunding and international student permit restrictions. He emphasized the need to

reassess long-standing assumptions and has formed a planning and budgeting task force to recommend mission-aligned priorities and explore alternative models, like multi-year budgeting.

R. Ventresca drew attention to the report on classroom renovations and commended the Classroom Modernization Advisory Group for their efforts in supporting investment in learning.

R. Ventresca explained that, due to changing circumstances and timelines with the CFI grant, we have shifted from pursuing a new building to leasing space. This is the fiscally responsible option and ensures we respect and engage with the CFI grant, which is rare for an institution like King's to receive.

3.2. Vice-President and Academic Dean

M. Yenson, Interim Vice-President Academic Dean, presented his report (*circulated with the agenda*) noting it was brief as most items would be covered in committee reports. M. Yenson also thanked J. Gemson for assuming the Associate Academic Dean role which received a round of applause.

3.3. President, King's University College Students Council (KUCSC)

R. Soto, President of KUCSC gave a verbal report, expressing gratitude for efforts to ensure the Student Council's voice was heard in governing bodies at King's. He introduced Ridley Smith, VP Student Affairs, and Steve Shajimon, Academic Council Student Liaison.

- Elections for education department representatives have concluded, four seats remain vacant (Disability Studies, Economics, Psychology and Thanatology). Applicants can submit a letter of intent with 15 department signatures to apply.
- We met with Councilor Sam Trosow to discuss a transit plan for King's and to potentially support him in bringing a motion to City Council. A survey has been released to assess the demand for a bus stop at King's (by SLC) and gather feedback on the new Honk system
- R. Smith highlighted two initiatives Christina's Closet and KUCSC Food Cupboard, noting the clothing drive will begin in November and food donations are always welcomed.

A member asked how to raise concerns about holding questions until the end of the meeting.

Moved by J. Newman, seconded by C. Clausius

That questions be taken at the end of each section, rather than waiting until the end of the meeting.

CARRIED

A 30-minute discussion ensued:

- In forming the planning and budgeting Task Force, R. Ventresca emphasized that while the size can vary, the focus should be on having the right stakeholders involved.
- In the absence of a Vice-President Finance and Support Services, R. Ventresca noted the finance office's many years of budgeting experience, collaboration with a Fractional CFO, and Board financial expertise.
- When asked about the appointment process for the Fractional CFO, Rob explained this temporary appointment was expedited due to the urgency of the situation. Responding

to further probing, R. Ventresca shared that Leroy Innanen, from TCOBI, a well-known firm, has been hired to provide support to our great finance team

P. Wilton recused himself at 3:04 PM due to a perceived Conflict of Interest with the following.

- Discussion focused on a perceived conflict of interest with the University Secretary leading the Executive Search due to their dual role as Executive Director to the President and University Secretary to the Board. It was noted that the Board, consulting with national experts, structured the process to fit the university's size. The Board Chair clarified that joint reporting is common and assured members that identifying potential conflicts and mitigating them is standard practice.

P. Wilton returned to the meeting.

- Western University will determine, in letter of attestation, what student permits will be allocated to King's next year. The President recommended that departments be very conservative in their planning, adding our numbers will be lower than last year (<105). He added the structural challenge that our finances are based on a large proportion of international student revenues.
- A member requested clarification on the disbanding of KET, and the President responded, noting that this matter pertains more to operations and falls outside of the purview of the Academic Council, but in a view of transparency the change was intended to bring more academic voices, and diverse perspectives to the table.
- Instead of using the CFI Grant for a King's facility, we are applying it to space renovations and leasing at Western Research Park. This option allows for expansion and mitigates research demand risks.

4.0 Consultation Items from the Board of Directors

R. Ventresca provided contextual information on the search and appointment processes (*circulated with the agenda*). Rob noted the Board's responsibility for approving search processes after consultation with Academic Council and shared these items are coming to Academic Council for advice and feedback to the Board.

Moved by P. Ryan, seconded by B. Patton

**To Refer Governance Policy 1.2.7 - Search and Appointment of the President; Draft Governance Policy 1.2.8 - Search and Appointment of the Vice-President and Academic Dean; and, Draft Governance Policy 1.2.10 - Search and Appointment of Vice-Presidents (non-academic) to the Nomination and Governance Committee of Academic Council
CARRIED**

A 16-minute discussion ensued.

- Members discussed timelines for appointing a permanent President by July 1, 2025, proposing at minimum a 10-day consultation period. Feedback would need to be submitted by November 13th for review by the Board Governance Committee ahead of the November Board meeting.

5.0 Committee Reports

5.1. Governance and Nominations Committee

M. Yenson, Committee Chair, presented the Academic Council and Committee Roster 2024-2025 (*circulated with the agenda*), reporting that K. Irvine has had to step away from the Scholarship and Bursary Committee. A 5-minute discussion ensued.

- A. Bohnet is from History, a Social Science, which has led to underrepresentation of the Arts on the Cardinal Carter Library Committee
ACTION: M. Yenson to review and report back
- It was noted that student representation is missing on the Research Committee and Strategic Enrolment Management (SEM) Committee
 - o **A friendly amendment was proposed to add the KUCSC president to the SEM Committee**
- It was confirmed there is no policy limiting the number of committees a faculty member can join, but suggested the issue could be referred to the Governance Committee for consideration.

T. Tiekue moved, C. Halberstam seconded

MOTION: To approve the slate of Academic Council committee nominees for 2024-2025, as amended.

CARRIED

5.2. Educational Policy Committee

M. Yenson, Committee Chair, presented the proposed changes (*circulated with the agenda*) by discipline. Mark suggested reverting to the previous practice of presenting minor changes to the Academic Council for information, while major proposals (such as new programs or courses with resource implications) should be submitted for consideration.

Moved by J. Newman, seconded by P. Ryan

That for future meetings, minor changes form part of the Consent Agenda

CARRIED

M. Yenson noted a further amendment, so English 1901E, History 1901E, and Philosophy 1901E were removed from the motion. The revised versions will go through a virtual EPC meeting.

Moved by M. Yenson, seconded by C. Clausius

That Academic Council approve the following proposals from the listed Department.

5.2.1. Department of Disability Studies

- a) Disability Studies 1010A/B Exploring Disability - **CARRIED**
- b) Disability Studies 3325F/G Law and Bioethics - **CARRIED**
- c) Disability Studies 3339F/G Disability Cross-Culturally - **CARRIED**
- d) Disability Studies Major and Minor - **CARRIED**

5.2.2. Department of English, French, and Writing

- a) English 1901E Foundations in the New Liberal Arts - **TABLED**
- b) English 2102 and 3556E Twentieth-Century Drama - **CARRIED**
- c) Writing 2240F/G Intro and Revision to Minor and Certificate - **CARRIED**

5.2.3.Department of History

- a) History 3710F/G and 4710F/G The World Wars in History, Memory and Reconciliation - **CARRIED**
- b) History 1901E Foundations in the New Liberal Arts - **TABLED**

5.2.4.School of Management, Economics, and Mathematics.

- a) MOS 2220F/G Cross-Cultural Commercial Relationships - **CARRIED**
- b) MOS 2227A/B, 2228A/B, 3310A/B, 3312A/B - **CARRIED**

5.2.5.Department of Philosophy

- a) Philosophy 1901E Foundations in the New Liberal Arts - **TABLED**
- b) Philosophy 2206W/X Modern and Contemporary Philosophy - **CARRIED**
- c) Philosophy 3244F/G Planetary Ethics and Social Transformation - **CARRIED**

5.2.6.Department of Politics and International Relations

- a) Politics and International Relations Major in Law, Politics and Policy - **CARRIED**

This more substantial proposal was brought to Academic Council for consideration, followed by review through Western's Institutional and Quality Assurance Program.

A 4-minute discussion ensued.

- In response to the question about whether current enrollment in the program would be maintained, M. Yenson confirmed it would.
- A member inquired whether the department would consider using a Philosophy course in the Certificate and was advised to contact the department directly.

5.2.7.School of Social Work

- a) Bachelor of Social Work (Honors) – Honours Specialization in Social Work - **CARRIED**

5.2.8.Department of Sociology

- a) Sociology 3342F/G, 3351F/G, 4480E - **CARRIED**
- b) Sociology 1020W/X Introduction to Sociology - **CARRIED**
- c) Sociology 3310F/G Qualitative Research Methodologies - **CARRIED**

5.3. Scholarships and Bursaries Committee

M. Yenson, Committee Chair, presented the terms of reference for five new Awards (*circulated with the agenda*). Unless members had objections or concerns, Mark asked for one motion to approve all awards. A 15-minute discussion ensued.

- Members raised concerns about the Perseverance Award, particularly the request for personal examples of resilience, fearing it could lead to disclosing confidential information. The Chair noted that the committee has discussed this, and in some cases, requested the Foundation to work with the donor to ensure a more inclusive process.
- Referring the Perseverance Award to the Scholarship and Bursaries Committee may delay allocation, as the committee has already reviewed the language. Emphasis on the need to follow the timeline to ensure timely distribution of funds to students in need.
- It's important to be mindful of requests for students to disclose information. The committee is addressing unconscious bias, particularly when faculty members reviewing submissions may also have students from their own classes.

- A student sharing their resilience story may feel retraumatized if they do not receive the award, implying their trauma wasn't considered significant enough to merit the scholarship.
- It would be ideal if the foundation could guide the donor to support in a way that avoids competition.

Moved by J. Newman, seconded by C. Clausius

That Academic Council refer the Perseverance Award back to the Scholarship and Bursaries Committee and approve the introduction and terms of reference of the following awards:

- 1. Foyston, Gordon & Payne Award**
 - 2. Davis Martindale Award in Accounting**
 - 3. Crowe Heart-Centred Leadership Award**
 - 4. Charity of Hope Entrance Award**
- CARRIED (19 In favour, 8 Opposed, and 3 Abstentions)**

6.0 The Unanimous Consent Agenda

Moved by P. Ibbott, seconded by C. Clausius

That Academic Council approve the Strategic Enrolment Management Committee and Library Committee reports on the Consent Agenda
CARRIED

7.0 Items removed from Consent Agenda Discussion

None.

8.0 Discussion and Question Period Discussion

In response to why the four trees were removed, R. Ventresca explained they were taken down for safety reasons and noted that the practice is to replant 1-2 trees for every tree removed.


9.0 New Business

None.

10.0 Adjournment

On motion (moved by P. Ryan, seconded by P. Ibbott), the meeting adjourned at 4:12 PM.

Robert Ventresca,
Chair


Paul Wilton,
University Secretary



ACADEMIC COUNCIL

MINUTES OF MEETING

OCTOBER 23, 2024

The meeting was held at 2:30 p.m. in South Annex, Room 060.

COUNCILORS:

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

OBSERVERS: Jim Panchaud, Rodney Parker, Samantha Pearson

MINUTE TAKER: Ann Hoffer

R. Ventresca, Chair, called the meeting to order

1.0 Land Acknowledgment

T. Tieku offered a land acknowledgement

2.0 Opening Prayer

J. Panchaud opened with a prayer.

3.0 Reports (info)

3.1. President (Interim) Information

R. Ventresca, Interim President, highlighted the details of his report, including the Classroom Modernization Advisory Group Report (*circulated with the agenda*). He acknowledged our recent fall convocation and alumni reception celebrations.

R. Ventresca highlighted King's strong financial position but noted sector challenges due to underfunding and international student permit restrictions. He emphasized the need to

reassess long-standing assumptions and has formed a planning and budgeting task force to recommend mission-aligned priorities and explore alternative models, like multi-year budgeting.

R. Ventresca drew attention to the report on classroom renovations and commended the Classroom Modernization Advisory Group for their efforts in supporting investment in learning.

R. Ventresca explained that, due to changing circumstances and timelines with the CFI grant, we have shifted from pursuing a new building to leasing space. This is the fiscally responsible option and ensures we respect and engage with the CFI grant, which is rare for an institution like King's to receive.

3.2. Vice-President and Academic Dean

M. Yenson, Interim Vice-President Academic Dean, presented his report (*circulated with the agenda*) noting it was brief as most items would be covered in committee reports. M. Yenson also thanked J. Gemson for assuming the Associate Academic Dean role which received a round of applause.

3.3. President, King's University College Students Council (KUCSC)

R. Soto, President of KUCSC gave a verbal report, expressing gratitude for efforts to ensure the Student Council's voice was heard in governing bodies at King's. He introduced Ridley Smith, VP Student Affairs, and Steve Shajimon, Academic Council Student Liaison.

- Elections for education department representatives have concluded, four seats remain vacant (Disability Studies, Economics, Psychology and Thanatology). Applicants can submit a letter of intent with 15 department signatures to apply.
- We met with Councilor Sam Trosow to discuss a transit plan for King's and to potentially support him in bringing a motion to City Council. A survey has been released to assess the demand for a bus stop at King's (by SLC) and gather feedback on the new Honk system
- R. Smith highlighted two initiatives Christina's Closet and KUCSC Food Cupboard, noting the clothing drive will begin in November and food donations are always welcomed.

A member asked how to raise concerns about holding questions until the end of the meeting.

Moved by J. Newman, seconded by C. Clausius

That questions be taken at the end of each section, rather than waiting until the end of the meeting.

CARRIED

A 30-minute discussion ensued:

- In forming the planning and budgeting Task Force, R. Ventresca emphasized that while the size can vary, the focus should be on having the right stakeholders involved.
- In the absence of a Vice-President Finance and Support Services, R. Ventresca noted the finance office's many years of budgeting experience, collaboration with a Fractional CFO, and Board financial expertise.
- When asked about the appointment process for the Fractional CFO, Rob explained this temporary appointment was expedited due to the urgency of the situation. Responding

to further probing, R. Ventresca shared that Leroy Innanen, from TCOBI, a well-known firm, has been hired to provide support to our great finance team

P. Wilton recused himself at 3:04 PM due to a perceived Conflict of Interest with the following.

- Discussion focused on a perceived conflict of interest with the University Secretary leading the Executive Search due to their dual role as Executive Director to the President and University Secretary to the Board. It was noted that the Board, consulting with national experts, structured the process to fit the university's size. The Board Chair clarified that joint reporting is common and assured members that identifying potential conflicts and mitigating them is standard practice.

P. Wilton returned to the meeting.

- Western University will determine, in letter of attestation, what student permits will be allocated to King's next year. The President recommended that departments be very conservative in their planning, adding our numbers will be lower than last year (<105). He added the structural challenge that our finances are based on a large proportion of international student revenues.
- A member requested clarification on the disbanding of KET, and the President responded, noting that this matter pertains more to operations and falls outside of the purview of the Academic Council, but in a view of transparency the change was intended to bring more academic voices, and diverse perspectives to the table.
- Instead of using the CFI Grant for a King's facility, we are applying it to space renovations and leasing at Western Research Park. This option allows for expansion and mitigates research demand risks.

4.0 Consultation Items from the Board of Directors

R. Ventresca provided contextual information on the search and appointment processes (*circulated with the agenda*). Rob noted the Board's responsibility for approving search processes after consultation with Academic Council and shared these items are coming to Academic Council for advice and feedback to the Board.

Moved by P. Ryan, seconded by B. Patton

**To Refer Governance Policy 1.2.7 - Search and Appointment of the President; Draft Governance Policy 1.2.8 - Search and Appointment of the Vice-President and Academic Dean; and, Draft Governance Policy 1.2.10 - Search and Appointment of Vice-Presidents (non-academic) to the Nomination and Governance Committee of Academic Council
CARRIED**

A 16-minute discussion ensued.

- Members discussed timelines for appointing a permanent President by July 1, 2025, proposing at minimum a 10-day consultation period. Feedback would need to be submitted by November 13th for review by the Board Governance Committee ahead of the November Board meeting.

5.0 Committee Reports

5.1. Governance and Nominations Committee

M. Yenson, Committee Chair, presented the Academic Council and Committee Roster 2024-2025 (*circulated with the agenda*), reporting that K. Irvine has had to step away from the Scholarship and Bursary Committee. A 5-minute discussion ensued.

- A. Bohnet is from History, a Social Science, which has led to underrepresentation of the Arts on the Cardinal Carter Library Committee
ACTION: M. Yenson to review and report back
- It was noted that student representation is missing on the Research Committee and Strategic Enrolment Management (SEM) Committee
 - o **A friendly amendment was proposed to add the KUCSC president to the SEM Committee**
- It was confirmed there is no policy limiting the number of committees a faculty member can join, but suggested the issue could be referred to the Governance Committee for consideration.

T. Tiekue moved, C. Halberstam seconded

MOTION: To approve the slate of Academic Council committee nominees for 2024-2025, as amended.

CARRIED

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M. Yenson, Committee Chair, presented the proposed changes (*circulated with the agenda*) by discipline. Mark suggested reverting to the previous practice of presenting minor changes to the Academic Council for information, while major proposals (such as new programs or courses with resource implications) should be submitted for consideration.

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Moved by M. Yenson, seconded by C. Clausius

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A 4-minute discussion ensued.

- In response to the question about whether current enrollment in the program would be maintained, M. Yenson confirmed it would.
- A member inquired whether the department would consider using a Philosophy course in the Certificate and was advised to contact the department directly.

5.2.7.School of Social Work

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 - 3. Crowe Heart-Centred Leadership Award**
 - 4. Charity of Hope Entrance Award**
- CARRIED (19 In favour, 8 Opposed, and 3 Abstentions)**

6.0 The Unanimous Consent Agenda

Moved by P. Ibbott, seconded by C. Clausius

That Academic Council approve the Strategic Enrolment Management Committee and Library Committee reports on the Consent Agenda
CARRIED

7.0 Items removed from Consent Agenda Discussion

None.

8.0 Discussion and Question Period Discussion

In response to why the four trees were removed, R. Ventresca explained they were taken down for safety reasons and noted that the practice is to replant 1-2 trees for every tree removed.


9.0 New Business

None.

10.0 Adjournment

On motion (moved by P. Ryan, seconded by P. Ibbott), the meeting adjourned at 4:12 PM.

Robert Ventresca,
Chair


Paul Wilton,
University Secretary