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5-10-2015

MMASC in Global Health Systems in Africa - major modification

Global Health Systems program

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Recommended: That effective September 1 2015, a new field in Global Health Systems in Africa be introduced in the Master's in Management of Applied Science (MMASc) Program.

Global Health Systems in Africa Field / Spoke

Background

Global Health encompasses the inextricable health links between human activities, ecological systems, environmental concentrations and sustainable resources. Our definition is founded on the World Health Organization's classification of health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1946). The objective of the new spoke in **Global Health Systems in Africa (GHS-A)** is to develop an environment for transdisciplinary, holistic approaches and methods for graduate students to become global leaders with experience in one of the most challenging, complex areas of the world.

Transdisciplinary approaches to problem solving combined with translational and transformative activities, provide the foundation for a systems approach to global health, which is critical to address global health issues and concerns in a productive, effective and sustainable manner. Because of the extensive and life threatening issues facing the African continent, we chose to focus on Africa but will also draw connections to all areas of the world in our consideration of broad, systems theory approaches to global health issues.

Inspired by the United Nations' 2015-2030 Sustainable Development Goals, the GHS-A spoke will highlight thematic areas committed to combat poverty, hunger, disease, and environmental degradation while promoting the health and equality of those most vulnerable, such as women and children. The interplay and dependency between human health and well-being and environmental health will be the core. Advocates for a healthier future, graduates will be well positioned to assume or fast track toward leadership positions in major government agencies, non-governmental organizations, and the healthcare system both locally and internationally. This curriculum will bridge gaps between disciplines and provide students with organizational, leadership, and communication skills, enabling them to build successful careers.

Students registered in the MMASc program take a total of 6.0 required equivalent course credits over 3 semesters (12 months) (3.0 FCE in the established hub, 2.0 FCE in the proposed GHS-A spoke, and 1.0 FCE in an experiential learning opportunity (ELO) or major research project (MRP). Students will also be required to complete a series of milestones.

Guiding Principles:

1. The new GHS-A spoke will follow the existing format of the fields (hub & spokes) in the MMASc degree.
2. The field is targeted at high performing undergraduate students (Honours) and those with previous graduate (Masters or PhD) or professional degrees (e.g., MD or MBA).
3. The field will conform to Western's directives (there are three prevailing directives for Western: "best student experience", "be extraordinary" and "make Western global").
4. Integration: Courses in the MMASc GHS-A will include the following:
 - A) A series of hub courses (3.0 FCE) which students in all MMASc fields will take with the goal to obtain general leadership, communication and management competencies;
 - B) A series of specialized spoke courses (2.0 FCE) on GHS-A that comply in scope and number with Western's requirements for MMASc recognition; and

- C) A series of seminars, workshops and a field school (milestones) that allow students to further develop leadership skills and to broaden competencies in GHS-A.
5. This hub and spoke program will prepare students for the experiential learning opportunity (ELO) or major research project (MRP) (1.0 FCE).

CURRENT STATE OF THE PROGRAM

The current MMASc program has three fields (spokes) in Biological Sciences (begun in 2014), as well as Computer Science, Data Analytics, both of which will commence in Fall, 2015. This field will be offered in Fall, 2015.

ADMISSION REQUIREMENTS

There will be no changes to the admission requirements for the MMASc program with the introduction of the new spoke in GHS-A.

Admission Requirements

Completion of an Honours undergraduate degree from an accredited University or Institution; minimum B+ average in previous two years of study; reference letters; resume; and personal statement.

CURRENT CURRICULUM: MMASc PROGRAM. SPOKE: GLOBAL HEALTH SYSTEMS IN AFRICA

PROGRAM REQUIREMENTS

Students enrolled in the MMASc Program: Students must complete 6.0 FCE in the MMASc program to meet graduation requirements, including hub, spoke and seminar courses.

MMASc Program in Global Health Systems in Africa

Fall Term. September to December 2015

Hub courses to be offered during the program in either fall or winter term:

- Organizational Behaviour (0.5 FCE)
- Fundamentals of Managerial Finance (0.5 FCE)
- Fundamentals of Marketing Management (0.5 FCE)
- Professional Communication (0.5 FCE)
- Professional Writing (0.5 FCE)
- Foundational Digital Communication for Professionals (0.5 FCE)

Spoke courses to be offered during the program in the fall term:

- 9XXXA Foundations and Case Studies of Global Health in Africa (0.5 FCE)
- 9XXXA Global Health Data Analytics (0.5 FCE)

Leadership in Organizations – compulsory attendance (spans the fall and winter terms) (offered by the Hub)

Career Development – compulsory attendance (spans the fall and winter terms) (offered by the Faculty of Science)

Cultural, Ethical and Participatory Engagements in Africa – compulsory attendance (spans the fall and winter terms) (new milestone)

Winter Term. January to April 2016

Hub courses to be offered during the program in either fall or winter term:

- Organizational Behaviour (0.5 FCE)
- Fundamentals of Managerial Finance (0.5 FCE)
- Fundamentals of Marketing Management (0.5 FCE)
- Professional Communication (0.5 FCE)
- Professional Writing (0.5 FCE)
- Foundational Digital Communication for Professionals (0.5 FCE)

Spoke courses to be offered during the program in the winter term:

- 9XXXB Incubators and Accelerators of Innovation (0.5 FCE)
- 9XXXB Bridging Research to Policy & Practice to Improve Global Health (0.5 FCE)

Leadership in Organizations – compulsory attendance (spans the fall and winter terms) (offered by the Hub)

Career Development – compulsory attendance (spans the fall and winter terms) (offered by the Faculty of Science)

Cultural, Ethical and Participatory Engagements in Africa – compulsory attendance (spans the fall and winter terms) (new milestone)

Summer Term. May to August 2016

Field School – compulsory attendance (first 3 weeks of the summer term – the first week will be held with the entire class at Western University, with the subsequent weeks under supervision of Faculty or Community leaders in Canada (for those unable to travel) or in Africa (those who are able to travel)).

9XXX ELO (required) or MRP (only in extenuating circumstances) (1.0 FCE)

PROGRAM PROGRESSION AND GRADUATION REQUIREMENTS

Progression Requirements

- Program progression and graduation requirements will be the same for the MMASc in GHS-A program as the current MMASc spokes.
- In order to progress through the MMASc program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.
- ELO grades will be recorded on Western transcripts as Pass/Fail, but the equivalent of a Western grade of 60.0% is required in each course.

Graduation Requirements

- In order to graduate from the MMASc program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.

Program Courses

GLOBAL HEALTH SYSTEMS IN AFRICA PROGRAM MILESTONES

Career Development

This series offered by the Faculty of Science provides career development tools including networking skills, job search strategies, creating a resume, CV, covers letter and a personal statement and interview skills with opportunities to practice. This series is geared towards developing these essentials skills to ensuring a successful career.

Cultural, Ethical and Participatory Engagements in Africa

This series provides tools in order to work effectively within varied cultural settings and across different social and political environments. Emphasis will be on how to engage in collaborative capacity building with local, national, and international organizations and communities to facilitate and strengthen their ability to address current and future global health needs in an ethical and professional manner.

Field School

The field school will focus on solving complex problems by developing leadership skills at the interface of different disciplines through applied system analysis and embedded experiences. This field school will be designed to provide innovative “feet-on-the-ground” learning experiences that embrace the intersection of cultural, social, economic, environmental and health studies on present-day communities-at-risk in Africa.

GLOBAL HEALTH SYSTEMS IN AFRICA FIELD (SPOKE) GRADUATE COURSES

9XXXA FOUNDATIONS AND CASE STUDIES OF GLOBAL HEALTH IN AFRICA (0.5 FCE)

The objective of this course is to examine Global Health Systems in Africa (GHS-A) through different disciplinary lenses, while gaining insight into the ways in which issues and solutions are approached. The health status of an individual living in poverty is subject to factors that relate to the biology of the individual, their culture, their socio-economic status and the political and geographic context of where they live, among others. Current research with African communities-at-risk will be critically reviewed and discussed through a combination of faculty and student presentations and written assignments. Using case studies of leadership in GHS-A projects at Western and within the region, we will examine the successes, failures and frontiers in GHS-A research and practice. Students will perform strategic assessments and evaluations to analyze projects and measure their impact.

Assessments:

- Participation in the class discussion.
- Critique of the case study.
- Reflection writing of the case study.

- Strategic assessment and evaluation assignment.

Linkages to Hub skills:

- Ability to communicate, verbally and in writing, in a professional manner.
- Ability to analyze and interpret scientific data and scientific literature competently.
- Demonstrate ethics in leadership, and effective interpersonal relationships in the workplace.
- Develop writing skills at a professional level with appropriate style for technical and non-technical audiences.
- Develop verbal presentation skills, at an appropriate level for specialist conferences etc. and for communication with non-technical personnel.
- Awareness of situations in which there is a need to seek additional expertise in pursuing scientific issues that go beyond the student's particular field of specialization and/or expertise.

Linkages to ELO and MRP training:

- Oral communication; Written communication; Editing and document design; Leadership; Working successfully in diverse teams; Condensing and communicating complex information to all levels in organizations; Fostering critical thinking skills and application of knowledge.

Learning outcomes:

1. *Depth and Breadth of Knowledge:* Students will get a systematic understanding of knowledge and a critical awareness of the diverse approaches to tackling GHS-A issues. Students will engage in critical thinking and writing about the core questions that underlie scholarship in the field of GHS-A through class discussions (for participation marks), the preparation of critical reflection papers and a large assignment on measuring impact through a strategic assessment. These papers will develop the student's analytic and interpretive skills.
2. *Research and Scholarship:* By learning through case studies built on ground-breaking research and techniques that address GHS-A issues, students will acquire conceptual understanding and methodological competence. This will enable students to build a:
 - a. Working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge related to the diverse and interdisciplinary challenges facing Africa. Such techniques of research will include those that work to bridge disciplines including methods in ecosystem health and risk management;
 - b. Critical way of evaluating how current research occurring in Africa can/does support a systems approach to global health issues;
 - c. Critical way of addressing complex issues and judgments by applying established principles and techniques to address and overcome challenges facing the African Continent.
3. *Level of Application of Knowledge:* In a group setting, students will build research process competence by applying an existing body of knowledge to critically analyze a specific problem in a new setting. This will be the focus of their large impact assessment assignment.
4. *Professional Capacity/Autonomy:* Student's will obtain the qualities and transferable skills necessary for employment including:
 - a. The exercise of initiative and of personal responsibility and accountability;
 - b. Decision-making in complex situations;
 - c. The intellectual independence required for continuing professional development;
 - d. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
 - e. The ability to appreciate the broader implications of applying knowledge to particular contexts.

5. *Level of Communications Skills*: Students will develop the ability to clearly communicate ideas, issues and conclusions to a transdisciplinary audience and team.
6. *Awareness of Limits of Knowledge*: By exploring the complexity of knowledge and the potential contributions of other interpretations, methods, and disciplines, students will recognize limits to knowledge.

9XXXXA GLOBAL HEALTH DATA ANALYTICS (0.5 FCE)

This course provides students with an overview of different analytical approaches to assessing global health data, including both quantitative and qualitative data. Students will learn how to design methodologically appropriate research studies. The course will describe some of the policies, procedures and applicability of data analysis in the context of Global Health Systems in Africa.

Assessments:

- Participation in class discussion.
- Completion of assignments on “big data” problems.
- Major research design project.

Linkages to Hub skills:

- Ability to engage in and coordinate applied research
- Ability to independently plan and carry out a research project
- Ability to analyze and interpret scientific data

Linkages to ELO and MRP training:

- Oral communication; Written communication; Leadership;
Working successfully in diverse teams; Condensing and communicating complex information to all levels in organizations; Fostering critical thinking skills and application of knowledge

Learning outcomes:

1. *Depth and Breadth of Knowledge*: Students will get a systematic understanding of knowledge and a critical awareness of the techniques used to analyze and interpret large datasets.
2. *Research and Scholarship*: By learning through assignments on ‘big data’ problems, students will acquire conceptual understanding and methodological competence. This will enable students to build a:
 - a. Working comprehension of how established techniques of analysis are used to create and interpret knowledge when presented with large amounts of data;
 - b. Critical way of evaluating how current and advanced research in big data analysis can/does support developing solutions to issues in GHS-A;
 - c. Critical way of addressing complex issues and judgments by applying established principles and techniques to address and overcome challenges facing the African Continent.
3. *Level of Application of Knowledge*: Students will build research competence by applying an existing dataset to critically analyze a novel question or specific problem in a new setting.
4. *Professional Capacity/Autonomy*: Student’s will obtain the qualities and transferable skills necessary for employment including:
 - a. The exercise of initiative and of personal responsibility and accountability;
 - b. Decision-making in complex situations;
 - c. The intellectual independence required for continuing professional development;
 - d. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
 - e. The ability to appreciate the broader implications of applying knowledge to particular contexts.

5. *Level of Communications Skills:* Students will develop the ability to clearly communicate and make accessible to diverse audiences the meaning of large datasets
6. *Awareness of Limits of Knowledge:* By exploring the complexity of knowledge and the potential contributions of other interpretations, methods, and disciplines, students will recognize limits to knowledge.

9XXXB INCUBATORS AND ACCELERATORS OF INNOVATION (0.5 FCE)

In this course students will participate in team-based activities, driving the discovery of social, economic, scientific and engineering solutions, while deepening and promoting interactions among aspiring and experienced innovators. To scale innovations to have social impact, we must consider the importance of local contexts, local collaborations and the external environment. Students will investigate practices for accelerating Global Health Systems innovations and developing a foundational business tool kit in finance, marketing, operations, leadership, information technologies and entrepreneurship. Cases and readings will draw on concepts in developmental evaluation to scale social innovations while engaging local adaptations and collaborations.

Assessments:

- Participation in class discussion.
- Design of team-based solution to a GHS-A issue.
- Presentation of team-based project.
- Practicality of team-based project.
- Business plan for team-based project.

Linkages to Hub skills:

- Awareness of situations in which there is a need to seek additional expertise in pursuing issues that go beyond the student's particular field of specialization and/or expertise.
- Ability to communicate effectively with more senior management/finance personnel/other team members while recognizing their specialist knowledge
- Ability to independently plan and carry out a project
- Apply project management skills rather than the design of theoretical research
- Ability to apply their chosen field of specialization at the level of planning and independently carry out projects
- Ability to understand the functioning of business, management, and organizational structure to a level sufficient to commence on a path to leadership positions.
- Ability to understand the basics of accounting and finance, with the intent of being able to communicate and work effectively with financial managers and accountants.
- Show ability to plan a project to establish feasibility/evaluate processes/determine relative importance of experimental parameters.

Linkages to ELO and MRP training:

- Oral communication; Written communication; Editing and document design; Leadership; Working successfully in diverse teams; Condensing and communicating complex information to all levels in organizations

Learning outcomes:

1. *Depth and Breadth of Knowledge:* Students will get a critical awareness of the techniques used to effectively work on an interdisciplinary team to effectively develop and apply a solution to a GHSA problem.
2. *Research and Scholarship:* A conceptual understanding and methodological competence that enables a treatment of complex issues will be developed. On the basis of this competence, the

student has shown originality in the application of knowledge to develop and apply innovative solutions.

3. *Level of Application of Knowledge:* The capacity to contribute to the development of techniques, tools, practices, ideas, and/or materials in order to solve GHS-A issues. Show ability to plan a project to establish feasibility/evaluate processes/determine relative importance of experimental parameters.
4. *Professional Capacity/Autonomy:* The ability to appreciate the broader implications of applying knowledge to particular contexts. The qualities and transferable skills necessary for employment requiring the exercise of initiative and decision-making in complex situations.
5. *Level of Communications Skills:* Students will develop the ability to clearly communicate ideas, issues and conclusions related to the challenges in developing innovative solutions to GHS-A issues.
6. *Awareness of Limits of Knowledge:* An appreciation of the limitations of their own work and the potential contributions of other interpretations and methods.

9XXXB BRIDGING RESEARCH TO POLICY & PRACTICE TO IMPROVE GLOBAL HEALTH (0.5 FCE)

This course provides students with the opportunity to explore practical techniques and specific case studies for bridging the research-policy interface to improve global health. The students will focus on the African Great Lakes Region, a highly complex, decentralized, socio-ecological transboundary system that is invaluable for the freshwater, biological diversity and esthetic attributes they provide. Bordered by 10 governing countries, these lakes also play a critical role for sustaining the human populations that surround them. Myriad factors are contributing to the deterioration of the African Great Lakes, demanding a structured, systems approach to understanding both the science and management needs. Working within existing governance structures, students will learn to apply international organization for standardization (ISO) frameworks for scenario analysis and risk management to improve the global health status of the region. For example, scenario analysis uses qualitative and/or quantitative methods to explore different assumptions about how causal relationships work and result in different outcomes, whereas risk management explores the risk associated with gaps between science and management on achieving policy objectives.

Assessments:

- Participation in class discussion.
- Midterm exam
- Case study (annotated bibliography, 2-page policy brief, final presentation)

Linkages to Hub skills:

- Ability to apply discipline-specific scientific knowledge in the practical context of an industry/business/research organization.
- Show ability to plan a research project to establish feasibility/evaluate processes/determine relative importance of experimental parameters
- Ability to undertake early-career leadership roles
- Develop writing skills at a professional level with appropriate style for technical and non-technical audiences
- Develop verbal presentation skills, at an appropriate level for specialist conferences etc. and for communication with non-technical personnel

Linkages to ELO and MRP training:

- Oral communication; Written communication; Editing and document design; Leadership; Working successfully in diverse teams; Condensing and communicating complex information to all levels in organizations; Determining the practical application of knowledge

Learning outcomes:

1. *Depth and Breadth of Knowledge*: Students will get a systematic understanding of knowledge and a critical awareness of the diverse challenges facing the African Great Lakes region as well as the tools and techniques to bridge research to policy within existing governance structures.
2. *Research and Scholarship*: By learning methods of international standardization, such as ISO and scenario analysis, students will acquire conceptual understanding and methodological competence. This will enable students to build a:
 - a. Working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge related to the diverse and interdisciplinary challenges facing the African Great Lakes Region. Such techniques of research will include those that work to bridge disciplines including methods in scenario analysis and risk management;
 - b. Critical way of evaluating current and advanced research occurring in the African Great Lakes Region;
 - c. Critical way of addressing complex issues and judgments by applying established principles and techniques to address and overcome challenges facing the African Great Lakes Region.
3. *Level of Application of Knowledge*: Students will build research process competence by applying an existing body of knowledge to critically analyze a novel question or specific problem in a new setting. This will be the focus of their Case Study assignment.
4. *Professional Capacity/Autonomy*: Student's will obtain the qualities and transferable skills necessary for employment including:
 - a. The exercise of initiative and of personal responsibility and accountability;
 - b. Decision-making in complex situations;
 - c. The intellectual independence required for continuing professional development;
 - d. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
 - e. The ability to appreciate the broader implications of applying knowledge to particular contexts.
5. *Level of Communications Skills*: Students will develop the ability to clearly communicate ideas, issues and conclusions related to the challenges and opportunities facing the African Great Lakes Region.
6. *Awareness of Limits of Knowledge*: By exploring the complexity of knowledge and the potential contributions of other interpretations, methods, and disciplines, students will recognize limits to knowledge.

9XXX EXPERIENTIAL LEARNING OPPORTUNITY (ELO) (1.0 FCE)

A three-week field school (milestone) will preface the 12-week ELO. Students will travel to their respective placements in Africa or Canada with selected government or NGO partners and gain hands-on experience in a supervised workplace environment. Under exceptional circumstances, where students are not able to engage in an off-site ELO, students will be allowed to undertake a major research project, working with one of Western's researchers on a GHS-A project at Western. Through these internship placements, students will gain hands-on experience in a supervised workplace environment. This component will have immediate and measurable impacts on global communities-at-risk and also provide leadership and professional skill development for the students by creating opportunities to work with successful, feet-on-the-ground agencies – ensuring students are career-ready upon graduation.

Assessments:

- Participation in “class” discussion.
- Group research/consulting project

- Group presentation
- Final report on ELO/MRP

Linkages to Hub skills:

- Ability to apply discipline-specific scientific knowledge in the practical context of an industry/business/research organization.
- Show ability to plan a research/consulting project to establish feasibility/evaluate processes/determine relative importance of experimental parameters
- Ability to undertake early-career leadership roles
- Develop writing skills at a professional level with appropriate style for technical and non-technical audiences
- Develop verbal presentation skills, at an appropriate level for specialist conferences etc. and for communication with non-technical personnel

Linkages to ELO and MRP training:

- Oral communication; Written communication; Leadership; Working successfully in diverse teams; Condensing and communicating complex information to all levels in organizations; Determining the practical application of knowledge

Learning outcomes:

1. *Depth and Breadth of Knowledge:* This field school and ELO/MRP will embed students in African communities-at-risk and expose them to theoretical and applied aspects of complex problems so that innovative solutions can be determined. Students will be engaged as both an observer and as an advocate for change.
2. *Research and Scholarship:* By learning through inventive “feet on the ground” learning experiences that embraces the intersection of social, cultural, environmental and health studies, students will acquire conceptual understanding and methodological competence. This will enable students to build a working comprehension of how established techniques of research and inquiry (e.g. participatory community research) are used to create and interpret knowledge related to the diverse and interdisciplinary challenges facing the African communities-at-risk.
3. *Level of Application of Knowledge:* Students will create a knowledge exchange system that focuses on problem solving – regardless of the discipline or level of experience rather than applying existing knowledge into a situation. Students will be leaders in transdisciplinary, translational, transformative approaches to complex problems.
4. *Professional Capacity/Autonomy:* Student’s will obtain the qualities and transferable skills necessary for employment including:
 - a. The exercise of initiative and of personal responsibility and accountability;
 - b. Decision-making in complex situations;
 - c. The intellectual independence required for continuing professional development;
 - d. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
 - e. The ability to appreciate the broader implications of applying knowledge to particular contexts.
5. *Level of Communications Skills:* Students will develop the ability to clearly communicate ideas, issues and conclusions related to the challenges and opportunities facing the African communities-at-risk. By working with experts from local universities, government and industry agencies, as well as non-government organizations, students will develop inter-cultural and inter-sectoral competence.
6. *Awareness of Limits of Knowledge:* By exploring the complexity of knowledge and the potential contributions of other interpretations, methods, and disciplines, students will recognize limits to knowledge.

GLOBAL HEALTH SYSTEMS IN AFRICA – SPOKE COURSES & FACULTY

For spoke courses, the instructor is listed as To Be Announced (TBA).

Spoke	Faculty*	Credits	Term
Career Development	Linda Jack	0	1&2
Cultural, Ethical and Participatory Engagements in Africa	Michael Clarke	0	1&2
Field School	TBA, with contributions from multiple faculties	0	3
9XXXA Foundations and Case Studies of Global Health in Africa	TBA, with contributions from multiple faculties	0.5	1
9XXXA Global Health Data Analytics	TBA	0.5	1
9XXXB Incubators and Accelerators of Innovation	TBA, with contributions from multiple faculties	0.5	2
9XXXB Bridging Research to Policy & Practice to Affect Change	TBA, with contributions from multiple faculties	0.5	2
9XXX ELO or MRP	TBA	1.0	3

* Tentative list of instructors for 2015/2016 (not exclusive, discussion currently underway with appropriate Faculties/Deans/Chairs):

Clarke, Michael (Schulich)
 Creed, Irena (Science)
 Haggerty, Nicole (Ivey)
 Henley, Phaedra (Science/Schulich) (proposed Limited Term)
 Laurent, Katrina (Science) (proposed Limited Duties)
 Sedig, Kamran (Science, FIMS)
 Trick, Charles (Science)

The new spoke in a GHS-A will be introduced in the MMASc program effective September 2015.

We can staff the program for the first academic year using existing faculty, augmented by limited duties/term positions funded by the Africa Institute's IDI.

An explanation of how current students will be affected by the modification and a plan for ensuring current students are not negatively affected by the change.

Current students enrolled in MMASc program are not affected by the addition of the new spoke. New students admitted to the Fall 2015 term will follow the modified curriculum.

A description of how the modification may affect any other programs and students in other programs (e.g. how the modification may affect students in a collaborative or joint program).

The addition of a new spoke will not affect any other programs nor students in other programs.

Evidence that all appropriate consultation has taken place (e.g. with SGPS, any affected programs).

Western University's Graduate Studies Guidelines have been deployed in the foundation of the program design.

Consultation took place with SGPS in January and February 2015.

Consultation with the Associate Deans took place on April 8, 2015.

Further, senior faculty members, the Africa Institute's Advisory Committee, and African Studies curriculum committee were consulted, including:

- Eric Arts, Department of Microbiology and Immunology
- Henri Boyi, Department of French
- David Cechetto, Department of Anatomy and Cell Biology
- Michael Clarke, Schulich School of Medicine and Dentistry
- Sherrilene Classen, School of Occupational Therapy
- Irena Creed, Department of Biology
- Rhodri Cusack, Brain and Mind Institute, Departments of Psychology and Medical Biophysics
- Ashraf El Damatty, Civil and Environmental Engineering*
- Nicole Haggerty, Ivey School of Business
- Doug Jones, Vice Dean Basic Medical Sciences*
- Ruth Martin, Assistant Dean Graduate and Postdoctoral Studies*
- Margaret McGlynn, Assistant Dean Graduate Studies*
- Katherine McKenna, Departments of History and Women's Studies
- Pamela McKenzie, Faculty of Information and Media Studies
- Julie McMullin, Vice-Provost (International), Department of Sociology
- Linda Miller, Vice Provost (Graduate and Postdoctoral Studies)
- Carole Orchard, School of Nursing
- Taiwo Osinubi, Department of English
- Joanna Quinn, Department of Political Science
- Gregor Reid, Department of Microbiology and Immunology
- Richard Saunders, Faculty of Liberal Arts and Professional Studies, York University
- Dan Shrubsole, Department of Geography*
- Charles Trick, Department of Biology, Interfaculty Program in Public Health
- Andrew Walsh, Department of Anthropology
- Ernest Yanful, Department of Civil and Environmental Engineering

*These individuals were consulted when we were proposing a spoke focuses on water. In the Fall of 2014, we decided to focus our efforts on launching a spoke on Global Health Systems in Africa, allowing more time to secure resources and develop scope of a water spoke.

As of June 1, we have support from eight of the eleven Faculties' Associate Deans/Deans (Science which is a proponent of the program and therefore did not provide a letter) as well as Social Science, Arts & Humanities, Engineering, FIMS, Health Sciences, Schulich Medicine and Dentistry and Music. We have received CVs from 13 Faculty members Creed/Trick (Science), Classen/Orchard (Health Sciences), Arts/Cusack/Cechetto/Reid (Schulich), McMullin/Walsh/Luginaah/Quinn (Social Sciences), Haggerty (Ivey), one Faculty emeritus (Clarke, Schulich) and two PDFs/Research Associates interested in teaching in the program (Laurent, Henley; Science). We have been working on these proposals with the Africa Institute advisory committee as well as an ad-hoc curriculum committee since September 2015. There are members of these two committees that we expect to be engaged, but due to their current work in Africa, we have not been able to make contact with them, including Ernest Yanful (Engineering, member

of the Africa Institute Advisory Committee) and Henri Boyi (Arts & Humanities, member of the Africa Institute Curriculum Committee).

DRAFT 3: May 13, 2015

DRAFT 2: April 9, 2015

DRAFT 1: Feb. 20, 2015