

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

Brescia University College: Major in The Sociology of Law, Crime and Deviance

Don Wright Faculty of Music: Major in Popular Music Studies; Bachelor of Musical Arts (Honors Music)

Faculty of Health Sciences: Compressed Time BScN Program

Scheduling Tests and Examinations

New Scholarships and Awards

Questions Raised at Senate on Diversity: Parents

FOR APPROVAL

1. **Brescia University College: Major in The Sociology of Law, Crime and Deviance**

Recommended: That a Major in The Sociology of Law, Crime and Deviance be introduced by Brescia University College, effective September 1, 2005.

NEW CALENDAR COPY
(p. 330 of the 2005 Academic Calendar)

MAJOR IN THE SOCIOLOGY OF LAW, CRIME AND DEVIANCE

Admission Requirements

Completion of first-year requirements, including Sociology 020 or 021E, with a mark of at least 60%.

Module

6.0 courses:

5.0 courses: Sociology 231, 240E, 259, 266a/b, 267a/b, 333F, 360G

1.0 course from: Philosophy 142E, 241F/G, 242F/G, Political Science 220F/G, Psychology 272a/b, 290a/b, Sociology 140, 253F/G, 256a/b, 260F/G, 239, or relevant "Special Topics" courses with permission of the Department.

NOTE: The Major in The Sociology of Law, Crime and Deviance cannot be combined with the Major in Criminology.

Background:

Among Brescia students there is growing interest in the Sociology of Law, Crime and Deviance. This Major is a response to those students wishing to do more in-depth study of these areas. This Major will appeal also to those students planning to do a double Major towards the completion of a four-year degree. Consistent with other Majors, this one involves 6.0 courses. It includes Sociology 231 and Sociology 240E as required courses.

2. **Don Wright Faculty of Music: Major in Popular Music Studies; Bachelor of Musical Arts (Honors Music)**

2a **Introduction of a Major in Popular Music Studies**

Recommended: That a Major in Popular Music Studies be introduced by the Don Wright Faculty of Music, effective September 1, 2005.

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MAJOR IN POPULAR MUSIC STUDIES

Admission Requirements

Recommendation of the Faculty on the basis of an interview. Completion of first-year requirements, including a mark of at least 60% in each of the following courses: Music 070a/b, English 020E or 024E, and Film Studies 020E or Comparative Literature and Culture 020.

Module

6.0 courses:

2.0 courses: Music 165a/b or 265a/b, 166a/b or 266a/b, 167a/b or 267a/b, 170a/b

2.5 courses from: Music 306a/b, 308a/b, 310a/b, 367a/b, 406a/b, 408a/b, 410a/b, 467a/b

1.5 courses from: Comparative Literature and Culture 205F/G, 273F/G, English 117, Film Studies 152F/G, 154E, 158F/G, 200F/G, 253E, 270F/G, Sociology 132a/b

Background:

This Major focuses on the critical and practical study of popular music while developing the student's ability to place popular music in its cultural perspective. The module consists of 4.5 courses in Popular Music and 1.5 in Cultural Studies. Enrolment is limited (admission enrolment cap of 15).

2b **Introduction of a Bachelor of Musical Arts (Honors Music)**

Recommended: That a Bachelor of Musical Arts (Honors Music) be introduced by the Don Wright Faculty of Music, effective September 1, 2005.

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BACHELOR OF MUSICAL ARTS (HONORS MUSIC)

[Course requirements remain the same as those of the Four-Year Bachelor of Musical Arts]

Admission Requirements

Completion of Music 014 and Ensemble requirement

2.0 courses: Music 021a/b, 024, 030F/G

0.5 course from: Music 031F/G, 230F/G, 231F/G

2.0 courses: Music 035a/b, 036a/b, 049a/b, 050a/b

1.0 non-Music elective

A weighted average of at least 70% and no mark less than 60% in Music courses, and a passing grade in the non-Music course.

Progression and Graduation Requirements

The basic progression and graduation requirement is completion of the previous year's approved program of study, with a weighted average of at least 70% and no grade less than 60% in Music courses, and a passing grade in each non-Music course.

Background:

The Bachelor of Musical Arts (Honors Music) program affords Music students the opportunity to pursue greater interdisciplinarity within Music than is permitted by any of the existing Bachelor of Music Honors programs. Course requirements for the Bachelor of Musical Arts (Honors Music) are the same as those of the non-Honors Bachelor of Musical Arts; only the admission, progression and graduation requirements are revised to reflect the standard criteria of Honors programs at Western. The proposed Honors program ensures that high-achieving students who choose the flexibility afforded by the Bachelor of Musical Arts will have their achievement recognized.

3. **Faculty of Health Sciences: Compressed Time Frame BScN Program**

Recommended: That a Compressed Time Frame Bachelor of Science in Nursing (BScN) program be introduced by the Faculty of Health Sciences, effective September 2005.

Note: The 300 and 400-level nursing courses included in this proposal are being developed and will be posted to DAP for approval in late 2005. Course proposals for new courses at the 100 and 200 levels are attached for information.

NEW CALENDAR COPY
(p. 93 of the 2005 Academic Calendar)

PROGRAMS IN NURSING

Compressed Time Frame BScN Program

The Compressed Time Frame Bachelor of Science in Nursing Degree (BScN) is a 19-month program that qualifies graduates to apply for registration with the College of Nurses of Ontario. This is a concentrated 5-term program requiring students to study in the fall, winter and summer terms over 19 months. The program is offered at Western and must be completed on a full-time basis. Students in this program would graduate in June after the second year. Students entering this program need to give serious consideration to outside responsibilities related to finances, work and family, as they will need to study year round.

PROGRAM POLICIES

Unless otherwise specified, students in the Compressed Time Frame BScN Program will adhere to the program policies for the Western-Fanshawe Collaborative BScN Program, UWO-site students.

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COMPRESSED TIME FRAME BScN PROGRAM

Admission Requirements

Enrolment in this program is limited. Possession of minimum requirements does not guarantee admission.

To be eligible to apply to the Compressed Time Frame Bachelor of Science in Nursing (BScN) program, applicants must have completed prior to admission the equivalent of at least 8.0 university-level courses with a minimum 75% (3.0 GPA) average in the last year or the last 5.0 courses completed during their university education.

The minimum 8.0 university-level courses presented for consideration must include the following:

- 1.0 course in human physiology or equivalent.
- 0.5 course in anatomy
- 0.5 course or equivalent in each of microbiology, immunology, pathology, and pharmacology
- 1.0 course in research and statistics, or 0.5 course in each of introductory statistics and research methodology.
- 3.5 elective courses of which no more than 1.5 at the introductory level (equivalent to courses numbered from 020 to 099 at Western).

Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is March 1. It is recommended that application be made early. The enrolment in this program is limited.

Admission Appeals Procedure

Applicants wishing to appeal an admission decision must do so following the procedure outlined in Admission Appeals Procedure specified for the Western-Fanshawe Collaborative BScN Program.

Program

Enrolment in the nursing courses is limited. The University is unable to guarantee registration in any particular course and reserves the right to withdraw course offerings.

First Year

- Term I (Fall): Nursing 101w, 102w, 103w
- Term II (Winter): Nursing 201x, 202x, 203b, 204b
- Term III (Spring/Summer): Nursing 301, 302

Second Year

- Term I (Fall): Nursing 400w, 401w, 402w
- Term II (Winter): Nursing 410x

Length of the Academic Year

Year 1 consists of three terms. Terms 1 and 2 correspond to the fall and winter terms, respectively. Term 3 corresponds to summer session May to July. Year 2 consists of two terms. Terms 1 and 2 correspond to the fall and winter terms, respectively.

Fall (September-December)	Winter (January-April)	Summer (May-July)	Fall (September-December)	Winter (January-April)
N101w N102w N103w	N201x N202x N203b N204b	N301 N302	N400w N401w N402w	N410x

Program Requirements

Students must successfully complete all courses in each term of the program before proceeding to the next term. Normally, the program is completed within 19 months calculated from the initial date of registration within the School of Nursing. Throughout the program, students will be expected to meet the progression requirements and maintain clinical skills in all courses at a satisfactory level.

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ACADEMIC POLICIES: Compressed Time Frame BScN Program

Unless otherwise specified, students in the Compressed Time Frame BScN program will adhere to the Academic Policies set out in the section entitled **ACADEMIC POLICIES: Basic Nursing/Registered Nurse Programs**.

Progression Requirements

Students may proceed to the next term of their program if the following conditions are met:

1. Satisfactory clinical performance
2. Passing grade of at least 65% in each Nursing course

Clinical Course Failures

Clinical Courses include Nursing 102w, 202x, 302, 402w and 410x

Satisfactory performance in all Domains of Practice must be achieved in order to complete a rotation successfully. In the event of a failed rotation, all competencies within the five Domains of Practice must be met satisfactorily by the end of the course in order to progress.

If a student fails a clinical course, the case will be reviewed on an individual basis by the clinical instructor, course/year coordinator and undergraduate program Chair. The student will be informed in writing of the decision regarding his/her progress and any conditions or requirements pertaining to that decision.

Course Failures

Students are allowed a total of two course (2.0 courses) failures throughout the program. The failures can be one clinical and one non-clinical course, or two non-clinical courses. In the event that a student fails a clinical course, the student may be required to repeat the co-requisite theory course.

When a student is repeating a full term, **no** course failures will be allowed. In order to progress, failed nursing courses must be repeated successfully.

Final Grade

The final grade for most nursing theory courses is based upon individual assignments, group projects, and written examinations. Final examination papers will not be returned to students. Clinical Courses (e.g., N102w, N202x, N302, N402w, N410x) will receive a grade of pass/fail.

Background:

Rationale for the introduction of a compressed time frame BScN program includes the following:

- A compressed time frame BScN program will meet the needs of the growing number of students who apply to the collaborative four-year BScN program with advanced standing in the support and elective courses (or with degrees that include these courses) who are unable to accelerate through this existing nursing program due to the 'lock-step' nature of the curriculum.
- Introduction of a compressed time frame program will allow students to complete entry to practice requirements in 19 months, helping to meet the needs of society in view of the impending nursing shortage.
- Historically, students have transferred into nursing from the BHSc and Kinesiology programs, many opting to complete BScN/BHSc or BScN/Kinesiology degrees concurrently. Hence, existing programs within the University will benefit from the introduction of this program. Furthermore, the

presence of existing 'feeder' programs within the University will contribute to the ability to sustain the compressed time frame nursing program.

Currently, the four-year collaborative baccalaureate nursing program and other Western programs lose increasing numbers of students to the compressed time frame program at the University of Toronto. A compressed time frame nursing program at Western will allow students to stay at Western to study nursing. Additionally, Ryerson and York Universities have announced that each institution will be launching compressed time frame BScN programs as of September 2005. Introducing a compressed time frame program at Western will decrease the numbers of candidates who may be lost to other university nursing programs.

The following courses will be introduced by the School of Nursing as part of the Compressed Time Frame BScN Program:

Effective September 1, 2005:

Nursing 101w: Introduction to Health and Illness; Nursing 102w: Professional Nursing Practice 1: Assessment of Health and Illness; Nursing 103w: Introduction to Communication in Health Care

Effective January 1, 2006:

Nursing 201x: Health and Illness in Adults; Nursing 202x: Professional Practice II: Adult Health Care; Nursing 203b: Therapeutic Relationships in Nursing; Nursing 204b: Professional Nursing Issues I

4. **Scheduling Tests and Examinations**

Recommended: That the Policy on Scheduling Tests/Examinations be revised to include Summer Day and Summer Evening courses and remove the reference to quarter courses.

SCHEDULING TESTS/EXAMINATIONS

(S.1658, S.2001, S.2034, S.2380, Sen.Ag. Apr. 17/80, S.4255, S.91-229, S.93-302, S.05-30)

1. a) Tests for Intersession **or Summer Day** ~~or quarter courses~~ may not be scheduled during the last third of the course, i.e., in a 6-week **full** course, during the last two weeks of classes (10 days, excluding Saturdays and Sundays) **or in a 3-week half course, during the last week of classes (5 days, excluding Saturdays and Sundays).**

Tests for one-term **or Summer Evening** courses may not be scheduled during the last 3 weeks of classes in the term (15 days, excluding Saturdays and Sundays).

Tests for full-year courses may not be scheduled during the last week of classes in the Fall (September to December) term (5 days, excluding Saturdays and Sundays) or during the last 3 weeks of classes in the Winter (January to April) term (15 days, excluding Saturdays and Sundays).

An exception is made for practical laboratory or performance tests since they are understood to be tests which by their nature require the scheduling of specialized space or facilities, and which typically do not involve the same kind of preparation on the part of the student as do written or oral tests. Professional schools with special practicum or curricular requirements also are exempt from this condition.

- b) Final examinations in one-term courses and full-year courses may not be scheduled during the last 3 weeks of classes in either term (15 days, excluding Saturdays and Sundays).
2. The department/faculty shall ensure that all conflicts with previously scheduled classes or tests are resolved, either by rescheduling the tests, or by offering an equivalent test at another time for those students who have declared a conflict prior to the test in accordance with policy as set by the department.

3. All tests normally will be held during regularly scheduled class hours. If, for sound academic or administrative reasons, out-of-class tests must be scheduled, such tests may be held on any day, Monday to Saturday, subject to conditions 1-2 above. Reasonable notice of out-of-class tests must be given in order to allow students to resolve conflicts with other academic duties or university-sanctioned extracurricular activities.

No intramural classes will be scheduled regularly during the Fall and Winter terms between the hours of 7:00 p.m. and 10:00 p.m. on Fridays, and between the hours of 9:00 a.m. and 10:00 p.m. on Saturdays, in order to make these times available for out-of-class tests.

4. In cases where a ruling regarding what constitutes a test or assignment is required, the instructor and/or student may consult the appropriate dean.

FOR INFORMATION

1. New Scholarships and Awards

SCAPA has approved on behalf of the Senate the following Terms of Reference for new awards and scholarships, for recommendation to the Board of Governors through the Vice-Chancellor:

DeMarco Family Green Technologies Award (Faculty of Engineering)

Awarded to the team of Engineering students who present the best Environmentally Friendly Solution at the annual Engineering Day Design Competition. The team of recipients will be selected by the Faculty of Engineering. This award was established by the DeMarco family through Foundation Western.

Value: \$1,000 to be divided equally among team members. A maximum of 6 awards will be made.

Effective: 2004-2005 to 2008-2009

Vander Laan Undergraduate Scholarship in Engineering (Faculty of Engineering)

Awarded to a full-time student in Year 2 or higher of any program in Engineering who demonstrates an academic interest in environmental topics or water issues, based on academic achievement (minimum 80% average). Applications can be obtained from the Faculty of Engineering and must be submitted, along with a short essay, by September 30. The recipient will be selected by the Scholarship and Awards Committee in the Faculty of Engineering. This award was established by Trojan Technologies Inc. in honour of Mr. Hank Vander Laan.

Value: \$2,500

Effective Date: 2005-2006 to 2009-2010

Economics Core Course Awards (Faculty of Social Science, Economics)

Awarded to two students in their graduating year as follows: (1) one for the student who attains the highest average in Economics 220a, 221b, 222a, 223b, 260a and 261b, and who is graduating with an Honors BA degree, with an Honors Specialization in Economics or a double Major which includes Economics; and (2) one for the student who attains the highest average in Economics 122a, 123b, 150a/b, 151a/b, 152a/b and 153a/b, and who is graduating with a three-year degree with an Area of Concentration in Economics or a Specialization in Economics. These awards are made possible by donations from Western alumni to The Economics Fund held at Foundation Western.

Value: Plaque valued up to \$60

Effective: May 2004

Audrey and Delmar Cobban Rural Southwestern Ontario Medical Residency Award (Faculty of Medicine & Dentistry, Medicine)

Awarded to a student in fourth year of the Doctor of Medicine (MD) program who has accepted an offer to train in the rural stream of the Post Graduate program of the Department of Family Medicine, or who has

declared an interest and preference to the Program Director of the regular program to spend a significant amount of training time in the South Western Ontario Medical Education Network (SWOMEN) placements, based on academic achievement, professional characteristics and financial need. Application forms will be available for pick up in January of the year applying. Completed forms must be returned to Admissions/Student & Equity Affairs Office of the Faculty by March 31. The recipient will be selected by the Progression, Awards and Appeals Committee in the Faculty of Medicine & Dentistry, once financial need has been determined by the Office of the Registrar. This award was established by Audrey (Arts '40) and the Late Delmar Cobban through Foundation Western.

Value: 1 at \$1,200
Effective: May 2005

Mary Scott Kenny Beynon Continuing In-Course Award (Any Undergraduate Degree)

Awarded annually to a full-time student entering Year 2 of a four-year degree program, who is from Sarnia or Lambton County, based on academic achievement (minimum 70% academic average) and financial need. This award will continue up to Year 4 provided that the recipient maintains a 70% average with a full course load and continues to demonstrate financial need each year. Applications can be accessed through the Office of the Registrar's Web site and must be submitted by October 31. If a recipient fails to retain the award, another student from the same year will be selected. This award was established by the Beynons through Foundation Western to honour Mrs. Mary Scott (nee Kenny) Beynon (BA '37).

Value: 1 at \$2,500, continuing for up to 3 years
Effective: May 2005

Occupational Therapy Award (Faculty of Graduate Studies, Occupational Therapy)

Awarded to a full-time graduate student pursuing a Master of Science in Occupational Therapy degree, based on financial need and academic achievement (minimum 78% average). The Occupational Therapy Awards Committee will select the recipient. At least one member of the Awards Committee must also be a member of the Faculty of Graduate Studies.

Value: 1 at \$700
Effective: May 2005

2. **Questions Raised at Senate Regarding Diversity: Parents**

During the Enquiry section of the February 18th Senate meeting, Sharon Sabourin, Graduate Student Senator, read out a number of questions, which are outlined below. They were referred to SCAPA for consideration with a view to reporting back to Senate on the points raised. One point, regarding an outdated entry in the Academic Handbook referring to the Human Rights Code was addressed at the March meeting of Senate and has not been included here.

Diversity

According to Western's Strategic plan Leadership in Learning (1995) one of the guiding principles is: "Diversity – As part of our commitment to excellence, we seek to recognize and remove the obstacles faced by traditionally under-represented groups in order to facilitate their access to and advancement at Western. We respect and celebrate the diversity of people who make up our community."

1. What practical ways do we, as a university, seek to facilitate access and advancement at Western for traditionally under-represented groups, for example parents and more specifically sole-support parents?
2. In what ways are we seeking to recognize and remove the obstacles faced by these groups?
3. Have we any method for collecting data on parents who are currently enrolled, or for those applying to understand their needs/barriers?

4. Do we gather information regarding how many of our students here at Western are parents at both the undergraduate and graduate level?
5. If this is considered private information, then how do we justify asking their gender, citizenship, and marital status on the Ontario Universities Application Service forms?
6. If we are committed to ensuring that traditionally under-represented groups have access to this institution, then why do we not have goals by way of numbers for ensuring that a certain proportion of our students come from traditionally under-represented groups? We have such an ideal with International students, which is currently a goal of 8% of all first year spaces, and a reservation of 4%.

At its meeting of April 6, 2005, SCAPA reviewed a number of matters relating to how Western deals with diversity issues. SCAPA was informed by the Vice-Provost (Academic Programs and Students) [Registrar] that she had received a letter outlining similar issues from Ms. Sabourin in 2003. In response to that letter, representatives of the Registrar's Office met with Ms. Sabourin to discuss those issues. A focus group of students was formed to uncover further issues of concern. The comfort level provided by a range of services provided by the University was reviewed and changes to various programs were made. In a follow-up report, the Registrar responded to Ms. Sabourin's questions and detailed these activities.

In her presentation to Senate in February, Ms. Sabourin said that the admissions office had informed her of the possibility of asking for special consideration when applying to Western. It was confirmed at the SCAPA meeting that applicants who either apply directly from secondary school (101s) or from any other stage of life (105s) may append to their application, supplementary information on experiences which may have affected their lives and caused them to perform at a level below our admission standard. Requests for special consideration are adjudicated by an Admissions Committee that takes into consideration the issues raised, including special circumstances that could arise from being a single parent.

It was the view of SCAPA members that the questions raised by Ms. Sabourin were answered by the University's general approach to supporting students, not specifically parents or single parents. For example, despite the fact that the number of parents or single parents on campus is not known, the circumstances of individual students who request financial help because of supporting dependent(s) of any age, will be considered on a case by case basis.

The 2003 report to Ms. Sabourin, together with a thorough discussion with the Registrar, have satisfied SCAPA that the Office of the Registrar has addressed Ms. Sabourin's concerns and is willing to consider other ways of addressing the needs of students and issues of diversity in the University community. SCAPA encourages all students to self-advocate with regard to their needs and to partake widely of the available services.

The Office of the Registrar currently is reviewing its promotional materials and welcomes any suggestions from the University community for changes and improvements relating to all aspects of these materials, including ideas for designing materials that could improve outreach efforts to potential students with particular types of needs. All suggestions should be submitted in writing to the Office of the Registrar, Room 190, Stevenson-Lawson Building.