

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

Faculty of Graduate Studies: MEng in Nuclear Engineering; MA in Theology; MA and PhD in Hispanic Studies

Faculty of Education: Degree Completion Requirements for Technological Education Teachers

Huron University College: Scholar's Electives Program and Minor in French

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Terms of the Marilyn Robinson Award for Excellence in Teaching

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Undergraduate Sessional Dates in the Academic Calendar (Print Version)

FOR APPROVAL

1. **Faculty of Graduate Studies Programs: MEng in Nuclear Engineering; MA in Theology; MA and PhD in Hispanic Studies**

1a **Master of Engineering (MEng) Program in Nuclear Engineering**

Recommended: That effective September 1, 2005, the Master of Engineering (MEng) program in Nuclear Engineering be introduced by the Faculty of Graduate Studies and offered collectively by the Department of Engineering Physics, McMaster University; Department of Civil Engineering, University of Waterloo; and Department of Electrical and Computer Engineering, The University of Western Ontario.

Background:

On February 28, 2005, the Ontario Council on Graduate Studies determined that the joint MEng program in Nuclear Engineering be "approved to commence" based on the OCGS Appraisals Committee consideration of the written submission (by Western, Waterloo and McMaster), the external consultants' reports, and the Universities' response.

The joint program will be offered collectively by the Department of Engineering Physics, McMaster University; Department of Civil Engineering, University of Waterloo; and Department of Electrical and Computer Engineering, Western. It is a self-funded, full cost recovery, and course-based program. The program grew from a strategic initiative of the University Network of Excellence in Nuclear Engineering

(UNENE) to revive Nuclear Engineering as a viable discipline in Ontario Universities (after a long period of decline) and to ensure a continuing supply of highly educated personnel for the nuclear industry.

The program is designed to deliver systematic high quality graduate education in Nuclear Engineering primarily to either newly hired engineers or to those already employed for some time in the industry. The delivery of the program is modelled on the successful Advanced Design and Manufacturing Institute (ADMI), also a joint engineering program conducted by the same three Universities supporting Nuclear Engineering, plus University of Toronto and Queen's University. Like this program, courses in the Nuclear Engineering program will be delivered as modules over two extended weekends at industry sites. The courses will be modular versions of selected courses on nuclear topics from the participating universities and will be taught by cross-university faculty teams.

This is fundamentally a part-time program that takes up to five years to complete. It has a planned intake of approximately twenty students per year, reaching a steady state of between 140-160.

1b Master of Theology Program

Recommended: That, pending approval by the Ontario Council of Graduate Studies (OCGS), a Master of Arts in Theology, housed in Huron University College, be introduced, effective September 1, 2005.

Background:

The OCGS approval process for this program is well under way, with the expectation that approval will be granted over the summer.

The new Master of Arts in Theology, housed in Huron University College, is designed to provide a research-oriented Master's degree focussing on leading themes in theological studies. This program will give the student the opportunity to engage in interdisciplinary as well as close disciplinary work, in biblical, historical, philosophical, ethical and theological argument, culminating in a thesis. The MA in Theology would be suitable either as a terminal graduate degree or as preparation for further studies in theology. It will be offered in a unique distance-residential program of study, for both full-time and part-time students, in order to appeal to a wide range of potential applicants.

The intake for the Master's program will be approximately ten students a year total (part-time and full-time), achieving a steady-state of twenty students enrolled.

1c MA and PhD Programs in Hispanic Studies

Recommended: That pending approval by the Ontario Council of Graduate Studies (OCGS):

- a) the name of the current Master of Arts program in Spanish be changed to a Master of Arts in Hispanic Studies, effective September 1, 2005; and

students currently enrolled in the program be permitted to graduate with the Hispanic Studies degree designation, effective June 2006.
- b) a Doctor of Philosophy program in Hispanic Studies be introduced, effective September 1, 2005.

Background:

The OCGS approval process for these programs is well under way, with the expectation that approval will be granted over the summer.

The name change from Spanish to Hispanic Studies reflects a shift in research and disciplinary focus, emphasizing the study of literature, culture and linguistics from the entire Hispanic world. The PhD program in Hispanic Studies will concentrate on transatlantic relations within the trans-global Spanish linguistic community, capitalizing on the research strength within the Modern Language and French Departments, in particular on that of the Transatlantic Research Group. Students in the Hispanic graduate programs will be trained in analytical and synthetic skills, ability to work in research teams, complexity theory, and knowledge management in the humanities. Students will develop expertise in more than one geographical area of the Spanish-speaking world. There is a strong market for research in this area in North America, although very few Doctoral programs. Western's programs are well-situated to train the next generation of faculty in this area.

The intake for the Master's program is approximately five students a year, achieving a steady-state of ten students enrolled; the proposed intake of the PhD program is also five students a year, achieving a steady-state enrolment of twenty students.

2. **Faculty of Education: Degree Completion Requirements for Technological Education Teachers**

Recommended: That effective September 1, 2005, the following Degree Completion Requirements for Technological Education Teachers be introduced.

CALENDAR COPY

Degree Completion Requirements for Technological Education Teachers

Completion Steps (Three-Year Degree)

Technological Studies teachers who wish to complete a baccalaureate degree as part of a coherent and consistent system of professional development will follow these steps:

- Students who have successfully completed three years of post-secondary education including 1) a two year diploma at an accredited post-secondary institute (with an average of 70%) and 2) the Diploma in Education in Technological Education at a Faculty of Education, may be admitted to a Bachelor's Degree (Three-Year) program with a recommendation from Western's Faculty of Education.
- Upon admission to an undergraduate program, students will be enrolled in Year 2 in one of the following three Faculties: Social Science, Information and Media Studies, or Health Sciences. The Faculty and Departments concerned may further assess students' degree requirements in order to determine which prerequisites may be waived, based on courses successfully completed during their previous three years of post-secondary studies, and to prescribe the courses to be completed to fulfill the requirements of the degree and program chosen.
- For graduation, the students must complete either two Minor Modules or one Major Module and a total of 10.0 courses, preferably at the senior level (course numbered 100 or above).

All program admission, progression, and completion requirements will be determined on a case by case basis. Students will have to meet all normal degree requirements including breadth requirements and completion of essay courses. Students are advised that not all courses in minors and majors are

available on-line nor are all such courses offered evenings or during the summer session. Normally all 10.0 courses are to be taken at The University of Western Ontario.

Background:

Teacher education is governed in Ontario by a rigorous and provincially legislated set of requirements. In the case of technology teachers, once admitted to a Faculty of Education, they complete 6.0 university courses (Diploma in Education), including foundations courses in psychology and Social Foundations of Education, along with curriculum and methods courses. Beyond these requirements they must also demonstrate competence in their technical fields (Communications, Manufacturing, Construction, Technological Design, Transportation, Personal Services, and Hospitality Services).

A variety of factors has propelled the recruitment, selection, professional preparation, and credentialing of these teachers into the spotlight in recent years.

1. The new broad-based Technology curriculum in Ontario schools has increased the expectations placed on Technology classroom teachers within their own areas of specialization. Furthermore, there is an expectation that all Ontario students, and not just those preparing for technology-related careers, must become technologically literate. The new Technology curriculum combines areas of knowledge and practice that previously have not been sought from candidates seeking admission to Technology teaching.
2. Access to professional upgrading for these teachers is currently restricted. If they wish to pursue additional basic qualifications, technological studies teachers are unable to do so because they do not hold the minimum prerequisite of a university degree. The lack of a degree also excludes such candidates from career choices open to other teachers, most notably pursuing the qualifications required for school administration.
3. Technological Studies teachers who wish to transfer their teaching credentials to other jurisdictions find this extremely difficult, since the Diploma in Technological Studies is not recognized as a minimum qualifying credential.

3. **Huron University College: Scholar's Electives Program and Minor in French**

3a **Scholar's Electives Program**

Recommended: That effective September 1, 2005, a 3.0 course Scholar's Electives module be introduced at Huron University College.

NEW CALENDAR COPY

(Affiliated Colleges section, Huron University College)

SCHOLAR'S ELECTIVES PROGRAM

The Scholar's Electives program allows students who have demonstrated outstanding academic potential to apply to Huron University College for admission to both a primary, discipline-based program of study and the Scholar's Electives module. The program is designed to provide a stimulating learning environment for students who wish to undertake an interdisciplinary experience. The program is intended primarily for students who are interested in completing a four-year Honors degree before moving on to their chosen careers.

Scholar's Electives students will enrol in a Scholar's Electives module in addition to their Honors degree courses. The Scholar's Electives courses will bring students into contact with faculty members from different disciplines and will expose students to significant ideas from those different disciplines. Students will be admitted to the Scholar's Electives module by the Dean of Arts and Social Science and, where appropriate, in consultation with the Dean(s) of the constituent university faculties involved in the proposed course of study.

While the primary benefit of enrolling in Scholar's Electives is the flexibility to achieve personal and unique academic goals, there are a number of ancillary benefits associated with the program. Scholar's electives students will be paired with a Faculty mentor. The mentor will serve as the student's primary academic advisor, working in collaboration with the Senior Academic Counsellor from Huron University College. The mentor will hold regular meetings with the student to monitor the student's progress and provide advice if necessary. Students will have the opportunity to network and build a community with other high-achieving scholars through the Scholar's Group at Huron University College, to participate in extracurricular activities, and to explore volunteer and service-learning placements and international initiatives facilitated through Huron University College and its Faculty of Arts and Social Science.

Admission Requirements

Normally, students apply for admission to the Scholar's Electives program prior to registration in the first year of a BA degree program. Full-time students who qualify for membership in Western Scholars by having at least a 90% admission average are invited to apply. Selection will be determined by the Dean of Arts and Social Science on the basis of grades, admission subjects and personal accomplishments, such as demonstrated achievements beyond the classroom and community contributions, detailed on a supplementary admissions form. After the first year, students whose achievements are comparable to the program's admission and progression requirements may apply to the Dean for late admission.

Program Requirements

The Scholar's Electives program includes an honors degree, with either an Honors Specialization or double Major, as well as the Scholar's Electives module. The Honors Specialization or the Major modules may be standard modules offered by departments, or theme areas designed by the student with the support of Faculty mentors and approved by the Dean.

The Scholar's Electives Module

3.0 courses:

1.0 course: Interdisciplinary Studies 021E: Inquiry, Interpretation, Rhetoric, normally taken in first year

1.0 course: Interdisciplinary Studies 200E: The Origins of Ideas, normally taken in second or third year

0.5 course: Scholar's Electives 300y: Directed Readings

0.5 course: Scholar's Electives 401y: Fourth Year Research Project

Students must be registered in a minimum of 5.0 courses during each Fall/Winter session. Students may take additional courses in the summer. With permission of the Department and the Dean, students with an appropriate background may be permitted to include senior courses in their first-year program. After first year, all courses taken by Scholar's Electives students must be numbered 200 and above. (One exception may be permitted with the Dean's approval.) Regulations governing the New Academic Choices, including the breadth and essay requirements, apply to Scholar's Electives students.

Progression and Graduation Requirements

To maintain their registration in the Scholar's Electives program, students enrol in a minimum of 5.0 courses during the Fall/Winter session and must achieve a sessional average of at least 80% with no mark less than 65%. On any additional courses taken during the summer session, students must maintain a sessional average of at least 70%, with no mark less than 65%.

Graduation requirements: Completion of an Honors Bachelor of Arts degree, including the Scholar's Electives module, with a minimum cumulative average of 80% with no mark less than 65%. The diploma awarded to students will record both the status of Scholar's Electives and the Specialization and/or Majors studied, as recommended by the Dean.

Background:

The Scholar's Electives Program is of interest to several high-achieving applicants to Huron University College. The liberal arts mandate of the College and the integrated undergraduate Faculty of Arts and Social Science at Huron University College are well suited to the interdisciplinary focus of the Scholar's Electives program. We offer opportunities for undergraduate students to engage in international programs, in volunteer and service learning activities, and to assist faculty members with their research. These will complement the Scholar's Electives students' academic programs.

The Scholar's Electives program approved by Senate in October 2004 provides for each Affiliated University College to offer a Scholar's Electives program leading to a BA degree under the same conditions. The Huron University College proposal has admission and progression requirements identical to those of the Constituent University program. The difference is in the structure of the 3.0 course module where the students will take 1.0 course in their first year, followed by 1.0 course in second year, and two 0.5 courses to complete the module. We anticipate that the Scholar's Electives cohort will number between four and six students in Year 1.

Pending approval of the module by Senate, DAP will be informed of the introduction of the following 3.0 Scholar's Electives courses at Huron University College:

1.0 course	Interdisciplinary Studies 021E: Inquiry, Interpretation, Rhetoric
1.0 course	Interdisciplinary Studies 200E: Origins of Ideas
0.5 course	Scholar's Electives 300y: Directed Readings
0.5 course	Scholar's Electives 401y: Fourth Year Senior Research Project

3b Minor in French

Recommended: That effective September 1, 2005, the Minor in French be introduced at Huron University College.

REVISED CALENDAR COPY
(page 333 of the 2005 academic calendar)

FRENCH

For Honors Specializations in French Linguistics and Literature, French Language and Literature, French Language and Linguistics, and Major in French - See Faculty of Arts and Humanities

MINOR IN FRENCH

Admission Requirements

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

Module

4.0 courses:

2.0 courses: French 271, 381

2.0 courses in French at the 200 level or above

Note: Courses taken for the Certificate in Business French can count towards the Minor in French but the Minor in French cannot be combined with other French modules.

Background:

A Minor in French is proposed in order to increase student choice at Huron University College and to remain consistent with offerings elsewhere on campus. Students have indicated preference for a variety of Minors in French. Huron currently offers the Minor in French Language, the Minor in French and Francophone Literature and the Minor in French Studies. The Minor in French is the same as the module offered at the Constituent University, King's and Brescia.

4. Eligibility for Honors Designations in the MBA Program and the LLB/MBA Program

4a Eligibility for MBA Honors Designations

Recommended: That the policy on Eligibility for Honors Designations be approved for students in the Master of Business Administration (MBA) program, as outlined below.

REVISED CALENDAR COPY

Honors

Dean's Honor List

To be included on the Dean's Honor List, a student must complete a full year's course work as defined by the program and attain an average grade in the top 25% of the class, or have special recommendation from the Dean of the Richard Ivey School of Business. "Dean's Honor List" will be designated on UWO transcripts. The Dean's Honor List calculation excludes non-Ivey and exchange courses. Non-Ivey exchange students are not eligible.

Ivey Scholar

A student who attains an average grade in the top 10% of the class in both MBA1 and MBA2 (excluding MBA Directs) will be designated "With Distinction" on UWO transcripts and the graduation diploma. Students must complete a full course load as defined by the program. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

Robert Johnson Gold Medal

The Robert Johnson Gold Medal will be awarded to the student with the highest combined average of MBA1 and MBA2. The student must have completed a full course load in both MBA1 and MBA2 as defined by the program. The combined average is calculated by adding the student's MBA1 and MBA2 averages and dividing by two. The Gold Medal calculation excludes non-Ivey and exchange courses.

Ivey MBA Direct Scholar

An MBA Direct student who achieves an average grade in the top 10% of the MBA2 class (as defined by the Ivey Scholar qualification) will be designated as Ivey MBA Direct Scholar. Ivey MBA Direct Scholars will be designated "With Distinction" on all UWO transcripts and the graduation diploma. The Ivey MBA Direct Scholar calculation excludes non-Ivey and exchange courses.

Background:

In the first three items of this policy statement, the Richard Ivey School of Business has compiled the ways in which MBA students have been recognized with honors designations for some time. The Dean's Honor List policy has been in place for at least fifteen years, "With Distinction" has been reflected on MBA degree diplomas and the convocation programs since 1993 (S.93-106), and the Gold Medal has been named since 1958.

The last paragraph is new. It clarifies the honors which can be awarded to Ivey MBA Direct Scholars and given to MBA2 Direct students. An MBA2 Direct student is defined as a graduate of the undergraduate Honors Business Administration (HBA) program who returns to complete second year of the MBA and graduate with an MBA.

4b Eligibility for Honors Designations in the Combined LLB/MBA Program

Recommended: That the policy on Honors to be awarded to students in the Combined LLB/MBA Program be revised as highlighted below, effective September 1, 2005.

REVISED CALENDAR COPY
(page 114 of the 2005 Academic Calendar)

COMBINED LLB/MBA PROGRAM

Honors

Dean's Honor List

Students ~~in the program~~ are considered for the Dean's Honor List at the Faculty of Law during their first year of Law and ~~for the Dean's Honor List at the~~ **Richard Ivey School of Business School** during their first year of the MBA ~~courses~~.

In ~~each of~~ the third and fourth years of the **combined** program, students **who take Law courses totalling at least 12 credit hours in any year** are considered for the Dean's Honor List at the Faculty of Law on the basis of those courses ~~taken in each particular year at the Faculty of Law~~.

In the fourth year, students also are considered for the Dean's Honor List at the Business ~~School~~ on the basis of the **Business MBA** courses taken during the ~~last two years~~ third and fourth years of the combined program. **Only grades obtained in 600-level Business courses will be used in calculating averages for determining Dean's Honor List standing. Courses taken on exchange and courses taken outside the Richard Ivey School of Business are excluded.** ~~Eligibility is determined by the regulations in effect in the Faculty of Law and the Business School respectively.~~

Graduation "With Distinction"

Eligibility to graduate "With Distinction" for each degree is determined by each Faculty.

Gold Medal

Eligibility is determined by the regulations in effect in the Faculty of Law and the Richard Ivey School of Business respectively.

Background:

At the request of the Associate Dean Academic for the Faculty of Law, the current program description and requirements are being revised since they are out of date. Further revisions are required to reflect the MBA curriculum enhancements.

5. **Faculty of Health Sciences: School of Nursing Policies**

5a **Faculty of Health Sciences: Records Check and Vulnerable Sector Screening**

Recommended: That effective September 1, 2005, the policy on Records Check and Vulnerable Sector Screening be approved for the Faculty of Health Sciences.

NEW CALENDAR COPY

(Pg. 86, 2005 Academic Calendar after “Statement on Potential Health Risks...”)

RECORDS CHECK AND VULNERABLE SECTOR SCREENING

The University of Western Ontario does not require a Criminal Records Check or other screening procedure (e.g., Vulnerable Sector Screen {VSS}) as a condition of admission into its programs in the Faculty of Health Sciences. However, prospective students should be aware that a criminal records check or VSS may be required by other facilities used for clinical or co-op placements or experiences related to an academic course assignment. It is the **student’s responsibility** to have the necessary procedure completed. In some programs students **will not be permitted access** to such courses without having completed this requirement.

In adherence with The University of Western Ontario *Guidelines on Access to Information and Protection of Privacy*, and the provincial legislation or Privacy Act, students will share VSS or other record check information directly with the facility or agency for which they have been assigned a placement and may, if they wish, disclose results to their School or Program. Students unable to complete a clinical requirement of their program because they are unable to meet a facility’s requirement for such a screening **will not be eligible for progression or graduation**. Those students enrolled in an internship placement, clinical practice placement or co-op as a course requirement **may not be able to pass the course** if they have not met an agency’s requirement. Students should check with their School or Program for details as to policy on course access and to the time frame within which a screening must be completed.

Background:

Introduction of the policy statement into the Faculty’s calendar copy will present a uniform statement of procedures already being recommended to registrants by all FHS Schools and Programs. The statement’s inclusion is also an acknowledgment that the majority of clinical placement sites are requiring such checks already, and makes formal and public the relative student, faculty and university roles and responsibilities associated with this requirement.

5b Admission Requirements: Western-Fanshawe Collaborative BScN Program

Recommended: That effective September 1, 2005, Grade 12 U Calculus be withdrawn as a recommended course for application to the Western-Fanshawe Collaborative BScN Program.

REVISED CALENDAR COPY
(Page 94, 2005 UWO Academic Calendar)

Applicants Presenting a new Ontario Grade 12 Diploma

Applicants must have a minimum of six U or M-level courses including:

REQUIRED

Grade 12 U English

Grade 12 U Biology (minimum 60% required)

Grade 12 U Chemistry (minimum 60% required)

One of:

Grade 11 U Function & Relations

Grade 11 M Functions

Background:

Historically, completing a final year high school Calculus course has been recommended for application to the baccalaureate nursing program. Recently, it has been determined that the material studied in OAC or Grade 12 U Calculus does not enhance students' mathematics background beyond the adequate preparation provided by the current required mathematics course, Grade 11 U Functions and Relations, or Grade 11 M Functions.

Additionally, this nursing program recommendation - that prospective students take a final year high school calculus course - has created confusion for many high school guidance counselors who are inclined to insist prospective applicants take Grade 12 U Calculus because they erroneously understand recommended courses as program requirements. Furthermore, strong candidates who have been counselled to take Grade 12 U Calculus and who have not achieved a high grade in this course, may find their admission average lowered if this course is used for admission average calculation.

5c Aboriginal Candidates to the Western-Fanshawe Collaborative BScN Program

Recommended: That effective for September 2005 admission, four seats in Year 1 of the Western-Fanshawe Collaborative BScN Program (two seats at the UWO site and two seats at the Fanshawe College site) be made available for Aboriginal students whose admission averages do not meet competitive levels.

NEW CALENDAR COPY
(Page 94 of the 2005 Academic Calendar)

Discretionary Categories

Aboriginal

The School of Nursing recognizes that Aboriginal Peoples are not represented adequately in the nursing profession and therefore welcomes their applications.

Eligible Aboriginal candidates may be admitted to the nursing program from one of two paths:

1. Aboriginal candidates who have successfully completed the program's admission requirements, and whose admission average has met the annual program admission average as determined by the School of Nursing and the University's Admissions Office, will be considered for admission along with all other program applicants.
2. Aboriginal candidates who have successfully completed the program's admission requirements, but whose overall average has NOT met the annual program admission average as determined by the School of Nursing and the University's Admissions Office, will be considered on a discretionary basis to fill four seats (two seats at the UWO site and two seats at the Fanshawe College site) set aside for applicants in this latter category.

Background:

The School of Nursing recognizes that Aboriginal Peoples are not represented adequately in the nursing profession and therefore welcomes their applications.

The reasons for this proposal include:

1. The School of Nursing's endorsement of the University's commitment to support Aboriginal students' education;
2. The School's commitment to meet the health care needs of the Aboriginal population, specifically, and the province, generally, and;
3. To address the impending nursing shortage.

Aboriginal candidates whose admission platform is competitive with the general applicant pool for the nursing program will continue to be considered for admission as part of that group. Aboriginal students who have met the admission requirements (i.e., completion of the secondary school [or equivalent] course prerequisites with averages equal to or above the stated minimum), but whose overall average has not met the annual program admission average as determined by the School of Nursing and the University's Admissions Office, will be considered on a discretionary basis. These discretionary positions (two at the UWO site and two at the Fanshawe College site) will be included in the normal Year 1 enrollment numbers for both the UWO and Fanshawe College sites.

6. **Terms of the Marilyn Robinson Award for Excellence in Teaching**

Recommended: That the terms of the Marilyn Robinson Award be revised to read, "all continuing members of full-time faculty who are either Limited Term or Probationary."

The Marilyn Robinson Award for Excellence in Teaching

In 1996-97, the award for excellence in teaching was established at Western to be awarded based on evidence of outstanding contributions in the area of classroom, laboratory, or clinical instruction.

All continuing members of full-time faculty **who are either Limited Term or Probationary** at the University and its Affiliated University Colleges ~~who are normally not tenured~~ and who usually have seven years or less of **full-time** university teaching experience at the time of their nomination are eligible for nomination for the award. Previous recipients of this award are ineligible for renomination.

No more than one award will be made annually. The award recipient will receive a commemorative scroll which normally will be presented at the appropriate Spring Convocation. Also, at the appropriate faculty's award ceremonies, the award recipient will be presented with two items that are emblematic of Marilyn's love for beauty and life: a framed reproduction of an artist such as Georgia O'Keefe or Claude Monet, to be selected by the recipient in consultation with the Educational Development office, and a plexiglass-encased floral specimen. In addition, the award recipient's name will be inscribed on a plaque which will be displayed in a prominent location in the University.

Marilyn Robinson was an enthusiastic and inspirational lecturer who was much loved and respected by both colleagues and students. In her roles as Assistant Professor in Physiology and Coordinator of the Educational Development Office, she helped raise the profile of teaching at the University. One special gift was an ability to establish a rapport with students: she was always available for students, and each was dealt with warmly and compassionately, whether it was to discuss an academic or a personal problem. Through interaction with many colleagues she became captivated with the idea of exciting students by means of active learning and problem solving, and convinced many throughout the University of the benefits of this approach. Her expertise was recognized with many teaching awards including the 3M Teaching Fellowship and the Excellence in Teaching Award (Pleva).

Background:

This Spring, the Subcommittee on Teaching Awards discussed eligibility for the Marilyn Robinson Award. The current guidelines stipulate that eligibility is restricted to "[a]ll continuing members of full-time faculty at the University...." At issue was the question of whether this should include faculty members who have FT Limited Term appointments or only FT Probationary appointments. It was agreed that Limited Duties faculty members would not be eligible.

The discussion centred on the issue of whether Limited Term faculty members with primarily teaching responsibilities might be at an advantage because they have more time to prepare. However, it could be argued that since such individuals have a much higher course load, any potential may be reduced. An alternative argument is that the Robinson Award should go to the best teachers, regardless of their contract status. The final position taken by members of the Subcommittee was that all faculty members who have been on a full-time contract for less than seven years should be eligible.

SCAPA approved the above-noted changes to the award. A full set of regulations can be viewed at <http://www.uwo.ca/univsec/sutaregs.pdf>

7. Articulation Agreement between Western's Faculty of Health Sciences (Kinesiology) and Semmelweis University, Budapest, Hungary

Recommended: That the Articulation Agreement between Semmelweis University, Budapest, and The University of Western Ontario (Faculty of Health Sciences, Kinesiology) regarding transfer credit into the third year of the Honors Specialization in Kinesiology – BSc be approved under the conditions outlined below:

Purpose of Agreement

The purpose of this Agreement is to allow students from Semmelweis University ("Semmelweis") to transfer into the third year of the Honors Specialization (BSc) in Kinesiology at The University of Western Ontario ("Western") after completing their first two years of study in Hungary.

1. Objective

After an initial phasing-in period (see section 2 below), the goal is to allow from 5-10 Semmelweis students to transfer to Western into year 3 of the Honors Specialization in Kinesiology – BSc by the academic year 2009-10. Semmelweis students will transfer to Western with all the rights and obligations of international students and upon successful completion of the program will be eligible to graduate with a BSc degree from Western.

2. Manner of Implementation

The transfer agreement will be implemented under the following time line:

- 2006/07 1-2 transfer students
- 2007/08 1-2 transfer students
- 2008/09 3-4 transfer students
- 2009/10 5-10 transfer students

Prior to each academic year Western will notify Semmelweis of the maximum number of transfer students it will accept that year.

During each of the first three academic years Semmelweis and Western will review and evaluate the success of the transfers and Western may require revisions to the “Conditions of Transfer” set out below. If the parties cannot agree on the revisions, this Agreement shall terminate immediately. All revisions must be agreed to in writing and signed by the appropriate signing officers of both institutions.

3. Conditions of Transfer

- (a) Semmelweis students will complete the first two years of the Physical Education program at Semmelweis University. A list of the courses to be taken in the first two years is set out in **Appendix A** to this Agreement. **Appendix B** outlines the curricula, transfer credit and degree requirements pertaining to this agreement. Any changes which affect Appendix B may not be made without the written agreement of both institutions.
- (b) To be considered for transfer a student must successfully complete the first two years at Semmelweis in the Physical Education program with an overall average equivalent to B+ (4 or “Good”) or higher at Semmelweis. If there are more applicants than spots, Western will give preference to higher achieving students.
- (c) Before admission will be granted, Semmelweis students must meet all English proficiency requirements set by Western for international students.
- (d) Upon admission to Western, all regulations of the Kinesiology program at Western will apply to the Semmelweis students.

4. Course of Study at Western

- (a) The course of study for the last two years of the BSc program will require a minimum of 10 full course equivalents of Kinesiology and non-Kinesiology courses.
- (b) The course of study including both required and elective courses can be found in Appendix B.
- (c) All degree regulations governing the course of study at Western for an Honors Specialization in Kinesiology – BSc, must be met before qualifying for graduation.

5. Fees

Semmelweis students accepted for transfer pursuant to this Agreement are required to pay international student tuition fees, including ancillary fees, set annually by Western. Payment must be made in accordance with regulations established by Western from time to time.

6. Duration and Amendment of the Agreement

This agreement relates to transfers of Semmelweis students to Western for the academic years 2006/07 to 2009/10 inclusive. This agreement may be extended or amended only by mutual consent in writing by the signing officers of both institutions.

7. Termination / Review Clause

In addition to any rights of termination set out above, this agreement may be terminated by either institution with 12 months' advance notice in writing to the other institution. A review will be initiated by both institutions at least 12 months prior to the expiration of the Agreement to ascertain if the program should be continued, and if so, how it might be improved.

Equal Opportunity

Both institutions subscribe to the principle of Equal Opportunity and will not discriminate on the basis of race, sex, sexual orientation, age, ethnicity, religion, or national origin. Both institutions shall abide by these principles in the administration of this Agreement and neither institution shall impose criteria for the transfer of students which would violate the principles of non-discrimination.

APPENDIX A

COURSE OF STUDY FOR FIRST AND SECOND YEARS AT SEMMELWEIS UNIVERSITY BUDAPEST

Kinesiology Theory Courses (credits)

1. Sports Psychology (2)
2. Motor Learning (2)
3. Sports Philosophy (2)
4. History of Sport (4)
5. Anatomy (8)
6. Functional Anatomy (4)
7. Research Methods (2)
8. Biomechanical Measurements (3)
9. Biomechanics (3)
10. Functional Biomechanics (3)
11. Motor Development (2)
12. Massage (2)

Activity Courses

1. Conditioning (4)
2. Swimming (4)
3. Aerobics (4)
4. Folk Dance (2)
5. School Games (4)
6. Track and Field (2)
7. Recreational Camping (2)

Science-based (non Kinesiology) Courses

1. Physics (3)
2. Chemistry (3)
3. Mathematics (3)
4. Biophysics (5)

5. Biochemistry (4)
6. Laboratory Diagnostics (2)
7. Physiology (8)
8. Human Biology (2)
9. Human Genetics (2)

Social Science/Humanities-based (non Kinesiology) Courses

1. Introduction to Philosophy (2)
2. History of Philosophy (4)
3. Theory of Science (2)
4. Informatics (4)
5. Rhetoric (2)
6. Basics of Law (2)
7. Sociology (2)
8. General Psychology (2)
9. Developmental Psychology (2)

APPENDIX B

COURSE OF STUDY FOR THIRD AND FOURTH YEARS AT WESTERN

Courses to be Taken During Years 3 and 4 at Western

- 0.5 course: Kinesiology 230a/b
0.5 course: Kinesiology 330a/b
0.5 course: Kinesiology 337a/b
0.5 course in Introductory Statistics
0.5 course: (One of the following: Kinesiology 343a/b, 353a/b, 430F/G, 432a/b, 433a/b, 440y, 443)
2.0 Kinesiology Social Science courses (Four of the following: Kinesiology 250a/b, 263F/G, 290F/G, 293F/G, 298a/b, 358a/b, 362F/G, 363F/G, 378F/G, 388a/b, 390F/G, 398F/G, 399a/b, 409a/b, 459a/b, 460F/G, 468a/b, 488a/b, 493F/G, 498a/b)
0.5 Kinesiology Activity courses: (Kinesiology 202q/r/s/t -219q/r/s/t, 302q/r/s/t-318q/r/s/t, Dance 270a/b, 275a/b, 276a/b, 277a/b)
3.0 Upper-Year Science courses
1.0 Kinesiology theory electives course (not already taken from lists above)
1.0 open elective course

10.0 full course equivalents

Please contact the School of Kinesiology regarding the schedule of:

- 0.25 courses, i.e., q/r/s/t courses
0.5 courses, i.e., a/b or F/G courses
1.0 courses (no suffix noted)

Western BSc Kinesiology degree requirements	Semmelweis University Budapest courses that can be used toward Western BSc Kinesiology degree requirements	Courses Required at Western for BSc Kinesiology completion
	3 credits = .5 courses	
Kinesiology 080a/b	#2 (2) Motor Learning	
Kinesiology 088a/b	#1 (2) Sport Psychology	
	#3 (2) Sport Philosophy	
Physiology 021	#26 (8) Physiology	
Physics 028a/b	#20 (3) Physics	
Physics 029a/b	#23 (5) Biophysics	
Chemistry 024a/b	#21 (3) Chemistry	
	#24 (4) Biochemistry	
Art & Social Science	#29 (2) Intro to Philosophy	
	#30 (4) History of Philosophy	
Anatomy 221	#5 (8) Anatomy	
	#6 (4) Functional Anatomy	
Kinesiology 230a/b		0.5 Kinesiology 230a/b
Kinesiology 241a/b	#10 (3) Functional Biomechanics	
Kinesiology 343a/b or 353a/b	#8 (3) Biomechanical Measurements	
Kinesiology 200 level	#4 (4) History of Sport	
Introductory Statistics		0.5 Introductory Statistics
Kinesiology 332a/b	#7 (2) Research Methods	
	#32 (4) Informatics	
Kinesiology 330a/b		0.5 Kinesiology 330a/b
Kinesiology 337a/b		0.5 Kinesiology 337a/b
1.0 from 343a/b, 353a/b, 430F/G, 432a/b, 433a/b, 440y, 443	#9 (3) Biomechanics	0.5 Kinesiology from 343a/b, 353a/b, 430F/G, 432a/b, 433a/b, 440y, 443
2.0 Kinesiology (Social Science) courses		2.0 Kinesiology* (four from the following: Kinesiology 250a/b, 263F/G, 290F/G, 293F/G, 298a/b, 358a/b, 362F/G, 363F/G, 378F/G, 388a/b, 390F/G, 398F/G, 399a/b, 409a/b, 459a/b, 460F/G, 468a/b, 488a/b, 493F/G, 498a/b)
2.0 activity courses	#13 – 19 Conditioning (4) Swimming (4) Aerobics (4) Folk Dance (2) School Games (4) Track and Field (2) Recreational Camping (2)	0.5 activities (Kinesiology 202-219q/r/s/t, 302- 318q/r/s/t, Dance 270a/b, 275a/b, 276a/b, 277a/b)
3.0 upper-year Science		3.0 upper-year Science.

1.0 open		1.0 open elective
1.0 open		1.0 Kinesiology theory elective not taken from above
		Total 10.0 courses
* to fulfil essay requirements students must choose two Kinesiology courses designated F/G		

FOR INFORMATION

1. **New Scholarships and Awards**

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

Schulich Undergraduate Dentistry Scholarships (Faculty of Medicine & Dentistry, Dentistry)

Awarded to full-time undergraduate students entering Year 1 of the Doctor of Dental Surgery (DDS) program based on academic achievement and demonstrated financial need. These scholarships will continue for up to four years provided that recipients progress satisfactorily and continue to demonstrate financial need each year. Candidates must complete an admission bursary application form, which is available online through the Office of the Registrar's Web site, by August 1. Once financial need is determined by the Office of the Registrar, recipients will be selected by the Scholarship and Awards Committee of the Faculty of Medicine & Dentistry. In the event of a late offer, exceptions will be made on a case-by-case basis. These scholarships were established by Seymour Schulich to help ensure that top students who want to enter Western's Dentistry program receive the financial assistance they need.

Value and Effective Date: The number and value of scholarships will be given based on the following 4-year repeating pattern, effective May 2005. In 2005, students in Year 1 will be selected. After four years, students in Years 1 to 4 will hold the award simultaneously.

May 2005 3 at \$10,000, continuing for 4 years
May 2006 4 at \$10,000, continuing for 4 years
May 2007 4 at \$10,000, continuing for 4 years
May 2008 4 at \$10,000, continuing for 4 years
May 2009 Pattern repeats

Note: Academic achievement is included as a requirement in order to classify the awards as scholarships rather than bursaries. It is understood that Dentistry students are not assigned numerical or letter grades, and being offered admittance into the program is the only evidence of academic achievement that is required.

Kranjc Family 125th Anniversary Alumni Award (Richard Ivey School of Business)

Awarded to a full-time student in HBA Year 2 who is in the top half of his or her class, based on financial need. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by April 1. The Office of the Registrar will determine financial need and the Richard Ivey School of Business HBA Scholarships and Awards Committee will select the recipient. This award was established by Mr. Stan R. Kranjc (HBA '86) through Foundation Western.

Value: 1 at \$450
Effective: May 2005

The value of the award will increase to \$900 once matching funds from General Electric Canada Inc. are received. In addition, the award value may increase to \$1,800 if matching funds from OSOTF are received.

This award is offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.

Nancy K. Innis Memorial Award (Faculty of Social Science, Psychology)

Awarded to a full-time undergraduate student who is registered in an Honors Specialization in Psychology with an average of at least 80% in his/her graduating year. First preference will be given to a student who has demonstrated outstanding achievement in a course at the 300 or 400 level in History of Psychology. Second preference will be given to candidates who excel in a course at the 300 or 400 level in Research in Animal Cognition or Animal Behavior who are likely to pursue a graduate degree in Psychology, as nominated by the Chair of Psychology. If a suitable candidate cannot be found in these preferred areas, the award can be given to any student in an Honors Specialization in Psychology who is likely to pursue a graduate degree in Psychology as nominated by the Chair of Psychology. The recipient will be selected by a faculty committee from the Department of Psychology including the Chair or designate and course co-ordinator for the relevant course.

Value: 1 at \$200

Effective: May 2004 and ending when the funding is exhausted (approximately 25 years)

Tillie Jensen Eklund Continuing Award (Faculty of Arts & Humanities, French)

Awarded to a full-time student in Year 2 of any Four-Year Bachelor's degree program with an Honors Specialization, Specialization or Major in French based on academic achievement (minimum 70% average) and demonstrated financial need. This award will continue for Years 3 and 4 if the student maintains the defined criteria. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by October 31. The Office of the Registrar will determine financial need and the Faculty of Arts and Humanities will select the recipient. This award was established by Ms. Catherine Jensen in memory of her aunt Tillie Jensen Eklund (BA '47, French) through Foundation Western.

Value: 1 at \$1,500, continuing for 3 years

Effective: May 2005

G. Keith Humphrey Memorial Award (Faculty of Graduate Studies, Psychology or Neuroscience)

Awarded to a full-time student enrolled in a graduate program in Psychology or Neuroscience who best exemplifies the philosophy and spirit of Professor G. Keith Humphrey and his research, based on academic achievement (minimum 78% average). Professor Humphrey was a brilliant young scholar who admired true intellectual curiosity and possessed a love of visual science. The recipient will be selected by the Graduate Awards Committee in the Department of Psychology. At least one representative of the committee must hold current membership in the Faculty of Graduate Studies. This award was established by gifts from family, friends and colleagues in memory of Professor G. Keith Humphrey.

Value: 1 at \$500

Effective: May 2004

Canadian Centennial '67 Class Award (Faculty of Engineering)

Awarded to a full-time undergraduate student in Year 2 or higher of an Engineering degree program based on academic achievement (minimum 70% average), financial need and extracurricular activities. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by September 30 along with a short essay (max 250 words) describing extracurricular involvement. This award was established by the Engineering Class of 1967 through Foundation Western.

Value: 1 at \$500

Effective: May 2005

The future award value will be set based on fund capital in accordance with Foundation Western's Endowment Payout Policy.

McCarthy Tetrault Leadership Awards (Faculty of Law)

One award will be made annually to a student who has completed Year 1 Law, and a second award will be made annually to a student who has completed Year 2 Law, based on superior academic achievement and demonstrated initiative and leadership qualities through participation in extracurricular activities within the Western Law School or in the community. A selection committee in the Faculty of Law will select the recipients. These awards are made possible by a generous donation from McCarthy Tetrault LLP.

Value: 2 at \$5,000
Effective: May 2005

Harold Crabtree Foundation Graduate Scholarship (Faculty of Graduate Studies, Economics)

Awarded to a Masters or Doctoral student in a graduate program in Economics who is researching a topic relating to the economics of Firms and Markets, based on academic achievement (minimum 78% average) and the candidate's proposed research or research underway. Preference will be given to candidates whose research addresses topics relevant to the Canadian economy. A committee composed of the Director of Graduate Studies, the Chair, and one faculty member who is also a member of the Faculty of Graduate Studies, will choose the recipient. Recipients will be Canadian citizens or permanent residents.

Value: up to \$4,370 (value is to be determined once the income is first applied to the OGS program)
Effective: May 2005

Harold Crabtree Foundation Awards in the Economics of Industrial Organization (Faculty of Social Science, Economics)

Awarded to students in Year 2 or higher of a Four-year Bachelor's degree, pursuing an Honors Specialization, Specialization or Major offered through the Department of Economics, with an interest in the field of Industrial Organization. Preference will be given to recipients who also are pursuing at least one course in Social Science with significant Canadian content. The recipients will be selected based on academic achievement (minimum 70% academic average) and demonstrated financial need. Applications can be accessed online through the Office of the Registrar's Web site and must be completed by October 31. The Office of the Registrar will determine financial need and the Faculty of Social Science in consultation with the Chair of the Department of Economics will select the recipients.

Value: 2 at \$1,250
Effective: May 2005

Harold Crabtree Foundation HBA Award (Richard Ivey School of Business)

Awarded to a student in HBA Year 1 based on academic achievement (minimum 70% average) and demonstrated financial need. Preference will be given to recipients who showed an interest in Canadian Studies prior to admittance into the HBA program. The recipient will receive the award in HBA Year 2 provided that he or she continues to maintain his or her average and demonstrates financial need. A new recipient will be selected when the current recipient no longer qualifies. Only one student will hold this award in any given year. Applications are available through the Richard Ivey School of Business HBA program office and must be submitted by April 1. The Office of the Registrar will determine financial need and the HBA Scholarships and Awards committee of the Richard Ivey School of Business will select the recipient.

Value: 1 at 2,500, continuing for two years, awarded biennially
Effective: May 2005

Robert W. Johnson C.A. Gold Medal (Faculty of Graduate Studies, Business Administration)

Awarded to the student with the highest combined average of MBA1 and MBA2. The student must have completed a full course load in both MBA1 and MBA2 as defined by the program. The combined average is calculated by adding the student's MBA1 and MBA2 averages and dividing by two. The Gold Medal calculation excludes non-Ivey and exchange courses.

Value: Gold medal

Effective: May 2004 (This gold medal has been given since 1958 and should have borne the name of the donor.)

Hydrogenics MBA Award in Entrepreneurship (Faculty of Graduate Studies, Business Administration)

Awarded to a full-time student entering the MBA program who has been accepted into the Entrepreneurship Certificate Stream at the Richard Ivey School of Business. The award will continue in MBA Year 2 upon successful completion of MBA Year 1 and continued enrollment in the Entrepreneurship Certificate Stream. A shortlist of potential award recipients will be determined by the Director of the Institute for Entrepreneurship based on the Entrepreneurship Stream application forms and personal interviews. Application deadline is May 1. The MBA Scholarship Review Committee then will select the award recipient in consultation with the Director of the Institute for Entrepreneurship and at least one faculty member who is also a member of the Faculty of Graduate Studies.

Value: \$4,750 per year, continuing for two years

Effective: May 2005

HBA 1999 Award (Richard Ivey School of Business)

Awarded to a student entering HBA Year 1 based on academic achievement (minimum 78% admission average) and demonstrated financial need. This award will continue in HBA Year 2 provided that the candidate maintains a 70% average and demonstrates financial need. Candidates must complete a financial assistance application, which is available online through the Office of the Registrar's Web site, by April 1. The Office of the Registrar will determine financial need and the HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at \$1,200 per year, continuing for two years

Effective: May 2005 and ending in April 2011. A new recipient will not be selected in 2010-11.

2. **DAP and SCAPA: Consultation**

2a **Format for Submissions to the Deans Academic Programs (DAP) "Virtual Committee"**

At a meeting of the Associate Deans held on May 18, 2005, it was agreed that the new consultation process for DAP proposals was onerous and that it should be revised so that Departments would be responsible for completing consultation prior to submitting proposals to the Faculty's Educational Policy Committee (or equivalent) of the Faculty. Contingent on approval by EPC, the Associate Dean of the Faculty would submit the proposal to DAP. The use of the "Consultation and Comments Sheet for DAP Submissions", therefore, will be discontinued and Section 6 of the Format Instructions for DAP and SCAPA will be revised to read as shown below.

6. **Consultation and Results**

Each submission involving a program or course must identify where it is to be taught and if the program/course is offered in any other area including:

- Main Campus
- Brescia University College
- Huron University College
- King's University College

Step 1: After informing: a) the Associate Dean of its Faculty, b) the appropriate Associate Deans of other Faculties, c) the appropriate Academic Deans of Affiliated University Colleges, about its forthcoming proposal, the Department initiating the proposal will consult with the appropriate departments on Main Campus and the Affiliated University Colleges and with the relevant Library regarding resources.

Step 2: The proposal, possibly revised as a result of consultation, is brought to the Faculty Educational Policy Committee (EPC) or equivalent body for review.

Step 3: The proposal is finalized and, in DAP format, is forwarded to the Faculty's Associate Dean or Dean for submission to DAP. The list of those consulted in Step 1 is included. (Note, however, that all of the Department Chairs who are members of the Faculty's EPC in Step 2 need not be listed.)

As mandated in the Terms of Reference of the Senate Committee on Academic Policy and Awards, DAP proposals from one Faculty, School or College for which objections have been received from another Faculty, School or College, will be forwarded to SCAPA for resolution.

2b Format for Submissions to SCAPA

The Format for Submissions to SCAPA will be revised to read as follows and remove reference to the "Consultation and Comments Sheet" in item 6.

6. **Consultation and Results**

Consultation normally takes place between Dean's offices. Normally initial consultation will have taken place between departments on Main Campus and the Affiliated University Colleges, the relevant University Library, Educational Policy Committees (or equivalent bodies), other institutions (if relevant to the proposal) and the Registrar's Office. However, the responsibility for a proposal to SCAPA rests with the Office of the Dean.

The names of those consulted should be included in the format for SCAPA. (Note, however, that all of the Department Chairs who are members of the Faculty's EPC in Step 2 need not be listed.)

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

Other Considerations

Clearly indicate if the program or module is a new subject area not offered previously by the University.

If the program/module enrolment level is expected to be over 100, include this information in your proposal. If so:

- a. What is the maximum number of students that could be admitted?
- b. Attach to your proposal the results of consultation with ITS, if there are demands to be made on Information Technology Systems which are not conventional.

- c. Attach to your proposal the results of consultation with the University Librarian (or delegate) regarding library implications.
- d. Attach to your proposal the results of consultation with Manager, Space Management/Planning, Office of Institutional Planning and Budgeting regarding space implications.

3. **Undergraduate Sessional Dates in the 2005 Academic Calendar (Print Version)**

The official (web) version of the academic calendar is correct with regard to the dates of first term for 2005-2006. However, PLEASE NOTE that corrections cannot be made to page 7 of the print version of the academic calendar.

The dates in question are shown below:

	Printed Dates 2005-2006	Correct Dates 2005-2006
First Term	Sept. 8-Dec. 8 (<i>65 days</i>)	Sept. 8-Dec. 7 (<i>64 days</i>)
Study Day	Dec. 9	Dec. 8
Exams	Dec. 10-21 (<i>12 days</i>)	Dec. 9-21 (<i>13 days</i>)