

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

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Faculty of Social Science: Honors Specialization in Global Economics

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FOR APPROVAL

1. **School of Graduate and Postdoctoral Studies: Collaborative Graduate Program in Molecular Imaging**

Recommended: That Senate approve that, pending OCGS approval, new collaborative MSc and PhD programs in Molecular Imaging be established in September 2009.

Background:

The Ontario Council on Graduate Studies (OCGS) approval process for this program is under way, with the expectation that approval will be granted in the spring or summer of 2009.

A collaborative graduate program is an offering involving two or more OCGS and Senate-approved graduate programs. Western currently has nine collaborative graduate programs. Students in a collaborative program obtain their degree in the discipline of their home department along with a specialization in the area of the collaborative program. For example, a PhD student who has been admitted into the graduate program in the Department of Physiology and Pharmacology can also apply to be admitted into the collaborative program in Developmental Biology; the student's degree would then be a PhD in Physiology and Pharmacology with a specialization in Developmental Biology. The degree diploma would designate the degree as "PhD in Physiology and Pharmacology (Developmental Biology)."

The collaborative program in Molecular Imaging involves the participation of the following OCGS and Senate-approved graduate programs: Biochemistry, Chemistry, Medical Biophysics and Pathology.

Students in the proposed collaborative program would be provided with a formal framework for gaining expertise in the imaging of genes, molecules and cells *in vivo* and applying that knowledge towards the discovery of new therapies for chronic diseases. The collaborative program in Molecular Imaging will facilitate communication between faculty and students engaged in imaging research (a "signature area" of research in Western's strategic plan), molecular biology, and the chemistry of probe design, thereby providing a unique opportunity to attract top-quality students from diverse academic backgrounds.

The program will be administered by a program director and program committee and the administrative home of the program will be in the Schulich School of Medicine & Dentistry.

The intake for the Masters program will be approximately 5-10 students per year. The proposed intake of the PhD program is 5 per year.

2. **Faculty of Social Science: Honors Specialization in Economics, Politics and Philosophy**

Recommended: That effective September 1, 2009, an Honors Specialization in Economics, Politics and Philosophy be introduced by the Department of Economics in the Faculty of Social Science.

NEW CALENDAR COPY

HONORS SPECIALIZATION IN ECONOMICS, POLITICS AND PHILOSOPHY

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark less than 60% in 3.0 principal courses, including the following 2.5 courses: Economics 1021A/B and 1022A/B, or Economics 1020; Political Science 1020E; and Calculus 1000A/B or 1100A/B. (Note: Students can enter the module without Political Science 1020E, but they must complete this course by the end of the second year.) (Note: Students entering this program before September 1, 2010, who have not completed Calculus 1000A/B or 1100A/B may fulfill the math entry requirement with an average of at least 70% and no mark less than 60% in 1.0 course from Linear Algebra 1600A/B, Mathematics 1225A/B, 1229A/B, the former Mathematics 030. Such students are required to complete Economics 2210A/B as part of the module requirements.)

Module

9.0 courses:

2.5 courses: Economics 2220A/B, 2222A/B, 2223A/B, 2260A/B, 2261A/B*

1.0 course from: Political Science 2237E or Philosophy 2800F/G and 2801F/G

1.0 course: Philosophy 2500F/G, 2700F/G

1.0 course in Political Science at the 2200 level (Political Science 2211E is recommended)

0.5 course in Economics at the 2200 or 3000 level with an F/G designation

1.0 course, normally taken in the fourth year: Economics 4400E (Note: Economics 3388A/B is highly recommended to be taken before or concurrently with Economics 4400E.)
2.0 additional courses in any of Economics, Political Science, or Philosophy at the 2200 level or above, of which 1.0 course must be at the 3000 level. (Students are responsible for making sure they have the prerequisites for the courses they wish to take.)

*Students who have taken a 1.0 or 0.5 credit course in introductory statistics at the 2100 level or higher in the Department of Statistical and Actuarial Sciences can substitute that course for Economics 2222A/B towards the module requirements. Students who have completed any other introductory statistics course listed as an antirequisite to Economics 2222A/B must replace Economics 2222A/B with 0.5 course in Economics at the 2200 or 3000 level.

Students who have completed Economics 2150A/B, 2151A/B and 2152A/B with an average of at least 80% and no mark less than 75%, and who have taken Calculus 1000A/B or 1100A/B with a mark of at least 60%, may enter the Honors Specialization in Economics, Politics and Philosophy and be exempt from taking Economics 2220A/B, 2260A/B and 2261A/B. Students who have completed these requirements, and have also completed Economics 2122A/B and 2123A/B with an average of 80% and no mark less than 75%, may also be exempt from taking Economics 2222A/B and 2223A/B.

Courses completed as part of this module normally may not be counted towards additional modules in Political Science or Philosophy.

NOTE: Students considering graduate study in economics or finance should take additional economics and mathematics courses and are strongly advised to consult with the Undergraduate Coordinator.

Background:

This proposal is part of a broader plan to establish two undergraduate economics streams, one more quantitative/math oriented and one more qualitative. These streams will be tailored to match the interests and aptitudes of two distinct groups of students interested in Economics and reflect input from current students in Economics programs.

The Economics, Politics and Philosophy (EPP) Honors Specialization is designed to serve the qualitative stream and is aimed at students with strong writing and reasoning skills. It is an interdisciplinary program with an economics base that prepares students to be critical and informed thinkers. Similar programs have been adopted successfully at elite universities in North America and Europe, where they have attracted outstanding students. EPP should appeal to motivated students interested in careers in areas such as politics or government, law, journalism and business.

Students take relevant courses and learn central concepts in all three disciplines. Of the program's 9.0 courses, at least 4.0 are in Economics and up to 5.0 are in Philosophy and Political Science. In Economics, students take the core courses in microeconomics, macroeconomics (one term) and econometrics, as well as Economics 4400E, a capstone fourth-year course in which students complete an independent research essay on a topic of their choice. This last will provide an opportunity to integrate concepts from the three disciplines.

The course requirements in Political Science and Philosophy reflect substantial input from the Departments of Philosophy and Political Science during the development of this program. In Political Science and Philosophy, the students will take Political Theory or Political Philosophy, Introduction to Knowledge Theory, and Introduction to Ethics and Value Theory. These courses teach fundamental concepts shared by all three disciplines.

Once they have fulfilled the basic requirements, students are given flexibility in their choice of additional courses from among the three disciplines. In the brochure on this program and in counseling students, Social Science will especially recommend the following courses:

- Political Science 2234E (Comparative Provincial Politics), 2246E (Public Administration), 2286F/G (Policy Analysis), 3365F/G (Political Economy North-South), 3336E (International Conflict Management)
- Philosophy 2250 (Intro to Logic), 2252W/X (Intro to Logic, accelerated), 2253A/B (Intro to Decision Analysis)
- Students who are thinking of applying for graduate studies in economics should take Economics 2221A/B (Intermediate Macro II), 3320A/B (Advanced Macro I) and 3382A/B (Advanced Micro I), as well as additional math

The proposed program provides a pathway to careers in politics, law, journalism, government, and business. It will also prepare students for graduate programs in law, public policy, political science, business, journalism, and other fields. Students who have taken certain advanced economics courses and some additional math will also be prepared for graduate studies in economics and finance.

3. **Faculty of Social Science: Honors Specialization in Global Economics**

Recommended: That effective September 1, 2009, an Honors Specialization in Global Economics be introduced in the Faculty of Social Science.

NEW CALENDAR COPY

HONORS SPECIALIZATION IN GLOBAL ECONOMICS

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark less than 60% in 3.0 principal courses, including an average of at least 70% with no grade less than 60% in the following 1.5 courses: Economics 1021A/B and 1022A/B, or Economics 1020; and 0.5 course from Calculus 1000A/B or 1100A/B.

Module

9.0 courses:

3.0 courses normally taken in second year: Economics 2220A/B, 2221A/B, 2222A/B, 2223A/B, 2260A/B, 2261A/B*

1.0 course normally taken in fourth year: Economics 4400E. (Note: Economics 3388A/B is highly recommended to be taken before or concurrently with Economics 4400E.)

2.0 additional courses in Economics at the 2200 or 3000 level, of which 1.0 course must have an F/G designation and 1.0 course must have international or global content**

1.0 course in non-English modern language at the 2200 level or above or in French at the 1900 level or above. Students with demonstrated prior language proficiency may substitute additional Economics courses at the 2200 or 3000 level to meet this requirement.

2.0 additional courses at the 2200 level or above in Economics or non-English modern language, or from an approved list of courses with international/global content available on the Department of Economics Web site.

*Students who have taken a 1.0 or 0.5 credit course in introductory statistics at the 2100 level or higher in the Department of Statistical and Actuarial Sciences can substitute that course for Economics 2222A/B towards the module requirements. Students who have completed any other introductory statistics course listed as an antirequisite to Economics 2222A/B must replace Economics 2222A/B with 0.5 course in Economics at the 2200 or 3000 level.

**The following Economics courses have international/global content: 3311F/G, 3312A/B, 3324F/G, 3325F/G, 3326F/G, 3327F/G, 3352A/B, 3353A/B, 3368A/B, 3369A/B, 3376F/G, 3377F/G, and 3398A/B. Check the Department of Economics Web site for modifications to this list; special permission may be requested to count other courses towards this requirement. Courses can be double counted towards both the F/G and international/global course requirements.

Students are encouraged to study abroad in an international student exchange program. Students may request permission to count courses in language, literature, culture or economics taken while studying abroad towards the program requirements.

Students who have completed Economics 2150A/B, 2151A/B, 2152A/B and 2153A/B with an average of 80% and no mark less than 75%, and who have taken Calculus 1000A/B or 1100A/B with a mark of at least 60%, may enter the Global Economics Honors Specialization and be exempt from taking Economics 2220A/B, 2221A/B, 2260A/B, and 2261A/B. Students who have completed these requirements and have also completed Economics 2122A/B and 2123A/B with an average of 80% and no mark less than 75% may also be exempt from taking Economics 2222A/B and 2223A/B.

Students may combine this module with a module in language, literature or culture in the Faculty of Arts and Humanities, but should check with the Academic Counselor to determine whether non-Economics courses completed as part of this module can also be counted toward the second module.

Courses counted toward first-year requirements cannot be used to fulfill the course requirements of this module.

Note: Students considering graduate studies in economics or finance should take certain advanced economics courses and additional mathematics and are strongly advised to consult with the Undergraduate Coordinator.

Background:

This proposal is part of a broader plan to establish two undergraduate economics streams, one more quantitative/math oriented and one more qualitative. These streams are tailored to match the interests and aptitudes of students interested in Economics, who tend to fall into one or the other of these two groups. The Global Economics module is tailored for the more qualitative group of students.

Western students are increasingly international in their backgrounds and interests; this is especially true of students studying economics. The Global Economics Honors Specialization reflects these trends. It is designed to provide students with the basic tools of economics as well as the knowledge needed to understand international issues and the global economy.

The international focus of the program is reflected in several ways. Students are required to take at least 1.0 course in Economics with global or international content. The calendar copy includes a list of courses that have such content and would meet this requirement. To allow for flexibility, the calendar copy notes that special permission may be requested for other courses and modifications to the list may be posted on the Department Web site.

Language provides an important basis for understanding of the world, and so the program requires students to have completed at least one university-level modern language course by the time of graduation. The language requirement can be waived for students who have prior language background.

For 2.0 courses of the module, students have the option of choosing between additional courses in modern language, literature or culture and additional courses in Economics. This provision gives students flexibility to choose whether to acquire additional economics knowledge (relevant for those interested in graduate school in economics) or additional knowledge about non-economic aspects of the global/international environment. This provision also provides students with flexibility that can facilitate a term or year of study abroad.

The program is designed explicitly to allow and encourage study abroad on an international exchange or otherwise. The Economics Department has established specialized exchange programs in the Netherlands and Germany, but to date few of its honors students have participated because the requirements of the current honors program make it nearly impossible to be away from campus. The Global Economics program will provide an avenue for students who wish to study abroad to obtain an honors economics degree.

Students can easily combine this program with a Major or Minor in language or another area of international studies.

The proposed program provides a pathway to careers in world politics, international law, journalism, diplomacy, and global business. It will also prepare students for graduate programs in international affairs, law,

public policy, business, and other fields. Students who have taken certain advanced economics courses and some additional math can go into graduate studies in economics and finance.

4. **King's University College: Honors Specialization in Criminology**

Recommended: That effective September 1, 2009, an Honors Specialization in Criminology be introduced at King's University College.

NEW CALENDAR COPY

HONORS SPECIALIZATION IN CRIMINOLOGY

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee admission.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including Sociology 1020 or 1021E plus 2.0 additional courses, with no mark in these principal courses below 60%.

Module

9.0 courses:

3.5 courses: Sociology 2205A/B, 2206A/B, 3306A/B, 3310F, 4404F/G, 4430F/G, 4437F/G

1.0 course from: Sociology 2240E or 2270A/B and 2271A/B

3.0 courses from: Sociology 2225A/B, 2253A/B, 2256A/B, 2259, 2260A/B, 2266A/B, 2267A/B, 2273F/G, 2274F/G, 3340F/G, 3357F/G, 3361F/G, 3363F/G, 3366F/G, 3374F/G

1.0 course from: Law 2101, Philosophy 2080, 2221F/G, Psychology 2031A/B, Sociology 2140, 2143E, 2152A/B, 2233, 2272F/G, 2273F/G, 3371F/G

0.5 additional course in Sociology at the 4400 level

Background:

The introduction of an Honors Specialization in Criminology will offer students an opportunity for a more advanced degree that reflects the diverse strengths of the Department and the College. Indeed, many students have requested an advanced program in criminology, especially the option of an Honors Specialization in Criminology. The proposed Honors Specialization capitalizes on King's program strengths in theory and research methodology, and offers an enriched honors criminology option that benefits from considerable expertise in our Department. The proposed program is aimed at providing students with an honors degree in criminology that includes a strong component of third and fourth year courses in quantitative and qualitative research methods, advanced social theory, and globalization studies.

5. **Brescia University College: Major in Canadian Social and Environmental History**

Recommended: That effective September 1, 2009, a Major in Canadian Social and Environmental History be introduced at Brescia University College.

NEW CALENDAR COPY

MAJOR IN CANADIAN SOCIAL AND ENVIRONMENTAL HISTORY

Admission Requirements

Completion of first-year requirements, including 1.0 course in History at the 1000 level with a minimum mark of 60%.

Module

6.0 courses:

1.0 course from: History 2201E, 2205E

1.0 course: History 2211E

1.0 course from: History 2803E, 3209E

1.0 course from: History 3217E, 4705E

1.0 course from: History 3205E, 3291E-3295E*
1.0 course from: History 2209E, 3207E, 3215E, 4707E

*Course topics will be available in the divisional office

Background:

The most recent external review of Brescia's Department of Social Sciences recommended that the department broaden course offerings in two of its areas of strength: Canadian social and environmental history. This proposal is, in part, a response to that recommendation. It also seeks to provide students with an opportunity to study two related areas that are growing in popularity and scholarship. Moreover, the proposed modules offer greater choice to students wishing to pursue a module in History.

6. **Brescia University College: Major in Religious Education; Withdrawal of the Certificate in Religious Education**

Recommended: That effective January 1, 2009, a Major in Religious Education be introduced at Brescia University College, and,

That effective May 1, 2012, or as soon as there are no longer any registrants in it, the Certificate in Religious Education be withdrawn.

NEW CALENDAR COPY
(2008 academic calendar, pages 337 and 64 respectively)

MAJOR IN RELIGIOUS EDUCATION

The Major in Religious Education replaces Brescia's Certificate in Religious Education developed and approved in collaboration with the Faculty of Education in 2003. It is designed to provide students with a program of studies that prepares them to choose the teaching of the Intermediate-Senior curriculum in Religious Education in the Catholic schools of Ontario as one of their teaching subjects on application to an Ontario Faculty of Education.

Each year of the four-year secondary school Religious Education curriculum approaches the topics covered from the perspective of scripture, profession of faith, moral development, prayer and sacramental life, and family life education. The required courses in the Major in Religious Education provide the foundation in scripture, ethics, social teachings of the Church, spiritual and religious development, and contemporary Christian theology, recommended by the Institute for Catholic Education. Additional courses from a list of electives enable students to complete the 6.0 courses required for the Major, to gain admission to a faculty of education with *religion as a teaching subject*, and to pursue topics which will assist them in teaching the Intermediate-Senior curriculum, including World Religions or Philosophy if they so choose.

Admission Requirements

Completion of first-year requirements, including 1.0 course in Religious Studies at the 1000 level with a mark of at least 60%.

Module

6.0 courses:

3.5 courses: Religious Studies 2232F/G, 2137 or 2249E, 2257F/G, 2150 or 2265E, 2216F/G or 2222F/G

2.5 courses from: Religious Studies 2135E, 2216F/G, 2217F/G, 2222F/G, 2226F/G*, 2227F/G*, 2236F/G, 2251F/G, 2252F/G, 2290F/G, 2291F/G. Up to 1.0 course may be substituted above from: Family Studies 2200, Philosophy 1305F/G, 2070E, 2063E or 2660E, Psychology 2075, Sociology 2235. Other courses by permission before registration, in consultation with the Department of Religious Studies and Philosophy, Brescia University College.

* If Religious Studies 1026F/G has not been completed in first year, Religious Studies 2226F/G is required. If Religious Studies 1028F/G has not been completed in first year, Religious Studies 2227F/G is required.

Background:

As stated above in the Calendar copy, the Major in Religious Education will replace Brescia's Certificate in Religious Education for students wishing to choose Religion as a teaching subject at a Faculty of Education in Ontario for teaching in Ontario's Catholic system. It especially meets the requirements for admission to Western's Faculty of Education, as well as the criteria established by the Institute of Catholic Education. This change is made at the request of Brescia students. As a Major, it may be completed together with a Major in any other area that will provide a second teaching subject if students so wish.

7. **Brescia University College in Partnership with the Faculty of Science: Honors Specialization in Food Science and Technology**

Recommended: That effective September 1, 2009, an Honors Specialization in Food Science and Technology, within the Bachelor of Science Foods and Nutrition (BScFN) degree offered by Brescia University College, be introduced by Brescia University College in partnership with the Faculty of Science.

NEW CALENDAR COPY

HONORS SPECIALIZATION IN FOOD SCIENCE AND TECHNOLOGY

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in the following 5.0 courses with no mark below 60%:

Chemistry 1050 or the former Chemistry 020 or 023
Biology 1290B
Foods and Nutrition 1030E
Business Administration 1220
Computer Science 1032A/B
Calculus 1000A/B or 1100A/B or Mathematics 1225A/B
Physics 1028A/B

Module

10.5 courses:

2.5 courses: Foods and Nutrition 2232, 2241A/B, 3342A/B, 3344A/B

3.5 courses: Foods and Nutrition 2300A/B, 2350A/B, 3310A/B, 3320A/B, 4420A/B, 4430A/B, 4440A/B

2.0 courses: Human Ecology 2222F/G, 2266F/G, 3349A/B, 4411F/G

1.0 course: Chemistry 2213A/B, 2272F/G

0.5 course: Biochemistry 2280A/B

0.5 course: Writing 2101F/G

0.5 course: Statistics 2037A/B or Sociology 2205B or any other statistics course at the 2000 level or above

Background: (See also **Item 8 below**)

The proposed module has been developed to build on the strengths of Brescia's Food and Nutritional Sciences program offerings as a response to a growing interest among students, particularly in response to both national and global issues around food safety. Courses with the content required to meet the Institute of Food Technologists (IFT) Education Standards are included as required courses in the Honors Specialization in Food Science and Technology. The 10.5 module courses provide the necessary skills and expertise required by IFT.

Students are encouraged to seek academic counseling early in the program, especially if they intend to combine the Honors Specialization with a Major or Minor in a complementary field.

This module does not prepare graduates for the dietetic internship required for certification as a Registered Dietitian. Students are encouraged to seek academic counseling if they are interested in the nutrition and dietetics module.

The Name of the Module

The current BScFN Honors Specialization in Foods and Nutrition program is accredited by the professional association, Dietitians of Canada (DC), and prepares graduates for application to a dietetic internship/practicum experience leading to certification as a Registered Dietitian (RD) by the professional regulating body, the College of Dietitians of Ontario (CDO). Students take courses designed to meet the accreditation requirements of DC for dietetic internship placement. Thus, it is appropriate to rename this Specialization as Honors Specialization in Nutrition and Dietetics, even though all graduates do not complete an internship.

Food Science is the discipline in which the engineering, biological, and physical sciences are used to study the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. **Food Technology** is the application of food science to the selection, preservation, processing, packaging, distribution and use of safe, nutritious and wholesome foods. In practice, the terms food science and food technology are often used interchangeably. (<http://www.ift.org/cms/?pid=1000427&printable=1>) [cited 9/21/2008]

Food science and technology, as a discipline, is related closely to the field of foods and nutrition. It will offer an option that is of great interest to students wishing to study in Brescia's Food and Nutrition programs.

Career Paths

Food Science and Technology is an applied science that trains graduates to be responsible for developing new products, improving quality of foods, and maintaining safety of existing food products. The Honors Specialization in Food Science and Technology will prepare graduates for careers in food product development, quality assurance or quality control management, food research, food plant management, and food microbiology. With some additional training, graduates may work with or in food inspection, marketing and sales, pharmaceutical industry, or agriculture and food commodity boards (e.g., dairy, meat, poultry, eggs, wheat and other grains, frozen/canned foods, beverages, wine, confectioneries, sugar, chocolate, etc.). Graduates also may pursue postgraduate programs to become food scientists, sensory specialists, food safety specialists, food lab or research managers, quality assurance managers, or consumer product officers in the food industries. The Honors Specialization in Food Science and Technology offers an alternative career path for students.

Food Science Education Standards

(<http://www.ift.org/cms/?pid=1000427&printable=1>) [cited 9/21/2008]

The Institute of Food Technologists (IFT) has approved food science programs that currently are being offered at several universities in Canada (e.g., Acadia University, University of Guelph, Ryerson University) subject to its review. The IFT Education Standards (revised 2001) define the core competencies required of all undergraduate food science students and provide minimum course requirements for approval of food science programs.

According to the IFT Education Standards, food science programs must cover course content in five categories: Food Chemistry and Analysis, Food Safety and Microbiology, Food Processing and Engineering, Applied Food Science, and Success Skills. These were taken into account in developing the Honors Specialization. Applied food science includes food law, quality assurance, sensory analysis and current issues. Success skills may be included in courses within the curriculum that cover professionalism skills (ethics, integrity, respect for diversity), lifelong learning skills, critical thinking, oral and written communication, interaction skills (team work, leadership, networking, mentoring), information acquisition skills (computer skills, database searches, Internet), and organizational skills. As a basis of understanding the research literature and research on foods, a statistics course is required.

The IFT standards allow programs to be flexible in how they choose to cover the content areas.

Approval by IFT of the Honors Specialization in Food Science and Technology is important because it prepares for membership in professional associations such as the Canadian Institute of Food Science and Technology as well as creates eligibility for IFT scholarships and financial aid.

Based on the current enrolment of Year 1 students, and considering the lab requirements of the Food Science courses, this module can accommodate between 20 and 40 students.

Resources needed to mount the program include courses currently offered within the FN programs, food laboratories currently in use in the FN programs, existing full-time and contract faculty with food-science expertise, and a foods lab instructor with experience teaching the food experiments. Additional lab equipment will be purchased in the second and third years of implementation. Hiring of another full-time faculty member is scheduled in Year 2 for teaching duties in Year 3 of implementation. The hiring of a food lab technician with the necessary skills and experience will start in Year 3 (or earlier) to support the Year 4 offerings of food-science courses.

Brescia will expand its offerings with 3.5 new courses. The proposed new **Food Science courses** are designed to meet the core competencies in food science. As appropriate, these courses may be structured to provide food-industry visits, internships or co-op options in product development or quality assurance, and international exchange opportunities with food industries that have global connections. DAP proposals for the following courses have been submitted separately:

FN 2300A/B: Food Processing and Engineering

Food processing and engineering principles are covered. Includes lectures (fundamentals of the various food processing and food preservation techniques) and site visits to food industry processing plants. Visits allow students to see plants in operation and to examine standard food processing equipment, plant physical layouts and cleaning and sanitation programs.

Prerequisite(s): Physics 1028A/B , Calculus 1000A/B or 1100A/B or Mathematics 1225A/B

Corequisite(s): FN 2232

2 lecture/2 site visit hours, 0.5 course

FN 2350A/B: Laboratory Methods in Food Science

A laboratory course in food science designed to promote understanding of laboratory techniques to identify microorganisms in foods. Selected methods and their utilization and/or application in food science, public health, sanitation, foods and nutrition will be emphasized. Restricted to the Food Science module or by permission of the Division of Food and Nutritional Sciences.

Prerequisite(s): Biology 1290A/B

4 laboratory hours, 0.5 course

FN 3310A/B: Food Product Development

The food product development process is examined from concept to market. Challenges, importance to the food industry, methods and techniques as well as new advancements and developments will be discussed. Students will complete a product development project.

Prerequisite(s): FN 2232

2 lecture/2 lab hours, 0.5 course

FN 3320A/B: Global Policies and Food Safety

This course will examine issues of food safety in the global context and the influence of local, national, international economic and political policies with emphasis on food laws, trading policies, import-export agreements, agriculture, etc. A number of country case studies highlight current issues and changes in the policies of the regions.

Prerequisite(s): FN 2232, FS 2350A/B or permission the department.

3 lecture hours, 0.5 course

FN 4420A/B: Sensory Evaluation of Foods

The principles of sensory and consumer science are covered including test method (discrimination, affective and descriptive tests), questionnaire design, experimental design, statistical considerations and decision analysis. The sensory properties of foods will be examined through lab experiments and projects. Prerequisite(s): Foods and Nutrition 3342A/B, Statistics 2037A/B or Sociology 2205A/B

2 lecture/2 laboratory hours, 0.5 course

FN 4430A/B: Food Microbiology/Safety and Analysis

This course will cover microorganisms that cause food spoilage, food infections and intoxications. Students will learn about various fermentation processes, intrinsic and extrinsic factors and their effects on microbial activities, including industrial applications of microorganisms in food production. Selected quantitative analysis of food by chemical, physical and instrumental means will also be examined.

Prerequisite(s): Biology 1290A/B, FS 2350A/B

3 lecture/3 lab hours, 0.5 course

FN 4440A/B: Current Issues in Food Science and Technology

This course will examine current issues in Food Science and Technology, involving a review and critical evaluation of the current literature on functional foods, nutraceuticals, and food additives. The regulatory issues, safety and efficacy of specific functional foods will be emphasized. Food waste or by-product management, a critical factor in recycling valuable food components, will also be examined.

Prerequisite(s): FN 2232

3 lecture hours, 0.5 course

8. **Brescia University College and Faculty of Science: Honors Specialization in Foods and Nutrition to be renamed Honors Specialization in Nutrition and Dietetics**

Recommended: That (*contingent on approval of the Honors Specialization in Food Science and Technology in **Item 7***) Senate approve:

- i) that the Honors Specialization in Foods and Nutrition be renamed Honors Specialization in Nutrition and Dietetics for all new Brescia University College/Faculty of Science admissions effective September 1, 2009;
- ii) that admission to the Honors Specialization in Foods and Nutrition be discontinued by Brescia University College and the Faculty of Science effective September 1, 2009;
- iii) that students currently enrolled in the Honors Specialization in Foods and Nutrition be allowed to switch to the new module, Honors Specialization in Nutrition and Dietetics, by permission of the Division through a change of status form;
- iv) that students enrolled in the Honors Specialization in Foods and Nutrition be permitted to continue with the understanding that they must complete the requirements prior to September 2013; and,
- v) that the Honors Specialization in Foods and Nutrition be withdrawn and all registration discontinued effective September 2013.

Background:

The current BScFN Honors Specialization in Foods and Nutrition program is accredited by the professional association, Dietitians of Canada (DC), and prepares graduates for application to a dietetic internship/practicum experience leading to certification as a Registered Dietitian (RD) by the professional regulating body, the College of Dietitians of Ontario (CDO). Students take courses designed to meet the accreditation requirements of DC for dietetic internship placement. Thus, it is appropriate to rename this Specialization as Honors Specialization in Nutrition and Dietetics, even though all graduates do not complete an internship.

9. **Faculty of Education in Partnership with Continuing Studies: Withdrawal of the Diploma and Certificate in Adult and Organizational Learning**

Recommended: That the Diploma and Certificate in Adult and Organizational Learning be withdrawn effective January 1, 2009.

Background:

Combined, the Diploma in Adult and Organizational Learning and the Certificate in Adult and Organizational Learning received fewer than two applicants in each of the three years they were promoted through the use of mailings, career and graduate fairs, brochures, and the Continuing Studies Web site. While initially designed to provide students with the practical and applied knowledge necessary to work in the field of adult education, the market research of Continuing Studies suggests that this should be incorporated as part of a broader focus on Human Resource Management.

There are no students currently enrolled in these programs and no courses have been offered since the programs were approved.

10. **Faculty of Education: Revised Admission Requirements for Diploma in Education (Technological Education)**

Recommended: That the Diploma in Education (Technological Studies) be renamed the Diploma in Education (Technological Education), and,

That effective May 1, 2009, the minimum admission requirements for the Diploma in Education (Technological Education) be revised to read as shown below.

REVISED CALENDAR COPY
(page 71 of the 2008 Academic Calendar)

Minimum Requirements for Diploma in Education (Technological Education)

In accordance with Ontario Regulation 184/97 of the Ontario College of Teachers Act, applicants must:

1. hold a secondary school graduation diploma or have successfully completed courses that are considered by the College to be the equivalent of holding such a diploma;
2. have chosen the same area of technological education for optional courses for Grades 9 and 10 and for Grades 11 and 12;
3. provide proof of competence based on an assessment of advanced knowledge and skill in the area of technological education selected;
4. have one of the following:
 - i) five years of wage-earning experience, including business or industrial experience, where the candidate used skills and knowledge in the area of technological education selected,

or
 - ii) at least two years of wage-earning experience and successful completion of a post-secondary education program acceptable to the College that includes at least six semesters of academic studies, where the experience and education used the candidate's skills and knowledge in the area of technological education selected,

or
 - iii) a combination of education (beyond the secondary school graduate diploma) and wage-earning experience which totals five years, at least two years of which must be wage-earning experience (including business or industrial experience), and no less than four months of which is continuous employment, where the candidate used skills and knowledge in the area of technological education selected.

Background:

Technological Studies is now called Technological Education. This change occurred at the OCT level and the Faculty of Education needs to match their terminology.

The amendment to the admission requirements in the Academic Calendar brings them in line with the recently-amended admission requirements of Regulation 184/97 of the Ontario College of Teachers.

11. **Articulation Agreement with Six Nations Polytechnic and McMaster, Brock, Guelph, Waterloo and Wilfrid Laurier Universities**

Recommended: That The University of Western Ontario become a consortium partner in the Native University Program (NUP) offered at the Six Nations Polytechnic.

Recommended: That Western recognize for credit for the purposes of relevant degree programs all successful university credit courses completed in the NUP operated by the Polytechnic, and,

That the University enter into a supplementary articulation agreement with the following universities: McMaster University, Brock University, University of Guelph, University of Waterloo, and Wilfrid Laurier University. Each of these universities will also recognize as university credits for the purposes of the relevant degree programs all successful university credit courses completed in the NUP operated by the Polytechnic.

Background:

Western currently is offering Health Sciences 1000: Health and Wellness , at the Six Nations Polytechnic and has requested permission to enter into the consortium of universities offering courses and accepting courses taken in the Native University Program (NUP) for transfer credit.

The current articulation agreement was initiated between Six Nations and the University Consortium in 2005 and will be in place until 2010 before it will be considered for renewal. The agreement was designed to continue the partnership first established in 1992 between Six Nations Polytechnic and the original regional consortium of five universities.

The objectives of the partnership include:

1. Initiate community-based and community-controlled aboriginal post-secondary education programs and services,
2. Improve aboriginal persons' accessibility to, retention in, and graduation from post-secondary programs that are appropriate to the needs of the students and their communities,
3. Increase employment opportunities for aboriginal peoples in the aboriginal community and in the non-aboriginal communities by improving the skills and education of individuals and preparing them for increased service to their communities in the area of economic development,
4. Provide opportunities to aboriginal students to gain the skills required to be fully productive members of their communities, able to assist their communities in the development and implementation of self-governance and self-sufficiency.

The following courses are currently being offered by consortium partners and have been assessed by Western as acceptable for transfer credit:

- Introduction to Psychology PSYC 100C
- Academic Writing ENGL 109
- Introduction to Indigenous Studies INDIG ST 1AA3
- Introduction to Cayuga Language 1 ABST 1P03
- Introduction to Mohawk Language ABST 1P01
- Communications and Public Speaking DRAMA 223
- Mathematical Modeling MATH 63-104
- Introduction to Contemporary Indigenous Studies INDIG ST 1AA3
- Mohawk Language 11 ABST 1P02
- Cayuga Language 11 ABST 1P04

12. **Policy on English as a Second Language Program at Fanshawe as an Acceptable Alternative to Senate-Approved English Language Proficiency Tests**

Recommended: That the policy on acceptance of successful completion of Fanshawe College's English as a Second Language (ESL) program in lieu of other Senate-approved English language proficiency tests be amended for clarification as shown below.

REVISED CALENDAR COPY
(page 29 of the 2009-10 academic calendar)

English as a Second Language Program at Fanshawe in Lieu of Senate-Approved English Language Proficiency Tests

On June 20, 2008, Senate approved a recommendation that The University of Western Ontario accept the successful completion of **graduation from** Level Five of the Fanshawe **College** English as a Second Language (ESL) program **with no final grade lower than an "A"** as demonstration of English language proficiency for admission to undergraduate degree programs **on main campus**. **This requirement is** in lieu of Senate-approved English Language Proficiency tests such as TOEFL, MELAB and IELTS.

Background:

The revision to this policy arose from a request from Fanshawe College that Western be more specific in its requirements as students are unable to graduate from Level 5 without an "A" in all components.

13. **Scheduling Tests/Examinations for HBA and MBA Programs**

Recommended: That the following policy on scheduling tests and examinations be approved for the Honors Business Administration (HBA) and Master of Business Administration (MBA) programs.

Scheduling Tests/Examinations for HBA and MBA Programs

1. Tests in one-term courses may not be scheduled during the last three weeks in the term.
2. Tests for full-year courses may not be scheduled in the last week of classes in the Fall and during the last three weeks in the Winter term.
3. Final examinations in one-term and full-year courses may not be scheduled during the last three weeks in either term.

Background:

The Business School has a different structure to consider as related to the timing of tests and exams in the HBA and MBA programs. Term dates in these programs typically vary from those of the University, and some courses in the HBA and MBA programs start and end at different times during the academic year. Tests are held at various times throughout the courses as the curriculum dictates. Final exams typically are held during the last week of each Ivey term or at the end of a module.

As a result, the HBA and MBA programs have requested that the above-noted policy be approved. This will clarify the current wording of the Course Outlines file in the Examinations section of the Handbook of Academic and Scholarship Policy which states, "Professional schools with special practicum or curricular requirements also are exempt from this condition."

14. **Regulations Governing Excellence in Teaching Awards**

14a **Academic Appointment Timeline for Eligibility for the Angela Armitt Award**

Recommended: That the following highlighted change be made to the note in Section A 2. on the timing of the academic appointment for eligibility for the Angela Armitt Award for Excellence in Teaching by Part-time Faculty:

*For the purposes of this award, a part-time faculty member is one who held an academic appointment to teach at least one full (1.0 or equivalent) degree-credit course offered by Western or an Affiliated University College during the ~~academic year (September 1 through August 31)~~ **fiscal year (May 1 through April 30)** preceding nomination and was not a regular full-time faculty member, visiting faculty member, graduate teaching assistant or previous award recipient.

Background:

The collective agreements indicate that the academic year is July 1 - June 30. More specifically, the count of degree-credit courses is done by fiscal year (May 1 - April 30). Therefore, setting an academic year in which "at least one full degree credit course" was taught as "September through August" is odd timing for determining the academic appointment. In consultation with the Office of Faculty Relations, the revised date has been set to parallel the timing of the count of degree-credit courses.

14b **Teaching Philosophy to be added to Section D: Factors to be Considered**

Recommended: That Section D, Factors to be considered by SUTA, be revised by the addition of a further point on the Nominee's Teaching Philosophy, resulting in 12 Factors to be Considered by SUTA.

- 1) **Teaching Philosophy:**
The nominee's brief statement on his/her vision of the nature and purpose of teaching is one of the most important factors for SUTA.

Background:

This requirement is listed already under Section E, Format for Nominations. However, since the Subcommittee gives additional weight to this category, the only one completed by the nominee, it has also been added to the list of factors to be considered by SUTA.

14c **Additional Clarification of the Format for Nominations**

Recommended: That the following highlighted changes be made to Section E, the Format for Nominations, in order to provide as much balance and consistency as possible between one dossier and the next:

E. Format for Nominations

In order to ensure as much balance and consistency as possible between one dossier and the next, SUTA strongly urges that **the two** nominations **dossiers (i.e., the original dossier and a copy of it)** be **submitted** presented in **one- a two** inch, three-ring binders, and subdivided into (up to) eight sections (listed below) using tabbed dividers. **Use of spiral coiled binding is not desirable.**

Background:

The 2008-09 nominations for teaching awards were submitted in a wide variety of formats. The Subcommittee was disappointed by the preparation of some of the dossiers in this competition. Deans and Nominators are encouraged to follow the template and criteria outlined by SUTA in order not to disadvantage fully-deserving candidates.

Revised regulations are attached as **Appendix 1**. The current regulations in their entirety are at the following website: <http://www.uwo.ca/univsec/senate/sutaregs.pdf>

FOR INFORMATION

15. **Excellence in Teaching Award Winners for 2008-09**

The Subcommittee on Teaching Awards (SUTA) has chosen the following six members of faculty as recipients of Western's Excellence in Teaching Awards for 2008-2009:

The Edward G. Pleva Award for Excellence in Teaching

Robert L. Dean
Department of Biology, Faculty of Science

John Leonard
Department of English, Faculty of Arts and Humanities

The Marilyn Robinson Award for Excellence in Teaching

Henri Boyi
Department of French Studies, Faculty of Arts and Humanities

Felix Lee
Department of Chemistry, Faculty of Science

Kim Solga
Department of English, Faculty of Arts and Humanities

Kim Verwaayen
Department of Women's Studies and Feminist Research
Faculties of Arts and Humanities and Social Science

SUTA regulations are maintained at <http://www.uwo.ca/univsec/sutaregs.pdf> and the list of Western's teaching award winners is at <http://www.uwo.ca/pvp/honors/faculty/teach/index.htm>

16. **New Scholarships and Awards**

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

David Campbell Ontario Graduate Scholarship (School of Graduate and Postdoctoral Studies, Education)
Awarded to a full-time graduate student receiving an Ontario Graduate Scholarship who is pursuing a Master's or PhD degree in Education, based on academic achievement (minimum 78% average) and research merit. The recipient will be selected by a committee of graduate faculty members in the Faculty of Education, including at least one representative who holds membership in the School of Graduate and Postdoctoral Studies. This scholarship was made possible by a generous gift from David R. Campbell (BA '38).

Value: \$5,000*
Effective: May 2008 for 2008-2009 year only

*Ontario Graduate Scholarship (OGS) funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarship to \$15,000.

Dr. Alfred Jay Medical Biophysics Award (School of Graduate and Postdoctoral Studies, Medical Biophysics)
Awarded annually to a full-time Masters or Doctoral student in Medical Biophysics who has demonstrated innovation and entrepreneurship in the field of his or her Medical Biophysics research studies. The recipient will be selected by the scholarship/awards committee at the Schulich School of Medicine & Dentistry, with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral

Studies. This award was established by Dr. Alfred W.L. Jay (PhD Biophysics '71) through Foundation Western.

Value: \$1,125
Effective: May 2008

P. J. Blake Memorial Award (School of Graduate and Postdoctoral Studies, Orthodontics)

Awarded to a full-time graduate student in the Master of Clinical Dentistry (MCID) program who has a minimum 78% academic average and demonstrates compassion, organization and thoughtfulness – qualities shared by P. J. Blake in her many years of service as a staff member at Western. The Chair of the Graduate Orthodontics program, in consultation with a faculty and staff committee that includes representation from a member of the School of Graduate and Postdoctoral Studies, will select the recipient. This award was established by gifts from family, friends and colleagues in memory of Patti-Jo (P.J.) Blake through Foundation Western.

Value: \$1,125
Effective: May 2007

17. **Report of the Western Athletic Financial Awards Committee**

The Report of the Western Athletic Financial Awards Committee is attached as [Appendix 2](#).