

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

School of Graduate & Postdoctoral Studies: MSc in Management

Faculty of Arts and Humanities: Certificates in Practical Spanish, Italian and German

Faculty of Arts and Humanities: Certificate in Theatre Arts

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Faculty of Engineering: Policy on Failed Courses

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Extension of the Academic Year for Third-Year DDS Students and First -Year ITD DDS Students

Articulation Agreement: Lambton College and the Faculty of Science

New Scholarships and Awards

Undergraduate Admission Scholarships Program Revisions

FOR APPROVAL

1. School of Graduate & Postdoctoral Studies: MSc in Management

Recommended: That Senate approve, pending OCGS approval, that a new MSc Program in Management be established in July 2010.

Background:

The OCGS approval process for this program is underway, with the expectation that approval will be granted in the spring or summer of 2010.

The Ivey MSc Program is a post-baccalaureate, pre-experience business program that will develop a student's pre-existing business knowledge through greater depth of understanding. It will develop research skills within a domain of business as well as an appreciation of how research in business management is done in general. As a complement to Ivey's strength in its degree programs, the MSc program will develop students' skills in thought leadership - the ability to recognize, synthesize and articulate leading edge business practice. This degree builds upon Ivey's history in developing leaders, while adding a new dimension distinctive from both HBA and MBA markets, and integrates Ivey's research strength. The new MSc provides graduates with a theoretically sound entry into doctoral studies in Business.

Pre-experience Masters programs are growing as a complement to business programs globally. These are long-established in Europe with growing acceptance globally. A story in the Financial Times in September ("A Wary Eye on Market Changes") highlights many of the changes going on in the post-Bachelor market. For example, schools such as MIT Sloan and London Business School have recently launched this type of degree. These programs have the dual purpose of preparing students for doctoral studies and introducing research-based courses to students entering the workforce.

Upon review of Ivey's existing programs, no program satisfied this growing market demand. A committee consisting of representatives throughout the school was struck to consider this opportunity. By consulting internally with faculty and considering the program offerings at other schools in Ontario, Canada and globally, it was determined that an MSc program would both complement Ivey's existing programs and not duplicate existing offerings in Ontario.

Through a process of informal consultation with faculty, it was determined that there was strong interest in offering an MSc option within most academic fields within the school. However, there was concern about launching a program that involved all academic units due to challenges in hiring faculty to support all areas from initial launch. Therefore, it was decided to start with a select number of fields.

In February 2009, a proposal to create an MSc was circulated amongst all faculty. There was significant support for the proposal, particularly, how it supported the PhD program and created a new opportunity for research-based students. After an open forum for all faculty was held in early March, a resolution supporting the creation of this program was adopted unanimously by the School's Business Council (the chief governance board of the School with representation from faculty, staff, students and other stakeholders).

The process involved visiting several international peer schools offering the MSc in management programs in conjunction with the CEMS consortium. Established in 1988 as the Consortium of European Management Schools, CEMS changed its name to simply "CEMS" in 2008 when it adopted a global membership mandate. Establishing this program enables Ivey to become a Full Member of CEMS, a strategic alliance of leading business schools and multinational companies, who jointly offer the Masters in International Management (MIM). The MIM program is not a formal degree, but rather a designation offered by the member schools. The CEMS schools collaborate through CEMS on a variety of research and teaching initiatives. Current members include London School of Economics, HEC Paris, ESADE, Bocconi, and the National University of Singapore. There is one academic member per country. Ivey is the exclusive Canadian partner in this program.

Within the MSc Program, Ivey plans to establish fields eventually in all areas of the program that correspond to the PhD program. These include Business, Economics and Public Policy, Entrepreneurship and Innovation, General Management, Finance, Information Systems, International Business, Managerial Accounting and Control, Management Science, Marketing, Operations and Organizational Behaviour.

However, as mentioned in the consultation process section above, it was determined by faculty that it would be prudent to start with two fields: Finance and International Business. This would allow Ivey to hire faculty to support this program and to simplify the logistics of launching a new program. These fields build on the traditional research strengths of the school and have significant faculty commitment to this program. There is also a strong belief (generated from consultations with undergraduate students) that there is an interest on the part of students for a research Masters in these fields. Finance students would pursue greater technical analysis and managerial training. International business students would be able to build upon a base in broad business education gained in an undergraduate program to expand their perspectives through this additional study. Further, some students, initially in the International Business stream, would also participate in the CEMS program.

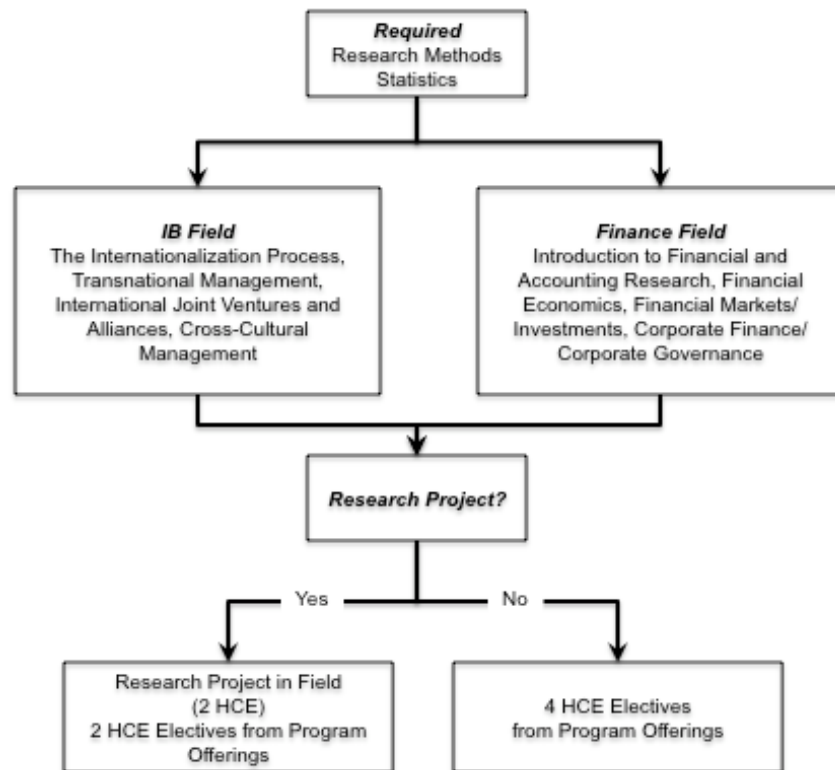
The three-term program will be administered by a program director and program committee and the administrative home of the program will be in the Richard Ivey School of Business.

This will be a course-based program. Students will be required to complete ten 9000-level half-course equivalents (HCEs). However, there will be an opportunity for students to complete a research project that would be the equivalent of 2 HCEs. Additionally, a maximum of two graduate-level courses may be taken from other Western Faculties and Schools towards degree requirements, with appropriate permission.

We anticipate student intakes between 40 to 50 students per year in the MSc program. Many factors may impact on this target including increasing competition both nationally and globally, economic conditions and demographics.

Program Flow and Proposed Courses:

While the program can be customized to a student's individual objectives with the approval of the Program Director, 1 HCE in research methods, 1 HCE in statistics, 4 HCEs within a field, and 4 additional HCEs are required. Students completing the research project (which it is believed will be the majority of students) would therefore complete 6 HCEs in their field, the 4 HCE courses, and the research project (which is equivalent to 2 HCEs).



Students who pursue terms abroad through the CEMS partnership will be in the IB field and may be allowed to substitute IB Field requirements with the permission of the Program Director.

The following program and field requirements structure is proposed:

Required of All Students: Research Methods, Statistics for Business Research

Field Requirements in International Business: The Internationalization Process, Transnational Management, International Joint Ventures and Alliances, Cross-Cultural Management, plus an additional 4 HCEs.

Field Requirements in Finance: Introduction to Financial and Accounting Research, Financial Economics, Financial Markets/Investments, Corporate Finance/Corporate Governance plus an additional 4 HCEs.

As these students will be very close to the completion of their undergraduate business programs, there is no required “breadth” business research course in this structure. Students will develop some breadth through the additional 4 HCEs required in each field and through their undergraduate degree.

In order to support these two fields and create elective choices for the students, the following courses will be offered initially. As additional fields are offered, new courses will be introduced. Also, faculty may choose to offer additional electives that support the existing fields. For example, a course in International Finance is not planned currently, but would support both fields.

Electives:

Research Methods: This course will begin to introduce basic research methodologies that use both interpretivist and positivist perspectives. Special attention will be devoted to survey development and case study analysis.

Statistics for Business Research: This course will develop a student’s technical skills in topics such as regression, structural equation modeling and other advanced techniques. In addition to the development of technical skills, emphasis will be placed on interpreting results.

The Internationalization Process: This course focuses on internationalization, developing an awareness of the impact of international forces on the firm’s future, and establishing and conducting transactions with firms

internationally. It provides an understanding of the basic modes of involvement and when each is most appropriate. Emphasis is on market entry, including “born globals” and international new ventures.

Transnational Management (Global Strategy): This course focuses on the management challenges associated with developing the strategies, building the organizations and managing the operations of companies whose activities stretch across national boundaries. Emphasis is on understanding the managerial processes at work in established multinational enterprises.

International Joint Ventures and Alliances: This course helps students appreciate how the best way to compete internationally is sometimes through cooperation. The focus of the course is on understanding the numerous types of international equity and non-equity alliances which exist in order to develop the organizational and managerial skills required to build and manage them effectively.

Cross Cultural Management: This course will help to develop both intellectual understanding and behavioural skills pertinent to the management problems arising from the interaction of people from different cultures in work settings

Introduction to Finance and Accounting Research: Financial reporting is performed to inform investors and potential investors about the current and past state of corporations. The goal of this course is to provide students with the skills necessary to expand their ability to analyze and interpret financial statements and use this knowledge to examine firm profitability, risk, and value firms. The emphasis of the course will be on the analysis of the information in financial statements rather than the mechanics of accounting.

Financial Economics: This course provides the theoretical foundations for those interested in examining key issues in finance and economics. The goal of the course is to introduce the field of finance and the analytical, conceptual, and empirical foundations of modern business finance. In addition to the fundamental introduction, the course will develop the tools and skills students need to perform research in various areas of finance.

Financial Markets/Investments: This course will cover the structure of North American Financial Markets, Global Financial Markets and the Economic Relationships which exist between financial markets. The goal of this course is to provide an introduction to the financial theory and analytical tools for understanding how prices are determined in stock, bond and other international financial markets. The course covers a broad range of topics including risk-return characteristics of financial assets, stock return predictability, and market efficiency.

Corporate Finance/Corporate Governance: The purpose of this course is to examine theories of capital structure, corporate financial risk management, and optimal financing strategies. The goal of this course is to provide the tools necessary to examine significant financial and corporate transactions such as capital raising, mergers and acquisitions, and other structural and strategic financing events.

Global Accounting: This course will address both theoretical and practical challenges of performance measurement in a world of multiple currencies, multiple tax rates and cultural diversity. It will also cover comparative regulation of the accounting profession, International Financial Reporting Standards, income taxation and management control.

Entrepreneurship: Best practice and current research in entrepreneurship will be introduced. Topics will normally include creativity, opportunity recognition and new venture creation.

Innovation: The principles of success innovation process in a variety of contexts will be studied. This will include a range of organizations including multinationals and small-medium sized enterprises as well as entrepreneurs. Organizations that deliver products, services in the profit and non-profit sectors will be considered.

2. **Faculty of Arts and Humanities: Certificates in Practical Spanish, Italian and German**

Recommended: That certificates in Practical Spanish, Italian and German be introduced in the Faculty of Arts and Humanities, effective September 1, 2009.

NEW CALENDAR COPY

CERTIFICATE OF PRACTICAL SPANISH

Admission Requirements

Completion of first-year requirements including 1.0 course from Spanish 1030 or 1030W/X with a mark of at least 60%. Those with Grade 12 U Spanish will receive special permission to go straight into Spanish 2200 or 2200W/X. A student may not pursue both a Certificate of Proficiency in Spanish and a Spanish module.

Progression and Graduation Requirements

To progress and complete the program, students must achieve and maintain a minimum average of 70% in the required courses. If a course in the Certificate program is waived by the department on the basis of existing language proficiency, other Spanish courses will have to be taken so that the total number of course credits is 3.0.

Certificate Program

2.0 courses: Spanish 2200 (or 2223), 3300 (or 3301E)

1.0 course from: Spanish 2214F/G, 3303A/B, 3314F/G, 3315F/G, 3316F/G, 3390F/G, 4406F/G, 4407F/G, 4408F/G, 4411F/G, 4412F/G

Note: At least 2.0 of the 3.0 courses must be taken at Western.

CERTIFICATE OF PRACTICAL ITALIAN

Admission Requirements

Completion of first-year requirements including 1.0 course from Italian 1030 or 1030W/X with a mark of at least 60%. Those with Grade 12 U Italian will receive special permission to go straight into Italian 2250. A student may not pursue both a Certificate of Proficiency in Italian and an Italian module.

Progression and Graduation Requirements

To progress and complete the program, students must achieve and maintain a minimum average of 70% in the required courses. If a course in the Certificate program is waived by the department on the basis of existing language proficiency, other Italian courses will have to be taken so that the total number of course credits is 3.0.

Certificate Program

3.0 courses: Italian 2250, 3300, 4420

Note: At least 2.0 of the 3.0 courses must be taken at Western.

CERTIFICATE OF PRACTICAL GERMAN

Admission Requirements

Completion of first-year requirements including German 1030 with a mark of at least 60%. Those with Grade 12 U German will receive special permission to go straight into German 2200. A student may not pursue both a Certificate of Proficiency in German and a German module.

Progression and Graduation Requirements

To progress and complete the program, students must achieve and maintain a minimum average of 70% in the required courses. If a course in the Certificate program is waived by the department on the basis of existing language proficiency, other German courses will have to be taken so that the total number of course credits is 3.0.

Certificate Program

1.0 course: German 2200

2.0 courses from: German 2292A/B, 2293A/B, 2294, 3392F/G, 3393A/B, 3394A/B, 3395F/G

Note: At least 2.0 of the 3.0 courses must be taken at Western.

Background:

These programs are intended for students who wish to take language courses only, who are not prepared to complete the 4.0 courses required for a Minor module.

3. **Faculty of Arts and Humanities: Certificate in Theatre Arts**

Recommended: That a Certificate in Theatre Arts be introduced in the Faculty of Arts and Humanities, effective September 1, 2009.

NEW CALENDAR COPY

CERTIFICATE IN THEATRE ARTS

The Certificate in Theatre Arts provides training in drama and theatrical performance that meets the requirements for Drama as a teachable subject in the Faculty of Education. In addition to 2.0 courses that study drama as a literary genre, the Certificate requires participation as either a member of the cast or crew for the Department of English's Annual Fall Production (English 2041F/G), a half course in Canadian drama with an emphasis on performance and pedagogy (English 2470F/G), and summer half courses offered in partnership with and on the campus of the Stratford Shakespeare Festival (English 2042F/G and 2043F/G). Students who take this certificate in tandem with a module in English may count 1.0 course toward both.

Admission Requirements

Completion of first-year requirements, including 1.0 from English 1020E or 1022E or 1024E or 1027F/G and 1028F/G or 1035E or 1036E with a mark of at least 60%. Students should consult with the Department prior to admission.

Program Requirements

To qualify for the Certificate in Theatre Arts, students must attain an average of 70% in these 4.0 courses:

2.0 courses: English 2041F/G, 2042F/G, 2043F/G, 2470F/G

2.0 courses from: Classical Studies 3100E, English 2400E, 2420E, 2430E, 2440E, 2450E, 2460F/G

Background:

In answer to student demand for courses that would allow one to claim "drama" as a teachable subject when applying to the Faculty of Education, the Department of English has developed several courses that offer practical training in theatrical performance. The first of these (English 2041F/G) provides credit for a student's participation as either a member of the cast or crew in the Department's Annual Fall Production. Students in this half course are required not only to play a principal part, either on or behind the stage, but to complete a series of written assignments reflecting on the historical, theoretical and practical challenges entailed in the production. The second half course (English 2470F/G) offers an introduction to Canadian Drama, with a particular emphasis on performance and pedagogy. Two other half-courses are offered in partnership with and on the campus of the Stratford Shakespeare Festival, a course that studies the dramaturgical challenges in mounting Shakespeare's plays (English 2042F/G), and a hands-on workshop in Voice and Text (English 2043F/G). In addition to these half courses in theatrical performance, students would be required to complete an additional 2.0 courses in the study of drama as a literary genre. Grouping these courses together as a Certificate will assist students in identifying their teachable subjects when applying to the Faculty of Education.

4. **Brescia University College: Major in French for Teaching**

Recommended: That a Major in French for Teaching be introduced at Brescia University College, effective September 1, 2009.

NEW CALENDAR COPY

MAJOR IN FRENCH FOR TEACHING

Admission Requirements

Completion of first-year requirements, including 1.0 course from French 1900E or 1910 with a mark of at least 60%.

Module

7.0 courses:

2.0 courses in second year: French 2600E, 2900

1.0 course in third year: French 3900

1.0 course in fourth year: French 4900A/B, 4901A/B

3.0 courses: French 3265A/B, 3560F/G, 3602F/G, 3692F/G, 3720F/G, 3800A/B

Background:

This program is designed to meet the high demand that currently exists for French as a Second Language (FSL) teachers in Ontario schools. Approximately two thirds of Brescia graduates in French continue their studies at one of the Province's Faculties of Education. Such a program will respond to the needs of Brescia students who wish to become French teachers by providing them with a solid academic foundation in French Language and Literature as well as some practical experience in French as a Second Language instruction.

5. **Faculty of Engineering: Mechanical Engineering Externship**

Recommended: That an optional Engineering Externship program be introduced in the Department of Mechanical & Materials Engineering, effective September 1, 2009.

NEW CALENDAR COPY

(to follow the Mechanical Engineering Option D on page 106 of the 2009 Academic Calendar)

Engineering Externship Program (EEP) for Mechanical Engineering

The optional Engineering Externship Program (EEP) allows the Mechanical Engineering students the opportunity to pursue an eight-month certificate program after second year or third year at an educational institution which will offer courses related to a practical Certificate Program.

Mechanical Engineering students who wish to exercise this option must apply for the EEP course ES 2275 - Mechanical & Materials Engineering Externship Program following their second or third year of Mechanical Engineering. Western Engineering controls entry into the program. Prerequisites are: 60% YWA with no failed courses. If accepted into the program, students will take the courses specified by the certificate program linked to ES 2275.

Background:

At this time Western Engineering, in collaboration with Fanshawe College in London Ontario, has developed a proposal to provide an eight-month certificate program called "Practical Elements of Mechanical Engineering (PEME)" that comprises courses in machining, welding, metrology, and other practical elements related to mechanical engineering. The courses are to be delivered at Fanshawe College by Fanshawe College personnel. This specific externship opportunity will be of benefit for Mechanical Engineering students who want to take advantage of this optional practical training outside and independent of the regular mechanical engineering curriculum at UWO.

6. **Faculty of Engineering: Policy on Failed Courses**

Recommended: That, effective September 1, 2009, a student registered in the Faculty of Engineering who has failed a first-term half course (September to December) may not repeat the course in the second term (January to April) of the same academic year.

NEW CALENDAR COPY

(To be inserted after the section entitled "Failed Year," p.93 of the 2009/10 Academic Calendar)

Failed Courses

Students who are required to repeat an Engineering course must repeat all components of that course. No special permissions will be granted enabling the student to retain laboratory, assignment or test marks from prior years. Previously completed assignments and laboratories cannot be resubmitted for grading by the student in subsequent years.

A student registered in the Faculty Engineering who has failed a first-term half course (September to December) may not repeat the course in the second term (January to April) of the same academic year.

Background:

Any Engineering student who fails a first-term course (<50%) during the academic year (September – April) must wait until at least the summer term before attempting the course again. When a student fails a first-term course, then repeats the same course in the second term, the mark for the first-term course is designated with

an “RNC” (repeated no credit), which affects the “YWA” (year-weighted average) by removing the first term grade from the average calculation. In addition, in order for a student to add the failed course in the second term, he or she would either have to drop a second-term course or request permission to take a course overload, which would not be recommended if a student had already failed a course.

This policy has been in place for many years in the Faculty of Engineering. This proposal is intended to make the issue clearer to its students.

7. **Course Numbering Policy for Graduate and Undergraduate Courses**

7a **Revision to Remove Reference to Prefixes on Graduate Courses**

Recommended: That the Policy on Course Numbering with regard to graduate courses be revised to reflect practice in that courses are given four-digit 9000-level numbers with no prefixes.

7b **Revision to Add Reference to 0.75 “K” Courses for the Richard Ivey School of Business**

Recommended: That effective September 1, 2009, the Policy on Course Numbering be revised to identify “K” courses as 0.75 weight courses (integrated curriculum of HBA 1 program) at the Richard Ivey School of Business.

COURSE NUMBERING

1. Course Numbers: Courses are labelled with a ten-character field where the first four characters are numeric and the last six characters may be used for an alphabetic suffix.
Course Titles: If the title exceeds 30 characters the course must be given an alternate “short title” of 30 characters or less for use by the Registrar’s Office.
Course Descriptions: May not exceed 50 words.
2. Each course will be identified by the department/program offering it. If the course is to be cross-listed and offered by more than one department/program, this should be stated clearly in the original proposal for the course.
3. Courses will be numbered according to the following format:

0001 - 0999*	Pre-University level introductory courses
1000 - 1999	Year 1 courses
2000 - 4999	Senior-level undergraduate courses
5000 - 5999	Professional Degree courses in Dentistry, Education, Law, and Medicine
6000 - 6999	Courses offered by Continuing Studies
7000 - 8999	<i>Not yet designated</i>
9000 - 9999	Graduate Studies courses

* These courses are equivalent to pre-university introductory courses and may be counted for credit in the student's record, unless these courses were taken in a preliminary year.

COURSE SUFFIXES

1. All suffixes are in upper case and indicate the following with regard to course weight and session. The suffixes I and O will not be used to avoid confusion with numbers.
2. Suffixes will be added according to the following format:

No suffix	1.0 course not designated as an essay course
A	0.5 course offered in first term
B	0.5 course offered in second term
A/B	0.5 course offered in first and/or second term
C	January courses in the Faculty of Law (4.0 credit weight)
D	February/March/April (FMA) courses in the Faculty of Law
E	1.0 essay course
F	0.5 essay course offered in first term

G	0.5 essay course offered in second term
F/G	0.5 essay course offered in first and/or second term
H	1.0 accelerated course (8 weeks) in the School of Nursing
J	1.0 accelerated course (6 weeks) in the School of Nursing
K	0.75 course (integrated curriculum of HBA 1 program) at the Richard Ivey School of Business
L/M/N/P	Not yet designated
P	Graduate Studies courses (see item 3 below)
Q	0.25 course offered in the first half of first term
R	0.25 course offered in the second half of first term
S	0.25 course offered in the first half of second term
T	0.25 course offered in the second half of second term
U	0.25 course offered in other than a regular session
V	0.375 course offered by the Faculty of Education
W	1.0 accelerated course offered in first term
X	1.0 accelerated course offered in second term
Y	0.5 course offered in other than a regular session
Z	0.5 essay course offered in other than a regular session

GRADUATE COURSE OFFERINGS

1. ~~All graduate course suffixes will have two characters~~
 - ~~a) Each course suffix will begin with a P, followed by~~
 - ~~b) a number indicating the duration of the course~~
 - ~~0 = indefinite~~
 - ~~1 = 1 term~~
 - ~~2 = 2 terms~~
 - ~~3 = 3 terms~~

UNDERGRADUATE COURSE OFFERINGS

1. Course Designations

In most cases:

- a) A full course (1.0 course) will have no suffix or will have an E suffix. A full course has a minimum of 52 contact hours.
- b) A half course (0.5 course) will have an A, B, F, G, Y or Z suffix. Two 0.5 courses are the equivalent of one 1.0 course, whether or not they have been taken in the same subject. A half course has a minimum of 26 contact hours.
- c) A quarter course (0.25 course) will have a Q, R, S, T or U suffix to indicate the term. A quarter course has a minimum of 13 contact hours.

Other designations have also been approved, as follows:

- d) C and D courses are offered by the Faculty of Law
- e) H and J courses are offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program
- f) **K courses are offered by the Richard Ivey School of Business**
- f) g) V courses are offered by the Faculty of Education
- g) h) W and X courses are accelerated full courses (often language courses) which are offered in one term only. They may not be designated as essay courses and normally will not be scheduled during high demand hours, i.e., Monday to Friday from 10:30 a.m. to 3:30 p.m.

2. Course Inactivation

- a) If a course is not offered for a period of five years, following consultation with the relevant Faculty, School or College, the Office of the Registrar will inform DAP (the Deans: Academic Programs virtual committee) that the course will be withdrawn from course offerings and removed from the calendar and master timetable.
- b) If a Special Topics course has been offered with the same topic for a period of three years, the Faculty, School or College must introduce the course as a regular course offering and

include the former course as an antirequisite for the years it was offered as a Special Topics offering, e.g., "Geography 1106A/B, if taken in 2001-02, 2002-03, 2003-04."

Background:

- a) The Faculty of Graduate Studies/School of Graduate and Postdoctoral Studies has never used the "P" numbering system which was proposed when this policy was approved in October 2005.
- b) The Richard Ivey School of Business is making minor changes to all HBA Year 1 courses as part of some revisions to curriculum. The unique nature of the HBA 1 integrated curriculum requires a course weight that better reflects the demands and requirements on the part of the students outside regular classroom contact hours, but deemed required as part of the student's evaluation. The identification of "K" as a 0.75 credit weight course will solve the problem. After consultation with the University Secretariat and Registrarial Services, defining "K" courses as those offered in the HBA 1 program at the Richard Ivey School of Business is the recommendation. This recommendation reflects the unique nature of the integrated curriculum of the HBA 1 program and does not recommend it be adopted by other Faculties.

8. **Extension of the Academic Year for Third-Year DDS Students and First -Year ITD DDS Students**

Recommended: That, effective August 31, 2009, the academic year for Year 3 and the Internationally Trained Dentist Program Year 1 be extended from 38 weeks to 43 weeks, with the additional five-week clinical session commencing the first Monday immediately following the final examination period.

Background:

Currently, most Year 3/Internationally Trained Dentists (ITD) Year 1 students are ready to begin complex comprehensive treatment plans early in the Winter term. The current calendar does not provide sufficient time for most students to complete these cases. During the summer break, clinic patients are provided only with emergency dental care and are required to return in the Fall term to complete treatment. In some cases patients complete treatment elsewhere, which leads to loss of credit for the student, and occasionally treatment complications can arise. Extension of the clinic to the end of June will alleviate many of these situations. The completion of more complex cases prior to the start of the final year will provide students with elective opportunities and decrease the number of students required to complete patient care after the end of the final academic year.

9. **Articulation Agreement: Lambton College and the Faculty of Science**

Recommended: That an Articulation Agreement between Lambton College of Applied Arts and Technology (Chemical Production and Power Engineering Technology program) and The University of Western Ontario be approved, as detailed in [Appendix 1](#), effective January 1, 2009.

Background:

The Faculty of Science wishes to enter into an articulation agreement with Lambton College, Sarnia. This Articulation agreement between Lambton College and Western is for placing graduates from Western into the Chemical Production and Power Engineering Technologist Program with advanced standing. This is a one-way agreement to place Western students graduating with the equivalent of a Major module in Chemistry. Any graduate who has completed a Major module in Chemistry will be able to complete the CPET program in four terms (compared to the normal six-term program). Representatives from Lambton College have indicated that petroleum companies are having trouble filling these positions, which have excellent starting salaries. As the Chemistry Major module is also included in Chemistry Specialization Modules (including the Biochemistry/Chemistry Honors Specialization), students graduating from these programs would also be eligible for advanced standing at Lambton College. The agreement is to be reviewed before January 2011, as outlined in the attached agreement.

FOR INFORMATION

10. **New Scholarships and Awards**

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

Bounce Award (Faculty of Arts and Humanities, English)

Awarded annually to an undergraduate student in the Faculty of Arts and Humanities, based on academic achievement (minimum 80%) in a course in Restoration and Eighteenth-Century British Literature (period 1660-1780) and financial need. The Faculty of Arts and Humanities will select the recipient after the Registrar's Office has assessed financial need. This award was established by Professor Lisa Zeitz, a faculty member in the Department of English, who has dedicated her life to the understanding and teaching of a witty, complex and rewarding age in literature. The award is named in honour of Alexander Pope's large and beloved dog, "Bounce"; celebrated in portraits, verse and letters, Bounce was the subject of the last couplet the poet wrote: "Then Bounce ('tis all that Bounce can crave)/ Shall wag her Tail within the Grave."

Value: \$360*

Effective: May 2009

**This gift is eligible for inclusion in the Ontario Trust for Student Support (OTSS) program. Under the OTSS program, the Province of Ontario may provide a dollar for dollar match over time for endowed gifts directed to student bursaries or financial need based awards and scholarships, based upon receipt of Prof. Zeitz' gift. Fulfillment and timing of the provincial match are not guaranteed by the University and/or Foundation Western. Recipients must meet Ontario residency requirements. If the OTSS match is realized, the number and/or value of the award will be increased accordingly.*

11. **Undergraduate Admission Scholarships Program Revisions** (S.03-12)

Since its inception, the Admissions Scholarship program has played an effective role in Western's strategic goal of increasing the average grade of the entering class. Since the Admissions Scholarship program was last revised in 2005, when the scholarship at the 80% level was eliminated, the entering average has continued to increase. The entering average in 2008-09 was over 86%, and most students qualified for one of the admissions scholarships, which begin at the 85% level. This year, more than \$5.5 million was allocated from the University's operating budget in support of these awards.

The revision to the Admissions Scholarship program reflects the increased average grade of the entering class, and it reduces the cost of the program. A portion of the savings is allocated to entering international students, who will now be eligible for admissions scholarships. As a result, S.2764.3 on the citizenship of admission scholarships will be rescinded.

The revision has been approved by both SCAPA and the Property & Finance Committee for the academic and the financial components of the change respectively. Effective May 1, 2010, eligibility for Western Scholarship of Distinction was revised to require an 87.0% (rather than 85.0%), the value changed from \$1,500 to \$1,000 and international students will now be eligible. Additional editorial changes, also noted in italics, have been made to bring the policy up to date.

President's Entrance Scholarships (part of the National Scholarship Program)

Up to 11 awards at \$6,000 per year plus first-year residence room and meal plan.

Faculty Entrance Scholarships (part of the National Scholarship Program)

Up to 15 awards at \$4,000 per year plus first-year residence room.

(Four of the awards will not be tied to a specific faculty, but will be awarded by the National Scholarship Selection Committee, where appropriate, to reward and recruit the top applicants.)

TR Meighen Scholarship (part of the National Scholarship Program)

Up to 1 award of \$9,300 for a student from Atlantic Canada (\$3,500 in first year and \$2,000 for the three years thereafter).

Admission Scholarship Program

(A graduated program of award recognition as a means of crediting higher academic excellence with greater award monies. None of these awards will be faculty-driven and all awards will be one year in

duration. *With the exception of the National Scholarship Program, admission scholarships are available to International Students.*)

1. *Western Continuing Scholarships*
An unlimited number of Continuing Scholarships will be available for students with entering averages of 95% or higher. The value of the award will be \$2,500 per year for four years. (In order to retain the award, students must maintain a yearly average of 80%.)
2. *Western Scholarship of Excellence*
Applicants with 90.0% to 94.9% or better will receive an offer of \$2,000 (One-Year Scholarships).
3. *Western Scholarship of Distinction*
Applicants with 87.0% to 89.9% will receive an offer of \$1,000 (One-Year Scholarships).

National Merit Awards (part of the National Scholarship Program)

Up to 50 awards at \$2,000 (One-Year Scholarships)

(Given to top applicants as selected by the National Scholarship Selection Committee. Recipients will be applicants who have not qualified for either a President's or Faculty Entrance Scholarship and will also be able to compete for an Admission Scholarship.)