

DATE: 21 January 2015
TO: Executive of Council
FROM: Annette Revet, University Secretary
RE: Meeting of 28 January 2015



A meeting of Executive of Council is scheduled for Wednesday 28 January 2:30 - 4:30 p.m. in the AH 527. As per Section 4.6.2 of the Council Rules and Regulations Executive of Council meetings shall be closed except to persons invited to attend and all members of Council who choose to attend as guests.

AGENDA

- 1. Approval of the Agenda**
- 2. Approval of the Minutes of Meeting 26 November - *circulated with the Agenda***
- 3. Remarks from the Chair**
- 4. Report of the University Secretary**
- 5. Reports from Committees of Council**
 - 5.1 Council Committee on Academic Mission, Appendix I, Page 2
 - 5.2 Council Committee on Faculty of Graduate Studies and Research, Appendix II, Pages 3-10
 - 5.3 Council Committee on Research, Appendix III, Pages 11-18
 - 5.3 Council Committee on Undergraduate Admissions and Studies, Appendix IV, Pages 19-37
- 6. Graduan Lists**
 - 6.1 Graduan Lists for Approval - Omnibus Motion – *circulated at the meeting - please return all copies*
 - 6.1.1 Faculty of Arts
 - 6.1.2 Faculty of Education
 - 6.1.3 Faculty of Fine Arts
 - 6.1.4 Faculty of Graduate Studies and Research
 - 6.1.5 Faculty of Kinesiology and Health Studies
 - 6.1.6 Faculty of Nursing
 - 6.1.7 Centre for Continuing Education
- 7. Business Arising from the Minutes**
- 8. Reports from Faculties and Other Academic Units**
 - 8.1 Arts
 - 8.2 Business Administration
 - 8.3 Education
 - 8.4 Engineering and Applied Science
 - 8.5 Fine Arts
 - 8.6 Graduate Studies and Research
 - 8.7 Kinesiology and Health Studies
 - 8.8 Nursing
 - 8.9 Science
 - 8.10 Social Work
 - 8.11 Continuing Education
 - 8.12 Library
 - 8.13 Institut français
 - 8.14 Federated Colleges
 - 8.14.1 Campion College
 - 8.14.2 First Nations University of Canada
 - 8.14.3 Luther College
- 9. Other Business**
 - 9.1 Executive of Council Schedule for 2015-2016, Appendix V, Page 38
- 10. Adjournment**

**Council Committee on Academic Mission
REPORT TO EXECUTIVE OF COUNCIL**

Item for Decision

Subject: The Council Committee on Academic Mission recommends that the following motion be approved by Executive of Council.

MOTION: Women's and Gender Studies Program – Departmental Status

Moved that the Women's and Gender Studies program be granted the status of a department in the Faculty of Arts.

Rationale:

This will simplify the administrative structure of the Faculty by eliminating the last remaining "program," bringing WGST into line with the new definition of a "department" in the Arts Faculty Handbook.

The above motion was presented and passed at the Arts Faculty Council meeting held on 10 September 2014.

INFORMATION ITEM: Creation of a minor in French

CCAM has reviewed and recommended to CCUAS the creation of a minor in French as a second language.

A motion from CCUAS to this effect will be forthcoming to Executive of Council.

Date: 18 December 2014
Prepared By: Christopher Yost
On Behalf of: CCAM

**COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH
REPORT TO EXECUTIVE OF COUNCIL**

(From January 12, 2015 Council Committee on the Faculty of Graduate Studies & Research)

APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL

The Council Committee on the Faculty of Graduate Studies and Research approved and presents to Executive of Council for approval.

1. FACULTY OF ARTS

MOTION 1: Master of Arts Economics Program Change

That the list of elective courses for the MAEPA program be changed effective Winter 2015

<i>The current list of electives</i>	<i>The revised list of electives</i>
ECON 831 – Applied Macroeconomics ECON 832 – Tax Policy and Fiscal Federation ECON 872 - Resource and Environmental Economics ECON 890AA-ZZ - Special Topics ECON 895AA-ZZ – Directed Reading Courses JSGS 835AE – Public Choice JSGS 835AL – Foreign Aid Policy JSGS 835AM – International Trade Policy JSGS 838 – Public Sector Financial Management JSGS 844 – Agricultural Policy	ECON 831 -- Applied Macroeconomics ECON 832 – Tax Policy and Fiscal Federation ECON 890AA-ZZ – Special Topics ECON895AA-ZZ – Directed Reading Courses JSGS 817 – Health Policy JSGS 818 – Program Evaluation JSGS 832 – Population Based Health Program Management JSGS 838 – Public Sector Financial Management JSGS 851 – Qualitative Methods JSGS 867 – Advanced Policy Analysis GEOG 805 – GIS and Spatial Analysis MBA 832 – Accounting for Managers

(end of Motion 1)

Rationale: The current list of elective courses does not reflect the current course offerings by the JSGS and other programs.

MOTION 2: Master of Arts French Studies Program Change

That students in the graduate program (M.A. French Studies) be allowed to take up to 2 courses (or 50%) of their course requirements in cognate disciplines or departments effective Fall 2015.

(end of Motion 2)

Rationale: Given its limited resources, the French department has in the past collaborated with the English department in order to meet the program needs of FR graduate students under specific circumstances. In addition, FR graduate enrollments in a given semester may not constitute a full class, in which case other arrangements become inescapable. Recently, this practice has enabled FR graduate students to register for the Research Methods class offered every so often by the English department. This will avoid the need for adhoc approvals by FGSR and follows established precedent.

2. FACULTY OF BUSINESS ADMINISTRATION

MOTION 3: Public Safety Management

That a specialization in Public Safety Management (as detailed below) be added to the Levene MBA program effective Fall 2015.

Required Core Courses: (12 credit hours)	MBA 815 Business Policy & Strategy MBA 830 Social Issues in Business MBA 860 Managing Change MBA 880 Managing Information, Analytics and Decision-making
Required Study Tour (3 credit hours)	MBA 848AA-ZZ International Study Tour
Required Practicum (6 credit hours)	MBA 899 Integrative Practicum
Public Safety Management Specialization Courses (12 credit hours)	
Specialization Required Courses (6 credit hours)	JS 802 Interprofessional Collaboration for Public Safety, Health, and Learning ECON 836 Economics of Public Safety
Specialization Elective Courses (choose two*)	JS 803 Public Safety and Community Policing JS 804 Public Safety in a Democratic Society

The Specialization Courses have been approved by the Faculty of Arts RAGS Committee and Faculty Council (as highlighted above in **bold italics**).

*Additional elective courses to be added in the future pertaining to fire and paramedical services and pending approval by the corresponding line Faculty.

Background

Building on a foundation of technical skills developed either through an undergraduate business program or through the Post-Graduate Diploma in Business, the Levene MBA is designed to meet the needs of managers and leaders in multiple roles and sectors. This program combines a set of foundation courses in business with four core strategic courses, four elective/specialization courses, an international study tour, and an integrative practicum. Designating courses as *Required* for all students in the Public Safety Management Specialization program and additional courses as Specialization Electives creates greater flexibility to meet the advanced educational needs of Public Safety managers in fire services and paramedical services as well as in policing. Future courses specific to managing Fire Services and/or Paramedic Services could easily be added to the Public Safety Management Specialization Electives. For students from these additional fields, the courses in economics and inter-professional collaboration would be relevant.

The motion would add a new specialization to the existing Levene MBA specializations in 1) International Business, 2) Engineering Management, and 3) General Management .

(end of Motion 3)

Rationale: The RCMP and Chiefs of Police of Canada have identified a need for a graduate management program for individuals managing in public safety contexts. This specialization, designed in collaboration with the Department of Justice Studies in the Faculty of Arts and the Collaborative Centre for Justice and Safety, and with input from stakeholders representing the RCMP, the Chiefs of Police of Canada, the Regina Police Service, and individuals tasked with protecting industrial and public venues, is intended to address those specific needs.

3. JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

MOTION 4: Curriculum Changes to the Master of Public Administration (MPA)

That the curriculum of the Master of Public Administration (MPA) program be changed as outlined below effective Fall 2015, if possible, and no later than Fall 2016.

Current Program	Proposed Program
Effective September 2011	Effective September 2016
Tuition: per credit hour	Tuition: flat fee (Pending Board of Governors approval)
Credit hours: 30	Credit hours: 36
JSGS 990 (0)	Remove JSGS 990 (0)
Core Courses: 801 – Governance and Administration (3) 802 – Public Finance (3) 805 – Economics for Public Policy Analysis (3) 806 – Public Policy Analysis (3) 807 – Statistics for Public Managers (3)	Core Courses: 801 – Governance and Administration (3) 802 – Public Finance (3) 805 - Economics for Public Policy Analysis (3) 806 – Public Policy Analysis (3) 807 – Statistics for Public Managers (3) 808 - Ethical Democracy & Leadership (3) 838 - Public Sector Financial Management (3) 880 - Advanced Governance Analysis (3) 882 - Strategic Management in the Public Sector (3) 883 - Essentials for Public Policy and Administration (1.5) 884 - Professional Planning (1.5)
Restricted Electives: - One Management elective (3): o JSGS 808, 815, 838, 836AA-ZZ, 831 - One public policy elective (3): o JSGS 816,817, 818, 819, 822, 840, 849, 854, 859,863, 864, 868, 872, 875	Electives: - 2 elective courses for a minimum of 6 credit hours. Elective courses taken outside of JSGS course offerings require approval of the Graduate Chair or Academic Advisor and FGSR.
Electives: - 3 electives for a minimum 9 credit hours. Elective courses taken outside of JSGS course offerings require approval of the Graduate Chair or Academic Advisor and FGSR.	

(end of Motion 4)

Rationale: The MPA is the flagship program of the JSGS, accounting for the overwhelming majority of students on both campuses of the School. As the program description explains, the MPA is a professional graduate degree, “designed to prepare students for careers in public administration and policy work in such diverse areas as non-government organizations, industry associations, and, of course, the public service “. The following curriculum changes constitute the first significant revision to the MPA curriculum since its inception in 2005. It is the outcome of a three-year process of study and consultation culminating in the report on the MPA curriculum. The report articulates two key principles. First, that the MPA curriculum needs to keep abreast of developments in the two main public policy school accreditation bodies CAPP and NASPA. Second, that the best way to do so will be to assess the curriculum according to the competencies that students are expected to have when they graduate from the program. Members of the MPA community – students, employers, faculty and alumni – were surveyed to assess the extent to which the existing program delivers the desired competencies and where it falls short. The result is a comprehensive review of the MPA program and a roadmap for curriculum development involving change at every level from the structure and composition of the program to the delivery of individual courses.

The survey of the MPA community suggested that certain competencies and attributes deemed important by employers and alumni are not being delivered by the current program, notably those associated with the practice of contemporary public management in the areas of professional ethics, strategic and financial management, and communications. As it stands, the JSGS MPA is the shortest in Canada, requiring students to complete 30 credits, compared with the 12-15 courses in most other programs

Required Courses	
Institution	Number of Courses
Carleton	15
Dalhousie	14
Queens	12
Simon Fraser University	14
Ryerson	10
University of Ottawa	15
Western	15

Source: MPA Curriculum Report, Table 19, p. 87

After the extensive discussion, the faculty concluded that the deficits in ethics and public management could not be addressed within the current 30 credits and that additional courses would be required. At the same time, with the competencies as a guide, it is now possible to provide a clearer rationale for the program core, streamlining the program by doing away with the rather cumbersome existing arrangement of grouped and restricted electives. Electives that should really be requirements are brought into the program core.

4. FACULTY OF NURSING

Motion 5: Admission Requirements

That new admission requirements be implemented as listed below for the CNPP effective for the 2016 application period

(end of Motion 5)

Information & Rationale:

Current Requirements	New admission requirements	Rationale
Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have:	Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have:	No change
<ul style="list-style-type: none"> an overall grade point average of 75% in all third and fourth year nursing courses taken at a Canadian accredited or provincially approved baccalaureate nursing education program. 	<ul style="list-style-type: none"> an overall grade point average of 75% in the last 60 credit hours of most recent post-secondary studies completion of an approved baccalaureate nursing program 	Students may have completed an undergraduate degree many years ago with low GPA however they are now strong, academically, and have multiple continuing education experiences. Further, applicants can take additional university recognized courses to raise

		their GPA and meet the entry requirement. This change will allow us to consider post-secondary marks beyond the undergraduate degree. Additionally the change allows us to accept accomplished RNs that have been educated outside of Canada, if they are a strong candidate and fulfill all of the application criteria according to the guidelines of the Faculty of Graduate Studies & Research (FGSR).
<ul style="list-style-type: none"> proof of licensure or registration as a registered nurse (RN) including registration number in a Canadian province or territory. 	<ul style="list-style-type: none"> proof of licensure or registration as a registered nurse (RN) including registration number in a Canadian province or territory. 	<ul style="list-style-type: none"> No change
<ul style="list-style-type: none"> completion of a minimum of two (2) years of clinical practice experience as a RN within the last five years; to be shown in the CV. 	<ul style="list-style-type: none"> completion of a minimum of two (2) years of clinical practice experience as a RN within the last five years; to be shown in the CV (which includes education, nursing & work history, community involvement, special contributions and acknowledgements) 	Curriculum vitae (CV) were not being submitted. This provides further guidance to the CV requirement which allows the application reviewer information to assess the student's ability to complete graduate studies.
<ul style="list-style-type: none"> in addition to the FGSR required two (2) confidential letters of reference, applicants are to also have a clinical practice referee complete and submit the Clinical Verification and Reference form. The professional and academic reference should be from persons who can critically assess your ability to do research, practice clinically and successfully complete advanced courses in nursing. 	Delete	The form did not provide any additional information that was not already available in the letters of recommendation and the application.
<ul style="list-style-type: none"> a written essay addressing the following topic: A graduate-level nurse practitioner program is very demanding. How do you intend to address the demands? (500-1000 words). 	<ul style="list-style-type: none"> a written essay addressing the following topic: A graduate-level nurse practitioner program is very demanding. How do you intend to address the demands? (500-1000 words). This will include proper APA standards and be formatted properly 	The purpose of the essay is to assess writing ability needed for graduate studies. Providing information around the standard clarifies for the applicant the standard expected in the program.

Motion 6: Sequence of Courses

That the sequence of part time courses in semester two be adjusted so that MNUR 803 – Advanced Pathophysiology and Pharmacology is completed in Year 1 and MNUR 802 – Advanced Health Assessment and Diagnostic Reasoning is completed in Year 2.

Information

Current	Adjusted
Year 1: 9 credit hours Semester 1 MNUR 800 Semester 2 MNUR 802 39 hours NP clinical Semester 3 MNUR 804	Year 1: 9 credit hours Semester 1 MNUR 800 Semester 2 MNUR 803** Semester 3 MNUR 804
Year 2: 9 credit hours Semester 1 MNUR 801 Semester 2 MNUR 803 Semester 3 MNUR 805 91 hours NP clinical	Year 2: 9 credit hours Semester 1 MNUR 801 Semester 2 MNUR 802 ** 39 hours NP clinical Semester 3 MNUR 805 91 hours NP clinical
Year 3: 6 credit hours Semester 1 MNUR 806 117 hours NP clinical Semester 2 MNUR 808 117 hours NP clinical Semester 3 None	Year 3: 6 credit hours Semester 1 MNUR 806 117 hours NP clinical Semester 2 MNUR 808 117 hours NP clinical Semester 3 None
Year 4: 9 credit hours Semester 1 MNUR 807 117 hours NP clinical Semester 2 MNUR 809 Semester 3 MNUR 810 182 hours NP clinical	Year 4: 9 credit hours Semester 1 MNUR 807 117 hours NP clinical Semester 2 MNUR 809 Semester 3 MNUR 810 182 hours NP clinical

(end of Motion 6)

Rationale:

This program is attracting experienced registered nurses with many responsibilities. Many students need to maintain employment so they are completing the program part-time. MNUR 802 teaches students about the NP reasoning required in direct care NP clinical role as well as common procedures. In the original sequence, students did not enter an NP clinical experience until one year after taking MNUR 802. In the adjusted sequence, students will immediately enter NP clinical experience in the spring semester.

5. FACULTY OF SOCIAL WORK

Motion 7: Addition of SW 885 to Master of Social Work Thesis Based

That the course SW 885 Thesis Proposal be added as a required core course.

(end of Motion 7)

Rationale: See Motion 8

Motion 8: Removal of Course

That three credit hours from the SW 8xx elective options be removed from the recently approved listing of MSW class offerings

(end of Motion 8)

Current Program	Cr. Hrs.	Proposed Program	Cr. Hrs
Core Courses SW 880 and 881	6.0	Core Courses: SW 880 SW 881 SW 885	9.0
One Social Policy Course from SW 810, 811, 812, 816, 820, 821, 831, 835, 851, 890	3.0	One Social Policy Course from SW 810, 811, 812, 816, 820, 821, 831, 835, 851, 890	3.0
One Social Work Practice Course from: Micro (Individual) Practice: SW 803, 820, 835, 840, 876, 890 Mezzo (Group) Practice: SW 803, 820, 840, 873, 876, 890 Macro (Community) Practice: SW 812, 820, 840, 851, 872, 890	3.0	One Social Work Practice Course from: Micro (Individual) Practice: SW 803, 820, 835, 840, 876, 890 Mezzo (Group) Practice: SW 803, 820, 840, 873, 876, 890 Macro (Community) Practice: SW 812, 820, 840, 851, 872, 890	3.0
Two Social Work Electives from all 800 level courses	6.0	One Social Work Electives from all 800 level courses	3.0
Thesis (SW 901)	12.0	Thesis (SW 901)	12.0
Total Credit Hours	30.0	Total Credit Hours	30.0

Rationale for Motions 7 & 8: The thesis route had been recently reduced to 12 credit hours from 15 credit hours of Thesis Research (SW 901) and the three credit hours were added to SW 8xx open electives for a total of six credit hours. This was an error in submission of the motion. The new required course SW 885 *Thesis Proposal*, will replace the three credit hours of SW 8xx elective.

INFORMATION ITEMS FOR EXECUTIVE OF COUNCIL

The Committee presents to Executive of Council for information.

1. NEW COURSES

JS 802 - Interprofessional Collaboration for Public Safety, Health, and Learning - In this course students will explore, in an interprofessional context, complex issues related to justice, health and learning. A primary objective will be to engage in opportunities to develop knowledge, skills and attitudes related to collaborative competencies and promote interprofessional learning to foster interprofessional practices among policing and security services (RCMP, municipal police services, CBSA, etc.), health and educational organizations: other first responders, fire fighters, social workers, hospital professionals, etc.

JS 803 – Public Safety and Community Policing - This course is a theoretical examination of the history and models of contemporary community policing in Canada. The interrelated roles of the community and the police in the development and implementation of community and problem-oriented policing in urban as well as rural settings will be examined.

JS 804 - Public Safety in a Democratic Society - This course considers the role, organization, and accountability of policing within democratic societies; considers implications of jurisdiction, geography, community, training and operations.

ECON 836 - Economics of Public Safety - In this course, students will learn basic analytical methods in economics and apply these methods to problems related to crime and criminal justice system. Major topics include the role of rational-choice models in understanding crime, measuring and estimating the costs of crime, resource constraints in the criminal justice system, economic evaluation of crime and crime prevention policies, organized crime, victimless crime, and white-collar crime. The emphasis will be placed on reviewing empirical studies and policy applications. The course is designed with the assumption that students have little or no background in economics

JSGS 880 Advanced Governance Analysis - Governance refers to “who gets to decide what” in political systems, sectors of the economy, the use of technology, and organizations. This course examines the development of governance systems in response to authority no longer being confined entirely to government, and examines arrangements leading to both desirable and undesirable outcomes

JSGS 882 Strategic Management in the Public Sector - The course focuses on developing practical knowledge and skills public sector managers require to effectively “get things done” through others. Management skills developed include self-assessment/reflection, goal-setting, teamwork/collaboration, verbal/written communication, influence/persuasion, conflict resolution, stress management, and creative thinking

JSGS 883 Essentials for Public Policy and Administration- This residency pass/fail course will provide students with an introduction to the six MPA competency fields and the JSGS research clusters. It will also provide several refresher sessions on Canadian institutions, public sector processes, basic math skills and introduce the final MPA portfolio project.

JSGS 884 Professional Planning - This course requires the submission and presentation of a professional portfolio at the end of the MPA program where students demonstrate evidence that an acceptable level of proficiency in each of the six MPA competency fields has been acquired. Pre-requisite of JSGS 883

SW 885 Thesis Proposal - Students registered in the thesis route will complete a comprehensive literature review which will form part of their thesis.

2. COURSE CHANGES

ENIN 822 – Stochastic Systems Simulation - Removal of term and campus restrictions

**COUNCIL COMMITTEE ON RESEARCH
REPORT TO EXECUTIVE OF COUNCIL
January 16, 2015**

1. Item for Approval

The Council Committee on Research approved and presents to Executive of Council the following for approval:

MOTION: Ethics – Research with Humans

That the policy on Ethics – Research with Humans be approved as follows:

Rationale: This policy formalizes what has already been in place procedurally. It reflects current practice and meets our Tri-Agency obligations.

January 16, 2015
Submitted by: Andrei Volovin, Chair
Prepared by: M.Beitel, ORIP

Ethics – Research with Humans

Number:	RCH-020-010
Audience:	All members of the University's research community
Issued:	
Last revised:	
Owner:	Vice-President (Research)
Approved by:	Board of Governors
Contact:	Director, Research Office – 306-585-4775

Introduction

The University is committed to ensuring the highest standards of research ethics are understood and practiced in its community. This policy defines research ethics and research with humans and outlines the University's processes for maintaining ethics throughout research at the University of Regina.

When humans, human tissues or human data are used in the course of research or other comparable activities, it is the primary concern of the University that the rights of the participants are respected and protected and that the procedures followed comply with ethical, scientific, methodological, medical, and legal standards. The University values the academic freedom of its researchers, and the ethics review process shall not unfairly censor researchers who support unorthodox views. However, academic freedom is complemented by the requirement that the rights of human participants be respected.

The University of Regina follows the national standards articulated in the second edition of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. The guiding principles of this policy statement are:

- Respect for persons - This includes the recognition of the intrinsic value of human beings and respect for the autonomy of research participants. Respect for autonomy is normally reflected in the requirement to seek free and informed consent from participants both prior to and during their participation in a research project.

- Concern for welfare – This is broadly construed to mean all aspects of a person’s life, including their physical and mental health, spiritual well-being, and other elements of their life circumstances. Concern for welfare includes respect for the person’s privacy and confidentiality and requires that Research Ethics Boards (REB) and researchers adopt an attitude that aims to protect the welfare of research participants, minimize foreseeable risks to those participants and their communities, and inform research participants of those risks.
- Justice – This principle requires that people be treated equitably and fairly. The principle of justice takes into account the vulnerability of the person, the difference in power between participant and researcher, and seeks to equitably distribute the risks and benefits of research participation.

The University of Regina is party to the “Agreement on the Administration of Agency Grants and Awards by Research Institutions” which governs receipt of funds from Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC), and Social Sciences and Humanities Research Council (SSHRC). Section 3.4 of this Agreement states that the University must comply with the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, second edition (TCPS2)*, and any amendments. In addition, research must comply with any further related agency requirements, such as CIHR’s guidelines on research involving human stem cells.

Scope

This policy applies to all members of the University involved in research with human participants, human tissues or human data. Members of the University of Regina include but are not limited to, faculty, professors emeriti, sessional lecturers, staff, trainees, graduate and undergraduate students, adjunct professors, visiting professors, visiting scholars, professional affiliates, associate members, residents, and postdoctoral fellows at the University of Regina.

This policy also applies to research with human participants, tissues or data undertaken by any person or Institute/Centre associated with the University of Regina, or using any University of Regina resources inclusive of persons (i.e., students, staff, faculty), or if funds for such purposes be accepted or accounts established.

In particular,

- a) All research that involves living human subjects requires review and approval by an REB in accordance with this Policy Statement, before the research is started except as stipulated below.
- b) Research involving human remains, cadavers, tissues, cells, proteins, biological fluids, embryos or fetuses shall also be reviewed by the REB.
- c) Research about a living individual involved in the public arena, or about an artist, based exclusively on publicly available information, documents, records, works, performances, archival materials or third-party interviews, is not required to undergo ethical review. Such research only requires ethical review if the subject is approached directly for interviews or for access to private papers, and then only to ensure that such approaches are conducted according to professional protocols and to Article 2.3 of this Policy. (Article 2.3: REB review is normally required for research involving naturalistic observation. However, research involving observation of participants in, for example, political rallies, demonstrations or public meetings should not require REB review since it can be expected that the participants are seeking visibility).
- d) Quality assurance studies, performance reviews or testing within normal educational requirements should not be subjects to REB review.

Definitions

- **Human participants or participants** - those individuals whose data, or responses to interventions, stimuli or questions by the researcher, are relevant to answering the research question.
- **Research** - an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation (TCPS, Art 2.1).

Policy

Research Ethics

Consistent with the Tri-Council Policy Statement, the University of Regina has mandated the REB to approve, reject, propose modifications to, or terminate any proposed or ongoing research involving

human subjects which is conducted within, or by members of the institution, using the considerations set forth in the Tri-Council Policy as the minimum standard. Such decisions will be based on ethical considerations.

The REB shall be constituted according to the current TCPS. In making its decisions, the REB will follow the specific guidelines laid out in Articles 2 through 13. Where issues raised in individual REB applications are not addressed specifically in the guidelines, the REB shall use the three core principles (Respect for Persons, Concern for Welfare and Justice) of the TCPS2 to assess the ethical considerations of the proposal.

The University of Regina has one REB. In the case of research undertaken by undergraduate students within a course, the REB has delegated this review to approved departmental or faculty level ethics review committees. Copies of all approved protocols must be forwarded to the REB. It is the responsibility of departments to ensure that the highest ethical standards are met. The REB shall maintain the right of monitoring such research. Undergraduate research that involves more than minimum risk to participants cannot be delegated for departmental review and requires REB approval.

The REB will take a proportionate approach to the review of proposals as outlined in Article 2.9. Research that is above minimal risk will be reviewed by the full REB. Research that is minimal risk will receive a delegated review as outlined in the REB terms of reference.

Research that poses minimal risk shall not normally require peer review for scholarly merit. For research that is above minimal risk, additional review shall not be required where there is an existing peer-review assessment (e.g., if the research was funded through a peer-review process). In cases where peer review is required, the Office for Research, Innovation and Partnership will co-ordinate a scholarly review of the research on behalf of the Research Ethics Board.

Initial approval is granted for one year, and can be renewed annually for a total of five years. In addition, the REB must review all substantive changes from approved research that affect participants at any stage of the process including, but not limited to, changes to the consent form, changes to the tasks or interventions involved in the research, or changes to measures to protect privacy and confidentiality. Any substantive change to the research should not be implemented without documented approval by the REB, except when necessary to eliminate an immediate risk to the participants.

No research funds related to an REB proposal will be released until REB approval is obtained. If a project finishes or expires, funding will be frozen until the researcher either submits another proposal, reopens an existing project, or provides the Office of Research, Innovation and Partnerships with documentation certifying that all research with humans pertaining to the grant in question has been completed.

Review of Research in Other Jurisdictions

The REB at the University of Regina has the responsibility to ensure that all research conducted under its auspices, irrespective of the location where it takes place, follows the guidelines established by the current TCPS. Therefore, research approved elsewhere, through another REB or equivalent body, must also be reviewed by the REB at the University of Regina. The University has entered into a collaboration agreement with the University of Saskatchewan and the Regina Qu'Appelle Health Region that allows for a common application form and consent template.

Approval of a project by the REB is not a sufficient condition for a project to proceed. It is incumbent upon the researcher to determine whether there is a requirement for ethical approval by another body (e.g., a hospital REB). Researchers engaging in multi-center research are encouraged to review Chapter 8 of the Tri-council Policy document for a brief discussion of issues that may arise from the possibility that local REB's may reach different conclusions about aspects of the same project.

Non-Compliance

Failure to apply for and receive REB approval before conducting research with humans is one element of research misconduct. Breaches of the research ethics policy will be handled through provisions in the Research Integrity policy.

Allegations of Research Ethics Misconduct

An [allegation](#) of research ethics misconduct must be presented to the department head or dean of the person being accused of misconduct, a designate, or the Vice-President (Research). It must be in writing and signed.

The University will deal promptly (according to the Allegations and Processes sections of the Research Integrity policy) with all allegations of research misconduct.

Roles and Responsibilities

University

The University is responsible for providing the support and education required for all members of the University's research community to develop and maintain the highest standards of ethics, integrity, accountability, and responsibility.

University community

Members of the University community are responsible for reporting all instances of research ethics misconduct and for cooperating fully in an inquiry or investigation into an allegation of research ethics misconduct.

People in Supervisory Positions

People in supervisory positions at the University (including principle investigators) are responsible for ensuring everyone who works under their supervision, directly or indirectly, understands and complies with this policy. They are also responsible for ensuring their group's work is valid.

Researchers

Researchers are responsible for understanding and complying with this policy and taking responsibility for their research. Researchers who will be conducting research with human participants are advised to complete the Panel on Research Ethics tutorial, Course on Research Ethics (CORE).

Consequences for Noncompliance

The University conducts an inquiry and, if necessary, an investigation of every allegation of research ethics misconduct. Where research ethics misconduct is judged to have occurred, the University will apply remedies consistent with the seriousness of the misconduct, up to and including termination of the member's position with the University and referral to a law enforcement agency.

The Vice-President (Research) will notify the appropriate funding agencies and professional associations as required.

Related Information

- The University's [Strategic Research Plan, 2010 - 2015](#)
- [Agreement on the Administration of Agency Grants and Awards by Research Institutions](#)
- [GOV-070-025 – Surveys](#)
- [GOV-022-005 - Code of Conduct](#)
- [GOV-022-010 - Conflict of Interest and Conflict of Commitment](#)
- [GOV-022-020 - Safe Disclosure](#)
- GOV-022-025 – Research and Academic Integrity
- RCH-020-005 – Care and Use of Animals
- [Canadian Council on Animal Care](#)
- [Tri-Agency Framework: Responsible Conduct of Research](#)
- [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#)
- [Tri-Council Policy Statement Tutorial: Course on Research Ethics \(CORE\)](#)
- [Harmonized process](#)
- [Forms, instructions and samples](#)
- [REB TOR/Procedures](#)

**REPORT TO
EXECUTIVE OF COUNCIL
JANUARY 28, 2015
FROM THE COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES**

1. ITEMS FOR APPROVAL

The Council Committee on Undergraduate Admissions and Studies met on December 15, 2014 and January 16, 2015 and has approved the following curriculum, program and policy changes, and hereby recommends them for approval.

1.1 Joint Faculty Motion

MOTION 1: Earth Science 30

to add Earth Science 30 to the list of possible courses recognized for admission to the Faculty of Arts, Faculty of Business Administration, Faculty of Education, Faculty of Kinesiology and Health Studies, and the Faculty of Social Work, for students applying for admission from a Saskatchewan high school for the Fall 2015 admission cycle.

Faculty	Admission Recognition
Arts	To be added to the list of possible Science courses recognized for admission to the Faculty of Arts
Business Administration	To be added to the list of 30-level math and science courses used for admission to the Business Administration (U of R) and Administration (FN Univ) programs.
Education	To be added to the list of possible science courses recognized for admission.
Kinesiology & Health Studies	To be added to the list of possible courses recognized for admission.
Social Work	To be added to the list of possible science courses recognized for admission to the Faculty of Social Work's Pre-Social Work program.

(end of Motion 1)

Rationale: Science curriculum has changed in the province. While there are still 30-level (grade 12) Computer Science (allowable for BSRs students), Biology, Chemistry and Physics, they have added Earth Science to the suite of options for students. The Faculty of Science has reviewed the curriculum for Earth Science 30 and has recently approved the addition of the course for final admission to the faculty.

1.2 Report from the Faculty of Arts

MOTION 2: Minor in French

To create a minor in French as a Second Language, effective 1 September 2015.

9.17.4 MINOR IN FRENCH AS A SECOND LANGUAGE

Credit hours	French as a second language minor, required courses	Student's record of courses completed
3.0	FRN 100 and FRN 101, or FRN 110	
3.0		
3.0	FRN 200	
3.0	FRN 201	
3.0	Two other 200-level FRN courses	
3.0		
18.0	FRSL Minor – 65% GPA required	

(end of Motion 2)

Rationale:

I. PROGRAM INFORMATION

Program Name: **Minor in French as a Second Language**

Level/Credential to be Granted: **Minor in French**

Faculty(ies)/School(s)/Department(s): Arts / French

Expected Program Proposal Submission Date (Month/Year): November, 2014

Expected Program Start Date (Month/Year): September, 2015

Method of Program Delivery: Lecture

II. STRATEGIC CONSIDERATIONS

1. How does this proposed program fit with/complement the University Strategic Vision and Objectives?

The creation of this 18-credit minor in French as a Second Language furthers the University's avowed desire to enhance French-language instruction across campus and to engage with the Francophone community of Saskatchewan.

2. How does this proposed program fit with/complement your Faculty's Strategic Plan?

This new minor in French offers Arts students and others across the University the opportunity to discover French in greater detail as they meet their 6-credit language requirement. Students will now be able to count the modified beginner-level classes towards this minor, instead of waiting until the 200L. This streamlined and accelerated Minor therefore concretely contributes to the achievement of the Faculty's goal of engaging with the Francophone community in teaching and scholarship.

III. PROGRAM CONSIDERATIONS

1. Describe the rationale/need for this program?

Previously, the path to a Minor in French took too long and required students to take beginner classes that were not counted. The wait until the 200L discouraged many a student. Personal and anecdotal accounts buttress this observation.

As designed, the new Minor allows students to immediately begin applying their 100L classes toward a tangible end, i.e. a Minor in French. The creation of this Minor therefore meets the oft-expressed desire of students to have the opportunity to take a few more French classes and receive some formal recognition.

The Department anticipates that this Minor will further encourage students to advance to the Major and beyond should they develop or realize their superior skills in the French language, irrespective of their primary academic interests.

2. What are the key objectives of this program?

- Include redesigned courses with stimulating French-language contents at the beginner level.
- Beyond Language Requirements, reward interest in French by providing a concrete and achievable objective through the inclusion of the very first French-languages courses toward a Minor.
- Create an immediate and attractive pathway to the Major.
- Dovetail this Minor seamlessly into the Major

3. What is the expected impact of this program on University enrolment and revenue?

It is expected that as they arrive at the University, more beginner-level students will choose this Minor irrespective of their initial proficiency levels. It has the potential to also attract more High School graduates who took Core French. Ultimately, we anticipate this interest to translate to higher enrollments and, by extension, additional revenues for the University.

The Council Committee on Academic Mission has considered and approved the recommendation for creation of this program.

MOTION 3: Admission Suspension – Bachelor of Journalism

To suspend admission the Bachelor of Journalism program, effective 201510, with the intent to eventually delete the program subject to Registrar's Office confirmation regarding suitable timing for the deletion.

9.24.5 BACHELOR OF JOURNALISM (BJ)

This degree is designed for students with a previous degree who seek a specialization in journalism.

The two years required to obtain the Bachelor of Journalism degree, 60 credit hours, must be completed in full at the University of Regina, following admission to the School of Journalism, and will include 3 semesters of coursework and one semester as an intern in the journalism field.

Students must meet a required standard in this internship to obtain the degree.

Cred it hour s	Bachelor of Journalism program, required courses	Student's record of courses completed
Note: Courses taken before admission to the program are not credited towards these requirements.		
3.0	JRN 300	
3.0	JRN 301	
3.0	JRN 302	
3.0	JRN 303	
3.0	JRN 304	
3.0	JRN 305	
3.0	JRN 306	
3.0	JRN 307	
3.0	JRN 308	
3.0	300-level JRN course	
3.0	JRN 401 or 402	
3.0	Two 400-level JRN	

3.0	courses	
3.0	Two additional electives	
3.0		
15.0	JRN 400 (internship)	
60.0	Total: 65% PGPA & 60% UGPA required	

(end of Motion 3)

Rationale: While the BAJ will continue to be offered for under-graduates who have completed two years of pre-JRN, and should therefore **still be listed** in the 2015-16 *Undergraduate Calendar and Catalogue*, degree-holders will now be streamed into the MJ rather than the Bachelor of Journalism option. All references to that BJ program should therefore be **deleted** from the calendar (i.e. graph 1 under General Information needs to be edited; point 2 in section 9.24.3 needs to be deleted and the last sentence in that section needs to be edited to remove the BJ reference; and section 9.24.4 needs to be deleted).

Note: The Registrar's Office has confirmed that there are 10 students currently completing the program and that when these 10 students have completed the program requirements, have moved to another program, or have withdrawn from the program then the program can be deleted.

MOTION 4: Minor in Justice Studies

To revise the requirements for the minor in Justice Studies to "An additional two 300-level JS courses" from "Any two of: JS 317, 320, 350, 381," effective 201520.

9.25.6 MINOR IN JUSTICE STUDIES

Credit Hours	Justice Studies minor, required courses	Student's record of courses completed
3.0	JS 100	
3.0	JS 240	
3.0	JS 280	
3.0	JS 318	
3.0	An additional two 300-level JS courses	
3.0	Any two courses of: JS 317, 320, 350, 381	
18.0	Subtotal: 65 % PGPA required	
Note: Students completing a Bachelor of Human Justice or a Bachelor of Arts in Police Studies are NOT eligible to complete this minor.		

(end of Motion 4)

Rationale: To ensure course offerings are available based on our faculty resources; and to support the 300-level course requirements as originally designed, selecting Any Two Of: will offer students increased course options in an area of their interest without detracting from the integrity of the Minor. This amendment will also contribute to the department's meeting our course level capacities.

MOTION 5: Revisions – Advanced Certificate in Criminal Justice

To revise the requirements for the Advanced Certificate in Criminal Justice to include “any 400-level JS courses” instead of a limited selection of 400-level JS courses, effective 201520.

Credit hours	Advanced Certificate in Criminal Justice (Saskatchewan Ministry of Corrections and Policing), required courses	Student's record of courses completed
3.0	JS 100	
3.0	JS 230	
3.0	JS 240	
3.0	JS 276 or PHIL 276	
3.0	JS 280	
3.0	One of: ANTH 333; INDG 280, 281, or 282; PSYC 204; SOC 404; SOST 201 or 203; STAT 100 and 200; or SW 451	
3.0	JS 316	
3.0	JS 342	
3.0	Three of JS 313, 318, 332, 341, 350, 370, <u>any 400-level JS course</u> 415, 431, 440, 460	
3.0		
3.0		
9.0	JS 490 Must be in the corrections field to meet the requirements for employment in youth probation services with the Ministry of Corrections and Policing. Those who have completed their advanced practicum in a different field may be allowed to substitute additional course work. Please consult the Department of Justice Studies.	
3.0	JS 492	
45.0	Total: 65% PGPA required	

(end of Motion 5)

Rationale: The Advanced Certificate is directed at students who already have a degree in Human Justice and are looking to qualify as a Community Youth Worker. As a requirement of the HJ degree students must have two, 400-level courses in addition to JS 490 and JS 492. This amendment will provide for additional course options as well as expanding their existing credits for courses already taken.

MOTION 6: Revisions – Concentration in Social Justice

To revise the requirements for the Concentration in Social Justice to require “JS 384,” instead of JS 460, and to require “any two 400-level JS courses” from “two of JS 312, 313, 370, 384, 416, 431,” effective 201520.

Credit Hours	Social Justice concentration, required courses
3.0	JS 310
3.0	JS 311
3.0	JS 383
3.0	JS 384 460
3.0	<u>Any two 400-level JS courses</u>
3.0	Two of: JS 312, 313, 370, 384, 415, 431,
18.0	Subtotal: 65% major PGPA required

(end of Motion 6)

Rationale: JS 384 Advocacy Strategy Skills falls within our social justice course offerings and is proposed as a substitute that will not negatively affect the intent of the original social justice concentration design: an alternative to a criminal justice concentration.

In both concentrations, by prescribing the electives to include 300-level courses and requiring students to have at least two 400-level courses, forced students to take only 400-level courses within the 120 cr. hr. degree. The amendment to: Any Two 400-level courses, addresses the problem.

MOTION 7: Revisions – Concentration in Criminal Justice

To revise the requirements for the Concentration in Criminal Justice to require “any two 400-level courses” from “two of JS 313, 370, 415, 440, 443,” effective 201520.

Credit Hours	Criminal Justice concentration, required courses
3.0	JS 316
3.0	JS 332
3.0	JS 341
3.0	JS 342
3.0	Any two 400-level JS courses
3.0	Two of: JS 313, 370, 415, 440, 443
18.0	Subtotal: 65% major PGPA required

(end of Motion 7)

Rationale: In both concentrations, by prescribing the electives to include 300-level courses and requiring students to have at least two 400-level courses, forced students to take only 400-level courses within the 120 cr. hr. degree. The amendment to: Any Two 400-level courses, addresses the problem.

1.3 Report from the Centre for Continuing Education

MOTION 8: IELTS Score

That the ESL Program accept an IELTS score of 6.0, with no band below 5.5, for student entry into level 050 of the English as a Second Language Program.

(end of Motion 8)

Rationale: As a pilot, the ESL Program has accepted the equivalency of an IELTS 5.5 for entry into level 050 of the ESL Program for CBIE students with the Brazilian Science Without Borders Program. These students have for the most part proven successful both in the ESL Program and their undergraduate studies, whether at 1st, 2nd, or 3rd year level. These students are non-degree seeking, so their undergraduate acceptance is only as an exchange student for a limited amount of time.

Additionally, currently, the University accepts an IELTS score of 6.5 with no band below 5 as the minimum level for meeting the English Language Proficiency level required by the University. After research of other university programs, it was found that multiple programs accept an IELTS score of 5.5 or 6 for entry into their ESL advanced levels.

Winter 2014

TOEFL IBT	IELTS Equivalency	ESL Placement Test	ESL Level	Attendance %	Final Grade	Following Course	Following Grade Average		
Incomplete			5	5	99	95	ESL 20	79	99% attendance
65	5.5 - 6.0		40	50	92	67	undergrad	73	passed all 4 courses
68	5.5 - 6.0		40	50	96	66	undergrad	63	passed all 4 courses
66	5.5 - 6.0		30	50	99	69	undergrad	81	passed all 4 courses
67	5.5 - 6.0		40	50	96	64	undergrad	78	passed all 4 courses
63	5.5 - 6.0		30	50	96	62	undergrad	63	passed all 4 courses
Incomplete			10	10	91	72	ESL 20	68	94% attendance

Spring 2014

TOEFL IBT	IELTS Equivalency	ESL Placement Test	ESL Level	Attendance %	Final Grade	Following Course	Following Grade		
62	4.5-5.0		40	40	66	56	undergrad		passed core, NP'd Writing
67	5.5-6.0		40	50	56	36	??		NP'd Writing
61	4.5-5.0		40	40	79	67	undergrad		
60	4.5-5.0		40	40	73	64	undergrad		
68	5.5 - 6.0		40	50	88	73	undergrad		

Fall 2014

TOEFL IBT	TOEFL Paper	IELTS (Equivalency)	ESL Placement Test	ESL Level	Attendance %	Final Grade	
			5		40	40	
	420	3 - 3.5			30	30	
	453		4		40	40	
	443		4		20	20	
	410	3 - 3.5			10	10	
			5		40	40	
			5.5		30	50	
			5		30	30	
65		5.5-6			40	50	
63		4.5 - 5			30	40	
66		5.5-6			40	50	
66		5.5-6			40	50	

MOTION 9: Admission Suspensions

To suspend admission to the Certificate of Continuing Education First Nations Interdisciplinary Studies, Diploma of First Nations Interdisciplinary Studies, and Certificate of Continuing Education Indian Career and Community Counseling.

(end of Motion 9)

Rationale: The FNUiv Curriculum Review Committee (CRC) had recommended Academic Council review sections 18.2.8.5, 18.2.8.8 and 18.2.8.10 of the 2014/15 Undergraduate Academic Calendar. The admission and selection criteria of the Certificate of Continuing Education First Nations Interdisciplinary Studies and the Diploma of First Nations Interdisciplinary Studies programs must be approved in advance by an Academic Advisory Committee headed by the Dean, Northern Operations and Extension Department, First Nations University of Canada, which no longer exists. The most recent student graduate from the Certificate of Continuing Education Indian Career & Community Counseling was in Spring 2008. Additionally, it must be determined if all of these three programs meet the goals and objectives of the First Nations University of Canada academic strategic planning initiatives.

1.4 Report from the Faculty of Education

MOTION 10: Child Development Centre

That the Teacher Education Preparation Centre (ED 228) host a Child Development Centre within the Faculty of Education (a.k.a. laboratory school) offering Pre-kindergarten and Kindergarten programming contingent upon the creation of a sustainable business plan.

(end of Motion 10)

Rationale: In a comprehensive review of 75 years of the Berkley Child Centre, Harms and Tracey (2006) found that “university lab schools have a vital role in early childhood education in developing and demonstrating innovative practice, preparing leaders, conducting research, and providing community service through teacher training and advocacy.” The Child Development Centre will be anchored by four complementary directions; Early Learning and Care, Teacher Training, Research, and Inclusivity. The Centre will be available to all faculty and students across all Faculty of Education programs to access for research, teaching and learning purposes. “Lab preschools provide models of best practice, an important component of education that also serves societal interests. Exemplary models for preschool teacher training can inform educational practice and improve the field of teacher education” (Arnold-Grine, 2007), not just in Pre-k and K but across the grades because of the experience gained from working alongside young children to gain insight into how we think, develop and learn.

MOTION 11: Internship

That section 11.7.3 Grades of “IN” in Internship be rescinded effective immediately.

GRADES OF "IN" IN INTERNSHIP

Students who receive a grade of incomplete (IN) or fail (F) in either pre-internship or internship; and who voluntarily withdraw or are required to withdraw for academic and/or professional reasons must reapply within one year from the date of the first attempt to the Professional Development and Field Experience Office, for approval to complete or reattempt pre-internship and/or internship. Failure to reapply within the time limit will result in a permanent grade of failure (F) on a transcript, and the student will be required to discontinue under faculty regulations which are subject to appeal and review.

(end of Motion 11)

Rationale: The practice of assigning the grade of IN happened only for students unable to complete internship successfully. The grade of IN prevents students from registering for a subsequent attempt at internship. Students who are not registered are not insured. Interns working with students in schools must be insured. Therefore, students who are unable to complete internship successfully will receive an F; and in the case of a voluntary withdrawal, a W.

MOTION 12: PLACE – Health Education Majors

That following the example of the English Education and Social Studies Education subject areas, PLACE will no longer be a program requirement for Health Education Majors in the Secondary Program, effective for (pre-internship) third-year students in Winter 2016, and for new admissions beginning 2015.

(end of Motion 12)

Rationale: The objectives of PLACE are not consistent with the learning needs of Health Education students at this developmental level. Further, ECS 200 fulfills the learning objectives associated with community involvement and other program requirements that do not result in extra costs for students and hasty.

MOTION 13: PLACE – Math Education Majors

That following the example of the English Education and Social Studies Education subject areas, PLACE will no longer be a program requirement for Math Education Majors in the Secondary Program, effective for (pre-internship) third-year students in Winter 2016, and for new admissions beginning 2015.

(end of Motion 13)

Rationale: The objectives of PLACE are not consistent with the learning needs of Math Education students at this developmental level. Further, ECS 200 fulfills the learning objectives associated with community involvement and other program requirements that do not result in extra costs for students.

1.4 Report from the Faculty of Fine Arts

MOTION 14: Creation – Minor (Film Production)

To create a FINE ARTS MINOR (Film Production)

A minor in Fine Arts (Film Production concentration) must include:

Credit hours	Required
3.0	Film 100
3.0	Film 200 or Film 280AA*
3.0	Film 201**
3.0	Film 209** (must be taken concurrently with Film 201)
3.0	Film 202
3.0	1 Film Production or Film Studies course at the 300 Level
18.0	Total (A minimum GPA of 65% is required)

*Film 280AA and Film 200 are equivalent courses. Either course will be accepted.

**Registration in these classes requires permission from the Department Head.

Students pursuing a Film Production minor are required to request permission from the Head of the Department of Film in order to register in Film 201 and Film 209. Film 201 and Film 209 must be taken concurrently.

(end of Motion 14)

Rationale: The minor in Film Production is meant for any University of Regina student outside of the BFA Film program to gain a foundation in creative film practice. The minor will increase options for students interested in pursuing film production courses.

MOTION 15: Indian Fine Arts

That effective 201520, the First Nations University of Canada, Indian Fine Arts students be exempt from FA 001 as a requirement of their program. Indian Fine Arts Students will instead be required to take INDG 104, a 3 credit hour course. Students will count the credit hours in their elective portion of the following programs.

13.12.1 Bachelor of Arts (Indian Arts)
 13.12.2 Bachelor of Arts (Indian Art History)
 13.12.4 Bachelor of Fine Arts (Indian Art)

FA 001 – Foundations of University Practices

A non-credit introductory seminar to the University and the Faculty of Fine Arts. Students will be introduced to the variety of resources and services available to them and their roles and responsibilities as members of the university and fine arts communities. The seminar will also provide students with the degree and career possibilities. This required course must be completed within the completion of 30 credit hours of study. Students who are placed on academic probation before completing 60 credit hours of study or who have received a “must withdraw” academic action on their transcript must repeat this course. Note: Normally offered in the fall semester only. Indian Fine Arts students taking or who have taken INDG 104 are not required to take this course.

INDG 104 – Introduction to Indigenous Higher Learning 3:3-1

This course utilizes a collection of writings designed to help First Nations students understand themselves through an Indigenous world-view in the context of university life. This course assists students in developing attitudes and aptitudes necessary for academic and future life success through principles of critical thinking and learning. *Note: Students who have completed 30 credit hours or more may not take INDG 104 for credit unless they have prior written permission of their faculty or college.*

(end of Motion 15)

Rationale: INDG 104 is designed to provide students with the aptitudes and attitudes necessary for success. The course provides the university skills, including resources and services available to assist or enhance academic success and personal well-being, students need to be successful. Currently there are 15 students in the Indian Fine Arts program of which all but two have taken INDG 104. Thus our students are obtaining the university skills from our class.

OMNIBUS MOTIONS 16 & 17

MOTION 16: Music History and Literature Revisions

That the following note be changed as indicated in bold in the Music History and Literature requirements.

13.14.62 Bachelor of Music, Years Two through Four: All Majors

Music History and Literature - 12 credit	Proposed change
Must include MUHI 305 and one MUHI course at the 400 level. May include studies courses with a music component that is cross-listed with another Fine Arts department.	Must include MUHI 305 and one MUHI course at the 400 level. MU 204, 205, 319 may also be counted in this area. May include studies courses with a music component that is cross-listed with another Fine Arts department.

(end of motion 16)

Rationale: See Motion 17 below

MOTION 17: Music History and Literature Requirements

That the following note be changed as indicated in bold in the Music History and Literature requirements

13.14.65 Bachelor of Music History Major - Specific Requirements:

Music History and Literature -15 credit	Proposed change
<p>Must include the following: at least one MUHI course at the 400 Level beyond the core requirement; MUHI 494AA; MUHI 495AA to ZZ.</p> <p>May include studies courses with a music component that is cross-listed with another Fine Arts department.</p>	<p>Must include the following: at least one MUHI course at the 400 Level beyond the core requirement; MUHI 494AA; MUHI 495AA to ZZ. MU 204, 205, 319 may also be counted in this area.</p> <p>May include a studies course with a music component that is cross-listed with another Fine Arts department.</p>

(end of motion 17)

Rationale for Motions 16 & 17: MU 204, 205, and 319 are no longer coded Music History but are still relevant and applicable to the program areas noted above. They need to be noted separately from the courses covered by the Music History (MUHI) code.

MOTION 18: Vocal Technique Requirement

That MUTQ 283 Vocal Technique be added as a requirement for students in the BMus performance program with Voice as the applied major.

Bachelor of Music - Performance Requirements – 9.0	
9.0	<p>May include: Professional Placement FA 499AA-ZZ; up to 6.0 cr. hr. of non-core ensembles; MUPE courses beyond the core requirement.</p> <p>Voice majors must include MUPE 270 (2.0) and MUTQ 283 (2.0)</p>

(end of Motion 18)

Rationale: Voice majors need to learn the basics of vocal anatomy.

MOTION 19: Visual Arts Requirements

That effective 201520, students in the programs listed below may take INA 100 or ART 100 as part of their major requirements:

- 13.16.1 Bachelor of Arts (Visual Arts)
- 13.16.1.2 Bachelor of Arts Honours (Visual Arts)
- 13.16.6 Bachelor of Arts (Visual Arts) Three Year Special
- 13.16.7 Bachelor of Fine Arts (Visual Arts)
- 13.16.10.3 Minor in Visual Arts

(end of Motion 19)

Rationale: This course examines Indigenous art practices and traditions both critically and aesthetically. The course is designed to increase student awareness in, and appreciation of, the fine arts. Additionally the course is used in developing critical thought for the universities first year cohort. The course is modeled after the Art 100 offered by

the Faculty of Arts and has been used to introduce critical thinking to the STAR (Student Transition and Retention) cohort. The creation of INA 100 gives a home in the Indian Fine Arts area of the First Nations University of Canada. The option for taking INA 100 or ART 100 gives students more course options, and supports Indigenization in Visual Arts programming generally.

MOTION 20: Visual Arts Calendar Revisions

That the “Notes” section be revised under 13.16.7 BACHELOR OF FINE ARTS (VISUAL ARTS)

<i>Current</i>	<i>PROPOSED</i>
<p><i>Notes: In order for students to continue in the BFA visual arts program, a minimum average of 70% in visual arts courses must be maintained after the completion of the second semester in the program.</i></p> <p><i>At the end of the second year, or after completing 36 hours of Visual Arts courses (including studio and art history courses), BFA students are required to have a review. This review is for the purpose of evaluating students' progress in the BFA program.</i></p> <p><i>Art 300- and 400-level courses are 6 credit hours each. Visual Arts majors in the BA program who wish to apply into the BFA must do so before taking a 400-level course in the major.</i></p> <p><i>BFA students must take four consecutive semesters of study in the major.</i></p> <p><i>BFA students must have a pre-exhibition review after completion of two 400-level courses in the major. Students must complete all required 200-level courses in studio before taking a 300-level studio course and all 200-level required courses in art history before a 300-level course is taken.</i></p> <p><i>Art History courses must be taken concurrently with studio courses each semester.</i></p> <p><i>END OF THE SEMESTER REVIEW: Each student who is enrolled in a 400-level studio course is required to have an end of semester review. This review of studio production is also a prerequisite for Art 400 and Art 401, which is necessary for BFA graduation. Reviews take place during exam week each semester. Students are responsible for signing up. The reviews are 15 minutes each and usually have a minimum of three faculty members participating.</i></p>	<p><i>Notes:</i></p> <p>Faculty of Fine Arts regulation 13.6.2 requires a minimum GPA of 65% in all courses and a minimum GPA of at least 65% in all courses taken in the major subject and in courses in other disciplines required for the major, within a four-year BA and BFA program for graduation.</p> <p>To receive an Honours degree, the minimum grade point average is 75% in the area of concentration (major discipline).</p> <p>Students who receive a grade of less than 65% in a studio course and who wish to continue to the next level of studio courses must petition the Department Head for a review to take place before the end of that term's exam week. The review will be chaired by the Department Head and will consist of two other faculty members. The purpose of the review is for the student and faculty to find solutions for successfully resolving studio problems. If the review goes well, the student may be given permission to register in the next level studio course.</p> <p>Visual Arts majors in the BA program who wish to apply into the BFA program must do so before taking a 400-level course in the major. Students must complete all required 200-level courses in studio before taking a 300-level studio course. Graduating BFA majors are required to take three credits in senior studio in each of their final two semesters leading towards their exhibition, as well as ART 400 and ART 401. Students must prepare their graduation exhibition in the semester in which they graduate.</p>

(end of Motion 20)

Rationale: The revision upholds regulations outlined in the Calendar, and current practice in the department. Additional information: The Curriculum Committee feels that we should align Visual Arts with the Faculty in flagging students falling below 65% in any

given studio course. If it is set higher, it would be prohibitive and we want to encourage students to continue with the program. This stipulation is also intended as a safeguard for student progressing through studio courses as part of their BFA, so does not refer to Art History courses. Art History courses are covered in the overall GPA stipulated in the Fine Arts regulations.

Omnibus Motions 21, 22 & 23 – The changes proposed in Motions 21, 22, and 23 are reflected in the BFA program chart below the motions and rationales.

MOTION 21: 400 Level Studio Course

That the Bachelor of Fine Arts (BFA), Visual Arts major 13.16.7, require a minimum of 3-credits in a 400-level studio course that is not Senior Group Studio, effective 201520.

Rationale: This requirement encourages students to have disciplinary competency in addition to being able to engage in the trans-disciplinary aspects of the Senior Group Studio.

MOTION 22: ART/INA elective

To replace the ART/INA elective in the Bachelor of Fine Arts (BFA), Visual Arts major 13.16.7, with an INA elective of 3-credits, effective 201520.

Rationale: This motion expresses the value of Indian Art to the Visual Arts program, the interest of our students, our on-going engagement with Indigenization, and our healthy relationship with First Nations University of Canada.

MOTION 23: Art History Requirement

To change the Art History requirement for Bachelor of Fine Arts (BFA), Visual Arts major 13.16.7 from 12-credit hours at the 2/3/4xx level to 6-credit hours at the 2/3xx level, and 6-credit hours at the 3/4xx level, effective 201520.

Rationale: To encourage BFA students in their third and fourth years to enroll in 3xx/4xx level art history courses as appropriate for that stage in their undergraduate careers.

78.0	Proposed BFA – Visual Arts Major (changes are made to chart as approved in June 2014.)
3.0	ART 100 or INA 100
3.0	Art 220 or INA 220
3.0	Art 221 or INA 230
3.0	4 Art chosen from 223, 230, 240 250, 260, 270, 280, or Film 205
3.0	
3.0	
3.0	
3.0	Art or INA elective
3.0	12 credit hours of 300-level studio art courses
3.0	
3.0	
3.0	

15.0	15 credit hours of 400-level studio art courses. Students who wish to declare a specific concentration within the Visual Arts major should consult with a program advisor. Students must take a minimum of 3 to a max of 12 credit hours of Senior Group Studio (ART 416-419)
3.0	ART 400
3.0	ARTH 401
3.0	ARTH 100

(end of Motions 21, 22, 23)

1.5 Report from the Faculty of Nursing

MOTION 24: Faculty Academic Performance Regulations Revisions

To revise the wording of Section 15.5.2.2, Faculty Academic Performance Regulations, 4th paragraph in the University of Regina Undergraduate Calendar as noted below, effective 201520.

The passing grade for all CNUR courses is ~~50~~ 60%. The passing grade for all other courses used in the program is 50%. Students who are not successful in meeting the minimum grade receiving a grade of less than 50% in a second attempt of a course that is a requirement in their program will be required to discontinue from the Faculty of Nursing for a minimum of three semesters. An exception to this regulation is ENGL 100, which may be repeated twice (see §§5.11 and 5.12.6.6 for more information). A grade of W assigned in any clinical course is considered an attempt.

(end of Motion 24)

Rationale: Experiences with the SCBScN program over the last few years have shown that students who achieve a passing grade of less than 60% in nursing courses are at a high risk of experiencing difficulty in later CNUR courses. These courses are foundational to practice of the profession and students' satisfactory (and safe) performance in the courses are predictive of performance (and struggles) with higher level courses that rely on this foundational knowledge.

This addition of the last sentence in this paragraph will help to deal with the issue of students who enroll in a clinical course multiple times and withdraw from the course, early enough to avoid a failure, when they experience difficulties in the clinical setting. Placements in the clinical (ie. Hospital) setting are very limited in the nursing program. Clinical placements occur in each term of the SCBScN program. There are frequently challenges to find enough experiences for all students needing clinical placements. The availability for clinical placements is also impacted by the needs of other nursing programs (ie. the nursing program at the U of S and the practical nursing programs with Sask Polytech, Gabriel Dumont Institute, SIIT, etc). Students who experience difficulty in a clinical course often drop the course just prior to the end of the grade of withdrawal period rather than receive a failing grade. Such students are assigned a space in subsequent offering of courses until they successfully complete the course or leave the program either voluntarily or because of academic action. There is the potential that another student, who may have successfully completed the course, would be denied registration in the course because of space limitations (the student who withdraws from the course continues to be able to register in the course multiple times). Those students who need to withdraw because of legitimate reasons (i.e.; illness, etc), that are beyond their control, will be assessed on an individual basis.

MOTION 25: Faculty Academic Performance Regulations Revisions

To revise the wording of Section 15.5.2.2, Faculty Academic Performance Regulations, 5th paragraph in the University of Regina Undergraduate Calendar as noted below, effective 201520.

Students must demonstrate satisfactory clinical and laboratory performance in courses where clinical and/or laboratory experience is required. Failure to demonstrate adequate clinical or laboratory performance constitutes a failure in the course, regardless of numerical grades achieved on other assessment tools used in that course. In such a case, all aspects of the course must be repeated.

(end of Motion 25)

Rationale: This provides clarification that performance in the laboratory setting is considered the same as in the clinical setting. Students learn and practice skills (ie. psychomotor (technical) skills and assessment of patients) in the laboratory setting that are required for safe nursing practice in the clinical setting. This revision clarifies that the student must also perform skills in the laboratory setting at a satisfactory level in order to pass the course.

MOTION 26: Faculty Academic Performance Regulations Addition

To add the following paragraph to Section 15.5.2.2, Faculty Academic Performance Regulations, in the University of Regina Undergraduate Calendar as noted below, effective 201520.

A student may be removed from clinical practice or laboratory, and/or barred from writing the final examination for persistent non-attendance/lateness or unsafe clinical practice. If such action is initiated by the program, the student will not be able to voluntarily withdraw from the course where the removal occurred. Students who have been so disbarred will receive a failing grade in the course and will be required to repeat the course. Students who fail a clinical course for these reasons may have conditions imposed that must be met prior to being registered in another clinical course.

(end of Motion 26)

Rationale: Attendance at clinical and laboratory settings is essential for the practice of skills, acquisition of knowledge, and experience with critical thinking and professional judgment that is required of a nursing student and graduate. In the past, some students have had significant absences or been late and missed a significant time from laboratory and clinical practice settings, thereby undermining their knowledge and resulting in the non-acquisition of requisite skills and theory. Consequently, and significantly, students are unable to function safely in the clinical setting. This places patient safety at risk and exposes patients to potential harm, which can also have significant consequences for both patients and students. When students are absent from the clinical setting their ability to provide safe, competent care for their patients on a consistent basis is compromised. Their practice may be unsafe to the point that the clinical instructor cannot provide sufficient supervision to protect their patients from unsafe care while concurrently providing supervision and coaching for the other students in the clinical setting. In addition, situations have arisen where the student performance is so unsafe that the agency, managers, and/or registered nurses in the clinical setting have refused to have the student return to that setting. Currently, there is no mechanism to remove a student from the clinical setting prior to the end of the course. This policy addresses such circumstances.

MOTION 27: Reassessment of a Grade for Clinical Practice Education Courses

To revise the wording of Section 15.1.4.3, Reassessment of a Grade for Clinical Practice Education Courses in the University of Regina Undergraduate Calendar as noted below, effective 201520.

Clinical practice education is an integral part of the Nursing program. As submission of original (graded) copies of term work is not possible for reassessment, a separate process for reassessment of clinical grades has been approved. Reassessment of clinical grades is based only on procedural fairness a fair and open process, which will include all term work and assessment/evaluation. Students wishing a reassessment of a clinical practice education grade must request the reassessment as per the deadlines, fees and process outlined in §5.10.2 of the Undergraduate Calendar. Students are advised that failure to initiate the request for reassessment within 5 days from the notification of a failing grade can result in delay in progression in the program. The reassessment will be heard by a committee that will recommend action to the Dean of Nursing. The Dean of Nursing will render a decision with respect to the grade under review. The decision of the Dean is final with respect to this faculty level appeal process. For more information see the SCBScN Student Handbook.

(end of Motion 27)

Rationale: This policy was developed and approved when the very first clinical course (CNUR 101) was offered (at the beginning of the term). The process that was approved and which has been followed to date, has a focus more on “appeal” rather than a “reassessment of a grade”. Students submit the form requesting reassessment of a grade, but the resultant process is not consistent with this intent. As the Faculty has increased experience with the policy in its current format, it has become clear that there is work in clinical courses that can be assessed including, for example, midterm and final evaluations, nursing care plans/maps, clinical assignments in some courses, midterm and final exams. At the moment these materials have not always been considered because of the wording of the second sentence. The third sentence in its current format has also created some confusion and has led to increased emphasis on whether or not the process alone has been fair. Work completed in clinical courses and submitted by the student has sometimes been considered as less important than the process. The revision of this sentence as presented is intended to provide additional clarity.

Since this section refers to a reassessment of a grade rather than an appeal, the last three sentences are removed. The reassessment procedure will be amended to be consistent with the process used for other courses.

1.6 Report from the Faculty of Social Work

MOTION 28: Creation – SW 001

That Social Work develop a new zero credit course, SW 001, to enable Social Work students who have participated in at least 2 shifts at SWITCH to be registered in this course, effective Winter 2015.

(end of Motion 28)

Rationale: Current recognition of student volunteer activities at SEARCH or SWITCH is only recorded as SEARCH on all transcripts; this is not accurate for Saskatoon students who volunteer at SWITCH. This course will be similar to EHE 001 in the Faculty of Education.

MOTION 29: Inclusive Education Certificate Program – SW 479

That students in the University of Regina's Inclusive Education Certificate Program be permitted to register in SW 479 "Social Work and Disability Issues", effective immediately.

(end of Motion 29)

Rationale: The Faculty of Social Work has determined that it is appropriate for students in the Inclusive Education Certificate Program (CESIE) to be permitted to take SW 479. This will be listed in section 17.6.4 of the undergraduate calendar.

MOTION 30: Class Registration during SW 448 Practicum

That item 17.8.1 in the Undergraduate Calendar be amended to read: "Students are not permitted to register for any other courses during a full-time SW 448 practicum semester, without written permission of the Associate Dean of Social Work. Only in extenuating circumstances, beyond the student's control, will this permission be granted, effective immediately."

(end of Motion 30)

Rationale: The previous calendar entry was somewhat vague, and students appeared to be interpreting taking classes along with SW 448, Social Work Practicum II, as standard practice, as long as they contacted the Associate Dean. This change in wording aims to address any misinterpretation that taking classes, along with SW 448, is only permissible under very special circumstances. The original wording, located in the 3rd paragraph of 17.8.1 reads: "Students are not permitted to register for any other courses during a full-time SW 448 semester without written permission of the Associate Dean of Social Work."

MOTION 31: SW 405 Social Work with Aboriginal Peoples

That students in the University of Regina's Inclusive Education Certificate Program be permitted to register in SW 405 Social Work with Aboriginal Peoples, effective immediately.

(end of Motion 31)

Rationale: It has been suggested that offering SW 405, Social Work with Aboriginal Peoples, to students enrolled in the Inclusive Education Certificate Program would be appropriate, due to the demographics of the Saskatchewan educational system. This will be listed in section 17.6.4 of the undergraduate calendar.

MOTION 32: SW 469 Catalogue Description

That the following section of the Catalogue description for SW 469 be DELETED: "Note: Students may not receive credit for both SW 469 and ISW (INSW) 469", effective immediately.

(end of Motion 32)

Rationale: Policy remains that students cannot use INSW 469 toward the SW 469 requirement in the BSW, and they cannot use SW 469 toward the INSW 469 requirement

in the BINSW (this is the same with any required SW or INSW course, in both programs.)
The courses are very different.

MOTION 33: Pre-Social Work Program Section 17.8.2.1 Revision

That the sentence in Section 17.8.2.1 Pre-Social Work Program - "Only students who have been admitted into the BSW Program are permitted to enroll in 300-level and 400-level SW courses" be deleted, effective immediately.

(end of Motion 33)

Rationale: A new section of 17.6.4. Social Work Course Restrictions is being added to the course calendar.

MOTION 34: New Section "17.6.4 Social Work Course Restrictions"

That the proposed content for new section "17.6.4 Social Work Course Restrictions" 300- and 400- level Social Work courses are restricted. Only students admitted to a bachelor or certificate program in Social Work (BSW, BINSW, CSW, CINSW) are permitted to enroll in these courses. Students in Pre-Social Work or INSW Qualifying are not permitted to take 300- and 400- level social work courses.

Exception: Students in the Certificate of Inclusive Education may take SW 479 and SW 405.

(end of Motion 34)

Rationale: This requirement aligns with other social work programs across Canada, in which students are not allowed to take upper level social work courses until they are accepted into the BSW program. This reduces the possibility of a student taking a number of social work courses, before finding out they will not be accepted into the BSW program.

MOTION 35: BSW Requirement Revision

That the INDG 200 level requirement in the BSW become INDG 200 level "or higher", effective immediately.

(end of Motion 35)

Rationale: There are a number of students that would like to take INDG 300 level or higher. Previously, students were required to take INDG 201, but U of S doesn't have a course equivalent. This will be adjusted in section 17.8.2.2 of the calendar.

MOTION 36: Revision Section 17.3.3

That the 2nd last paragraph in section 17.3.3 of the Undergraduate Calendar be revised to include an allowable limit of 15 credit hours of PLAR within the General University Studies section of the BSW: Students may be granted a maximum of fifteen (15) credit hours for recognized prior learning toward each section in the BSW (Social Work (SW) studies and General University Studies), for a maximum total of thirty (30) possible credit hours for PLAR, effectively immediately.

(end of Motion 36)

Rationale: The current policy doesn't address PLAR being used in the general university studies portion at all and this is problematic. Consultations were made with CCE (Robin Markel) and the Registrar (James D'Arcy), and in both cases adding 15 credit hours to the General University Studies portion for allowable PLAR was the recommendation. This is in line with what other faculties allow in their programs.

Prepared by:
James D'Arcy
Registrar

On behalf of:
Kathleen Irwin
Chair

January 16, 2015

**EXECUTIVE OF COUNCIL
MEETINGS
2015-2016**

<u>Meeting Dates</u>	<u>Deadlines for Agenda Items*</u>
September 23, 2015	September 11, 2015
October 28, 2015	October 16, 2015
November 25, 2015	November 13, 2015
January 27, 2016	January 15, 2016
February 24, 2016	February 12, 2016
March 23, 2016	March 11, 2016
April 20, 2016	April 8, 2016
May 18, 2016	May 6, 2016
June 22, 2016	June 10, 2016

All meetings are on Wednesdays at 2:30 – 4:30 p.m. in the Fifth Floor Board Room, Administration-Humanities Building:

** Graduand lists may be submitted up to 10:30 a.m. on the day of the meeting. However, notification of graduand lists for submission must be received by the deadline date.*