University
of Regina

President's Office

DATE: 20 April 2016
TO: Executive of Council
FROM: Glenys Sylvestre, University Secretary
RE: **Meeting of 27 April 2016**

A meeting of Executive of Council is scheduled for Wednesday 27 April 2016, at 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.

<u>AGENDA</u>

1.   Approval of the Agenda

2.   Approval of the Minutes of Meeting 23 March 2016 - *circulated with the Agenda*

3.   Business Arising from the Minutes
None

4.   Remarks from the Chair

5.   Report of the University Secretary

6.   Reports from Committees of Council

6.1   Council Nominating Committee, Appendix I, pages 2-3
6.2   Council Committee on Undergraduate Admissions and Studies, Appendix II, pages 4-22

7.   Graduand Lists
7.1   Graduand Lists for Approval - Omnibus Motion – *circulated at the meeting - please return all copies*
    7.1.1   Centre for Continuing Education
    7.1.2   Faculty of Business Administration
    7.1.3   Faculty of Education
    7.1.4   Faculty of Graduate Studies and Research
    7.1.5   La Cité

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   Graduate Studies and Research
8.6   Kinesiology and Health Studies
8.7   Media, Art, and Performance
8.8   Nursing
8.9   Science
8.10   Social Work
8.11   Centre for Continuing Education
8.12   La Cité universitaire francophone
8.13   Library
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   Terms of Reference for Nursing Faculty Council (for information), Appendix III, pages 23-24
9.2   UR Copyright Service (for information), Appendix IV, pages 25-29

10.   Adjournment

COUNCIL NOMINATING COMMITTEE
Report to Executive of Council

Subject: Council Nominating Committee, Report of 27 April 2016 Meeting

Background and Description:

1.   For Approval

   1.1   Replacements on Council Committees Requiring Council Membership

   > **MOTION:** The Council Nominating Committee recommends to Executive of Council that the individuals listed below be approved to serve on the following committees as indicated:

   Terms are effective July 1, 2016 and are 3 year terms unless otherwise indicated.

   - Council Agenda Committee
     Carlos Londoño Sulkin (Arts) (3 year term)

   - Council Committee on Academic Mission
     Nilgün Önder (Arts)
     Mohamed EL-Darieby (Engineering and Applied Science)
     Marilyn Andrews (Library)

   - Council Committee on Budget
     Monica Cule (Arts)
     William Sgrazutti (Library)

   - Council Committee on Research
     Raymond Blake (Arts-History)

     Council Committee on Student Appeals
     Crista Bradley (Library)
     Florence Luhanga (Nursing)
     Andrew Wee (Science)
     Sherry Arvidson (Nursing)

   - Council Committee on Undergraduate Admissions & Studies
     Adrian Pitariu (Business Administration)

   - Council Discipline Committee
     Lisa Watson (Business Administration) (one-year term)
     Garry Sherbert (Arts) (two-year term)
     Laurie Clune (Nursing)
     Brent Ghiglione (Media, Art and Performance)

   - Council Committee on Undergraduate Awards
     Donica Belisle (Arts)

- <u>Council Nominating Committee</u>
  A. Bockarie (Education)
  L. Cavanagh (Media, Art, and Performance)
  G. Donnelly (Nursing)
  Vacancy (Social Work)

- <u>Joint Committee on Ceremonies (2 year terms)</u>
  Rae Staseson (Media, Art, and Performance)

Rationale: The Council Nominating Committee approved the above replacements be effective July 1, 2016. Given the response to the call for volunteers, the Committee determined an election was not required to fill these vacancies.

2. For Information

    2.1 <u>2015-2016 Council Committee Memberships (Attached)</u>

    The Council Committees membership list will be posted on the Council Website.

Prepared by:
Bev Liski, University Secretariat

On Behalf of:
David Senkow, Chair, Council Nominating Committee

14 April 2016

REPORT TO
EXECUTIVE OF COUNCIL MEETING
April 27, 2016
FROM THE COUNCIL COMMITTEE
ON UNDERGRADUATE ADMISSIONS AND STUDIES

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1.   ITEMS FOR APPROVAL

The Council Committee on Undergraduate Admissions and Studies met on April 5, 2016, and has approved the following curriculum, program and policy changes, and hereby recommends them for approval.

1.1   Faculty of Arts

Motion 1: Certificate in Sustainability
To create the Certificate in Sustainability, **effective 201630**.

Credit hours	Certificate in Sustainability	Student's record of courses completed
3.0	**The Sustainability Problem** One of: ENST200, PHIL 282, or SOC 230	
3.0	**Dimensions of Human Sustainability** One of: INDG 100, INDG 225, JS 100, JS 280, PHIL 270, PHIL 271, RLST 275, SOC 208, SOC 211, SOC 214, WGST 100, or WGST 300	
3.0	**Dimensions of Environmental Sustainability** One of: BIOL 150, GEOG 120, GEOL 102, PHIL 275, or SOC 330	
3.0	**Human Sustainability Options** One of: ANTH 340, ECON 253, ECON 281, IDS 101**, INDG 200, INDG 201, IS 200, PHIL 272, PSCI 344, WGST 201, WGST, 206, HUM 260, JS 317, SOC 314, SOC 333, or SOC 355	
3.0	**Environmental Sustainability Options** One of: ECON 273, INDG 236, BIOC 200, or BIOL 276	
3.0	**Sustainability in Practice** One of: ARTS 301, IDS 290**, IDS 290**, PSYC 340*, SOST 307, JS 310, or JS 311	
18.0	Total: 65% PGPA required	
Note 1: One class must be taken from each section, and at least one class in the certificate must be 300-level. Note 2: No more than two classes from a student's major(s) or minor(s) can be counted in the Certificate. Note 3: No more than three classes from a single department can be counted in the Certificate. Note 4: At least one class in the certificate must involve a semester-long community engagement project. Classes incorporating community service through Campion Engaged Learning are indicated with a *, and those incorporating community service and/or research through Luther College are indicated with a **.		

(end of motion 1)

Rationale:

(Note: Letters of support were submitted by the Council Committee on Academic Mission (CCAM) on February 10, 2016 and by the Council Committee on Budget on March 4, 2016.)

Certificates in sustainability are being developed in universities around the world given the increasing expectation of graduates from Post-Secondary Education (independent of their disciplinary specialization) to be able to address the complex problems of sustainability facing future generations. A survey by the Centre for Continuing Education (CCE) found sustainability related certificates, both credit and non-credit, being offered at a number of Canadian universities reflecting growing demand for such programs. Increased demand by students is tied to a more general acknowledgement of the unprecedented impact of human activities on the natural environment. Higher Education has made explicit commitments to advancing sustainability/sustainable development through commitments of individual post-secondary organizations as well as Higher Education umbrella organizations at the international level.

For the University of Regina, we propose a Certificate in Sustainability because students in professional faculties are not eligible to have designated minors on their transcripts. This program, in part, was initiated in response to needs expressed by professional faculties, and thus it is important to structure the program to include professional students. Through consultations, departments in the Faculty of Arts also suggested the development of a Certificate rather than a minor. The 18-credit hour structure of a minor is adopted because 6 classes are adequate to serve the purpose of providing a basic structure for decisions related to sustainable livelihoods and lifestyles, while allowing most University of Regina students to fit the certificate into their current programs.

Motion 2: La Cité's programs to be done as minors and second majors for Arts students

To grant Arts students permission to include the majors and minors offered by La Cité toward a degree program granted by the Faculty of Arts where such inclusion is normally available to Arts students, effective 201630.

The BA is a four-year, 120-credit-hour degree consisting of a set of core requirements (designed to achieve breadth), one or two majors (to achieve depth), and electives (free choices). Minors are optional. Students are allowed to count a maximum of 48 credit hours of 100-level courses towards their program, see §9.7.4.

…

9.9.1.2   Major: (36-45 credit hours)
The Faculty of Arts offers majors listed in table §9.9: Academic Programs in Arts.

Majors require between 36 and 45 credit hours (12-15 courses), with at least 9 credit hours at the 300- or 400-level. Departments may also   specify up to 15 credit hours in courses in related ("cognate") subjects. Combined majors have a minimum of 60 credit hours (20 courses).

Students can choose to do two majors. The second major can be in another subject offered by the Faculty of Arts, or in a subject offered by ~~either~~ the Faculty of Media, Art, and Performance, the Faculty of Science, or La Cité.

…

9.9.1.4   Minor (optional): (18 - 24 credit hours)
Available minors are listed in table §9.9: Academic Programs in Arts. Students may declare up to two minors.

Arts students are permitted to complete a minor in Kinesiology (Refer to §13) or one of those offered by La Cité (refer to §19).

9.9.1.5   Electives
Degree-credit courses offered by this University can be counted towards a student's program as an elective. Refer to §9.7.5 for regulations   governing elective courses. Students are encouraged to consult an advisor in the department offering their major for help in constructing a   well-rounded program.

A maximum of 60 credit hours of courses outside the Faculties of Arts, Media, Art, and Performance, and Science or La Cité may be counted towards a BA program.

(end of motion 2)

Rationale: This ensures that Arts students continue to be able to complete majors and minors offered by La Cité. Arts previously approved a motion permitting students from other Faculties and academic units to complete our majors and minors as permitted by that Faculty/academic unit.

Motion 3: Department of Indigenous Languages, Arts and Culture – Official Name Change

To adopt the name "Indigenous Literatures in English" (INLE) as the official name of the FNUniv English program, effective 201630.

(end of motion 3)

Rationale: This change will not affect the names of our courses, other than those to be created specifically under INDL (Indigenous Languages/Literatures/Linguistics). It will, however, be the name for currently being developed Indigenous Literatures in English minor and certificate

programs. Some of these courses will also be able to contribute to the proposed DILAC and FNUniv interdisciplinary certificates.

Motion 4: Department of Indigenous Languages, Arts and Culture – Official Change of Unit Name

To officially change the unit name from "Indian Languages, Literatures and Linguistics" (ILLL) to "Indigenous Languages and Linguistics" (INLL), effective 201630.

(end of motion 4)

Rationale: This name change simply makes official our current practice, and the switch of terminology from "Indian" to Indigenous" follows the recent trend. (It also, incidentally, allows us to respectively inform our colleagues in India who inundate us with requests for and applications to a program about which they are currently being misled). Although Indigenous Literatures still remain very much a part of our mandate, we are happy to cooperate with our Indigenous Literatures in English unit and contribute jointly to the study of Indigenous Literatures, while ceding the name to English. Furthermore, "Language" itself encompasses this and, following the wisdom of Tolkien (who saw the holistic picture and staunchly opposed the separation of "Language" and "Literature" within his program at Oxford), our title can thus benefit from some simplification (and help everyone who always forgot the third L anyway). Finally, this change has no effect on any course titles.

Motion 5: RTD Policy – Arts Transition Program

That students who are unsuccessful in either semester of the Arts Transition Program be Required to Discontinue their studies in the Faculty of Arts for a minimum of 3 semesters, and that an End of Term ruling to this effect be added to their record in the term during which the student was unsuccessful, effective 201630.

9.5   EVALUATION OF ACADEMIC PERFORMANCE
…
9.5.2.1 Requirement to Discontinue from the Faculty of Arts
Students who fail to complete the requirements of either the first or second semester of the Arts Transition Program will be required to discontinue their studies in the Faculty of Arts for a minimum of 3 semesters. If a student has previously been unsuccessful in the Academic Recovery Program, then the student will be forced to withdraw from the University of Regina indefinitely. Upon completion of the relevant period of discontinuance, students may petition for re-admission to the Faculty and may then have to complete the outstanding requirements of the program.

(end of motion 5)

Rationale: This formalizes what was always the intention with the creation of the Arts Transition Program and clarifies the time period during which students will be required to sit out from studies. It also clarifies how to handle situations wherein students have been unsuccessful in both the Academic Recovery and the Arts Transition Programs.

Motion 6: Certificate in Non-profit Sector Leadership and Innovation
To approve the creation of the NEW Certificate in Non-profit Sector Leadership and Innovation (NSLI) as presented below, **effective 201630**.

Proposed insert for the U of R Undergraduate Calendar:
Certificate in Non-profit Sector Leadership and Innovation (NSLI)
This dynamic, multidisciplinary certificate (15 credit hours, 5 courses) is designed for students who want to acquire the expertise to pursue voluntary work or paid employment in the non-profit (voluntary, community-based) sector. The required courses will provide the necessary background in the structure and roles of non-profit organizations, organization management, human resources, communications, and strategic planning for this sector. All courses are grounded in a community-engaged, experiential learning paradigm that embraces

problem-based learning and the integration of theory and practice. Three inter-related themes—learn, research, innovate—and three main groups of people—students, faculty, and voluntary organizations—are integrated into the certificate courses. The certificate program can stand alone, for example for individuals already working in the sector and who wish to strengthen their skills and expertise, or be taken in conjunction with another degree or certificate program.

Credit hours	Certificate in Non-profit Sector Leadership and Innovation	Student's record of courses completed
3.0	NSLI 200 (currently IDS 290AA): Non-profit Sector Foundations	
3.0	NSLI 300: Non-profit Management	
3.0	NSLI 310: Non-profit Human Resources	
3.0	NSLI 330: Non-profit Communications	
3.0	One of: ADMIN 100, BUS 100, SRS 340, ADMIN 260, BUS 260, IDS 101, SOC 214, PSCI 100, IS 302, PHIL 276, PHIL 272	
15.0	**Total: 65% PGPA required**	

(end of motion 6)

Rationale:

(Note: Letters of support were submitted by the Council Committee on Academic Mission (CCAM) on February 10, 2016 and by the Council Committee on Budget on April 1, 2016.)

Over the past decade, there has been an increasing interest in labour force and human capital development by those working and volunteering in the voluntary sector as well as the funders and governments that fund these organizations. We have literature that points to the need for a more formal and coordinated strategy for enhancing the sector especially given demographic and other trends in Canada (e.g., a large cohort of retirees are expected to exit the sector within the next decade, Aboriginal people make up a growing number of the labour force, there will likely be growth in the number of voluntary organizations serving seniors given the growing number of seniors in the population, workers shift jobs and careers more frequently today than they did 30 years ago thus there is a need for ongoing learning opportunities).

Research undertaken by the Luther College VSSN indicates that many provinces have post-secondary education institutions that offer certificate programs, undergraduate degrees and graduate degrees that focus on the voluntary sector, but Saskatchewan does not. Both the universities and the colleges in Saskatchewan offer some courses and/or modules within courses about the sector, but there is no formal program of study per se. Given the size and scope of the sector in Saskatchewan (i.e., more than 8000 registered charities and nonprofits, has the second highest voluntary organization per capita rate in Canada, employs thousands of people, has the highest volunteer rate in Canada) and that the funding and functions of the sector in Canadian society have been under a microscope recently, we believe the time is right to advance a program of study on the voluntary sector in Saskatchewan.

1.2   **Faculty of Education**

Motion 7: Changes to Secondary program

That the Business Education major and minor be suspended, effective 201630.

(end of motion 7)

Rationale: After an extended period of low enrollment, admission to both the major and minor in Business Education in the Secondary Program has been virtually suspended since 201320 due to lack of applicants. In the previous three years, no more than 4 applications each year, including transfers and after-degree, were received. Efforts to revise and renew the program have been unsuccessful.

Motion 8: Changes to Secondary program

That ENGL 214 Indigenous Canadian Literature be included as an option for the Canadian literature requirement for English education majors and minors in the Secondary program, effective 201630.

SECONDARY BEd PROGRAM ENGLISH EDUCATION MAJOR (EENG) (120 credit hours)	
Semester 1 (Fall)	**Semester 2 (Winter)**
ECS 100 (3)	ECS 110 (3)
ENGL 100 (3)	ENGL 110 (3)
INDG 100, Cree or other Indian Language (3)	One of THEA, FILM, ART or ARTH (3)
PHIL 100 or 150 (3)	Minor (3)
Second language (3)	Elective (3)
Semester 3	**Semester 4**
ECS 200 (3)	ECS 300 (3)
ENGL 211, 212 or 213 (Lit. survey)(3)	ENGL 301 or 302 (Shakespeare) (3)
ENGL 251 or 252 (3)	ENGL **214**, 312-315 (Canadian), ENGL 310 AA ZZ, or
Minor (3)	HUM 260 (3)
Minor (3)	Minor (3)
	Minor (3)
Semester 5	**Semester 6**
ECS 210 (3)	ECS 310 (3)
ELNG 300 (major curr. course) (3)	ECS 350 (3)
ENGL elective (3)	ECS 410 (3)
ENGL elective (3)	ELNG 350 (3)
E (minor curr. course) (3)	ELNG 351 (3)
Semester 7	**Semester 8**
EFLD 400 (internship) (15)	ELNG 450 (major post-internship course) (3)
	EPSY 400 (3)
	ENGL elective (3)
	ENGL elective (3)
	Education elective (3)

SECONDARY BEd AFTER DEGREE (BEAD) PROGRAM ENGLISH MAJOR (EENG) (60 credit hours)	
Semester 1 (Fall)	**Semester 2 (Winter)**
One of ECS 100, 110, 200, 210 (3)	ECS 310 (3)
ECS 300 (3)	ECS 350 (3)
ELNG 300 (3)	ECS 410 (3)
E(minor curr. course) (3)	ELNG 350 (major) (3)
Elective (3)	ELNG 351 (major) (3)
Semester 3	**Semester 4**
EFLD 400 (internship) (15)	EPSY 400 (3)
	ELNG 450 (major post-internship course) (3)
	Elective (3)
	Elective (3)
	Elective (3)

BEAD Planning

Major (minimum 24 credit hour of academic course work in major)	Minor
1. THEA/FILM/ARTH or ART _____ (3)	1. Minor _____ (3)
2. Second Language _____ (3)	2. Minor _____ (3)
3. ENGL 110 (3)	3. Minor _____ (3)
4. ENGL 251 or 252 (Writing) (3)	4. Minor _____ (3)
5. ENGL 211 or 212 (Lit Survey) (3)	5. Minor _____ (3)
6. ENGL 301 or 302 (Shakespeare) (3)	6. E(minor curr. course) (3)
7. ENGL 213, 214, 312-315 (Canadian Lit) or HUM 260 (3)	
8. ENGL 200-level or higher (3)	

11.11.4.~~5~~ 3 Secondary English Minor (EENG)
1. ENGL 110
2. One of ENGL 213, <u>214</u>, 312, 315 or HUM 260
3. ENGL 251 or 252
4. ENGL 301 or 302
5. Approved English elective
6. ELNG 300 (to be taken as the fourth, fifth or sixth course in the minor sequence)

(end of motion 8)

Rationale: Canadian literature has been a required course for several years. This addition provides more options for students and supports the development of new Indigenous literature courses by populating the course.

Motion 9: Elementary Program template revision

That the ECS 310 requirement be replaced by Approved Education Elective on the   Elementary Program template, **effective 201630.**

(end of motion 9)

Rationale: The current iteration of ECS 310 is designed for the Secondary program. While the offering may be of interest to Elementary students as an Education elective, the content of the course is not essential to successful practice in the Elementary school setting. Therefore, students will benefit from having the flexibility of an approved Education elective to complete their program.

Motion 10: Elementary Program PGPA

That all Elementary program students (with exclusion of NORTEP, SUNTEP, YNTEP, NTEP, FNUniv and Community-based programs) must maintain a PGPA of 70% in all years of the program in order to proceed in the program, **effective 201730.**

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1. **Faculty Action**

   At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action; students may be required to discontinue or be placed on faculty probation. Students must have a PGPA of at least 65.00% <u>or 70% for the Elementary Teacher Education Program</u> (with exclusion of NORTEP, SUNTEP, YNTEP, NTEP, FNUniv and Community-based programs. In other words, the Elementary Education program in Regina is the only program with this requirement.) and satisfactory professional development at the end of each semester of the program. Students who have a PGPA less than 65.00% <u>or 70%</u> and/or unsatisfactory professional development will be placed on faculty probation or required to discontinue (RTD) from the Faculty of Education for at least two semesters including spring and summer sessions. Those students who are required to discontinue must re-apply for admission to the University and the Faculty of Education. Their application will be given a low place on the priority list for acceptance. Students who have been required to discontinue and who upon return maintain a poor academic record may be required to discontinue indefinitely from the Faculty of Education. Students may also be required to discontinue from one faculty but remain eligible for others. For information on applying for re-admission, refer to §2.7.
   - Students who fail more than 15 credit hours during their Education program will be required to discontinue from the faculty indefinitely.
   - Students may be required to discontinue from the faculty for a specified period or indefinitely for reasons of health or unsatisfactory professional development.

2. **Academic and Professional Development**

In order to progress from one year to the next and into internship in a Teacher Education Program, or a Certificate Program, or a Certificate of Extended Studies Program, a PGPA of 65.00% **/ 70%** or higher is required. Students in the Secondary Program also require a minimum of 70.00% in their major teaching area to progress to the pre-internship semester. Satisfactory professional development, including demonstration of proficiency in written and oral English (French for Le Bac programs), is required at all stages in all programs.

(end of motion 10)

Rationale: Elementary teachers are generalist and require knowledge, understanding and experience across all curricular areas. It is important that all pre-service teachers achieve at least 70% average in all academic and education courses.

Motion 11: Admission Average for Internal and External Transfer Students

That the admission average for applicants who have attempted 24 credit hours or more of university or university transfer credit be changed for the Elementary Teacher Education with exclusion of NORTEP, SUNTEP, YNTEP, NTEP, FNUniv, Community-based and BAC to require a PGPA of 70% be approved, **effective 201730.**

Applicants who have attempted 24 or more credit hours of university or university transfer courses (at the University of Regina, or another university) and have a minimum UGPA of 65% will be considered for selection into a Teacher Education Program based on university courses. **In addition, applicants to the Elementary Teacher program require a PGPA of 70% to be considered for admission** (with exclusion of NORTEP, SUNTEP, YNTEP, NTEP, FNUC, and BAC). Applicants who have attempted fewer than 24 credit hours of university or university transfer courses will be considered for selection into a Teacher Education Program based on high school admission criteria (see §2.4.1) and university courses.

(end of motion 11)

Rationale: Elementary teachers are generalist and require knowledge, understanding and experience across all curricular areas. It is important that all pre-service teachers achieve at least 70% average in all academic and education courses.

Motion12: Changes to Saskatchewan Urban Native Teacher Education Program (SUNTEP)

That EMCH 100 be approved as a course and as the language requirement for the SUNTEP Bachelor of Education program **effective 201710**.

FOUR-YEAR ELEMENTARY BEd SUNTEP PROGRAM (120credit hours)	
Semester 1 (Fall) EPS 116 (3) *INDG 100 (3) *KHS 139 (3) *MATH 101 (3) *Elective (Media, Art, and Performance) (3)	**Semester 2 (Winter)** ECCU 200 (3) *ENGL 100 (3) *Approved Arts/Science elective (3) * **EMCH 100** ~~Elective (Humanities – Indian language)~~ (3) *ESST 100 (3)
Semester 3 *BIOL 140 (3) EFDN____ (3) *INDG 221 (3) *Elective (Social Science) (3) *Approved elective (3)	**Semester 4** ECE 205 (3) ELIB 216 (3) ELNG 205 (3) EPS 100 (3) EPSY 205 (3)
Semester 5 EAES 215 (3) EFLD 050 (OCRE) (0) EMTH 215 (3) EPE 215 (3) EPS 215 (3) ESST 215 (3)	**Semester 6** EFLD 051 (OCRE) (0) EHE 215 (3) EPS 225 (3) EPSY 225 (3) ERDG 215 (3) ESCI 215 (3)
Semester 7 EFLD 405 (internship) (15)	**Semester 8** ECCU 300 (3)

	ELNG 325 (3) EPSY 322 (3) Approved senior education elective (3) *Elective (Indigenous Studies) (3)
*Academic coursework	
NOTES: 1. Required Hours - 120 2. Non-Education Hours - 39 3. Senior Non-Ed Hours - 9 **4.** 1 Aboriginal Language	

(end of motion 12)

Rationale: SUNTEP Regina has been a program within the Faculty of Education, University of Regina for over 35 years. Currently students must fulfill their language requirement for their BEd by enrolling in language courses other than Michif. This course will improve offerings in the field of Indigenous languages. This course will meet the needs of Métis students to understand Métis knowings and practices as experienced by Métis people, rather than as mediated through non-Aboriginal people's interpretations. It is meant to celebrate Michif as a language, to encourage further revitalization in the classroom setting, and to enhance student perspectives on Métis identity through the integration of practiced Michif vocabulary and conversational activities with theoretical and academic goals.

Motion 13: Changes to Northern Teacher Education Program (NORTEP)

That the following changes to the Northern Teacher Program (NORTEP) be approved, **effective 201630.**

NORTHERN TEACHER EDUCATION PROGRAM (NORTEP)		
BEd ELEMENTARY (124 Credit Hours)		
Fall	**Winter**	**Spring**
EPS 116 (3) INDG 100 (3) MATH 101 (3) INLNG[1] (3) (note 1) Approved Nat. Sci with lab (3)	KHS 139 (3) INDG approved elective (3) INLNG[2] (3) (note 2) MATH 127 or Approved elective (3) (note 3) Approved elective (3)	
*ENG 113.3 or equivalent (3) Approved senior elective(3) (note 3) Approved senior elective(3) (note 3) Media, Art, and Performance elective (3)	*ENG 114.3 or equivalent (3) *HEALTH 100.3 (3) Approved senior elective (3) (note 3) Approved senior elective(3) (note 3)	**ECS 100** ~~EPS 100~~ (3) Ed Psychology (Learners & Learning) (3)
EPS 215 (3) ED 215 (2) EPE 215 (3) Approved Elem Soc. Studies Methods (3) ***EDUC 309.3** ~~ED Cur 273.3 or 275.3~~ (Lang. Arts) (3)	EPS 225 (3) ED 225 (2) Approved Cross Culture Ed course (3) Ed Psychology (Exceptional/ Inclusive Ed) (3) ***EDUC 312.3** ~~ECUR 370.3 or 376.3~~ (Lang. Arts) (3)	Approved Elem Math Methods (3) Approved Elem Science Methods (3)
EFLD 405 (internship) (15)	Ed Psychology (Evaluation) (3) Approved Ed Foundations (3) Approved Ed Administration (3) Approved Elem Fine Arts Methods (3) *ECUR 406.3 (3)	
* University of Saskatchewan courses. **NOTES:** 1. INLNG[1] - one of Cree 100, 102, 104 or Dene 100 or 104. 2. INLNG[2] - one of Cree 101, 103, 105 or Dene 101 or 105. 3. Approved senior elective courses outside of the Faculty/College of Education are offered from both universities. See requirements for senior courses.		

(end of motion 13)

Rationale: The Northern Teacher Education (NORTEP) program at the Northern Professional Access College (NORPAC) in LaRonge, Saskatchewan has partnerships

with both the University of Regina and the University of Saskatchewan. Consequently, their program has elements from both universities. Graduates choose the institution from which they will receive their degree at the completion of the program. The changes passed by NORPAC reflect changes in Elementary Education made by the University of Regina and University of Saskatchewan

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Motion 14: Change to Undergraduate Education degree requirement

That all undergraduate education students be required to take 3 credits in Indigenous studies as a degree requirement, **effective 201630**.

(end of motion 14)

Rationale: This motion is in part a response to the TRC Calls to Education which advocate for greater knowledge and understanding of Indigenous peoples, histories, and perspectives. It is intended to better support all education students in actualizing the provincial mandate for Treaty Education and will meet anticipated provincial certification requirements for teachers.

1.3   **Faculty of Engineering and Applied Science**

Motion 15: Revisions to Engineering Minors

To approve the following revisions to the Engineering minors **effective 201630.**

12.10.8.1 Electronics Engineering Minor

Credit hours	Electronics Engineering minor, required courses	Student's record of courses completed
3.0	ENEL 282	
3.0	ENEL 283	
3.0	ENEL 384	
3.0	ENEL 387	
3.0	ENEL 486	
15.0	Total	

12.10.8.1 Electronics Engineering Minor

Credit hours	Communications stream Engineering minor, required courses	Student's record of courses completed
3.0	ENEL 390	
3.0	ENEL 393	
3.0	ENEL 494	
3.0	Any 2 approved ENEL courses	
3.0		
15.0	Total	

Credit hours	Micro-electronics stream Engineering minor, required courses	Student's record of courses completed
3.0	ENEL 387	
3.0	ENEL 487	
3.0	ENEL 489	
3.0	Any 2 approved ENEL courses	
3.0		
15.0	Total	

Credit hours	Instrumentation and Control stream Engineering minor, required courses	Student's record of courses completed
3.0	ENEL 380	
3.0	ENEL 389	
3.0	ENEL 484	
3.0	Any 2 approved ENEL courses	
3.0		
15.0	Total	

Credit hours	Power stream Engineering minor, required courses	Student's record of courses completed
3.0	ENEL 371	
3.0	ENEL 472	
3.0	ENEL 482	
3.0	Any 2 other ENEL courses	

3.0		
15.0	**Total**	

12.10.8.2 Environmental Engineering Minor

Credit hours	Environmental Engineering minor, required courses	Student's record of courses completed
~~3.0~~		
~~3.0~~	~~Five of: ENEV 320, ENEV 321, ENEV 363, ENEV 421, ENEV 422, ENEV 440, ENEV 435~~	
~~3.0~~		
~~3.0~~		
~~3.0~~		
~~15.0~~	~~Total~~	

12.10.8.2 Environmental Engineering Minor

Credit hours	Environmental Engineering minor, required courses	Student's record of courses completed
3.0	ENEV 321	
3.0	ENEV 421	
3.0		
3.0	Three from ENEV 363, 372, 383, 422, 440, 462, 465	
3.0		
15.0	**Total**	

12.10.8.4 Petroleum Engineering Minor

Credit hours	Petroleum Engineering minor, required courses	Student's record of courses completed
~~3.0~~	~~ENPE 241~~	
~~3.0~~	~~ENPE 251~~	
~~3.0~~	~~Three of: ENPE 300, ENPE 302, ENPE 370, ENPE 381, ENPE 410, ENPE 440, ENPE 450, ENPE 460, ENPE 490~~	
~~3.0~~		
~~3.0~~		
~~15.0~~	~~Total~~	

12.10.8.4 Oil & Gas Engineering Minor

Credit hours	Oil and Gas Engineering minor, required courses	Student's record of courses completed
3.0	ENPE 241	
3.0	ENPE 251	
3.0	Three of: ENPE 300, ENPE 302, ENPE 370, ENPE 381, ENPE 410, ENPE 440, ENPE 450, ENPE 460	
3.0		
3.0	Including a minimum of one 400 level course	
15.0	**Total**	

12.10.8.5 Process Engineering Minor

Credit hours	Process Engineering minor, required courses	Student's record of courses completed
~~3.0~~		
~~3.0~~	~~Five of: ENIN 331, ENIN 350, ENIN 355, ENIN 455, ENIN 456, ENPE 241~~	
~~3.0~~		
~~3.0~~		
~~3.0~~		
~~15.0~~	~~Total~~	

12.10.8.5 Process Engineering Minor

Credit hours	Process Engineering minor, required courses	Student's record of courses completed
3.0	ENIN 350	
3.0	ENIN 355	
3.0	ENIN 455	
3.0	ENIN 456	
3.0	One of: ENEV 363, ENEV 465, ENEV 440, ENPE 490, ENPE 370	
15.0	**Total**	

12.10.8.6 Software Engineering Minor

Credit hours	Software Engineering minor, required courses	Student's record of courses completed
~~3.0~~	~~ENEL 487~~	
~~3.0~~	~~ENSE 471~~	
~~3.0~~	~~ENSE 473~~	
~~3.0~~	~~ENSE 474~~	
~~3.0~~	~~ENSE 475~~	
~~15.0~~	~~Total~~	

12.10.8.6 Software Engineering Minor

Credit hours	Software Engineering minor, required courses	Student's record of courses completed
3.0	ENSE 374	
3.0	ENSE 470	
3.0	Any 2 from ENSE 350, 352, 353, 471, 472, 475	
3.0		
3.0	Any listed ENSE course excluding ENSE 400 & 477	
15.0	Total	

All course prerequisites must be satisfied. A maximum of one course in the major program may be included in the minor; if multiple courses overlap, a minimum of four new courses listed in the minor must be completed.

(end of motion 15)

Rationale: Engineering minors have been updated to remove historical courses as well as add new

courses that have been approved in the Faculty. The minors have been revised to provide more flexibility and allow more students the opportunity to complete a minor.

1.4 **Faculty of Nursing**

Motion 16: Addition of Re-Admission Regulations

To approve the revision to Section 15.2 Admission, Re-Admission and Transfer by adding Section 15.2.1 Re-Admission to the Faculty of Nursing Re-Admission Regulations **(effective 201630).**

15.2 ADMISSION, RE-ADMISSION AND TRANSFER
Please refer to §2.4 for University policies on Admission, Re-Admission and Transfer. Admission will occur during the Fall term; however the Dean may permit admissions during other terms to manage enrolments.
15.2.1 RE-ADMISSION
Students applying for re-admission to the Faculty of Nursing must meet the current admission requirements in place at the time of the application for re-admission. Students who are re-admitted to the Faculty must enter the program that is current at the time of their re-admission. Students who are re-admitted to the Faculty may have conditions applied to their re-admission; students who fail to meet these re-admission conditions are required to discontinue from the Faculty indefinitely (See §5.13.6.7 for more information).
15.2.12 RESTRICTIONS ON TRANSFER
Applicants for transfer to the Faculty of Nursing SCBScN program from another faculty or admission from another post-secondary institution must apply to the program and meet admission requirements as per §2.4.2 of the University policies on Admission, Re-Admission and Transfer. Transfer applicants who are not in good academic standing will not be considered for admission.
15.2.23 TRANSFER FROM OTHER FACULTIES OR ADMISSION FROM OTHER POST-SECONDARY INSTITUTIONS TO THE FACULTY OF NURSING (SCBSCN PROGRAM)
For application deadlines for students who wish to transfer to the Faculty of Nursing refer to §2.3.1.1. An Application for Admission must be submitted to Saskatchewan Polytechnic Registration Services or the University of Regina Admissions Office by the deadline date. For students who have attempted any post secondary courses, please refer to §2.4.2.
15.2.23.1 Admission from Another Nursing Program
Students who are in another nursing program at another Canadian university, or who have completed 9 credit hours (or equivalent) of nursing classes in any other nursing program and wish to apply to the SCBScN program must do so by March 1 for the Fall term and September 1 for the Winter term. A completed application form, course descriptions for all courses taken in the nursing program, and the program reference form must be submitted to the University of Regina Admissions office. See the SCBScN program website at http://www.sasknursingdegree.ca/scbscn/admission-requirements/ for further information
15.2.34 TRANSFER BETWEEN SITES OF SCBSCN PROGRAM
Students should expect to complete the program at the site to which they were admitted. Transfers may be available in exceptional circumstances. Requests for transfer are to be made by April 30 of the academic year preceding the year of transfer requested. Transfers can only be considered if there is available classroom, lab and clinical space at the site requested. Mid-year transfers are not allowed. Any student requesting a transfer between sites should contact the Faculty of Nursing in writing outlining the exceptional circumstances.

(end of motion 16)

Rationale: These additions are current practice. Including this information in the calendar provides transparency and addresses some of the questions and issues that have arisen because this information is not explicit. §5.13.6.7 defines indefinitely.

Motion 17: Revision to Faculty Academic Performance Regulations

To approve the revision to Section 15.5.2.2 Faculty Academic Performance Regulations by adding the following to the Faculty Academic Performance Regulations (**effective 201630**).

15.5.2.2 Faculty Academic Performance Regulations

Students in the SCBScN program must maintain an overall PGPA of at least 65% in required program courses. Students who do not meet these minimum program requirements will be placed on faculty academic probation.
If placed on faculty academic probation, students are given 15 credit hours to raise their overall PGPA in required courses to 65%. Students in this situation must realize their progression in the program may be affected because of course sequencing. Completion of the program may be delayed. The Academic Program Coordinator (UofR) may impose mandatory conditions on students on university or faculty academic probation.
Students who fail to raise their PGPA to 65% in required courses, will be required to discontinue from the Faculty of Nursing for a minimum of three semesters and must petition for readmission. Readmission is not guaranteed.
The passing grade for all CNUR courses is 60%. The passing grade for all other courses used in the program is 50%. Students who are not successful in meeting the minimum grade in a second attempt of a course that is a requirement in the program will be required to discontinue from the Faculty of Nursing for a minimum of three semesters and must

petition for re-admission. An exception to this regulation is ENGL 100, which may be repeated twice (see §§5.11 and 5.12.6.6 for more information). Students who are readmitted and allowed a third attempt at a required course, but receive a failing grade in the course, are required to discontinue from the Faculty indefinitely (See §5.13.6.7 for more information). A withdrawal from any clinical course that occurs after the end of the no-record drop period is considered an attempt.

(end of motion 17)

Rationale: This is common practice but is not explicit in the regulations. Nor is it covered in the University regulations. It is, however, in the regulations of other Faculties. This provides transparency for students and ensures consistency with other Faculties.

Motion 18:   Addition to Academic Advising and Registration Regulations

To revise the Academic Advising and Registration regulations by adding section 15.4.3 Elective Courses, **effective for the 201630 term.**

15.4.3 Elective Courses
The following courses are not considered to be university-level and so may not be taken for credit towards the SCBScN program: AE 19 and 29; CHEM 100; AMTH 001, 091, 002, 092 and/or 003; MATH 102; or any courses numbered 0XX.

Students can receive elective credit for ACAD 100 towards the SCBScN program if this course is completed prior to the successful completion of ENGL 100, or with permission of the Associate Dean (Undergraduate) or designate if taken afterward.

Students will only receive credit for one of KIN 261 or BIOL 110; students will only receive credit for one of KIN 262 or BIOL 111. KIN 260, KIN 267 or KIN 268 may only be used as an elective if completed prior to admission to the SCBScN program. If KIN 260, KIN 267 or KIN 268 are taken after completion of BIOL 110/KIN 261 or BIOL 111/KIN 262, they may not be used as an elective in the program.

(end of motion 18)

Rationale: Courses that are not considered university-level are not currently addressed in the regulations and so students may want to take them as electives. This regulation is addressed in sections of other Faculties and this motion brings nursing into alignment with the rest of the University. CHEM 100 is the most common course that students want to include as an elective; it is equivalent to CHEM 30.

Currently there are no guidelines for students completing ACAD 100 as a potential part of their SCBScN program. As per the calendar description "This course provides first-year students with tools for successful communication across the disciplines by emphasizing elements of effective writing and academic research. Topics include rhetorical considerations for effective writing, process-oriented writing and revision, critical reading skills, approaches to group collaboration, research tools, bibliographies, academic integrity, and citation methods." ENGL 100 "develops students' proficiency in critical reading and writing through the study of a wide range of non-literary and literary texts, and the study of composition, with emphasis on connections between modes of reading and writing." ACAD 100 is therefore more foundational to ENGL 100, however there may be situations where taking it after ENGL 100 will promote student success in their program. This is the same procedure as outlined by the Faculty of Arts.

KIN 261 is the online equivalent to BIOL 110; KIN 262 is the online equivalent to BIOL 111. Therefore a student would be taking the same course content. KIN 260, 267 and 268 are accepted as meeting the Biology requirements for the SCBScN program. Therefore, if a student takes one of these courses after successful completion of BIOL 110/KIN 261/BIOL 111/Kin 262, they are retaking the same content. A student may have completed KIN 260 and/or KIN 267 in a previous program/degree prior to admission to the SCBScN program. They may then choose to take BIOL 110/KIN 261 and/or BIOL 111/KIN 262 as part of their program. In this case, we would allow them to use KIN 260 and/or KIN 267 as an elective(s).

Motion 19: Requirements for Early Conditional Admission (submitted as a joint motion from Enrolment Services and the Faculty of Nursing)

To revise the requirements for Early Conditional Admission for Current High School Students, **effective for 201730.**

2.3.3.3 Basis of Evaluation for Early Conditional Admission – current Canadian and U.S. high school students

In order to be considered for early conditional admission, applicants must be taking the Grade 12 courses required by the faculty to which they are applying (see §2.4 and §2.3.3.4). The minimum early conditional admission average will be calculated as follows:

For the Faculties of Business Administration, Engineering and Applied Science, Kinesiology and Health Studies, Science, and Nursing:

1. One course at the 20- or 30-level in English Language Arts, Français immersion, or Français fransaskois (or equivalent)
2. One of Calculus 30, Foundations of Math 20, Foundations of Math 30, Math 20, Math A30, Math B30, Math C30, Precalculus 20 or Pre-calculus 30 (or equivalent)
3. One course from category A (20- or 30-level) (or equivalent)
4. One course from category B (20- or 30-level) (or equivalent)
5. One additional course from category A or B (20- or 30-level) (or equivalent)
Notes:
1. A maximum of 2 math courses can be used.
2. A maximum of one Fine Arts, Christian Ethics or Physical Education course (marked *) can be used (cannot be used for Nursing).
3. Workplace and Apprenticeship Math (marked **) cannot be used for Arts, Business Administration, Engineering and Applied Science, Kinesiology and Health Studies, Nursing, or Science.
4. Requirements 3, 4, and 5 must be met by different subjects.
5. A second 30-level English course (or French equivalent) may be used
6. Minimum admission averages must be met as per Faculty specific admission policy
7. Changes to approved courses for Faculty-specific admission will automatically be included as an approved course for the early conditional process.

Category A	Category B	
Biology/Biologie	Art dramatique*	History of the Americas
Calculus/Calcul	Arts Education*	Law/Droit
Chemistry/Chimie	Arts visuels*	Mandarin
Computer Science	Band*	Music*/Musique*
Earth Science/ Sciences de la Terre	Choral*	Native Studies
Environmental Science	Christian Ethics*	Native Studies: Canadian Studies
Foundations of Math	Cree/nēhiyawēwin	Physical Education*
Fondements de mathématiques	Dance*	Psychology/Psycholo gie
Health Science	Drama*	Sciences socials fransaskois
Milieu du travail et formation d'apprentis**	Economics	Sciences sociales immersion
Physical Science	Éducation chrétienne*	Social Studies
Physics/Physique	Éducation physique*	Social Studies: Canadian Studies
Pre- calculus/Precalcul	French	Spanish/Espagnol
Sciences de la santé	Geography/Géograp hie	Ukrainian
Sciences de l'environment	German	Ukrainian Language Arts
Sciences physiques	History/Histoire	Visual Art*
Workplace & Apprenticeship Math**	History: Canadian Studies	

(end of motion 19)

Rationale: After analyzing the failures in BIOL 110 and CNUR 102 in 201530, it was determined the majority of first year failures occurred with students who were admitted through the Early Conditional Admission process: 26 of the 33 students with a failing grade in at least one of these courses were admitted through this process. For the 201530 admits, the Early Conditional Admission average was 87.94%; the final average in the required courses was 81.59%. The difference between the Early Conditional Admission average and the final average in required courses ranged from 1.6% to 13.2%. On further analysis, the grades for the courses that are being proposed for exclusion are the ones most commonly included in the early conditional admission averages but not in the final average in the required courses. The intent of this change is to admit students who are most likely to be successful in the program.

1.5   **Faculty of Science**

Motion 20: Environmental Health and Science (ENHS) Program Move

To move the Environmental Health and Science Program (ENHS) from the Faculty of Engineering and Applied Science to the Department of Biology in the Faculty of Science at the University of Regina. **Effective 201630**

12.10.10.3 Curriculum
The Environmental Health and Science Program is a 120-credit-hour program leading to a Bachelor of ~~Applied~~ Science. Students who lack the prerequisites for first-year courses should consult the First Nations University of Canada about how to acquire these.

(end of motion 20)

Rationale: **First Nations University:** To address challenges with the administration and student opportunities of the ENHS program, a move from the Faculty of Engineering and Applied Science to the Faculty of Science is proposed.

- Typically, environmental public health programs are housed in health science or public health departments but the University of Regina does not have one. As a majority of the environmental health course are science based, it seems that the Faculty of Science would be a logical choice. Eleven of the current 40 classes required in the ENHS program are science courses compared to only two courses in Engineering.
- Students and university staff are confused about the program being housed in engineering - ENHS students are put into the Environmental Systems Engineering program in error and have trouble finding program information.
- ENHS students are restricted in selection of scholarships as many of the engineering awards are for students enrolled in specific programs, such as Environmental Systems Engineering. For example, ENHS students would be eligible for a $3000 scholarship in environmental science which has gone unawarded for years, if they were Faculty of Science students.
- Graduates are also limited in employment opportunites outside of environmental public health with a BASc degree from Engineering as it is not technically an engineering degree (BEng/PEng). Graduates with a BSc will have more employment opportunities in the fields of environmental science (i.e. Ministry of Environment), food science, food safety and inspection (i.e. Canadian Food Inspection Agency and Saskatchewan Food Centre), and water security (i.e. Saskatchewan Water Security Agency).
- Communication and faculty participation has been limited over the past 10 years with Engineering, as the academic discipline and professional accreditation/certification is significantly different. Faculty members within FNUniv's science unit, including the ENHS Coordinator, already fully participate in University of Regina, Faculty of Science committees and have a very good rapport with Science.
- Also, the Indigenous Environmental Science degree will be housed in the Department of Biology in the Faculty of Science which is a similar program with similar administrative processes.

Rationale - **Department of Biology:** The Environmental Health & Science (ENHS) Program, an accredited program (accreditation via CIPHI, http://www.ciphi.ca/), is a First Nations University (FNUniv) program currently housed in the Faculty of Engineering and Applied Science. FNUniv has requested that the official home of the program be switched to the Dept of Biology in the Faculty of Science; they feel that Science is a more appropriate home for such a program. On September 10, 2015, Leanne Stricker (coordinator for the ENHS program) and Bettina Schneider (Chair of the FNUniv Dept of Indigenous Science, the Environment and Economic Development) attended the Biology Department meeting to make a presentation about ENHS and the proposal that Biology house the program.

Graduates (~12-15 per year) from ENHS are eligible to work as health inspectors. Such a program is typically housed in a health science unit at a university, but since the UofR doesn't have such a unit, FNUniv has requested it be housed in Biology as a Faculty of Science program.

There is no expectation of a financial contribution from Dept of Biology of the Faculty of Science, and FNUniv will be responsible for the majority of administration work for the program. Biology is not being asked to develop any new courses for the ENHS program, and laboratory space in Biology is also not being requested.

The Biology Department had a robust discussion of the pros and cons of accepting this program and at the meeting the motion to accept it was passed by a large majority.

Rationale: Faculty of Engineering and Applied Science
On April 14, 2016, Engineering and Applied Science Faculty Council approved to transfer the Environmental Health and Science program to the Faculty of Science by ceasing admissions to Engineering and Applied Science effective 201630.

Motion 21: Environmental Health and Science (ENHS) Program Changes

To remove INHS 111, CS 130, MATH 105, CS 100, BIOL 220, INHS 200, INHS 210, and PHYS119 from, and add CS 110, ENGL 110, PHIL 150, 3 Arts, or Media, Art, and Performance, or Indigenous Fine Arts electives, and 3 open electives to, the ENHS program as indicated below. **Effective 201630; and,**

To increase the number of credit hours in the ENHS program from 120 to 129 credit hours. **Effective 201630.**

12.10.10.3 Curriculum

The Environmental Health and Science Program is a ~~120~~ 129-credit-hour program leading to a Bachelor of ~~Applied~~ Science. Students who lack the prerequisites for first-year courses should consult the First Nations University of Canada about how to acquire these.

Credit hours	~~BASc~~ BSc in Environmental Health and Science, required courses	Student's record of courses
	Semester 1	
3.0	BIOL 100	
3.0	~~CS 100~~ **PHIL 150**	
3.0	ENGL 100	
3.0	INHS 100	
3.0	~~Arts Elective (Indigenous Language recommended)~~	
	Semester 2	
3.0	CHEM 104	
3.0	INHS 101	
3.0	~~KIN 260~~ **STAT 100**	
3.0	~~PHYS 109~~ **MATH 103 or 110**	
3.0	BIOL 101	
	Semester 3	

3.0	CHEM 140	
3.0	~~INHS 200~~ **BIOL 223**	
3.0	~~KIN 267~~ **KIN 260**	
3.0	~~PHYS 119~~ **ENHS 250**	
3.0	~~MATH 103 or MATH 110 or MATH 105~~ **CS 110**	
	Semester 4	
3.0	~~BIOL 220~~ **ENGL 110**	
3.0	~~ENHS 100~~ **PHYS 109**	
3.0	~~INHS 210 or INHS 111~~ **KIN**	
3.0	~~STAT 100 or STAT 160~~ **ENHS 101**	
3.0	~~Basic science elective (CHEM 230, CS 110, CS 130, MATH 111 or STAT 200)~~ **Arts, Media, Art, and Performance**	
	Semester 5	
3.0	~~ENHS 101~~ **ENHS 310**	
3.0	~~ENHS 210~~ **ENHS 340**	
3.0	~~ENHS 320~~ **ENHS 350**	
3.0	~~ENEV 223 or ENHS 340~~ **ENHS 422**	
3.0	~~ENHS 310~~ **Arts, Media, Art, and Performance or Indigenous Fine Arts**	
	Semester 6	
3.0	~~ENHS 305~~ **ENHS 311**	
3.0	~~ENHS 321~~ **ENHS 360**	
3.0	~~ENHS 350~~ **ENHS 400**	
3.0	~~ENHS 380~~ **ENHS 401**	
3.0	~~ENHS 311~~ **Arts, or Media, Art, and Performance or Indigenous Fine Arts Elective #3**	
	Semester 7	
3.0	ENHS 420	
3.0	ENHS 430	
3.0	~~ENHS 440~~ **ENHS 468**	
3.0	~~ENEV 321~~ **Open Elective #1**	
3.0	~~ENHS 435~~ **Open Elective #2**	
	Semester 8	
3.0	~~ENHS 401~~ **ENHS 320**	
3.0	~~ENHS 468~~ **ENHS 380**	
3.0	~~ENHS 481~~ **ENHS 470**	
3.0	~~ENEV 422~~ **ENHS 440**	
3.0	~~ENHS 422~~ **Open Elective #3**	
	Semester 9	
9.0	**ENHS 490**	
~~120.0~~ **129.0**	**Total**	

(end of motion 21)

Rationale:
1) INHS 111, CS 130, MATH 105, and BIOL 220 are no longer offered.
2) CS 110 is a Faculty of Science requirement, so CS 100 is no longer valid to meet the introductory computer science requirement.
3) ENGL 110 is a Faculty of Science requirement.
4) Faculty of Science requires 18 credits from Faculty of Arts or Media, Art, and Performance, including ENGL 100 and 110. The ENHS program now meets this requirement with ENGL 100 and 110, PHIL 150 and 3 Arts electives.
5) Recommendations from the CIPHC Accreditation Report request that these courses (INHS 200 & 210) need to be addressed based on negative student evaluations. Comments from current and past students remains that there are too many INHS courses and they are very repetitive. Students

need more flexibility in the program so the removal of the INHS courses allows for some electives. The new ENHS program still allows students to take these courses as electives.

6) Recommendations from the Environmental Health Review conducted in 2011 recommends that PHYS 119 – General Physics II be removed from the program as most environmental health programs in Canada only have one introductory course in physics. The content of this course is not specifically required within the CIPHI BOC Instructional Objectives.

7) The increase in credit hours will accommodate adding the required practicum course ENHS 490 Community-Based Practicum to the ENHS program.

Motion 22: New Environmental Health and Science Program After Degree (BScAD) (in conjunction with the Department of Biology and First Nations University)

To create the Environmental Health and Science Program After Degree (BScAD) as follows, **Effective 201630**

BScAD in Environmental Health and Science After Degree

The First Nations University of Canada and the Faculty of Science, Biology Department offer the Environmental Health and Science After Degree. It is a 69-credit-hour program leading to a Bachelor of Science. Students who already possess a science degree, have the opportunity to pursue an accelerated path of environmental public health study within 2 years. Completion of this program which includes a 12-week practicum, meets the requirements to be eligible to certify with the Canadian Institute of Public Health Inspectors.

Credit Hours	BScAD in Environment Health and Science After Degree required courses	
	Semester 1	
3.0	ENHS 310	
3.0	ENHS 340	
3.0	ENHS 350	
3.0	ENHS 422	
3.0	ENHS 110 or ENHS 250	
	Semester 2	
3.0	ENHS 311	
3.0	ENHS 360	(new course)
3.0	ENHS 400 (ENEV 321)	
3.0	ENHS 401	
3.0	ENHS 101	
	Semester 3	
3.0	ENHS 420	
3.0	ENHS 430	
3.0	ENHS 468	
3.0	ENHS 250 or ENHS 110	
3.0	INHS 100	
	Semester 4	
3.0	ENHS 320	
3.0	ENHS 380	
3.0	ENHS 470	(new course)
3.0	ENHS 440	
3.0	INHS 101	
	Semester 5	
9.0	ENHS 490	(new course)
69.0	Total	

(end of motion 22)

Rationale:

(**Note:** Letters of support were received from the Council Committee on Academic Mission on March 24, 2016 and from the Council Committee on Budget on March 4, 2016)

Most other Environmental Public Health degrees in Canada offer a fast-track or after-degree option for students who have already completed a science degree. The first 2 years of the ENHS program mainly consists of introductory science and arts courses. For students who have an

undergraduate science degree, it can be difficult to transfer credits and often they are required to repeat some of these introductory courses. This new program would allow students with a science degree to enroll in the program more easily, focus on the ENHS and INHS courses that are relevant to environmental public health practice, and graduate within 2 years. Currently, students with a previous degree often take about 3 years to graduate.

This added time frame is not a benefit for students to register in FNUniv's ENHS program, when other programs can offer as little as 15 months to graduate. Also, there are international environmental health practitioners who are requesting academic assessments to fulfill CIPHI requirements so that they may certify and work in Canada. An After Degree would allow them to complete the CIPHI requirements in a more timely manner at FNUniv instead of registering in other Canadian environmental public health programs, which is currently the case. To be competitive nationally, FNUniv needs to provide a similar after-degree or fast-track program. A majority of the inquiries about the ENHS program are regarding a fast-track or after-degree option and have been referred, in the past, to other programs.

1.6   **Faculty of Social Work**

Motion 23: Change to Application Deadlines in BISW/CISW

That 17.8.4.3 in the Undergraduate Calendar (Application and Admission to the BISW/CISW) be changed to state that the deadline to apply is April 15th. Delete: ~~"The deadlines to apply are November 1st and March 1st~~". Insert: "The deadline to apply is April 15th. Exceptions determined by Department Head in-committee". **Effective 201620.**

(end of motion 23)

Rationale: The decision of the Faculty finds it more appropriate for students to apply once per year. This statement will be included in the application package for Indigenous Social Work to take effect immediately.

Motion 24: Revision to Certificate of Indigenous Social Work

That INSW 469 be removed as a course requirement from the CISW program. This will be replaced with an INSW elective leaving the total credit hours for the CISW still at 66. **Effective 201630**

17.9.2 CERTIFICATE OF INDIGENOUS SOCIAL WORK (CISW)

The following diagram outlines the course requirements for a CISW

Credit hours	Required Courses	Student's record of courses completed
Required Arts Courses		
3.0	ENGL 100	
3.0	'Indian language' Introductory course	
3.0	INDG 100	
3.0	INDG 104 or 200-level INDG course	
12.0	**Subtotal**	
Arts Electives		
3.0	2 INDG courses at the 200	
3.0	level	
6.0	**Subtotal**	
Required Indigenous Social Work Courses		
3.0	INSW 200	
3.0	INSW 321	
3.0	INSW 377	
3.0	INSW 351	

9.0	INSW 352* (prerequisite INSW 351)	
3.0	INSW 346*	
15.0	INSW 448* (prerequisite INSW 346)	
~~3.0~~	~~INSW 469* (recommended 2nd yr)~~	
42.0	**Subtotal**	
Indigenous Social Work Electives		
3.0	**3** ~~2~~ courses at the 300 level or higher	
3.0		
3.0		
66.0	**TOTAL**	
*must be accepted into the SISW		

(end of motion 24)

Rationale: The Faculty in the SISW finds it more appropriate to have INSW 469 in the degree program because they were noticing that students in their first and second year were struggling with the class and lacked the knowledge in this area. The INSW faculty, along with the student advisors, also felt that it would be more appropriate to have the INSW 469 as an upper year class, third or fourth year. With the subtraction of INSW 469 from the CISW, an INSW elective will take its place. As a result, there are now three INSW electives in the CISW and one less required course, INSW 469.

Prepared by: On behalf of: April 15, 2016
Coby Stephenson   Liz Domm
Registrar's Office   Chair

TERMS OF REFERENCE FOR
Nursing Faculty Council

Purpose

The Nursing Faculty Council has a central role in the decision-making structure of the Faculty of Nursing. The Nursing Faculty Council will consider curriculum, program and policy recommendations from Faculty of Nursing representatives and committees, as well as other matters brought before it, as appropriate. Members are expected to attend and participate in its deliberations.

Composition (as per the University of Regina Senate By-Laws, Sections 6.5 and 6.6.8)
Voting Members

- The President and Vice-Chancellor of the University
- The Vice-Presidents of the University
- The Dean of the Faculty of Nursing
- All other Deans
- The University Secretary
- The Registrar
- The University Librarian (or designate)
- Those Professors, Associate Professors, Assistant Professors, Full-Time Lecturers, Special Lecturers, Instructors, Laboratory Instructors appointed in areas within the Faculty and others who hold academic appointments in the Faculty.
- Nursing students (up to 20% of the number of Faculty constituents)*.

Other voting member representation to the Nursing Faculty Council

- Arts (1)
- Business Administration (1)
- Education (1)
- Engineering and Applied Science (1)
- Kinesiology and Health Studies (1)
- Media, Art and Performance (1)
- Science (1)
- Social Work (1)
- Centre for Continuing Education (or designate) (1)
- Representative from First Nations University of Canada (1)
- Dean of Nursing (or designate) from Saskatchewan Polytechnic (1)
- Lay Members of Senate (2) for two-year terms

Quorum

Those present.

Conduct of Meetings

1. The Chair of the Council is the Dean, Faculty of Nursing.

2. Meetings will be called at the discretion of the Dean, Faculty of Nursing.

3. The Dean's Office is the office of record, and is responsible for taking minutes of the meeting. The Executive Administrative Assistant to the Dean (or designate) acts as Recording Secretary.

4. Notice of meetings and call for agenda items will be circulated to members of the Nursing Faculty Council by the Dean's Office. The Dean's Office will prepare the agenda and circulate it at least 7 days in advance of the meeting.

5. Minutes of meetings are made available through the Dean's Office.

6. Members are to initial the attendance sheets at meetings. Those not attending in person will send an email with the subject line "Attending [date] Nursing Faculty Council Meeting" to the recording secretary at the beginning of the meeting.

7. Only persons with academic appointments in the Faculty of Nursing, and who are members of the Faculty of Nursing, will be given the opportunity to vote for elections to Standing Committees of the Faculty of Nursing.

Duties and Responsibilities

1. Subject to the provisions of the Act, these *Bylaws* and the general control of the Council, each Faculty shall have charge of matters of scholarship and discipline within such Faculty.

2. To make recommendations to the Council concerning the requirements for admission; the courses of study; the conditions for graduation; and the nature of the degrees to be conferred.

3. To establish rules and methods for the advancement and graduation of students and their suspension for neglect of studies, or defective scholarship.

4. To recommend candidates for degrees in course and candidates for scholarships, prizes, etc.

5. To report to Council and Senate in respect of long-term academic planning.

6. To prepare courses of study, including the curriculum for any degree program offered or to be offered and submit same to the Council for approval.

7. To investigate and determine allegations of student academic misconduct and non-academic misconduct, assign penalties, and report the same to the Secretary and the Registrar, in accordance with the Council Regulations Governing Discipline for Academic and Non-Academic Misconduct. In case of discipline, the student concerned shall have the right of appeal to the Council Discipline Committee.

8. The Dean of any Faculty shall transmit to the Council, for consideration and review, all matters which belong to the purview of Council or which, from their nature, concern more than one Faculty.

9. Each Faculty shall keep a record of its proceedings and this record shall be open to any member of the Faculty and a copy shall be forwarded to the Secretary for information.

10. To receive regular reports from the Dean and Associate Deans and periodic reports from other administrators of the University.

11. Those recommendations approved by the majority vote of the Nursing Faculty Council regarding matters falling outside of the final purview of Nursing Faculty Council are then forwarded to senior University of Regina decision making bodies. For example:
    - Creation of new and revisions to existing courses offered by the Faculty of Nursing
    - Admission criteria for programs offered by the Faculty of Nursing
    - Student academic performance and graduation requirements
    - Nominations for university scholarship
    - Terms of reference for new scholarships
    - Membership on standing committees of the Nursing Faculty Council as created
    - Revisions to terms of reference of the Nursing Faculty Council and standing committees
    - Other matters concerning the Faculty of Nursing, as required

UR Copyright Service

Over the past decade in Canada copyright has become not only a hot button issue in academe, but an increasingly volatile risk for educational institutions to manage. In this context two trends have emerged. First, post-secondary institutions are moving away from a licensing agreement with Access Copyright. Second, as they do so these institutions have developed policies, procedures, expertise, and services to assist faculty and staff in addressing copyright issues and mitigating the risks in a litigious environment. It is in this context that the University of Regina continues to work towards improving the services available to faculty as they manage copyright risks in the course of their teaching and research. As the university looks to a future without an Access Copyright licence, a new copyright service aimed at supporting use of UR Courses is being launched. This service will operate in relation to the university's use of copyrighted materials policy (GOV-050-010); and will assist faculty members in complying with this policy.

Goals:

The various elements of this new copyright service seek to integrate and balance a number of different goals.

- It seeks to incorporate the advice of the university's legal counsel on managing the risks of not signing another licence with Access Copyright and other copyright related risks that already exist related to rights holders and collectives beyond the AC repertoire.
- It seeks to provide faculty with a simple way to gain confidence and peace of mind related to their use of third party materials. Those who take advantage of the service will not have to wonder if they are accruing legal liabilities; they will have confidence that their use of materials is sound from a copyright perspective.
- It seeks to save the time of faculty and/or their departments by centralizing the placing and tracking of permissions requests.
- It seeks to consider the practices and lessons learned from copyright services at other post-secondary institutions while also considering the particulars of our context.
- It seeks to integrate as smoothly as possible into current library operations and envisions that the library will continue to be the host unit for copyright services in the long term.
- It seeks to create efficiencies by building a database of vetted and cleared third party materials.
- It seeks to inform evidence-based decision making on copyright education, future licensing, and university services.
- It seeks to provide the university as a whole the confidence that a substantive sample of copying or other use of third party materials is copyright compliant, thus mitigating potential liabilities.
- It assumes that faculty can and will exercise their judgement in determining what kinds of activities could produce potential liabilities and thus should be submitted for assessment.

Important Considerations:

Both individual faculty members and the university bear potential risks and liabilities when copyright protected works are used without permission of the copyright owner. This service (as part of a larger copyright strategy) ultimately aims at assisting faculty members and the university in mitigating those risks.

This service does not replace the need for faculty members to be aware of and educated about the implication of copyright in their research, teaching, and other professional work. The university will continue to offer training, educational, and advisory services to faculty members on copyright issues.

This service targets the university's learning management system and provides assurance to faculty members as they make use of the service. Use of means other than the learning management system to distribute copyright protected works to students without use of the copyright service could expose a faculty member to increased legal risk.

Legal risks relative to copyright exist in the professional work of faculty members outside of distributing materials to students; the Copyright Officer is available to advise faculty members on mitigating those risks as well.

Part One, Copyright Assessment:

Faculty would submit third party items[1] into the ARES module within UR Courses. This would be done by uploading a file, entering citation information, or providing a hyperlink to a resource that will be copied or uploaded. In the broadest terms, those cases where a potential for copyright liability exists should be assessed by the copyright service, while those cases that don't implicate copyright need not be assessed. Materials provided by a publisher (e.g. test bank, presentation slides) in support of an adopted textbook should be used in accordance with the terms and conditions of that agreement, but need not be assessed by this service, as that licence rather than the *Copyright Act* prevails for the use of those resources.

Some examples of the kinds of resources that should be assessed (when being copied or uploaded) would include:

- an extended section or full chapter from a monograph
- multiple charts, graphs, or images from the same textbook not adopted for the course
- a journal article
- a case study
- an entire report, white paper, or similar document
- a song or other audio recording

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[1] That is: works or substantive portions of works where the copyright owner is neither the faculty member or university.

- a video

Some examples of the kinds of resources that need not be assessed would include:

- course/lecture notes, presentation slides, or the equivalent that have quotations, charts, or graphs integrated into them (unless significant sections are directly copied from a single source)
- Any works entirely created by the faculty member
- Links to sources external to UR Courses (e.g. link to a library resource, link to a website)
- Videos being shown in class but not copied or uploaded
- Music being played/performed in class but not copied or uploaded
- Slides or other media being displayed in class but not distributed/uploaded
- Physical handouts distributed in a classroom
- Open educational resources or other open access and creative commons licensed works

The copyright service staff would work to assess the copyright status of each item. In cases where permission would be required, the clearance work would be done by the copyright service staff and the faculty member informed when permission is obtained from (or rejected by) the copyright holder.

Ideally, the assessment would be completed in advance of the item being used or made available to students. However, in order to accommodate the realities of last minute changes or additions the assessment can happen during the semester while the material is already available to students. It is possible that circumstances may arise where an item will need to be "taken down" for a short period after having been made available while permission for use is being sought.

The service would be led by the copyright officer, but library support staff would also be involved in delivering the service. The goal is to cross-train within the library unit so that the service will continue to function in the absence of individual staff involved in the process and to increase the overall capacity of the service and resident expertise on copyright.

The ARES software is designed to keep faculty informed on the exact status of all their items in real time. Upon entering the ARES module in UR Courses, any items entered in the system will show the current status or point in the assessment queue. Thus, faculty will see at a glance which items are awaiting assessment and which have already been assessed.

Part Two, Copyright Survey:

The copyright survey would be conducted by the copyright officer or another in-scope library staff member under the direct supervision of the copyright officer. The copyright officer would randomly generate a list of courses to be surveyed at the start of each semester. The survey would include both online and face-to-face courses using UR Courses.

A list of faculty members whose courses had been surveyed would be kept by the copyright officer for one year only to ensure that the same faculty member would not have a course surveyed twice in the same year. This list would be kept privately by the copyright officer and destroyed after one year. It is the course on UR Courses that is the subject of the survey, not the faculty member as an individual; this list only seeks to prevent the randomization of the survey from inadvertently "over-surveying" the courses of a particular faculty member in a short period of time.

The survey itself would involve the copyright officer entering a course instance on UR Courses and identifying all third party uploads into the LMS and ascertaining their copyright status. Materials such as faculty member's own course notes or other course materials developed by the faculty member or university, links to library resources or external websites, submissions by students, and discussion forums would not be included in the survey. The copyright survey would compile information in the aggregate about copying practices across the university community by collecting two kinds of data. One would be a categorization of the kinds of materials posted in UR Courses by source type (e.g. book chapters, journal articles, video files, audio files, images, etc.). Second would be a categorization of the copyright status of materials posted in UR Courses (e.g. fair dealing, open access, creative commons, library licence, permission granted, etc.)

This survey would also provide the opportunity for the copyright officer to bring any potential copyright problems to the attention of a faculty member and work with them on a solution. It is anticipated that in most cases, this would be by placing a permissions request to the rights holder (rather than a takedown).

While aggregate information will be compiled, information about the specific activities of faculty members will not be part of the permanent record. Deans would not be made aware of which members (if any) of their faculty were surveyed. The only exception to these two statements would be in the case of a failure to comply with the attending university policy.

Benefits:

A number of benefits are anticipated as an outcome of implementing the copyright service. These include:

- It will provide faculty with a simple way to gain confidence and peace of mind related to their use of copyright protected materials.
- In cases where faculty are currently not making use of certain materials for fear of copyright infringement, this service will give them confidence that the use is either non-infringing or will acquire the permission needed to make it so.
- In cases where faculty might be inadvertently infringing copyright the service will assist them in avoiding potential liabilities.

- It will reduce the risk of facing infringement litigation for both the university and individual faculty members.
- Over time it will create efficiencies over how the university currently manages copyright permission clearances.
- It will provide the university with data to inform evidence based decision making on licensing and copyright management decisions.

Records Management:

The copyright officer is currently working with Records and Information Management to schedule (define in policy) how records created by the copyright service will be stored, managed, retained, and disposed.