

DATE: 21 June 2017
TO: Executive of Council
FROM: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
RE: Meeting of 28 June 2017

A meeting of Executive of Council is scheduled for 28 June 2017, 2:30-4:30 p.m. in AH 527. As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who choose to attend as guests.

AGENDA

- 1. Approval of the Agenda**
- 2. Approval of the Minutes of Meeting 24 May 2017 - *circulated with the Agenda***
- 3. Business Arising from the Minutes**
- 4. Remarks from the Chair**
- 5. Report of the University Secretary**
- 6. Reports from Committees of Council**
 - 6.1 Council Committee on Academic Mission, Appendix I, pp. 2-32
 - 6.2 Council Committee on Budget, Appendix II, pp. 33-34
 - 6.3 Council Committee on Student Appeals, Appendix III, p. 35
 - 6.4 Council Committee on Undergraduate Admissions and Studies, Appendix IV, pp. 36-47
 - 6.5 Council Discipline Committee, Appendix V, p. 48
- 7. Graduannd Lists**
 - 7.1 Graduannd Lists for Approval - Omnibus Motion – *circulated at the meeting - please return all copies*
 - 7.1.1 Faculty of Business Administration
 - 7.1.2 Faculty of Graduate Studies and Research
 - 7.1.3 Faculty of Media, Art and Performance
 - 7.1.4 Faculty of Social Work
 - 7.1.5 Centre for Continuing Education
- 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**
- 10. Adjournment**

COUNCIL COMMITTEE ON ACADEMIC MISSION
Report to Executive of Council

ITEM FOR APPROVAL

MOTION 1: Academic Mission Vision Statement

CCAM recommends that Executive of Council adopt the Academic Mission Vision Statement (below) with the understanding it be included in the University's future 5-year Strategic Plans.

Academic Mission Vision Statement: (revised as of June 12, 2017)

"The Academic Mission of the University of Regina is to nurture a culture of inquiry, understanding, and discovery through all of our creative, research, teaching, and scholarly activities. The allocation of university resources shall serve the Academic Mission and promote the dissemination of knowledge and discovery to the local, national, and international communities."

(end of motion)

Rationale: CCAM proposes that Executive of Council adopt an Academic Mission Vision Statement to guide its leaders in their future decision-making efforts, and offers the draft statement above for Council's consideration. This definitive statement of the Academic Mission of the University will serve to focus our core activities and purpose over the long term. It is the opinion of CCAM members that the Academic Mission Vision Statement should be incorporated into the future Strategic Plans of the University.

The Council Committee on Academic Mission at its March 7 2017 meeting approved to pursue the creation of an Academic Mission Vision Statement. This was presented to Executive of Council on May 24, where further consultation was recommended. Following input collected from an open online Council discussion, an email distribution to Executive of Council members has resulted this revised statement.

COUNCIL COMMITTEE ON ACADEMIC MISSION
Report to Executive of Council

ITEM FOR APPROVAL

MOTION 2: Revision to Academic Program Approval Process

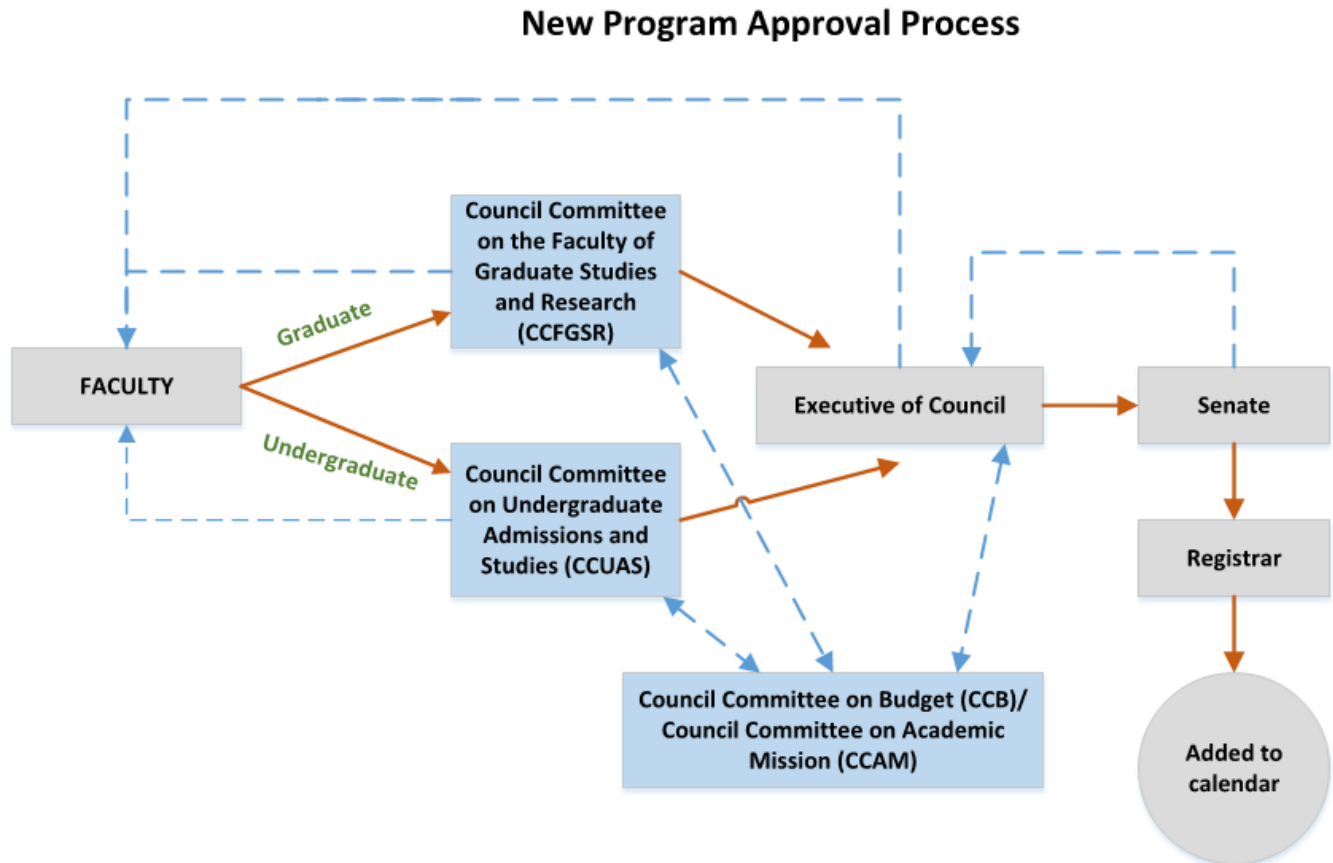
CCAM recommends that Executive of Council revise its Process for Academic Program Approvals beginning in AY 2017/2018 to the process described in the document "Guidelines for Academic Program Approval Process, June 2017".

(end of motion)

Rationale: The "streamlining of Academic program approval processes" appeared as item #4 of the five items identified in the University's response to Transformational Change of Fall 2016. After long discussions and deliberation at many levels, CCAM moved to recommend a streamlined process, and presented its plan to the Council Committees and the University Dean's Executive Committee for discussion in late Winter semester 2017. The main highlights of the new process are:

- *Better documentation of the process:* All required information regarding new Academic program development and the overall process will be maintained on the University Registrar's website: Registrar->Faculty and Staff->Catalogue
- The Registrar's website will host the "Guidelines for Academic Program Approvals" document, the "Registrar's Undergraduate Academic Programming Questionnaire", and FGSR's "Guide for Program and Curriculum Development", in addition to the *Course Inventory forms* it currently hosts. The Undergraduate Questionnaire and FGSR Guide are structured so that many of the issues that arise in Council Committee decision-making will be pre-addressed in the early program development stages.
- There are four major steps to the new process: 1. Faculty Approval and Completion of Documentation; 2. Council Committees – CCUAS or CCFGSR, with an option to defer to CCAM/CCB when necessary; 3. Executive of Council; 4. Senate; and if necessary the Board of Governors. This cuts out the CCAM/CCB steps for routine program approvals, and still maintains the avenue for their involvement when appropriate to do so.

Guidelines for Academic Programming Approval Process (draft #3, June 2017)



Step 1: Faculty Level: Completion of Required Documents and Approval by Faculty

- Line Faculties will maintain control over their own process for approving new programs.
- Interdisciplinary programs require approval from all Faculties involved. (For Interdisciplinary Graduate programs the process includes a Letter of Intent and Presentation of the Proposal, and a Review of the New Programming after the second or third year (See Graduate Calendar – Appendix C – For Academic Units Only)
- Those proposing new Graduate Programs will need to consult with FGSRs Program Development Advisory Panel (PDAP)

- Once approved by the Line Faculties, all required documentation must be completed. The Programming Change Proposal consists of these documents.
 - o **Registrar's Undergraduate Academic Programming Questionnaire** or a written Program Proposal following FGSR's **Guide for Program and Curriculum Development**
 - o All relevant Course Inventory/Course Change forms
 - o All related Calendar Change forms
 - o In some cases, written commitment to participate by all relevant faculty members from participating disciplines must be received to assure viability of the proposed program; and written endorsement by relevant Deans, Directors, or Institutions.

The **Registrar's UAP Questionnaire** and FGSR's **Guide for P and C Development** address

- Program description (Dept/Faculty home, degree objective, program requirements, required courses)
- A description of how the program fits within the University and faculty planning priorities;
- Details of the program's impact on the participating academic units. Letters of support should be included;
- Information on resource implications of the proposed program, including those related to infrastructure changes necessitated by the program;
- An assessment of immediate costs and how they will be addressed;
- A confirmation that the proposed time line for phasing in the program is feasible from a resource standpoint.
- Program review that includes comparisons to similar interdisciplinary programs at other institutions or within the University;
- Response to any duplication issues. New programs or formal tracks must not significantly duplicate existing programs at the University. It is the obligation of faculty proposing new programs to identify any existing programs with which there might be duplication or overlap, and to obtain written assurance from each of those existing programs that the proposed new program does not pose problematic duplication or overlap;
- Documentation of consultation and support with all participating academic units within the university (e.g., the viability and availability of appropriate graduate level courses);
- Documentation of consultation and support from other post-secondary institutions and agencies as may apply (e.g., government);
- Objective evidence of strong student demand and adequate student placement opportunities is essential. Demand and placement should relate directly to projected enrolment and graduation levels of the proposed program;

- Specific program goals for recruitment, enrolment and time to degree completion must be provided, with an estimated timeline for achieving those goals.

Step 2: Council Committee Level (CCUAS for Undergraduate, CCFGSR for Graduate)

- Council Committees will normally consider new programming proposals only when the relevant documentation has been completed.
- A representative of the Unit proposing the program may be invited to clarify points and respond to questions from the committee.
- The Council Committees' decision for each new programming proposal will normally be
 - Approved for consideration at Executive of Council (with none or some minor revisions, which should be completed before consideration at E of C)
 - Not approved. This decision and its rationale should be communicated to the Line Faculty(ies) that proposed the program. The process stops. Faculties may propose a revised program at a later date if they wish to do so.
 - Defer the new program for consideration at CCB or CCAM to rule on an issue of academic or budgetary concern. A letter from the Council committee Chair explaining the rationale for the Committee's decision in writing should accompany the Programming Proposal in the submission to CCB or CCAM.
- In making their decision, CCUAS and CCFGSR should bear in mind that it is within the responsibilities of CCB and CCAM TORs to advise Council on any matter within their umbrella.

Criteria for CCUAS/CCFGSR or Executive of Council to defer Programming Approval Item to CCAM or CCB:

- 1) If the Council Committee is not satisfied with the Unit's responses to resource or academic quality/mission issues on the questionnaire, the item should be deferred to the appropriate Council committee (CCB or CCAM) for resolution.
- 2) In cases where the committee determines that implementation of the new program or program change requires resources beyond those currently available to the unit(s) offering the program, the decision should be deferred to CCB.
- 3) In cases where the committee determines the new program or program change has the potential to raise questions of potential duplication of an existing

program, raise concerns of an academic quality nature, or does not clearly fit within the scope of the University's Strategic Plan, the decision should be deferred to CCAM.

Step 2B: CCB or CCAM process for deferred item.

- Normally the CCB or CCAM committee will deal with the programming item at the next available opportunity.
- A representative of the Unit proposing the program may be invited to present on behalf of the Faculty.
- The decision to approve/not approve the programming change with rationale will be communicated in writing to the Faculty and the previous Council Committee.
- The committee minutes will serve as record for these decisions and set precedent for future decisions on new programming.

Step 3: Executive of Council.

- The decision at Executive of Council on programming changes will normally be
 - o Approved for consideration at Senate (with none or some minor revisions, which should be completed before consideration at Senate)
 - o Not approved. This decision and its rationale should be communicated to the Line Faculty(ies) that proposed the program. The process stops. Faculties may propose a revised program at a later date if they wish to do so. Executive Council minutes should include reasons for the decision that can serve as a precedent for future decision-making.
 - o Defer the new program for consideration at CCB or CCAM to rule on an issue of academic or budgetary concern. A letter from the Council Committee Chair explaining the rationale for the Committee's decision in writing should accompany the Programming Proposal in the submission to CCB or CCAM.

Step 4: Senate -> Registrar -> Calendar

- In accordance with the University Act, the right of final approval of programming rests with Senate.
- Once approved by Senate, the Registrar's Office has the administrative task of making the changes to the Calendar and Course Catalog necessary to implement the new program.

Registrar's Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name:

Type of Program:

| | |
|--|------------------|
| | Certificate |
| | Diploma |
| | Baccalaureate |
| | After Degree |
| | Other (specify): |

Credential Name (if different from Program Name):

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

Expected Proposal Submission Date (Month/Year):

Expected Start Date (Month/Year):

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

2. What are the key objectives and/or goals of this program and how will it be delivered?

3. How does this program compare to similar programs (Provincial/National)?

Registrar's Undergraduate Academic Programming Questionnaire

4. List the expected benefits of the program to University of Regina students.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

DRAFT

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

Registrar's Undergraduate Academic Programming Questionnaire

3. Are there any other strategic considerations for this program?

4. Does this program support external and/or community needs? Please attach letters of support if available.

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Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

| |
|--|
| |
|--|

2. Insert the proposed curriculum here.

| Course Name or Subject Area | Subject and Course Number (s) | Credit Hours |
|---|-------------------------------|--------------|
| Core Requirements | | |
| | | |
| | | |
| Elective Requirements | | |
| | | |
| | | |
| Major Requirements(if applicable) | | |
| | | |
| | | |
| Minor Requirements (if applicable) | | |
| | | |
| | | |

3. Is any of the curriculum new or under development? If so, list here.

| Course Name | Subject and Course Number | NEW | UD | Anticipated Date of Course Availability |
|-------------|---------------------------|-----|----|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Note: Please attach new and under development course descriptions as appendices.

Registrar's Undergraduate Academic Programming Questionnaire

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

6. What is the source of students for the program?

7. How will students be recruited to the program?

8. What is the expected 5 year enrolment?

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------|--------|--------|--------|--------|
| | | | | |

9. How will prospective and current students receive academic advising?

Registrar's Undergraduate Academic Programming Questionnaire

V. Needs and Costs of the Program (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

2. What is the budget source of the new resources?

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

4. Proposed budget and revenue from the Program.

| Year | Projected Revenue | Projected Expenses | Net |
|---------------------|-------------------|--------------------|-----|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 5 Year Total | | | |

5. What additional Library holdings are required and what is the cost?

Registrar's Undergraduate Academic Programming Questionnaire

6. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

| |
|--|
| |
|--|

VI. Faculty/Department/Academic Unit Contact Person

| Contact Person(s) | Email | Telephone |
|-------------------|-------|-----------|
| | | |

VII. Approvals

| | Signature (if required) | Date |
|----------------------------------|-------------------------|------|
| Department Head/Program Director | | |
| Associate Dean (Undergraduate) | | |
| Departmental/Program Council | | |
| Faculty Council | | |
| CCUAS | | |
| CCB (if deferred) | | |
| CCAM (if deferred) | | |
| Executive of Council | | |
| Senate | | |

Guide for Program and Curriculum Development

Faculty of Graduate Studies and Research

Version 1.0

2015

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1 Introduction

Developing new programs and modifying current programs are essential activities to ensure relevancy of programs at the University of Regina at a national and international level. This guide provides recommendations, best practices and templates for the process of graduate program development and modification.

2 Categories of Program and Curriculum Development

Program development can happen at different levels. The following provide approximate categories and their approval processes:

2.1 Program changes

| Category of Change | Required information | Process |
|--|---|--|
| New program | Completed template for new programs (see 3.1) | Typically takes 1.5 - 2 years. <ul style="list-style-type: none"> • Consultative development with FGSR • Approval by Departmental / Program Council • Approval by Line-Faculty Council • Review by CCB • External review facilitated by FGSR • Approval by CCFGSR • Approval by Executive of Council • Approval by Senate |
| Substantive change of existing program | <ul style="list-style-type: none"> • Completed template for new programs (see 3.1. Not all sections might be relevant) • Comparison between old and new program • Rationale for change • Effect on students currently in program • Description of Course Changes (see below) | Typically takes 9 months to 2 years depending on change. <ul style="list-style-type: none"> • Consultative development with FGSR • Approval by Departmental / Program Council • Approval by Line-Faculty Council • Review by CCB ¹ • External review facilitated by FGSR ¹ • Approval by CCFGSR • Approval by Executive of Council • Approval by Senate ¹ |
| Minor change of program | <ul style="list-style-type: none"> • Comparison between old and new program • Rationale for change • Effect on students currently in program • Description of Course Changes (see below) | Typically takes 6 months to 1 year. <ul style="list-style-type: none"> • Consultative development with FGSR • Approval by Departmental / Program Council • Approval by Line-Faculty Council • Approval by CCFGSR • Approval by Executive of Council • Change goes to Senate for information only |

¹ Depending on the kind of change, this step might not be required. Please consult with FGSR.

| | | |
|--|---|--|
| Discontinuation / suspension of a program ² | <ul style="list-style-type: none"> • Rationale for discontinuation / suspension • Teach-out provision of students currently in the program • Description of Course Changes (see below) | <p>Typically takes 6 months</p> <ul style="list-style-type: none"> • Approval by Departmental / Program Council • Approval by Line-Faculty Council • Approval by CCFGSR • Approval by Executive of Council • Approval by Senate |
|--|---|--|

2.2 Course changes

| Category of Change | Required information | Process |
|--|--|---|
| Development of a new Special Topics or Directed Reading Course | <ul style="list-style-type: none"> • Course Approval Form | <p>Typically takes 2 weeks</p> <ul style="list-style-type: none"> • Approval by Department Head/Program Coordinator • Approval by Line-Faculty Associate Dean (Graduate Studies & Research) • Approval by FGSR |
| Development of a new course | <ul style="list-style-type: none"> • Course Approval Form • Effect on program | <p>Typically takes 6 months</p> <ul style="list-style-type: none"> • Approval by Departmental and Line-Faculty Council • Approval by CCFGSR • Information to Executive of Council |
| Changes to an existing course | <ul style="list-style-type: none"> • Course Approval Form • Comparison between old and new course • Rationale for change • Effect on program | <p>Typically takes 6 months</p> <ul style="list-style-type: none"> • Approval by Departmental / Program Council • Approval by Line-Faculty Council • Approval by CCFGSR • Information to Executive of Council |
| Making a course historical or inactive ³ | <ul style="list-style-type: none"> • Rationale • Effect on program | <p>Typically takes 6 months</p> <ul style="list-style-type: none"> • Approval by Departmental / Program Council • Approval by Line-Faculty Council • Approval by CCFGSR • Information to Executive of Council |

² “Discontinuation” is permanent. “Suspension” is intended to be temporary but no timeline for reinstatement is required.

³ “Historical” is a permanent course cancellation. “Inactive” is intended to be temporary but no timeline for reinstatement is required.

3 New Program Proposal

FGSR is a resource during the development of new programs. Department Heads / Program Directors are strongly encouraged to consult with FGSR on an ongoing basis before any formal approval is sought.

3.1 Submission

In order to submit a proposal for a new program to FGSR, the following documentation is required (use the same heading numbering):

1. Approval Sheet with approval signatures by Department Head / Program Director and Line-Faculty Dean (see Appendix A: Approval Page for New Graduate Programs)
2. Executive Summary (1 page max)
 - 2.1. Overview
 - 2.2. Program Objectives:
 - Describe what benefits the unit, faculty and university hope to receive from the program. The objectives need to describe the specific academic focus of the program. They must demonstrate that the program will initiate, or uniquely reconfigure, an area of knowledge and/or professional training not currently available at the University of Regina. The focus is on the “input” that we provide to students.
 - 2.3. Program Outcomes: Upon completion of the program, students will be able to:
 - List approx. 5-7 outcomes in bullet-form that describe the knowledge, skills, and competencies that students are expected to exhibit upon successful completion. The focus is on the “output” of the program from a student’s perspective. (see Appendix B: Program Outcomes for more information).
3. Detailed Program Description:
 - 3.1. Curricular Details:
 - Provide a detailed description of the curriculum, including all course numbers, course titles, credit hours, course descriptions, required and elective courses, prerequisites, etc.
 - Provide a table with recommended program completion path and course sequence
 - If the program has several routes, describe each route.
 - State which courses already exist and which courses are new.
 - Provide a table that links the courses to the program outcomes (see Table 2)
 - Compare the proposed curriculum with similar programs at peer institutions.
 - If related undergraduate or graduate programs are currently available at the University of Regina, explain what distinguishes the new program from existing programs.
 - 3.2. Admission
 - Indicate the main target groups (incl. their typical academic backgrounds) that are interested in this program.
 - List all admission requirements for the program that are over and above FGSR’s regulations. If none, please state “Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research.”
 - Indicate program application deadline(s)
 - Indicate program intake terms (i.e, Fall, Spring/Summer, Winter)
 - 3.3. Professional accreditation requirements (if applicable)
 - List relevant professional accreditation bodies and which accreditations will be pursued.

- *Explain how the program meets professional accreditation requirements (e.g., duration and type of practica, academic background of admitted students) and ensures its graduates are eligible for professional registration.*
4. Program Rationale:
 - 4.1. Contribution of the program to the University's strategic plan:
 - *Describe how does the program contributes to the University's strategic plan and the University's strategic research plan.*
 - *Describe the likely impact the offering of this program has on the reputation of the University of Regina.*
 - *Describe how the program aligns with the Program's/Department's and Faculty's strategic direction.*
 - 4.2. Need for the Program:
 - *Provide evidence for the need of the program. Helpful tools can be surveys of undergraduate students, employers, associations, media reports, government, letters of support, etc.*
 - *Indicate employment opportunities for graduates.*
 - *Describe enrolment trends in similar programs at other institutions.*
 - *Provide the number and locations of competing programs.*
 - *Differentiate the proposed program from competing programs at other institutions*
 - *List any program currently offered at UofR that could be impacted by the introduction of the proposed program.*
 - *Differentiate between new student demand vs. current students switching majors.*
 - *If applicable, indicate the potential that the program has to contribute to the research enterprise of UofR.*
 5. Location of the program and justification (if applicable)
 6. Delivery of the program
 - *Indicate if the program is offered part-time, full-time, online, blended. Please also justify the suitability of the mode of delivery.*
 7. Cost-Benefit Analysis:
 - *Provide enrolment estimates for the first 5 years with best-case, worst-case and mid-range estimates.*
 - *Provide a recruitment plan.*
 - *Describe the human, financial, physical and other resource needs for the establishment of the program (incl. IT, library, space requirements,...).*
 - *Indicate which other academic units are involved in the delivery of the program.*
 - *Describe hiring needs, availability of expertise amongst current faculty and staff, and impact on teaching load.*
 - *Provide a table that maps courses to current faculty and new hires.*
 - *Provide a break-even analysis to show the minimum enrollment number at which the revenue generated by the program exceeds its cost.*
 8. Timeline
 - *Provide a timeline for the implementation of the program, definition of milestones and action taken if milestones are not met.*
 9. Program Administration:
 - *Describe who will oversee the implementation, delivery and ongoing quality assurance of the program.*
 - *Provide plans for advertising and informing stakeholders.*
 10. Teach-out provision
 - *Describe any plans for dealing with students and faculty should the program not succeed.*
 11. Appendices:

11.1. Course Forms:

- *Each new or modified course needs to be detailed in a Course Inventory Form.*
- *New courses offered by other departments / Faculties also need to be detailed in a Course Inventory Form*
- *Syllabi of any exiting courses that are part of the program need to be provided*

11.2. CVs of participating personnel

- *Include CVs of all faculty members, adjunct and associate members that will be involved in the program.*

11.3. Support documentation

- *Provide copies of any supporting documentation (e.g., media reports, letters of support).*

3.2 Informing stakeholders of new programs

New programs can only be advertised once approved at all levels, including Senate. This needs to be considered during new program development in order to allow sufficient time for advertising. For instance, if a program is approved in the Senate meeting in June, there might not be enough time to effectively advertise the program for Fall intake in the same year.

Current students might be interested in joining the new program. Most of the time, this will require a new application by the student. However, in some situations, a program transfer may be possible. For instance, students who are currently in a general graduate program (e.g., PhD General Engineering) may want to join a newly introduced, specialized graduate program in their area of research (e.g., PhD Software Systems Engineering). Such students will be able to transfer into the new program within the first 6 months of its effective date without a new application. After the first 6 months, a transfer is no longer possible and a full application to the new program has to be submitted. In both cases, *all* program requirements of the new program have to be met. Academic units are strongly encouraged to facilitate this process by sending to all current students in the general graduate program information on the new programs and the impact a potential transfer would have on their degree completion.

4 Substantive Change to an Existing Program

4.1 Definition of a substantive change

The following is a (non-exhaustive) list of examples of substantive modifications to existing programs:

- Change of program credit hours (increase or decrease)
- Change of curriculum structure (> 30% of the total program credit hours)
- Change of courses (> 30% of the total program credit hours)
- Change of program outcomes (other than wording)
- Addition / deletion of routes
- Addition / deletion of course delivery options
- Change of program admission requirements
- Discontinuation / suspension of a program
- Other changes to a program that could be considered substantive (such as adding an internship of no credit hours)

The decision as to whether a change is considered substantive or minor rests with the Dean of FGSR. Programs need to consult with FGSR as soon as program changes are considered.

4.2 Submission

The documentation required for submission is the same as for a new program (see Section 3.1). However, some sub-sections might not be applicable. Each substantive program change will at least require:

- A detailed comparison between the old and new program
- Rationale for the change(s) and expected benefits
- Management of transition from old program to new program, incl.
 - Effect on students currently enrolled in the program
 - Effect on applicants to the old program
 - Plan for informing applicants and current students of the changes
- Course Inventory Form for each course change

4.3 Informing applicants of substantive changes

Substantive changes should be completed and approved at all levels well before any application deadline. If a substantive is approved after applications have been received, all applicants need to

- be informed of the change
- receive a comparison of the old and new programs
- be offered the choice to either join the old program to which they applied or to join the new program.

Without written confirmation that an applicant agrees to join the new program, the applicant is, by default, admitted to the old program to which s/he applied.

4.4 Informing current students of substantive changes

Academic units have to carefully manage students affected by a substantive program change. This process can only be started after final approval at all levels was received. Academic units need to make sure all students currently registered in the old program

- are informed of the change
- receive a comparison of the old and new programs
- are offered the choice to either complete their degree following the old program in which they are currently registered or to follow the revised program.

Without written confirmation that a student wants to follow the revised program, the student, by default, remains in the old program in which s/he is currently registered. In order to graduate, students must meet either the old, or the new program requirements. Combining old and new program requirements is not possible.

Special attention to this process has to be paid in situations where the substantive change was initiated by an accreditation requirement. Students must be informed of the possible impact their decision might have on their possibility of professional registration or licensing.

5 Minor Change to Existing Program

5.1 Definition of a minor change

The following is a (non-exhaustive) list of examples of minor modifications to existing programs:

- Clarification of program admission requirements
- Minor changes to curriculum and courses
- Other minor changes to a program

The decision as to whether a change is considered substantive or minor rests with the Dean of FGSR. Programs need to consult with FGSR as soon as program changes are considered.

5.2 Submission

The documentation required for submission will depend on the kind of change proposed. Each change will at least require:

- A detailed comparison between the old and new program
- Rationale for the change and expected benefits.
- Effect on students currently enrolled in the program
- Plan for informing current students of the change
- Course Inventory Form for each course change

5.3 Informing applicants of minor changes

Minor changes usually do not require applicants to be informed.

5.4 Informing current students of minor changes

Students in a program that undergoes a minor change must be informed if their graduation requirements are affected.

6 Discontinuation / Suspension of a Program

6.1 Definition

Academic units might decide to freeze the intake of new students into their programs. This can be done on short notice, however, requires majority support of all faculty members in the unit. Intake of new students can only be frozen for a maximum of one year. During this year, steps need to be taken to re-open the intake, or the approval process for discontinuation / suspension of a program needs to be initiated.

6.2 Submission

Discontinuation / suspension of a program needs to go through the typical approval process within the Line Faculty. Once approved, a motion with supporting rationale for the discontinuation / suspension of the program is to be submitted to the Council Committee of the Faculty of Graduate Studies and Research. Further approval at the Executive of Council is required before the program can officially be discontinued / suspended.

6.3 Informing applicants

Discontinuation / suspension of a program should be avoided if applications have already been received. If extenuating circumstances require immediate discontinuation, applicants need to be informed as early as possible. FGSR will refund the application fee, and the academic unit needs to refund any other application-related costs incurred by the applicant (e.g., postage, transcripts) up to a maximum of \$200.

Should a unit decide to take on very few, select students after the program has been discontinued / suspended, the student(s) graduate program needs to be setup as a “special case” program.

6.4 Informing current students

Current students, who are in a program that is being canceled, must be allowed to complete their degree according to their program outline. In extenuating circumstances that do not allow “teach-out provisions”, students must be provided with options that best meet their interest and minimize the number of credit hours lost. One option might be the transfer to a closely related program.

7 Course Changes

Any course changes (incl. new courses, changes to existing courses or deletion of courses) require the submission of a Course Inventory Form.

8 Style Guide for Course Descriptions

[To be developed in collaboration with the Registrar's Office]

Cf:

<http://curricularservices.tamu.edu/style-guide-course-descriptions/>

<http://as.vanderbilt.edu/docs/CAS%20course%20description%20guidelines.pdf>

Appendix A: Approval Page for New Graduate Programs

Approval Page for New Graduate Programs

| | |
|----------------------------|--|
| Name of Program | |
| Line Faculty | |
| Department (if applicable) | |

Approved by Department Council/ Program Area offering the Program

| | | |
|---|-----------|--|
| | | |
| Name of Department Head / Program Director | Signature | Date of Meeting in which Approval was granted |

Approved by Line-Faculty Council

| | | |
|---------------------------|-----------|--|
| | | |
| Name of Line-Faculty Dean | Signature | Date of Meeting in which Approval was granted |

Recommended by CCB

| | | |
|-------------------|-----------|--|
| | | |
| Name of CCB Chair | Signature | Date of Meeting in which Approval was granted |

Approved by CCFGSR

| | | |
|-------------------|-----------|--|
| | | |
| Name of FGSR Dean | Signature | Date of Meeting in which Approval was granted |

Approved by Executive of Council

| |
|--|
| |
| Date of Meeting in which Approval was granted |

Approved by Senate

| |
|--|
| |
| Date of Meeting in which Approval was granted |

Appendix B: Program Outcomes

8.1 Background information

Education has been experiencing a significant shift in paradigms. Previously, there was an emphasis on the input (i.e., what does the university teach students in order to cover knowledge areas within a discipline). Nowadays, there is an increasing emphasis on learning (i.e., the skills, knowledge and competencies that students are expected to gain). Previously, the teacher was at the centre, who transmitted the core knowledge of the discipline. Attending a certain time period of lectures was assumed to equate to learning. However, new approaches focus on the student who needs to master the skills required in the discipline and beyond. This is a fundamental shift in educational philosophy.

One tool that is often used to facilitate this shift is learning outcomes. They can be defined at the program level as well as the course level. Program outcomes specify the skills, knowledge and competencies that students are expected to have gained at the time of graduation. They help focus a program on essential competencies and encourage the critical rethinking of the objectives for courses. Mapping courses to program outcomes ensures adequate opportunities for students to gain required skills, knowledge and competencies.

As program outcomes are very domain and program specific, FGSR will closely work with academic units in the development of the outcomes. As this should happen before any curricular details are developed, academic units should contact FGSR at the earliest possible time.

Numerous examples of program outcomes are available on the Internet. However, special care has to be taken to differentiate between program aims, objectives, goals and outcomes.

Some academic units at the UofR are already familiar with learning outcomes, often due to accreditation requirements of their program. Such units are encouraged to use their typical practices at the graduate level.

Units that are new to learning outcomes, can use the following, simplified guide to the definition of program outcomes.


8.2 Basic guide to program outcomes

The following sentence should precede the list of program learning outcomes:

Upon completion of the program, students will be able to

Normally, each program should have about 5-7 learning outcomes. Each outcome starts with an action verb (e.g., taken from Bloom's taxonomy (see Table 1)), be specific and measurable, and focus on the knowledge, attitudes, or skills that a student will gain by the end of the program. Outcomes should use a variety of action verbs that correspond to the level of expectation. As graduate programs provide advanced degrees, most action verbs should be related to analysis, synthesis and evaluation. Outcomes must cover all aspects of the program description.

Table 1: Bloom's Taxonomy

| | | |
|--|----------------------|---|
|  <p style="text-align: center;">Higher level critical thinking</p> <p style="text-align: center;">Basic knowledge</p> | Evaluation | evaluate, assess, critique, prioritize, judge, defend, appraise |
| | Synthesis | categorize, create, design, explain, organize, plan, formulate, predict |
| | Analysis | analyze, organize, deduce, distinguish, diagram, categorize |
| | Application | solve, illustrate, calculate, apply, classify, outline, demonstrate |
| | Comprehension | explain, describe, compare, differentiate, summarize |
| | Knowledge | list, identify, define, summarize, state, name, write |

[Source: Accreditation Guide of the American University of Sharjah]

The following verbs should NOT be used as they specify objectives (rather than outcomes) or are not measurable: Understand, Appreciate, Know about, Become familiar with, Learn about, Become aware of,...

8.3 Curriculum map

Once program outcomes have been defined, the curriculum has to ensure that each program outcome is covered by a sufficient number of courses. Table 2 provides a template for this mapping.

Table 2: Mapping Courses to Program Outcomes

| | | Program outcome 1 | Program outcome 2 | Program outcome 3 | Program outcome 4 | |
|------------------|-------------------------|-------------------|-------------------|-------------------|-------------------|-------|
| Required Courses | | | | | | |
| | Course number and title | | | | | |
| | Course number and title | | | | | |

| | | | | | | |
|------------------|-------------------------|--|--|--|--|--|
| | Course number and title | | | | | |
| | | | | | | |
| | | | | | | |
| Elective Courses | | | | | | |
| | Course number and title | | | | | |
| | Course number and title | | | | | |
| | Course number and title | | | | | |
| | | | | | | |
| | | | | | | |

8.4 Examples of program outcomes

The University of California, Santa Barbara has a great list of program outcomes for numerous graduate programs at the Master's and PhD level:

<http://assessment.ucsb.edu/plo/grad>

8.5 Further information on learning outcomes

Many resources on the writing of learning outcomes can be found on the Internet. The following provides some examples:

<http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf>

<http://www.library.illinois.edu/infolit/learningoutcomes.html>

<http://assessment.uconn.edu/docs/HowToWriteObjectivesOutcomes.pdf>

<http://ctl.iupui.edu/Resources/Planning-the-Learning-Experience/Writing-Student-Learning-Outcomes>

<http://sa-assessment.uoregon.edu/ResourcesandTraining/WritingStudentLearningOutcomes.aspx>

<https://distance.fsu.edu/docs/instructors/LearningOutcomes.pdf>

<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives>

<http://www.heqco.ca/en-ca/Research/LearningOutcomes/Pages/home.aspx>

June 20 2017

Re: CCB Annual Report to Executive of Council

The Council Committee on Budget (CCB) meets once each month. Its roles and responsibilities are noted below as an appendix. Please consider this as a summary report of CCB's activities over the 2016-17 academic year. A similar report was also submitted to Council for its April 2017 meeting. More detailed agenda packages and minutes are available at <https://www.uregina.ca/president/governance/council/CCB.html>.

CCB has continued to review academic program proposals and discuss their budgetary implications. All of the recent proposals have involved no additional requests for university funding and/or have received funding from outside sources. Academic units are exploring opportunities to redirect their existing resources toward programs of growth potential.

CCB discussed the fiscal year-end transfers from the fiscal year ending in 2016, and how university units and faculties carry forward funding from one fiscal year into the next as savings to support special future initiatives and projects. CCB reviewed the university policy on Operating Budget Surpluses. CCB expressed the desire to review fiscal year-end transfers each year.

CCB has focused much of its attention on budget requests. Two subcommittees, one for academic units and one for administrative units, were formed to review unit budget requests. The subcommittees developed questions and comments for the units, and received answers and comments back from budget managers prior to the unit budget presentations which took place mid-January. The subcommittees met following those presentations and developed a list of recommendations and priority considerations for CCB discussion. Those recommendations were then forwarded to the University Budget Team, and were highlighted in the Budget Update Forum held on March 31.

Submitted by Dr Stuart Wilson, Acting Chair, Council Committee on Budget

Appendix: CCB Roles and Responsibilities

1. To review and assess budget principles, allocations and related financials, providing advice to the President from Council on the annual budget.
2. To consult with Faculty members, academic staff, staff, students, senior administrators and other resources, as required, on financial matters.
3. To consult regularly with the Council Committee on Academic Mission for continuity and effective collaboration.
4. To evaluate proposals (including budget) for new and substantially revised programs of study and recommend these to the Council Committee on Undergraduate Admissions and Studies or the Council Committee on the Faculty of Graduate Studies and Research for their recommendation to Executive Council.
5. To communicate regularly with the University Budget Team on allocations during the annual budget preparation process.

(<https://www.uregina.ca/president/governance/council/CCB.html>)

**COUNCIL COMMITTEE ON STUDENT APPEALS
ANNUAL REPORT TO EXECUTIVE OF COUNCIL
For the period July 1, 2016 to June 30, 2017**

Appeals by students in connection with academic decisions of any Faculty will be heard by the Council Committee on Student Appeals (CCSA) except for matters of discipline which will be heard by the Council Discipline Committee. Matters such as grades assigned for individual classes or credits given for classes transferred from other institutions will normally not be considered by the CCSA.

The CCSA considered 11 appeals during 2016-17 academic year, with two appeals pending. Of the 11 appeals, three cases were further appealed to the Senate Appeals Committee (SAC).

CCSA Comparison by Year

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|-------------------|------------------|------------------|------------------|------------------|
| Number of Appeals | 6 | 10 | 6 | 11 |

| Faculty Decision | Committee Decision |
|---|--|
| That the student must withdraw (MW) indefinitely from the University of Regina. | CCSA upheld the decision of the Faculty. The SAC upheld the decision of the CCSA. |
| The student's request for a deferred exam was denied during the Spring/Summer 2016 semester. | CCSA upheld the decision of the Faculty. The SAC upheld the decision of the CCSA. |
| The student's request for a deferred exam was denied during the Spring/Summer 2016 semester. | CCSA upheld the decision of the Faculty. |
| The student's request for a deferred exam was denied during the Fall 2016 semester. | CCSA granted the students appeal. |
| The student's request for a deferred exam was denied during the Fall 2016 semester. | CCSA granted the students appeal. |
| The student was required to discontinue after being unsuccessful in a second attempt in two required courses. | CCSA upheld the decision of the Faculty. The SAC upheld the decision of the CCSA. |
| The student's request for a deferred exam was denied during the Fall 2016 semester. | CCSA granted the students appeal. |
| The student's request for deferred exams in two courses was denied during the Winter 2017 semester. | CCSA upheld the decision of the Faculty. |
| The student's request for a deferred exam was denied during the Winter 2017 semester. | CCSA upheld the decision of the Faculty. |
| The student's request for a deferred exam was denied during the Winter 2017 semester. | CCSA upheld the decision of the Faculty. |
| The student's request for a deferred exam was denied during the Winter 2017 semester. | CCSA upheld the decision of the Faculty. |
| The student was forced to withdraw for a minimum for six semesters due to failure to clear university level academic probation. | Appeal was postponed to the Fall. |
| The student's request for Compassionate Withdrawal was denied for the Winter 2017 semester. | Appeal was postponed to the Fall. |

Prepared by: D'arcy Schauerte
On behalf of: Dr. Mark Brigham
Chair of the Council Committee on Student Appeals
20 June 2017

**REPORT TO
EXECUTIVE OF COUNCIL MEETING
June 28, 2017
FROM THE COUNCIL COMMITTEE
ON UNDERGRADUATE ADMISSIONS AND STUDIES**

1. ITEMS FOR APPROVAL

The Council Committee on Undergraduate Admissions and Studies met on June 13, 2017, and has approved the following curriculum, program and regulation changes, and hereby recommends them for approval.

1.1 Commission to Review the Fresh Start Program

Motion 1: The Fresh Start Program Revision

To revise the Fresh Start Program as outlined below, effective date: **201820**

The Fresh Start Program (as currently outlined in the 2017/2018 Calendar)

~~5.13.6.8~~

~~Fresh Start Program~~

~~Students who are admitted or readmitted to an undergraduate faculty may have all previously failed courses excluded from the calculation of their Undergraduate Grade Point Average (UGPA) if;~~

- ~~•They have not registered in any courses for six consecutive terms prior to (re)admission;~~
- ~~•They immediately upon (re)admission complete a minimum of 12 credit hours in a row with no failures and an average over these credit hours of 60% or higher; and~~
- ~~•They petition their faculty for application of this relief upon completing the conditions above.~~

~~This relief is available regardless of the reason for the absence but is not automatic~~

~~This relief is available only to students (re)admitted as of 200620 or thereafter.~~

2.6.2.6 FRESH START PROGRAM

Students who are readmitted to the University of Regina and who have previously failed courses while attending the University of Regina will be notified that they are eligible to participate in the Fresh Start Program. If students choose to participate they will have all previously failed courses taken at the University of Regina excluded from the calculation of their Undergraduate Grade Point Average (UGPA) and Program Grade Point Average (PGPA) if,

- For six consecutive terms, prior to (re)admission a student has not registered in any credit courses at the University of Regina;

- In the first 12 credit hours after (re)admission a student achieves a minimum average of 60% in those 12 credit hours with NO failing grades; and
- Upon satisfying the above conditions the student will submit the completed application form (as found on the U of R website) to their respective faculty office.

Although the failing grades will NOT be used in calculating the UGPA/PGPA all failing grades will remain on the student's transcript.

A student who has previously been awarded a degree will be ineligible for the Fresh Start Program.

A student can only be granted a FRESH START once.

All University of Regina regulations regarding students who have received an MW still apply.

(end of Motion 1)

Rationale: While there is wide spread support across campus for the continuation of the Fresh Start Program the language around the current program was open to interpretation which sometimes went against the spirit and nature of the program. The recommended changes will update the policy to ensure greater consistency of application. These changes also reflect a more holistic, and contemporary, approach to the program, involving the participation of the student, the student's faculty, the Registrar's Office and the Student Success Centre. It is hoped that by involving multiple partners early in the process, a unified and cohesive approach/plan will give students the support system they need to succeed as they continue forward on their academic career. The changes continue to place the responsibility for success with the student but encourage them to use a number of support systems across the university campus. Historically, in any given semester, the number of students who would qualify to participate in this program is under one hundred and would not be disruptive to currently existing support programs or networks.

Notes on the operational plan

1. The RO will run a term by term report of all readmitted students who have been out for at least six consecutive terms and have failed at least one class.
2. This list will be forwarded to the Student Success Centre who will contact the student and the student's faculty (typically the student advising centre).
3. The list of eligible students will also be made available/forwarded to the various faculties and academic units.
4. The student will be encouraged to contact both the SSC and their faculty to discuss strategies for success.
5. After the successful completion of the 12 credit hours (as outlined above) student submits the completed form to their faculty office who will then forward it to the RO.

https://www.uregina.ca/student/registrar/assets/docs/pdf/fresh_start_application.pdf - the application form needs to be updated (wording should match once finalized, FA to MAP etc).

1.2 Faculty of Arts

Motion 2: Bachelor of Arts, Linguistic Major Revisions effective 201730

To revise the BA major in Linguistics to:

1. permit students to take an Indigenous Language course numbered 206;
2. add LING 325 and 327 as a replacement for the requirement of a course in historical linguistics or the history of language;
3. require only one of LING 410 – 413 (instead of two); and
4. require that students complete one of their approved electives at the 400- level.

| Credit hours | BA Linguistics major, required courses | Student's record of courses completed |
|-------------------------------|--|---------------------------------------|
| Major Requirements | | |
| 3.0 | One of LING 100, LING 200 , ENGL 260, or FRN 236, <u>CREE 206, DAK 206, DENE 206, NAK 206 or SAUL 206</u> . Only one of these courses may be included in the linguistics major. | |
| 3.0 | LING 210 | |
| 3.0 | LING 211 | |
| 3.0 | LING 212 | |
| 3.0 | LING 213 | |
| 3.0 | LING 220 | |
| 3.0 | LING 230 (formerly LING 175) | |
| 3.0 | LING 380 | |
| 3.0 | Two <u>One</u> of LING 410-413 | |
| 3.0 | One course in historical linguistics or the history of language, chosen from CLAS 110, ENGL 300, 360, or LING 320, 325 or 327 | |
| 3.0 | Four additional LING courses (which may include those listed as "Other Courses in Linguistics"), <u>at least one of which must be at the 400-level. A course in historical linguistics or the history of language is highly recommended.</u> | |
| 3.0 | | |
| 3.0 | | |
| 3.0 | | |
| 425.0 | Subtotal: 65% major GPA required | |
| Arts Core Requirements | | |
| 0.0 | ARTS 099 | |
| 3.0 | ENGL 100 | |
| 3.0 | Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224 | |

| Credit hours | BA Linguistics major, required courses | Student's record of courses completed |
|--|--|---------------------------------------|
| 3.0 | Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST | |
| 3.0 | Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121 | |
| 3.0 | One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110 | |
| 3.0 | Two language courses (or one six-credit class) in any language other than English. | |
| 3.0 | | |
| 3.0 | Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288AA-ZZ), GEOG 100, 120 | |
| 3.0 | Any course in HIST or CLAS 100 or IDS 100 or CATH 200 | |
| 3.0 | Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423AA-ZZ, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST | |
| 3.0 | Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 214, 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies | |
| Refer to §9.9.1.1 for further details. | | |
| 33.0 | Subtotal | |
| Open Electives | | |
| 45 2.0 | 15 4-elective courses | |
| 120.0 | Total: 60% PGPA & UGPA required | |
| | | |

| OTHER COURSES IN LINGUISTICS | |
|------------------------------|---|
| ANTH 202 | Anthropology of Language |
| CLAS 110 | Greek & Latin Elements in English |
| CREE 206 | Cree Linguistics |
| CREE 310 | Cree Phonology |
| CREE 314 | Cree Morphology |
| CREE 410 | Seminar in Cree Phonology |
| CREE 411 | Seminar in Cree Morphology |
| CREE 412 | Cree Semantics |
| CREE 413 | Cree Syntax |
| DAK 206 | Dakota Linguistics |
| DENE 206 | Dene Linguistics |
| EFIL 150 | Introduction to Teaching French |
| EISL 225 | Acquisition of English as a Second Language |
| ELNG 326 | Teaching English as a Second Language |
| ENGL 360 | History of the English Language |
| ENGL 367 | Gender and Language |

| OTHER COURSES IN LINGUISTICS | |
|------------------------------|---|
| EINL 225 | Indigenous Language Arts |
| EINL 325 | Bilingual/Bicultural Language Processes |
| ELNG 316 | Language Awareness |
| NAK 206 | Nakota Linguistics |
| PSYC 270 | Human Information Processing |
| PSYC 374 | Psycholinguistics |
| SAUL 206 | Saulteaux Linguistics |
| SAUL 310 | Saulteaux Phonology |
| SAUL 311 | Saulteaux Morphology |
| SAUL 412 | Saulteaux Semantics |
| SAUL 413 | Saulteaux Syntax |
| WGST 367 | Gender and Language |

(end of Motion 2)

Rationale: The removal of LING 200 is housekeeping as this has been previously removed from the calendar. The addition of “an Indigenous language course numbered 206” follows the approved changes made to our Linguistics Minor.

Rationale: We find that it is increasingly difficult to maintain consistent offerings of our 410-413 series, whereas other 400-level courses are in increasing demand. Thus, the decrease of the requirement from two to one of the 410-413 series addresses this.

Rationale: With recent and upcoming changes to personnel within Classics, English and Linguistics, it is extremely difficult to maintain the requirement of a course in historical linguistics. Although we leave this as a recommendation (see also **Rationale4**), we here suggest that this requirement be replaced by a choice of LING 325 (First Language Acquisition) and LING 327 (Evaluation of Language Learning Processes) which are courses in increasing demand within our program. LING 327 in particular has long been a required course in our CREE and SAUL degree programs and one that our Linguistics majors have long accessed. This change moves these popular courses into the main degree program and allows us to better streamline a variety of our programs offerings.

Rationale: The addition of at least once course at the 400-level to the choice of 4 LING electives compensates for the removal of the absolute requirement of a second course from the 410-413 series. Additionally, the recommendation for a course in historical linguistics is added as per **Rationale3** above.

Rationale5: The overall effect of these changes is to reduce the Linguistics degree from 45 to 42 credit hours. In a survey of Arts major degree programs, the usual range is between 36 and 45 credits. Thus, though this is a decrease, the Linguistics major has always been at the high end of this requirement and this reduction does not drastically affect the integrity of the Linguistics degree. Additionally, it may make the completion of a double major with Psychology, English or an International language more attractive to prospective students.

1.3 Faculty of Education

Motion 3: Changes to Secondary Education, effective 201730

That, the Visual Education Minor in the Secondary Program be modified according to the course lists below:

11.11.4.11 Secondary Visual Education Minor (EVIS)

1. ART 100 ~~or INAH 100~~, ARTH 100 or INA 100
2. ART _____ (studio course) ART 220 or INA 220
3. ART _____ (studio course) ART 221 or INA 221
4. ARTH 100 EAE 350
5. EVIS 326
6. EVIS 328 ART/CTCH/INA/INAH course

(end of motion 3)

Rationale: This motion responds to changes made in the Arts Education Program, effective 201730. Changes are consistent with certification requirements in Saskatchewan.

Motion 4: Changes to Indigenous Education

That “open electives” in Indigenous Education be changed to “approved electives,” effective **201810**.

(end of motion 4)

Rationale: The Faculty of Education supports the goals and vision of the Indigenous Education program that requires students to take academic electives which support curriculum development in Indigenous Education. Students will be counselled individually once they are accepted into Indigenous Education. The students will then be notified about what the approved electives are at that time. They have to meet with the Academic Advisor to whom they have been assigned and select classes. They will not be unfairly impacted as this ruling will come into effect in 201810. There is ample time to make Academic Advisors aware of this.

1.4 Faculty of Science

Motion 5: Revisions in Computer Science and Mathematics

To remove MATH 429 from the “Three courses from:” in the BSc and the “Two courses from:” BSc Hons Combined Major in Computer Science and Mathematics, as well as in the BSc and BSc Hons Combined Major in Mathematics and Computer Science, **effective 201820**

| Credit hours | BSc Combined Major in Computer Science and Mathematics, required courses | Student's record of courses completed |
|--------------|--|---------------------------------------|
| 120.0 | Total | 65% Program GPA required |

16.13.1.5 BSc Honours Combined Major in Computer Science & Mathematics

Refer to §16.6 and §16.9.2 for additional important information.

| Credit hours | BSc Honours Combined Major in Computer Science and Mathematics, required courses | Student's record of courses completed |
|--------------|--|---------------------------------------|
| 3.0 | CS 110 | |
| 3.0 | CS 115 | |
| 3.0 | CS 201 | |
| 3.0 | CS 210 | |
| 3.0 | CS 215 | |
| 3.0 | CS 261 or MATH 261 | |
| 3.0 | CS 310 | |
| 3.0 | CS 320 | |
| 3.0 | CS 340 | |
| 3.0 | CS 361 or MATH 361 | |
| 3.0 | CS 412 | |
| 0.0 | CS 498 or MATH 497 | |
| 0.0 | CS 499 or MATH 498 | |
| 3.0 | MATH 110 | |
| 3.0 | MATH 111 | |
| 3.0 | MATH 122 | |
| 3.0 | MATH 213 | |
| 3.0 | MATH 217 | |
| 3.0 | MATH 221 | |
| 3.0 | MATH 222 | |
| 3.0 | MATH 223 | |
| 3.0 | MATH 305 | |
| 3.0 | MATH 312 | |
| 3.0 | MATH 313 | |
| 3.0 | MATH 327 | |
| 3.0 | STAT 160 or 200 | |
| 3.0 | TWO courses from: MATH 322, 323, 329, 427, 429, CS 410, 411 | |
| 3.0 | MATH 301, 381, CS 350, or 461 | |
| 3.0 | MATH 301, 381, CS 350, or 461 | |
| 3.0 | MATH 400-level or CS 400-level | |
| 3.0 | MATH 400-level or CS 400-level | |
| 90.0 | Subtotal: Major Requirements | 75% Major GPA required |
| 3.0 | ENGL 100 | |
| 3.0 | ENGL 110 | |
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Arts, or Media, Art, and | |

| Credit hours | BSc Honours Combined Major in Computer Science and Mathematics, required courses | Student's record of courses completed |
|--------------|--|---------------------------------------|
| | Performance elective | |
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Natural Science elective | |
| 3.0 | Natural Science elective | |
| 3.0 | Open elective | |
| 3.0 | Open elective | |
| 120.0 | Total | 70% Program GPA required |

16.17.2.3 BSc with Combined Major in Mathematics and Computer Science

Refer to §16.6 and §16.9.1 for additional important information.

| Credit hours | BSc with major in Mathematics and Computer Science, required courses | Student's record of courses completed |
|--------------|---|---------------------------------------|
| 3.0 | CS 110 | |
| 3.0 | CS 115 | |
| 3.0 | CS 201 | |
| 3.0 | CS 210 | |
| 3.0 | CS 215 | |
| 3.0 | CS or MATH 261 | |
| 3.0 | CS 310 | |
| 3.0 | CS 320 | |
| 3.0 | CS 340 | |
| 3.0 | CS or MATH 361 | |
| 3.0 | MATH 110 | |
| 3.0 | MATH 111 | |
| 3.0 | MATH 122 | |
| 3.0 | MATH 213 | |
| 3.0 | MATH 217 | |
| 3.0 | MATH 221 | |
| 3.0 | MATH 222 | |
| 3.0 | MATH 223 | |
| 3.0 | MATH 305 | |
| 3.0 | MATH 312 | |
| 3.0 | MATH 327 | |
| 3.0 | STAT 160 | |
| 3.0 | Three courses from: MATH 301, 322, 323, 329, 381, 429, CS 350, 410, 411, 412 | |
| 3.0 | | |
| 3.0 | | |
| 75.0 | Subtotal: Major Requirements | 65% Major GPA required |
| 3.0 | ENGL 100 | |
| 3.0 | ENGL 110 | |
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Arts, or Media, Art, and Performance elective | |

| Credit hours | BSc with major in Mathematics and Computer Science, required courses | Student's record of courses completed |
|---------------------|---|--|
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Natural Science elective | |
| 3.0 | Natural Science elective | |
| 3.0 | Science, Arts, or Media, Art, and Performance elective | |
| 3.0 | Science, Arts, or Media, Art, and Performance elective | |
| 3.0 | Open elective | |
| 3.0 | Open elective | |
| 3.0 | Open elective | |
| 3.0 | Open elective | |
| 3.0 | Open elective | |
| 120.0 | Total | 65% Program GPA required |

16.17.2.4 BSc Honours with Combined Major in Mathematics and Computer Science

Refer to §16.6 and §16.9.2 for additional important information.

| Credit hours | Honours BSc Mathematics and Computer Science major, required courses | Student's record of courses completed |
|---------------------|---|--|
| 3.0 | CS 110 | |
| 3.0 | CS 115 | |
| 3.0 | CS 201 | |
| 3.0 | CS 210 | |
| 3.0 | CS 215 | |
| 3.0 | CS or MATH 261 | |
| 3.0 | CS 310 | |
| 3.0 | CS 320 | |
| 3.0 | CS 340 | |
| 3.0 | CS or MATH 361 | |
| 3.0 | CS 412 | |
| 0.0 | CS 498 or MATH 497 | |
| 0.0 | CS 499 or MATH 498 | |
| 3.0 | MATH 110 | |
| 3.0 | MATH 111 | |
| 3.0 | MATH 122 | |
| 3.0 | MATH 213 | |
| 3.0 | MATH 217 | |
| 3.0 | MATH 221 | |
| 3.0 | MATH 222 | |
| 3.0 | MATH 223 | |
| 3.0 | MATH 305 | |
| 3.0 | MATH 312 | |
| 3.0 | MATH 313 | |
| 3.0 | MATH 327 | |
| 3.0 | STAT 160 | |
| 3.0 | Two courses from: MATH 322, 323, 329, 427, 429, | |
| 3.0 | CS 410, 411 | |

| Credit hours | Honours BSc Mathematics and Computer Science major, required courses | Student's record of courses completed |
|--------------|--|---------------------------------------|
| 3.0 | MATH 301, 381, CS 350, or 461 | |
| 3.0 | MATH 301, 381, CS 350, or 461 | |
| 3.0 | MATH 400-level or CS 400-level | |
| 3.0 | MATH 400-level or CS 400-level | |
| 90.0 | Subtotal: Major Requirements | 75% Major GPA required |
| 3.0 | ENGL 100 | |
| 3.0 | ENGL 110 | |
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Arts, or Media, Art, and Performance elective | |
| 3.0 | Natural Science elective | |
| 3.0 | Natural Science elective | |
| 3.0 | Open elective | |
| 3.0 | Open elective | |
| 120.0 | Total | 70% Program GPA required |

(end of motion 5)

Rationale: The motion is to simply delete Math 429 from these programs, as this course has been archived.

Motion 6: Science Qualifying Process revision

To remove “Not permitted to begin their program in the Spring/Summer semester without permission of the Associate Dean (Academic)” from Section 16.2.3 of the Undergraduate Calendar and Course Catalogue, effective 201730.

16.2.3 SCIENCE QUALIFYING PROCESS

Students possessing a high school admissions average between 65% and 70% or a post-secondary UGPA (minimum 24 credit hours) between 60% and 65%, and/or are missing a course requirement (ie. Math A30, B30 or C30, Pre-Calculus 30, science course) will be admitted to the Science Qualifying Process.

Science Qualifying students are:

- ~~Not permitted to begin their program in the Spring/Summer semester without permission of the Associate Dean (Academic).~~
- Limited to 12.0 credit hours per term.
- Must complete the missing pre-requisite or approved replacement course.
- Must attend an academic advising session prior to first year registration.

- Must see an advisor prior to registration every semester until Science Qualifying conditions are met.

Once a student has reached 18.0 credit hours, completed the necessary course requirements and obtained a UGPA of 65% or higher, they will be automatically moved from Science Qualifying to Science. Students who meet the course requirements and obtain a Post-Secondary UGPA of 65% prior to completing 18.0 credit hours may request, at the Science Student Services Office, to be admitted to the Bachelor of Science program.

(end of motion 6)

Rationale: Students that are accepted for the Spring/Summer term often want to start their courses within that term. Currently, in order to do so, they must seek permission from the Associate Dean (Academic). As this request is usually granted, removing this condition will allow for a smoother registration process, and alleviate the current individual approval required to allow students to start in the Spring/Summer semester. As the courses offered in the Spring/Summer semester are more intensive, the additional challenge these students may face within starting in that semester will be communicated through the Academic Advising Session they are required to attend prior to registering for courses.

(end of Report)

Submitted by: Coby Stephenson, Registrar's Office
on behalf of Liz Domm, CCUAS, Acting Chair
June 18, 2017

**COUNCIL DISCIPLINE COMMITTEE
ANNUAL REPORT TO EXECUTIVE OF COUNCIL
For the period July 1, 2016 to June 30, 2017**

Per section 5.14.1 of the *Undergraduate Calendar*, the Council Discipline Committee (CDC) hears appeals of decisions concerning academic and non-academic misconduct. CDC has the authority to uphold the original penalty, overturn it, assign a lesser penalty, or assign a more severe penalty.

During the 2016-17 academic year, CDC considered 22 appeals and 2 petitions to return, with 2 pending appeals scheduled in June and 5 pending appeals to be heard in the fall. CDC denied 50% of the appeals heard to date, with the Senate Appeals Committee upholding 2 of the 3 denials subsequently appealed to it.

CDC Comparison by Year

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Number of Appeals | 6 | 6 | 11 | 14 | 12 | 22 |
| Number of Petitions | 1 | 2 | 1 | 1 | 2 | 2 |

| Circumstances of the Appeal | Faculty Action | CDC Decision |
|--|--|--|
| Plagiarized an essay. | A grade of zero on the essay. | CDC denied the appeal. |
| Submitted a paper that was previously submitted for the same class the year prior. | A grade of zero on the paper. | CDC denied the appeal. |
| Cheating on the final exam. | A grade of zero on the final exam. | CDC denied the appeal. |
| Cheating on the final exam. | A grade of zero on the final exam. | CDC denied the appeal. SAC granted the appeal. |
| Plagiarized an assignment. | A grade of XF in the course and expulsion from the University of Regina. (4 th offence) | CDC upheld the grade of XF and mitigated the expulsion to a suspension to the end of the semester. |
| Plagiarized the final exam. | A grade of zero on the final exam. | CDC denied the appeal. |
| Cheating on the final exam. | A grade of zero on the final exam. | CDC denied the appeal. SAC denied the appeal. |
| Cheating on the final exam. | A grade of XF in the course and expulsion from the University of Regina. (3 rd offence) | CDC denied the appeal. SAC denied the appeal. |
| Cheating on the final exam. | A grade of zero on the final exam. | CDC granted the appeal. |
| Plagiarized a paper. | A grade of zero on the paper, plus 15% off the final grade of the course. | CDC upheld the grade of zero on the paper and removed the additional reduction of 15%. |
| Plagiarized a final paper. | A reduction of 20% on the mark of the final paper and must complete ARTS 099. | CDC denied the appeal. |
| Plagiarized an in-class paper. | A reduction of 20% from the grade of the paper. | CDC granted the appeal. |
| Cheating on the final exam. | A grade of zero in the course. (2 nd offence) | CDC denied the appeal. |

[Type text]

| | | |
|---------------------------------|---|--|
| Cheating on the midterm exam. | A reduction of 20% from the midterm. | CDC granted the appeal. |
| Cheating on the midterm exam. | A reduction of 50% from the midterm. (2 nd offence) | CDC granted the appeal. |
| Plagiarized an assignment. | A grade of zero on the assignment. | CDC granted the appeal. |
| Plagiarized an assignment. | A grade of XF in the course. (3 rd offence) | CDC denied the appeal. |
| Plagiarized a paper. | A grade of zero on the paper and a reduction of 15% from the final grade in the course. (2 nd offence) | CDC upheld the grade of zero on the paper and removed the reduction of 15% from the final grade in the course. |
| Plagiarized a group assignment. | A notation in the students file. | CDC granted the appeal. |
| Cheating on the final exam. | A reduction of 20% on the final exam. | CDC removed the 20% reduction from the final exam and agreed a notation be placed in the student's file. |
| Cheating on the midterm exam. | A reduction of 20% on the midterm exam. | CDC denied the appeal. |
| Cheating on the midterm exam. | A grade of zero on the midterm exam. (3 rd offence) | CDC granted the appeal. |
| Cheating on the final exam. | A grade of zero in the final exam. | Appeal pending in June. |
| Cheating on the midterm exam. | A reduction of 20% on the midterm exam. (2 nd offence) | Appeal pending in June. |

| Petition to Return | CDC Outcome |
|--|--------------------|
| Petitioned for permission to return to the University of Regina following expulsion. | Petition denied. |
| Petition for permission for re-admission to the University of Regina following suspension for non-academic misconduct. | Petition granted. |

Prepared by: D'arcy Schauerte
On behalf of: Dr. Thomas Chase
Chair, Council Discipline Committee
20 June 2017