



DATE: 20 September 2017
TO: Executive of Council
FROM: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
RE: Meeting of 27 September 2017

A meeting of Executive of Council is scheduled for 27 September 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**
 - 5.1 Report from Senate Executive Committee, Appendix I, p. 3
- 6. Reports from Committees of Council**
 - 6.1 Council Committee on Academic Mission, Appendix II, pp. 4-34
 - 6.2 Council Committee on Budget, Appendix III, pp. 35-36
 - 6.3 Council Committee on Faculty of Graduate Studies and Research, Appendix IV, pp. 37-53
 - 6.4 FGSR Graduate Scholarships and Awards Committee, *distributed at the meeting*
 - 6.5 Council Committee on Student Appeals, Appendix V, p. 54
 - 6.6 Council Committee on Undergraduate Admissions and Studies, Appendix VI, pp. 55-66
 - 6.7 Council Committee on Undergraduate Awards, *distributed at the meeting*
 - 6.8 Council Discipline Committee, Appendix VII, pp. 67-68
 - 6.9 Joint Council/Senate Committee, Appendix VIII, p 69 and *distributed at the meeting*
- 7. Graduant Lists**
 - 7.1 Graduant Lists for Approval - Omnibus Motion – *circulated at the meeting - please return all copies*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Faculty of Business Administration
 - 7.1.3 Faculty of Education
 - 7.1.4 Faculty of Engineering and Applied Science
 - 7.1.5 Faculty of Graduate Studies and Research
 - 7.1.6 Faculty of Kinesiology and Health Studies
 - 7.1.7 Faculty of Media, Art and Performance
 - 7.1.8 Faculty of Nursing
 - 7.1.9 Faculty of Science
 - 7.1.10 Faculty of Social Work
 - 7.1.11 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

9.1 Meet and Greet the University of Regina Board of Governors, 4:30 – 6:30, La Rotunda. LI 126

10. Adjournment

**REPORT TO
EXECUTIVE OF COUNCIL
June 30, 2017**

FROM THE SENATE EXECUTIVE COMMITTEE

1. ITEM FOR INFORMATION

1.1 June Graduand Lists

BACKGROUND:

The June Executive of Council meeting held on Wednesday, June 28th was canceled due to not meeting quorum. Most of the business items on the agenda were moved to be approved at the September Executive of Council meeting with the exception of the approval of the graduand lists. An email ballot, along with the graduand lists, was sent out to the Senate Executive Committee on 29 June 2017 asking the Committee to consider approving the lists.

The following motion was approved:

Moved that the Senate Executive Committee approve all students whose names appear on the graduand lists as distributed and appended to the official file, having satisfied the requirements, be granted the degrees, diplomas and/or certificates as designated.

This is to confirm that the Senate Executive Committee approved the attached graduand lists and will report the results as an information item at the September Executive of Council meeting and the October Senate meeting.

Prepared by:
Lana Jankowski
University Secretariat

On behalf of:
Glenys Sylvestre
Executive Director, University Governance

June 30, 2017

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

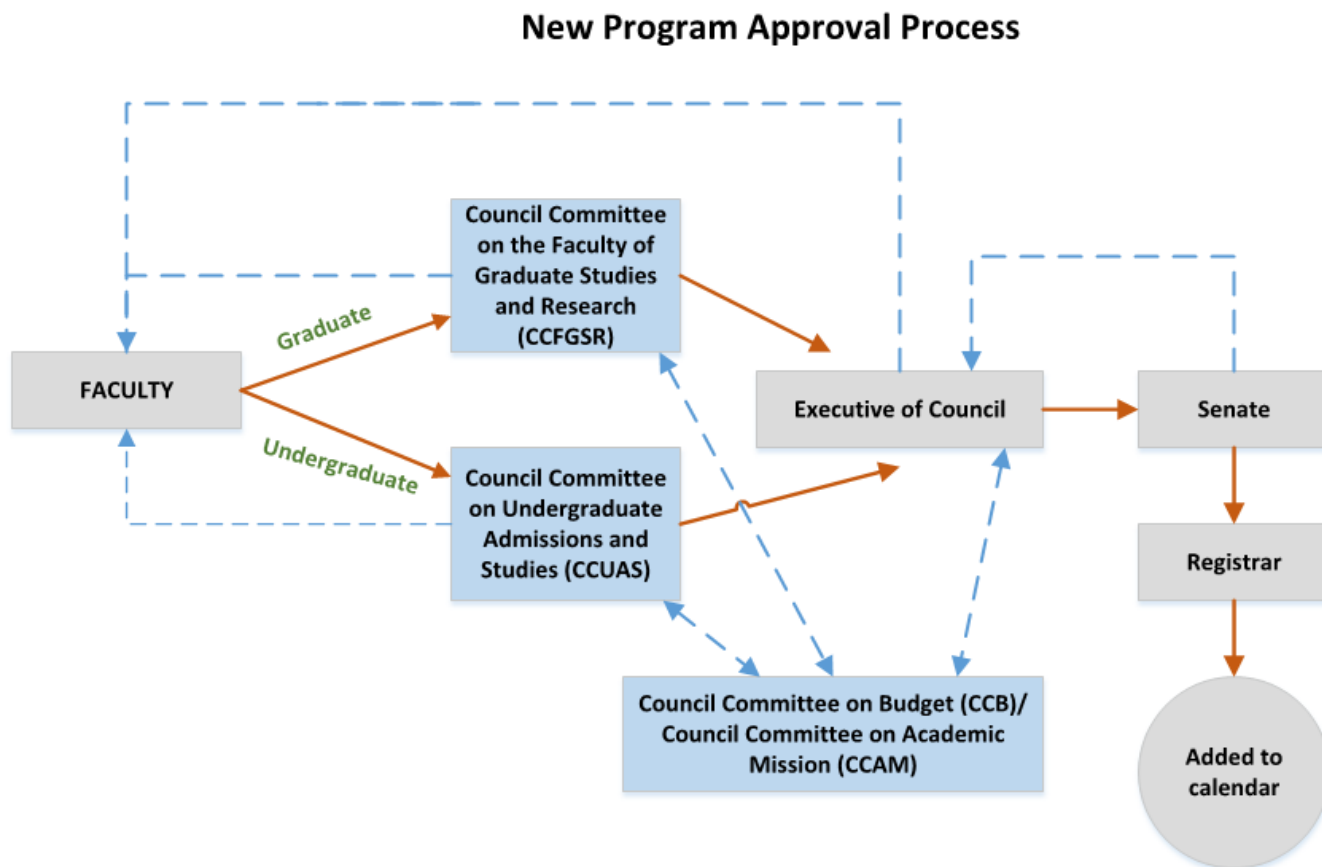
CCAM recommends that Executive of Council revise its Process for Academic Program Approvals beginning in AY 2017/2018 to the process described in the document "Guidelines for Academic Program Approval Process, June 2017".

(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.
 - **Registrar's Undergraduate Academic Programming Questionnaire** or a written Program Proposal following FGSR's **Guide for Program and Curriculum Development**
 - All relevant Course Inventory/Course Change forms
 - All related Calendar Change forms
 - 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.

DRAFT

Registrar's Undergraduate Academic Programming Questionnaire

IV. Program Plan

1. What are the program admission requirements?

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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.

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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
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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>Higher level critical thinking</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
	Basic knowledge	Knowledge

[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>)



FACULTY OF
GRADUATE STUDIES
& RESEARCH

COUNCIL COMMITTEE ON THE FACULTY OF
GRADUATE STUDIES AND RESEARCH
REPORT TO EXECUTIVE OF COUNCIL – September 27, 2017

From the September 11, 2017 Meeting

APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL

1. Faculty of Education

MOTION 1: Program Change

That ED 817 be added to the list of approved research methods courses to the EPSY, MAED and HRD programs effective 201810.

Current Master of Education Program Thesis Route		Proposed Master of Education Program Thesis Route	
ED 800	3	ED 800**	3
EPSY 829	3	EPSY 829	3
EPSY 8xx*	3	EPSY 8xx*	3
EPSY 8xx*	3	EPSY 8xx*	3
Elective 8xx	3	Elective 8xx	3
ED 901	15	ED 901	15
Total	30	Total	30

*Electives selected with the approval of the thesis supervisor

****Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.**

Current Master of Education Program Course Route		Proposed Master of Education Program Course Route	
ED 800	3	ED 800**	3
EPSY 820	3	EPSY 820	3
EPSY 821 or 822	3	EPSY 821 or 822	3
EPSY 824	3	EPSY 824	3
EPSY 832	3	EPSY 832	3
EPSY 8xx*	3	EPSY 8xx*	3
EPSY 8xx*	3	EPSY 8xx*	3
Elective 8xx*	3	Elective 8xx*	3
Elective 8xx*	3	Elective 8xx*	3
Elective 8xx*	3	Elective 8xx*	3
Total	30	Total	30

*Electives selected with the approval of the thesis supervisor

****Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.**

Current Master of Education Program Practicum Option 1 (Educational Psychology)		Proposed Master of Education Program Practicum Option 1 (Educational Psychology)	
ED 800	3	ED 800*	3
EPSY 820	3	EPSY 820	3
EPSY 821	3	EPSY 821	3
EPSY 823	3	EPSY 823	3
EPSY 826	3	EPSY 826	3
EPSY 827	3	EPSY 827	3
EPSY 829	3	EPSY 829	3
EPSY 836	3	EPSY 836	3
EPSY 870AA	3	EPSY 870AA	3
ED 902	3	ED 902	3
ED 903 (optional)	0	ED 903 (optional)	0
Total	30	Total	30

***Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.**

Current Master of Education Program Practicum Option 2 (Counselling)		Proposed Master of Education Program Practicum Option 2 (Counselling)	
ED 800	3	ED 800**	3
EPSY 820	3	EPSY 820	3
EPSY 824	3	EPSY 824	3
EPSY 829	3	EPSY 829	3
EPSY 830 or 831	3	EPSY 830 or 831	3
EPSY 832	3	EPSY 832	3
EPSY 870AB or 870xx (course code TBD)	3	EPSY 870AB or 870xx (course code TBD)	3
EPSY 8xx*	3	EPSY 8xx*	3
Elective 8xx*	3	Elective 8xx*	3
ED 902	3	ED 902	3
ED 903 (optional)	0	ED 903 (optional)	0
Total	30	Total	30

*Electives selected with the approval of the thesis supervisor

****Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.**

Current Master of Adult Education Program – Thesis Route		Proposed Master of Adult Education Program – Thesis Route	
EAHR 801	3	EAHR 801	3
EAHR 850 or a graduate level research course in Education*	3	EAHR 850 or a graduate level research course in Education*	3
One of EAHR 804, 810, 811, 812, 822,	3	One of EAHR 804, 810, 811, 812, 822,	3

870AA, 870AB, 870AC, ED 870AP or ED 870AJ**		870AA, 870AB, 870AC, ED 870AP or ED 870AJ**	
EAHR 8xx Elective	3	EAHR 8xx Elective	3
Elective 8xx**	3	Elective 8xx**	3
ED 901	15	ED 901	15
Total	30	Total	30

***May include ED 800, 810, 815, 816 or 817.**

**Course selection in the MAED thesis route must be done in consultation with the thesis supervisor to ensure that courses meet the needs of the thesis research.

Current Master of Adult Education Program – Project Route		Proposed Master of Adult Education Program – Project Route	
EAHR 801	3	EAHR 801	3
EAHR 850 or a graduate level research course in Education*	3	EAHR 850 or a graduate level research course in Education*	3
One of EAHR 804, 810, 811, 812, 822, 870AA, 870AB, 870AC, ED 870AP or ED 870AJ	3	One of EAHR 804, 810, 811, 812, 822, 870AA, 870AB, 870AC, ED 870AP or ED 870AJ	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
Elective 8xx	3	Elective 8xx	3
Elective 8xx	3	Elective 8xx	3
ED 900	6	ED 900	6
ED 901 (optional)	0	ED 901 (optional)	0
Total	30	Total	30

***May include ED 800, 810, 815, 816 or 817.**

Current Master of Adult Education Program – Course-Based Route		Proposed Master of Adult Education Program – Course Based Route	
EAHR 801	3	EAHR 801	3
EAHR 850 or a graduate level research course in Education*	3	EAHR 850 or a graduate level research course in Education*	3
One of EAHR 804, 810, 811, 812, 822, 870AA, 870AB, 870AC, ED 870AP or ED 870AJ	3	One of EAHR 804, 810, 811, 812, 822, 870AA, 870AB, 870AC, ED 870AP or ED 870AJ	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
Elective 8xx	3	Elective 8xx	3
Elective 8xx	3	Elective 8xx	3
Elective 8xx	3	Elective 8xx	3
Total	30	Total	30

***May include ED 800, 810, 815, 816 or 817.**

Current Master of Human Resource Development – Thesis Route		Proposed Master of Human Resource Development – Thesis Route	
EAHR 802	3	EAHR 802	3
EAHR 850*	3	EAHR 850*	3
One of EAHR 803, 810, 811, 821, 823, 824, 870AA, 870AC, 870AD, ED 870AJ or ED 870AP	3	One of EAHR 803, 810, 811, 821, 823, 824, 870AA, 870AC, 870AD, ED 870AJ or ED 870AP	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
Elective 8xx**	3	Elective 8xx**	3
ED 901	15	ED 901	15
Total	30	Total	30

***May include ED 800, 810, 815, 816 or 817.**

**Course selection must be done in consultation with the thesis supervisor to ensure that courses meet the needs of the thesis research.

Current Master of Human Resource Development – Project Route		Proposed Master of Human Resource Development – Project Route	
EAHR 802	3	EAHR 802	3
EAHR 850*	3	EAHR 850*	3
One of EAHR 803, 810, 811, 821, 823, 824, 870AA, 870AC, 870AD, ED 870AJ or ED 870AP	3	One of EAHR 803, 810, 811, 821, 823, 824, 870AA, 870AC, 870AD, ED 870AJ or ED 870AP	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
Elective 8xx	3	Elective 8xx	3
Elective 8xx	3	Elective 8xx	3
Elective 8xx	3	Elective 8xx	3
ED 900	6	ED 900	6
ED 903 (optional)	0	ED 903 (optional)	0
Total	30	Total	30

***May include ED 800, 810, 815, 816 or 817.**

Current Master of Human Resource Development – Course-Based Route		Proposed Master of Human Resource Development – Course-Based Route	
EAHR 802	3	EAHR 802	3
EAHR 850*	3	EAHR 850*	3
One of EAHR 803, 810, 811, 821, 823, 824, 870AA, 870AC, 870AD, ED 870AJ or ED 870AP	3	One of EAHR 803, 810, 811, 821, 823, 824, 870AA, 870AC, 870AD, ED 870AJ or ED 870AP	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
EAHR 8xx Elective	3	EAHR 8xx Elective	3
Elective 8xx	3	Elective 8xx	3

Elective 8xx	3	Elective 8xx	3
Elective 8xx	3	Elective 8xx	3
Total	30	Total	30

**May include ED 800, 810, 815, 816 or 817.*

Rationale: EC&I and EADM program templates already include a list of alternative research methods courses such as ED 801, ED 810, ED 815, ED 816 and ED 817. Adding ED 817 to EPSY, MAED and HRD provides the opportunity for all students to complete ED 817 as part of their program.

(end of Motion 1)

2. Faculty of Graduate Studies and Research

MOTION 2: Graduate Co-operative Education Program

That the Graduate Co-operative Education program change effective 201810.

Current	Proposed
<p>At the master's level, co-operative education programs have been approved in a wide range of academic disciplines. The co-operative work program is completed in lieu of other graduate requirements currently in place including a thesis, project or internship/placement. Any graduate student in good standing in an academic unit supporting this option is eligible to apply. The student's academic unit has to provide approval of the proposed co-op program both as an acceptable option in general and as proposed in specific instances for a particular candidate. Remuneration provided to the student during the course of the placements is expected to be consistent with pay provided to regular employees undertaking similar responsibilities. A recommendation for a co-op placement requires the approval of FGSR. Students in co-op-based programs will be required to register in at least 6 credit hours (CH) for each of two work semesters in a work placement (total of 12 CH). Students in project-based programs will register in 6 credit hours for one semester. Students then register for and complete a report. Each work semester will be graded (Pass/Fail) and similarly for the report. The report will be subject to academic review to assess its merits. The student makes a formal presentation of the report in a forum which</p>	<p>At the master's level there are two ways that a student can participate in a co-operative education experience. The first way is to register in one of the co-operative education programs offered at the University of Regina. <i>Alternately, some units offer Graduate Co-operative Education courses, outside of a co-operative education program. Students who complete either a Co-operative Education Program, or complete an approved Graduate Co-op Work Term Course (link to list of approved courses TBD) will have a Co-operative Education Designation added to their degree.</i></p> <p>Any masters student in good standing in an academic unit supporting a Co-operative Education Program is eligible to apply for this route (either at time of admission or by submitting a Request for Graduate Transfer). Similarly, any full-time masters student in good standing in a unit that offers a Graduate Co-op Work Term course may apply to take the co-operative education course. The student's academic unit has to provide approval for the student to enroll in either the co-operative education program or the co-operative education courses; academic units may have additional requirements or</p>

<p>includes the committee reviewing the report, a representative of the sector (e.g. company) in which it was conducted, a representative from FGSR and interested others. The presentation and response to questions will be evaluated in a similar fashion to formal projects.</p> <p>International students who wish to participate in a Co-op Route program, must apply for a Work Permit as well as a Study Permit. Please refer to Citizenship & Immigration Canada's (CIC) regulations.</p> <p>Graduate Work Experience NOTE: Effective for the Spring/Summer 2015 semester, this experience will no longer be available to graduate students.</p>	<p>constraints on the students who are either accepted in a co-operative education route or are granted permission to take a graduate work term. A recommendation for a co-operative education placement requires the approval of both the student's unit and FGSR.</p> <p>Students in a co-operative Education Program will be required to register in at least 6 credit hours (or equivalent) for each of two work semesters in a work placement for a total of 12 credit hours (or equivalent). Each work semester will be graded (Pass/Fail). Students may be required to submit a report or make a formal presentation on their co-operative work term which will be subject to academic review to assess its merits.</p> <p><i>Units that do not have a co-operative Education Route may offer a Graduate Work Term course. Instructions on how to create these courses is described at (link to instructions TBD). Graduate Work-Term classes will be in addition to the student's program and will not replace required courses in the student's program.</i></p> <p>Remuneration provided to the student during the course of the placements is expected to be consistent with pay provided to regular employees undertaking similar responsibilities.</p> <p>International students who wish to participate in a Co-op Route program or for Graduate Work Term classes must apply for a Work Permit as well as a Study Permit. Please refer to Citizenship & Immigration Canada's (CIC) regulations.</p>
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Rationale: Several units have a co-operative education component with their Masters degrees (for example Engineering, Computer Science, JSGS and Business). For all but JSGS, the unit offers a Co-operative Education (co-op) route, separate from either the course-based route or the thesis route (JSGA actually offers competitive, optional Internships). In these programs the students apply to a separate co-op route and are required to complete a two co-op work terms to get their degree. Many other units on campus also wish to be able to offer a co-op opportunity to their students, but without creating a separate route.

There are some concerns with the co-op routes. First, units without a co-op route would need to create a new degree program for every program in which students wish to do a co-op. Administratively this would be very difficult to create and maintain. Second, since the co-op routes require the students to complete work terms, if the student does not get a work placement, they need to transfer out of the program. This creates confusion with students

switching between programs. Third, some departments found that the co-op program was limiting student choice, since students must decide between a co-op route and thesis route. Finally some departments were worried that the co-op route was not as academically rigorous as the other routes.

In the past FGSR offered a course GRST 600 – Single work term. This course was eliminated in June 2015 with the following justification:

“Canada, Immigration and Citizenship (CIC) rules, the Single Work Placement is no longer an option. New CIC rules indicate that a work placement must be a required component of the program, of which the Single Work Placement is not. The largest users of the Single Work Placement have been international students.”

In 2016 Computer Science initiated changes to their co-operative education route. Mathematics and Statistics approached FGSR wanting to address some of the issues with co-operative education programs. In January of 2017 the Faculty of Arts proposed creating a Graduate Co-operative Education Designation that would allow Co-operative Education opportunities for their students without the creating separate programs while complying with CIC regulations. FGSR believes that the approach coming from Arts would also address the concerns that Computer Science and Math and Stats have with their co-op program. These motions are a potential way to implement graduate co-operative education opportunities at the U of R that is standardized across the units that do not have co-op degrees.

Policy Overview

We propose that FGSR maintain a list of Graduate Work Term courses if a student completes one of these classes then the student will be awarded the “Co-operative Education Designation”.

Units interested in allowing their students earn a co-operative education designation on their degree can create graduate level co-operative education classes. The structure of these classes is set out in the next motion.

A student who completes the classes set by the unit will earn the designation “Graduate Co-operative Education” on their parchment. These courses are essential to earn the designation, and hence become essential to the student’s program. (This has been confirmed with both UR International and the Career Office.)

Units are under no obligation to allow their students to do pursue a graduate co-op and can refuse to sign off on either a student or a specific work placement.

Rationale for Details

1. The line “The co-operative work program is completed in lieu of other graduate requirements currently in place including a thesis, project or internship/placement.” was cut because this is not how our programs are currently constructed and it seems that it is not how the units want them to be.
2. In the current version students are required to register in 6 credits hours, this has been changed to 6 credit hours, or equivalent. The Levene GBS co-op courses are MBA 801/802 which are 0 credit courses that are designated as full time; this is the “or equivalent”.
3. The line “Students in project-based programs will register in 6 credits hours for one semester”. This is to align with the removal of “co-op program is completed in lieu of other graduate requirements”.
4. We reduced the information about the co-op report. The co-op report requirement should be set by the unit and details of how it is graded don’t belong in the calendar.

We removed the reference to Graduate Work Experience since this has been gone for 2 years and this new program replaces it.

(end of Motion 2)

MOTION 3: Graduate Co-operative Course Policy

That the following policy be adopted to create graduate co-operative courses outside of a graduate co-operative program effective 201810.

PROPOSED

Policy Document for the Creation of Graduate Work Term Courses

Units may choose to create graduate-level Work Term Courses, this document details the requirement for these classes. In the first section we give suggested course descriptions for Graduate Co-op Work term. The second section states the requirements for these courses and the final section are suggested optional conditions units may want to add to their graduate work term courses.

1. Course Descriptions for Graduate Work Term Courses

XXXX 601 Graduate Co-op Work Term I (6 credit hours)

This is the first one semester graduate work experience placement for graduate students in XXXX. To register in this class a student must be in good standing and enrolled full-time in a Master’s program in XXXX. A student who completes both XXXX 601 and XXXX 602 will have the designation “Co-operative Education” added to their degree.

Prerequisite: two graduate level classes.

XXXX 602 Graduate Co-op Work Term II (6 credit hours)

This is the second one semester graduate work experience placement for graduate students in XXXX. To register in this class a student must be in good standing and enrolled full-time in a Master's program in XXXX. A student who completes both XXXX 601 and XXXX 602 will have the designation "Co-operative Education" added to their degree.

Prerequisite: XXXX 601.

2. Required Conditions for Graduate Work Term Classes

1. Any Graduate Work Term class will be graded as a credit/no credit course.
2. Any Graduate Work Term course will be 6 credits (and thus counts for full-time registration).
3. Graduate Work Term courses will not replace courses or requirements in a student's program.
4. Graduate Work Term classes are only available for Masters students, not PhD students.
5. Students will pay tuition or a fee to participate in the co-op program. Tuition will be assessed in the semester in which the student is registered in their work term equivalent to the undergraduate co-op fees, plus all mandatory student fees, as well as the international surcharge where applicable.
6. Students who have completed all formal credit hours of their graduate degree program are not eligible to take a Graduate Work Term course. Students cannot take a Graduate Work Term course in their final semester of study or if they are registered in the Maintenance of Status course.
7. Students need special permission to take additional classes while enrolled in Graduate Work Term classes.

3. Suggested Conditions

1. Units may add additional prerequisites for these classes. We suggest that if a unit want to have a grade requirement (beyond being in good standing) that the requirement be a minimum CGPA (as opposed to a minimum grade in every class, or a minimum grade in a set number of classes).
2. If a unit requires students to submit a work report or give a presentation, then this should be part of the course description.
3. We recommend that the conditions placed on students to do a co-op work-term should be satisfied before they look for a job. This is to avoid having a student refused for co-op after they have secured a job.

Rationale:

We are setting a suggested frame work for Graduate co-op Work Term courses so that these courses are similar in terms of cost to student, credits student receive and who may take them across campus. This is both for fairness to the students in different program and to reduce the complexity of the administration of these classes.

Rationale for the required conditions:

1. Most work terms are not graded, so a credit/no credit grading scheme is standard for work terms.
2. We want each graduate work term to be 6 credits that are additional to the student's program. There are several reasons for this. First is that the 12 credits is meant to reflect the work that a student does on their co-op term and the work that goes into earning the co-operative education designation. This work is valuable. Second, 6 credits is considered a full-time registration for graduate students so a student taking a co-op work term would have full-time status. Third, it makes this co-operative education consistent with the Engineering and CS co-operative education program. Finally, we have found that 0 credit courses can cause issues, for example every student enrolled in 0 credits for a semester needs to get a letter from FGSR confirming that they are registered as a full-time student to get the tax benefit of being a student.
3. We do not want graduate work term courses to replace courses or requirements in a student's program. Work terms are valuable and add to a student's degree, but are typically not equivalent to graduate-level academic work. Some units have found that replacing requirements with a co-op course affects the academic quality of the program. Finally, we don't have an effective way to assess the academic quality of a co-op work terms or a way to deal with the situation where a student's work term is less academic than expected.
4. Our current policy only allows for co-op for masters students. Expanding this program to doctoral student is an option, but would require input across campus. It may harm the academic quality or reputation of our PhDs, or conversely, it may make the U of R a very attractive option to students. I don't know of other Canadian Universities with co-op program for PhD students, so this would be a significant departure and needs careful consideration.
5. It has been confirmed with the Office of Resource Management that applying the undergraduate co-op fee to the graduate co-op courses would be acceptable. (The undergraduate co-op fee for 2017 is \$871.) Alternately, students could pay the equivalent of 6 credits of graduate tuition (for 2017, this was \$1661). A different fee structure would require the approval of the Office of Resource Management and approval of the Board of Governors.
6. We do not want students on maintenance of status doing co-operative work terms, a student on maintenance is expected to be completing their degree

Rationale for the suggested conditions:

1. Many units want that Co-op is only available to students who are excelling academically. We would like that this be measured with a CGPA, this is both for consistency between

programs and with other FGSR regulations. We also recommend that the requirements and prerequisites for a graduate work term be completely satisfied before a student starts looking for a position. We want to avoid the situation where a student is hired, but then does not have the prerequisites for the graduate work term when their job is due to start.

2. Many units want that students give a presentation or write a work term report. This should be part of the course description. Units will need to designate who would grade this work.
(end of Motion 3)
-

MOTION 4: Graduate Transfer Credit Policy

That the Graduate Transfer Credit and Advanced Standing policy be changed effective 201820.

CURRENT

Advanced Standing

Advanced Standing is awarded to the student upon demonstration of acquired knowledge of a course's content through university or professional courses.

The student is given advanced standing but this does not reduce the number of credit hours or fees required by the existing program. The student simply substitutes another course or adds additional research hours in lieu. Advanced Standing has to be requested at the time of Admission or Reinstatement.

Transfer Agreements

The University of Regina participates in the following three main Canadian transfer agreements:

Canadian University Graduate Transfer Agreement (CUGTA). The Canadian University Graduate Transfer Agreement (CUGTA) is designed to provide students in good standing enrolled in a graduate degree or diploma program at a CAGS (Canadian Association for Graduate Studies) member University the opportunity to take courses offered at another member institution for transfer credit to the program at their institution. The form is available on the FGSR web site at <http://www.uregina.ca/gradstudies/forms/cugta.pdf> (100 KB)

Saskatchewan Universities Graduate Agreement (SUGA). University of Regina or University of Saskatchewan students who wish to take a course for credit in their program at the other University complete a SUGA form and have it signed by appropriate officials at the two universities. Students covered by this agreement will not pay tuition at the host institution, but will be required to pay any and all applicable incidental fees. The form is available on the FGSR

web site at <http://www.uregina.ca/gradstudies/forms/suga.pdf> (566 KB)
 Western Deans' Agreement (WDA) Graduate Student. A student in a graduate program at a university participating in the WDA is eligible for this category. Admission requires the recommendation of the Dean of the Faculty of Graduate Studies (or equivalent) at the home institution. This category is restricted to Master's or Doctoral candidates. The student completes a Western Deans' Agreement form and has it signed by appropriate officials at the both universities. Instructional fees are paid at the home institution. Although the University of Saskatchewan and the University of Regina are members of the Western Deans' Agreement, students enrolled at either Saskatchewan university are governed by the Saskatchewan Universities Graduate Agreement (SUGA) when taking courses in the home province. If a student is otherwise not eligible for consideration under the WDA (some courses are exempt or some universities will not accept the course for transfer credit), the University of Regina, at its discretion, may permit the student to apply and register as a non-degree student paying tuition and associated fees here. The form is available on the FGSR web site at: <http://wcdgs.ca/western-deans-agreement.html> (137 KB)

Transfer Credit

Transfer Credit is awarded when a student has successfully completed coursework at this or another accredited institution of higher education. This coursework may be transferred to the student's program at the University of Regina and reduces the overall program and fees by the number of courses accepted.

Transfer credit only applies to courses that have not been used to satisfy another academic credential.

Transfer Credit at time of Admission or Reinstatement. A student admitted into a graduate program at the University of Regina may request transfer of graduate level courses successfully completed through a recognized graduate program here or elsewhere and deemed relevant to the current program. Transfer credit is not given for thesis/project work completed at another institution. Transfer credit will not be granted for any grade less than, or equivalent to, 70%.

For non-course based programs, a student may request transfer of up to 40% of the credit hours of course work required for the U of R program. For course-based programs, transfer credit may not exceed one third of the student's program.

Joint International Programs are the exception where a student completes up to half (50%) of a program at a partner institution and the remainder including the project or capstone exercise at the University of Regina.

Requests for consideration of transfer credit for completed courses are to be made by the student to the academic unit at the time of application to a graduate program. The academic unit will then make a recommendation to FGSR. It is the responsibility of the student to provide sufficient information on the nature of the program and course for which transfer credit is being

requested in order for a judgment to be made about its acceptability and the credit to be assigned to it. After having reviewed the above information, the Head of the academic unit will provide a recommendation to FGSR, along with the supporting documentation described. In the event of a dispute, the final decision on individual requests will be made by the FGSR Office.

Transfer Credit (Incoming Student). A student registered in a graduate program in an accredited university who wishes to take a limited number of graduate courses at the University of Regina for transfer credit. Admission to this category requires a letter of permission from the Dean of the Faculty of Graduate Studies (or equivalent) at the student's home university or an official agreement form (i.e. Canadian Universities Graduate Transfer Agreement).

Transfer Credit Student (Outgoing). The student must be in good standing in a Master's or Doctoral program at the University of Regina. Students must seek prior approval for the course(s) to be credited towards their University of Regina program, otherwise the course will be considered extra to the program. Requests are made through the corresponding academic unit which, if supportive, forwards the request to the Dean of FGSR for consideration. The student must complete the applicable form (WDA, SUGA, or request a letter of permission). If a student is taking courses under the Western Deans' Agreement, the student must register in GRST 995 at this campus. As part of the agreement, there are no tuition fees at the host institution, but incidental fees may apply. If the student/course is not eligible for consideration under one of the formal agreements, the host university may permit the student to take courses as a Visiting student (or equivalent) according to that university's normal regulations. The student registers through the designated host University and arranges for an official transcript to be forwarded to FGSR once the course has been completed. Doctoral students are still required to register at the U of R.

PROPOSED

1 Advanced Standing and Transfer Credit

1.1 Advanced Standing

Advanced Standing may be awarded to a student upon demonstration of acquired knowledge of a course's content through university or professional courses. Advanced standing does not reduce the number of credit hours required by the program or the student's tuition and fees. The student substitutes the credit hours for which advanced standing has been awarded with either GRST 994 AA-ZZ, courses from the list of possible electives of the program, or additional research hours.

Advanced Standing may be awarded for courses that have been used to satisfy another academic credential. A student may request advanced standing for no more than 40% of the credit hours of course work required for the University of Regina program.

The granting of advanced standing shall be decided by the student's unit (by the graduate coordinator, if applicable). The student applies for advanced standing directly to their unit and

the unit makes a recommendation to FGSR. Some programs have predetermined the advanced standing for typical designations (check with the appropriate unit for more information).

1.2 Transfer Credit

Transfer Credit may be awarded when a student has successfully completed graduate-level coursework at the University of Regina (while registered in a different program) or at another accredited institution of higher education either during or prior to starting their program at University of Regina. This coursework may be transferred to the student's current program at the University of Regina, this reduces the number of credits hours required by the student's program and the student's tuition. Transfer credit only applies to courses that have not been used to satisfy another academic credential.

Transfer credit will only be granted for graduate-level courses from accredited universities deemed relevant to the student's current program. To receive transfer credit for a class, the student's grade in that class must be at least equivalent to 70%. No more than 40% of the course work credit hours required by the student's program may be granted as transfer credit from courses taken outside of the University of Regina (there is an exception for some Joint International Programs). Transfer credit is not given for thesis or project work that was completed at another institution prior to starting a program at University of Regina. Grades obtained in courses taken at other universities are not included in the calculation of the grade point average for graduation. For graduate courses taken within the University of Regina, the student's unit determines the number and type of transfer credits that may be applied to the student's program. The grade of each course accepted as transfer credit will be included in the grade point average for graduation.

Transfer credits shall be determined by the student's unit (by the graduate coordinator if applicable). The student applies directly to their unit and the unit recommends to FGSR which courses will be accepted as transfer credit. This is done on a case-by-case basis, since course equivalences for graduate courses can vary greatly between years and instructors. The student's unit and FGSR reserve the right to deny transfer credit for a variety of reasons, including that the course was taken far enough in the past that the material could be considered out of date.

1.3 Procedures to Apply for Advanced Standing or Transfer Credit

It is the student's responsibility to apply for transfer credit and FGSR's decision about transfer credit is final.

1.3.1 Transfer Credit or Advanced Standing Earned Prior to Program

Advanced standing and transfer credit for courses or credentials completed before a student starts their program at the University of Regina must be requested by the student no later than the first semester of the student's program at the University of Regina, preferably, at the time of Admission or Reinstatement. A [Request for Transfer Credit or Advanced Standing] should be submitted either with the student's application for admission to FGSR, or directly to the

Graduate Coordinator (or equivalent) for the student's program.

The Graduate Program Coordinator (or equivalent) will determine for which courses advanced standing or transfer credit will be granted, and also which courses (or research hours) the student will take to replace the courses for which advanced standing has been granted.

1.3.2 Transfer Credit Earned Mid-Program

1.3.2.1 *University of Regina Students at other Institutions*

A University of Regina graduate student in good standing may take courses at another institution during their program for transfer credit at the University of Regina. Students must seek prior approval for the courses to be credited towards their University of Regina programs, otherwise the course will be considered extra to the program.

If the host institution is a participant in one of the three main Canadian transfer agreements (Canadian Universities Graduate Transfer Agreement, the Western Deans' Agreement Graduate Student, or Saskatchewan Universities Graduate Agreement), then the student must complete the applicable form. More details about these agreements and links to the application forms are in the following section.

If the student or course is not eligible for consideration under one of the formal agreements, the student must submit a [Letter of Permission for Visiting Students Incoming or Outgoing] to the student's academic unit which, if supportive, forwards the request to the Dean of FGSR for consideration. In this case, the host university may permit the student to take courses as a Visiting Student (or equivalent) according to that university's normal regulations. Then the student registers through the designated host University and arranges for an official transcript to be forwarded to FGSR once the course has been completed.

Note that international and doctoral students are still required to register at the University of Regina every semester. Permission to take a course at another institution does not constitute a registration at the University of Regina

1.3.2.2 *Students from other Institutions at the University of Regina*

A student registered in a graduate program at another accredited institution may take graduate courses at the University of Regina for transfer credit at their home institution. If the student's home institution is a member of an official agreement (i.e. Canadian Universities Graduate Transfer Agreement, the Western Deans' Agreement Graduate Student, or Saskatchewan Universities Graduate Agreement), then the student completes the appropriate form. Details about these agreements and links to the application forms are in the following section.

Otherwise the student requires a letter of permission from the Dean of the Faculty of Graduate Studies (or equivalent) at the student's home university and must also complete a [Letter of Permission for Visiting Students Incoming or Outgoing].

1.4 Transfer Agreements

The University of Regina participates in the following three main Canadian transfer agreements:

- a) **Saskatchewan Universities Graduate Agreement (SUGA).** University of Regina or University of Saskatchewan students who wish to take a course for credit in their program at the other University complete a SUGA form and have it signed by appropriate officials at the two universities. The form is available on the FGSR web site at <http://www.uregina.ca/gradstudies/forms/suga.pdf>. Students covered by this agreement will not pay tuition at the host institution, but will be required to pay incidental fees.
- b) **Western Deans' Agreement (WDA) Graduate Student.** A student in a graduate program at a university participating in the WDA is eligible for this category (unless they are included under SUGA). Admission requires the recommendation of the Dean of the Faculty of Graduate Studies (or equivalent) at the student's home institution. The student completes a Western Deans' Agreement form which is available at: <http://wcdgs.ca/content/dam/ex/wcdgs/Western-Deans-Agreement.pdf>. Instructional fees are paid at the home institution.
- c) **Canadian University Graduate Transfer Agreement (CUGTA).** The Canadian University Graduate Transfer Agreement (CUGTA) is designed to provide students in good standing enrolled in a graduate degree or diploma program at a CAGS (Canadian Association for Graduate Studies) member University the opportunity to take courses offered at another member institution for transfer credit to the program at their institution. This program applies to universities not covered by either SUGA or WDA. The form is available on the FGSR web site at: <http://www.uregina.ca/gradstudies/forms/cugta.pdf>

Rationale: There are two major changes with this new policy.

First, if a student transfer between two programs, both at the University of Regina, then the unit into which the student is transferring determines which courses will be accepted for credit with no limit on the number of courses that may be transferred. In the current policy the number of courses that may granted through transfer credit is capped at 40% of the student's program. This is often not appropriate for a student transferring between two programs with similar courses.

Second, we currently do not have a clear process for applying for advanced standing or transfer credit. The new policy clearly describes how to apply for advanced standing and transfer credit. We have also created a form for students to complete when they want to be consider for either advanced standing or transfer credit.

(end of Motion 4)

3. Faculty of Science

MOTION 5: Program Suspension – MHIM

That the Master of Health Information Management (MHIM) program be suspended effective 201730.

Rationale: The funding for the new hire who was expected to support this program is no longer available. Without this hire it is not possible to offer this program.

(end of Motion 5)

FOR INFORMATION ONLY

1. COURSE CHANGES

EC&I 924 – Issues in Curriculum Theory (3)

This course will consider issues central to the understanding of curriculum as it relates to current educational settings.

Prerequisite: EC&I 804

**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
September 27, 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

To revise the BA major in Linguistics effective **201730** 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, CREE 206, DAK 206, DENE 206, NAK 206 or SAUL 206. 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,	

Credit hours	BA Linguistics major, required courses	Student's record of courses completed
	450, 452, 460, SOST 201, ECON 224	
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 311	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
EINL 225	Indigenous Language Arts
EINL 325	Bilingual/Bicultural Language Processes
ELNG 316	Language Awareness

OTHER COURSES IN LINGUISTICS	
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.

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.

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.

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.

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

That, the Visual Education Minor in the Secondary Program be modified, effective **201730**, 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**

16.13.1.4 BSc Combined Major in Computer Science and Mathematics

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

Credit hours	BSc 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 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	

Credit hours	BSc Combined Major in Computer Science and Mathematics, required courses	Student's record of courses completed
3.0	MATH 222	
3.0	MATH 223	
3.0	MATH 305	
3.0	MATH 312	
3.0	MATH 327	
3.0	STAT 160 or 200	
3.0	Three courses from: MATH 301, 322, 323, 329, 381, 429 , CS 350, 410, 411, 412	
3.0		
3.0		
75.0	Subtotal	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	
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

16.13.1.5 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	

Credit hours	BSc Honours Combined Major in Computer Science and Mathematics, required courses	Student's record of courses completed
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 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	

Credit hours	BSc with major in Mathematics and Computer Science, required courses	Student's record of courses completed
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	
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	

Credit hours	Honours BSc Mathematics and Computer Science major, required courses	Student's record of courses completed
3.0	MATH 327	
3.0	STAT 160	
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 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.

2. ITEM FOR INFORMATION

The Faculty of Arts has transferred responsibility for ARTS 010 to Student Affairs – Student Success Centre **effective 201810**.

ARTS SSW 010

0:2-0

Critical Reading for International Students Strategies

This course focuses on critical reading strategies for international students whose first language is not English. Students receive direction in interpreting a variety of texts from different disciplines and genres in order to familiarize them with the expectations of university level reading.

Note: This course is graded on a Pass/Fail basis

The following templates will be updated in the Undergraduate Calendar:

5.13.10 ACADEMIC RECOVERY PROGRAM

5.13.10.5 Time Commitment

Each week students will attend:

ARTS <u>SSW</u> 010 (semester 1) and ACAD 100 (semester 2):	3 hours
0-2 electives:	0-6 hours
Academic support workshops:	2-3 hours
Group Advising:	2 hours
Personal professional development:	3 hours
Total:	10-17 hours a week plus homework and study time

9.2.1 ARTS TRANSITION PROGRAM (ATP)*

All students admitted, or re-admitted, to the Faculty of Arts with a UGPA below 60% are required to complete successfully the Arts Transition Program. This is a two-semester program, structured as follows:

Semester 1	Semester 2
ARTS <u>SSW</u> 010 (0 credit hours)	ACAD 100 (3 credit hours)
ARTS 099 (0 credit hours)	ENGL 100 (3 credit hours)
Faculty of Arts course (3 credit hours)	(optional) Faculty of Arts course (3 credit hours)
Faculty of Arts course (3 credit hours)	Student Success Workshops
Student Success Workshops	

...

Students participating in the program are required to:

- Attend all scheduled Student Success Workshop sessions;
- Complete weekly reflection journals (such journal entries must meet a minimum standard);
- Attain a minimum of 60% in each credit course;
- Receive a P (pass) in Arts ~~SSW~~ 010; and,
- Receive a P (pass) in Arts 099.

(End of Report)

Submitted by: Coby Stephenson, Registrar's Office

on behalf of Liz Domm, CCUAS, Acting Chair

June 18, 2017

Re-submitted by Coby Stephenson, Registrar's Office

On behalf of Adrian Pitariu, CCUAS, Acting Chairs

September 11, 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.

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



Report

TO EXECUTIVE OF COUNCIL

September 27, 2017

FROM THE JOINT COUNCIL AND SENATE COMMITTEE ON CEREMONIES

1. ITEMS FOR APPROVAL

1.1 Honorary Degree Candidate for Addition to the Approved Roster

(CONFIDENTIAL – to be distributed at the meeting)

Motion 1: That the honorary degree candidate for addition to the Approved Roster, *appended to the University's official file*, be approved.

Due to the confidential nature of this information, the candidate's name and biography are detailed in the report distributed at the start of the meeting.

CATEGORIES OF NOMINATION

The Ceremonies Committee took the following considerations into account when selecting candidates for nomination to Executive of Council and Senate:

1. A Saskatchewan or prairie figure, well known and respected regionally for distinguished work which has earned him or her a reputation in public service.
2. A distinguished person from a professional field or the creative arts field who is recognized as having achieved a reputation for excellence.
3. A scientist, humanitarian, public servant or public figure who is recognized nationally or internationally for distinguished work and reputation.
4. A visionary leader whose presence at Convocation would be inspiring to the graduating class.
5. On occasion, special efforts may be made to mark the time or circumstance by placing special emphasis on some particular field of endeavour. This occasion or circumstance should be specified.

3.1 Exclusion list:

The following persons are not eligible for consideration for an honorary degree:

- Current members of the Board of Governors or Senate (excluding Chancellors Emeriti);
- Current or recent members of the faculty or staff of the University;
- Current students;
- Holders of elected office at any level (such as municipal, provincial, or federal).

Prepared by:
Coby Stephenson
Registrar's Office

On behalf of:
Dr. Vianne Timmons, Chair

September 12, 2017