AGENDA

EXECUTIVE OF COUNCIL

Date: 17 January 2018
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 24 January 2018

A meeting of Executive of Council is scheduled for 24 January 2018, 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 22 November 2017** - *circulated with the Agenda*

3. **Business Arising from the Minutes**

4. **Remarks from the Chair**

5. **Report of the University Secretary**

6. **Reports from Committees of Council**
   6.1   Council Committee on Academic Mission, Verbal Update
   6.2   Council Committee on Budget, Appendix I, pp. 3-5
   6.3   Council Committee on the Faculty of Graduate Studies and Research, Appendix II, pp. 6-18
   6.4   Council Committee on Undergraduate Admissions and Studies, Appendix III, pp. 19-90

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

AGENDA

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   Update on Congress 2018, Verbal Update
- 9.2   TRC Response Working Group, Verbal Update
- 9.3   Student Appeals, For Discussion*, distributed at the meeting*

10. **Adjournment**

UNIVERSITY OF REGINA COUNCIL
COUNCIL COMMITTEE ON BUDGET

ITEM FOR APPROVAL

Subject: Revision to the Terms of Reference for the Council Committee on Budget

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Motion: Revision to the Terms of Reference

To revise the Terms of Reference for the Council Committee on Budget as follows:

As a voice of Council on the ~~academic mission~~ budgetary matters of the University, the Council Committee on Budget shall advise the President on matters relating to the University budget and its allocation with respect to practices, policies, planning and priorities.

Membership:

8 members of Council, employed by University of Regina, with no more than 2 members representing a Faculty or Academic Unit

2 students, appointed by URSU and GSA, respectively

Ex officio: Provost and Vice-President (Academic), Vice-President (Administration) and Vice-President (Research)

Resource: Vice-President (Administration) office

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. In cases where the Council Committee on Undergraduate Admissions and Studies, the Council Committee on the Faculty of Graduate Studies and Research or Executive of Council is not satisfied with a Unit's response to resource issues, or one of these bodies determines that implementation of a new program or program change requires resources

beyond those currently available to the Unit(s) offering the program, Council Committee on Budget will evaluate the proposal for recommendation to Executive of Council.
~~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.

Rationale
The first change was discussed in CCB in September 2016. It is very likely that the current language "academic mission" was inadvertently carried over from the ToR of the CCAM when both Council Committees were first created. The change to "budgetary matters" captures the essence of CCB mandate and responsibilities.

The second change was discussed in the last meeting of academic year 2016-2017, held in May 2017. University of Regina and Federated Colleges hold a valuable partnership in achieving their academic missions. This is expressed in the joint responsibility of delivering many academic programs and the dedication of all partners to provide the best possible student experience in our campuses. However, it is important to note that the budgeting processes of the University and the Federated Colleges are independent and separate. In addition, the University and Federated Colleges receive separate government operating grants and the final budgetary decisions ultimately rest with their respective Board of Governors/Regents. Unlike some of the other council committees that deal with issues of common interest such as programing, CCB is solely responsible for advising the President on the University of Regina Budget and not the budgets of the Federated Colleges. In other words, the CCB advice to the University President pertains only to allocation of resources within the University. To ensure the proper voice and representation in decision making pertaining the University's budgetary issues, the proposed change opens CCB membership to those members that are first and foremost affected by its decisions, namely University of Regina employees.

The third proposed change is in light of recent revision to "Academic Program Approval Process" as it was proposed by CCAM and approved at the Executive of Council on September 27, 2017. It is important that the CCB's Terms of Reference are aligned with the process in effect. In addition, the proposed language provides more clarity on the order of business - i.e., CCB considers the budgetary implications of new and substantially revised programs once the Council Committees responsible for programming (CCUAS and CCFGSR) have deliberated and decided on their academic merits.

Council Committee on Budget Report
Fall 2017

At the time this report was submitted (Dec 20, 2017), CCB has met each month of the Fall term. Approved minutes of CCB meetings are available at
https://www.uregina.ca/president/governance/council/CCB.html

CCB is pleased to report the following issues of interest for the members of Council.

As reported to Council in April 2017 and to the Executive of Council in June and Sep 2017, last year CCB has discussed in a number of occasions the surpluses carried forward on Special Purpose Accounts. All money in these accounts is designated and committed for specific projects, most of it earned by the individual units/faculties. CCB has decided that the balances of these accounts are reported to CCB annually, at its September meeting. To that effect CCB received the report for Fiscal Year 2016-17 in September. This information is publicly available, as part of minutes of Sep 25, 2017 CCB meeting.

The Budget Team has advised and discussed with CCB the approach on University's Borrowing Plan. More specifically, the University was looking at best ways to consolidate the existing debt (mortgages) as a cost saving measure. Upon KPMG's advice, solicited through an RFP open process, the use of a Bond instrument versus a traditional mortgage, presents a number of advantages in terms of lower interest rates and payment flexibility. As a result, University proceeded with consolidating the debt, using Bonds as a borrowing instrument. In early December University secured a private placement of C\$ 79 M with very favorable terms (40 year term at 3.349% interest rate).

The Budget Team has advised and discussed with CCB, University's move into negotiations with respect to acquiring the buildings at Regina Research Park that are currently owned by SOCO on behalf of the Government of Saskatchewan. The university will only proceed with the acquisition if the rate of return is suitable for the University.

**FACULTY OF
GRADUATE STUDIES
& RESEARCH**

REPORT TO EXECUTIVE OF COUNCIL – January 24, 2018

**From the January 8, 2018 Faculty of Graduate Studies and Research
Council Committee Meeting**

APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL

1. Faculty of Education

MOTION 1:   Program Name Change
That the Educational Administration (EADM) program be renamed to Educational Leadership (EDL) effective 201830.

Current	Proposed
Educational ~~Administration~~ The following programs are available to serve the needs of practicing school administrators and those who wish to prepare for a career in educational ~~administration.~~	Educational *Leadership* The following programs are available to serve the needs of practicing school administrators and those who wish to prepare for a career in educational **leadership**.

Current Master of Education Degree Program - Thesis Route	Cr Hrs	Proposed Master of Education Degree Program - Thesis Route	Cr Hrs
EADM 819	3	*EDL* 819	3
EADM 8xx*	3	*EDL* 8xx*	3
EADM 8xx*	3	*EDL* 8xx*	3
One of ED 800, 801, 810, 815, 816, 817	3	One of ED 800, 801, 810, 815, 816, 817	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. Any of the EADM 8xx or Electives can be done as independent study course		*Electives selected with the approval of the thesis supervisor. Any of the *EDL* 8xx or Electives can be done as independent study course	

Current Master of Education Degree Program - Project Route	Cr Hrs	Proposed Master of Education Degree Program - Project Route	Cr Hrs
EADM 819	3	*EDL* 819	3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3	One of *EDL* 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3	One of *EDL* 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3
EADM 8xx	3	*EDL* 8xx	3

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EADM 8xx	3	*EDL* 8xx	3
One of ED 800, 801, 810, 815, 816, 817	3	One of ED 800, 801, 810, 815, 816, 817	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**

Current Master of Education Degree Program - Practicum Route	Cr Hrs	Proposed Master of Education Degree Program - Practicum Route	Cr Hrs
EADM 819	3	*EDL* 819	3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3	One of *EDL* 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3	One of *EDL* 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3
EADM 8xx	3	*EDL* 8xx	3
EADM 8xx	3	*EDL* 8xx	3
One of ED 800, 801, 810, 815, 816, 817	3	One of ED 800, 801, 810, 815, 816, 817	3
Elective 8xx	3	Elective 8xx	3
Elective 8xx	3	Elective 8xx	3
ED 902**	6	ED 902**	6
ED 903 (optional)	0	ED 903 (optional)	0
TOTAL	**30**	**TOTAL**	**30**
*The practicum in the EADM route will have a value of 6.0 credit hours and has the expectation of 200 or more field hours to complete the practicum. Time taken to write the report is not to be considered as part of the 200 field hours. The practicum report will be submitted before the end of the semester following completion of the field hour requirement.		*The practicum in the *EDL* route will have a value of 6.0 credit hours and has the expectation of 200 or more field hours to complete the practicum. Time taken to write the report is not to be considered as part of the 200 field hours. The practicum report will be submitted before the end of the semester following completion of the field hour requirement.	

Current Master of Education Degree Program - Course Based Route	Cr Hrs	Proposed Master of Education Degree Program - Course Based Route	Cr Hrs
EADM 819	3	*EDL* 819	3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3	One of *EDL* 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3	One of *EDL* 811, 812, 814, 815, 816, 817, 818, 822, 825, 826	3
EADM 8xx	3	*EDL* 8xx	3
EADM 8xx	3	*EDL* 8xx	3

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EADM 8xx	3	*EDL* 8xx	3
One of ED 800, 801, 810, 815, 816, 817	3	One of ED 800, 801, 810, 815, 816, 817	3
Elective 8xx	3	Elective 8xx	3
Elective 8xx	3	Elective 8xx	3
Elective 8xx	3	Elective 8xx	3
TOTAL	**30**	**TOTAL**	**30**

Rationale:

The term "Educational Administration" has become antiquated; often associated with traditional understandings of education where the work of the school principal is more about managing the bureaucracy of institutions. More contemporary research on school effectiveness, however, highlights the important role school principals play as instructional leaders. Leadership competencies that focus more on relationship and culture building have gained prominence and we are seeing a stronger focus on the role of principal as lead learner in the school. It is this understanding of the work of school leaders that has underpinned much of the new course development in the existing EADM program, most of which have already adopted the frame of Educational Leadership.

(end of Motion 1)

MOTION 2: Course Changes

That the following EADM course titles and/or descriptions change to EDL effective 201830.

EADM 811 – Supervision in Education
EADM 812 - Administration of the Educational Program
EADM 814 - Legal Aspects of School Administration
EADM 815 - Economics of Education
EADM 816 – Education Planning
EADM 817 – The Politics of Education
EADM 818 - Ethics in Education Administration
EADM 819 - Administrative Behavior in Education
EADM 820 - Leadership and Administration of Instructional Technology Within Education
EADM 821 – Leadership of Community Schools
EADM 822 - Introduction to Human Resource Administration in Education
EADM 823 - Labour Relations and Labour Law in Education
EADM 824 – The Employee Life Cycle in Education
EADM 825 – Learning and Assessment Leadership
EADM 826 – Leadership Development in Education
EADM 827 – Selected Issues in Educational Leadership
EADM 828 – Leadership for Inclusive Education
EADM 870AA-ZZ - Educational Administration Experimental Courses
EADM 890AA-ZZ - Educational Administration Directed Reading Courses
EADM 940 - Administrative Theory, Analysis and Practice

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Current	Proposed
~~EADM~~ 811 Supervision in Education (3) The study and application of supervision theory involving professional personnel including an analysis of the role of the supervisor, formal and informal structures and processes, supervision in effective schools, adult development and learning, various supervision models, and personnel evaluation.	***EDL*** 811 Supervision in Education (3) The study and application of supervision theory involving professional personnel including an analysis of the role of the supervisor, formal and informal structures and processes, supervision in effective schools, adult development and learning, various supervision models, and personnel evaluation.
~~EADM~~ 812 - ~~Administration of~~ the Educational Program (3) An examination of trends and issues in school organization, of program development, pupil personnel policies, utilization of resources, program assessment and public support.	***EDL*** 812 *** - Leading*** the Educational Program (3) An examination of trends and issues in school organization, of program development, pupil personnel policies, utilization of resources, program assessment and public support.
~~EADM~~ 814 ~~Legal Aspects of~~ School Administration (3) An examination of the legal context ~~of school administration, the legal status of pupils, teachers, administrators, and employers with reference to rights and responsibilities.~~	***EDL*** 814 School ***Leadership and the Law*** (3) An examination of the legal context ***and its impact on school actors including in-school leaders, teachers, students, and parents. Particular emphasis will be placed on rights, responsibilities, and relationships.***
~~EADM~~ 815 - Economics of Education (3) A study of educational ~~financing,~~ including~~: basic economic concepts~~, analysis of revenues and expenditures~~; taxation; grant systems; federal government and transfer payments; role of the administration.~~	***EDL*** 815 - Economics of Education***al Finance*** (3) A study of educational ***finance*** including***: funding structures, the role of strategic plans in financial budgeting,*** analysis of revenues and expenditures, ***and an examination of issues impacting the educational funding policies including the accountability movement and changes in school board governance models over time.***
~~EADM~~ 816 Education Planning (3) An examination of various approaches to planning in modern organizations with particular emphasis on public education. Theoretical models, field projects, and practical considerations, will all be emphasized.	***EDL*** 816 Education Planning (3) An examination of various approaches to planning in modern organizations with particular emphasis on public education. Theoretical models, field projects, and practical considerations, will all be emphasized.
~~EADM~~ 817 The Politics of Education (3) This course examines the politics of education at the federal, provincial and local community levels. Emphasis will be given to both formal and informal decision-making processes, and the relationships among interest groups, school boards, local communities, the media, and provincial and federal political institutions.	***EDL*** 817 The Politics of Education (3) This course examines the politics of education at the federal, provincial and local community levels. Emphasis will be given to both formal and informal decision-making processes, and the relationships among interest groups, school boards, local communities, the media, and provincial and federal political institutions.
~~EADM~~ 818 Ethics in Education ~~Administration~~ (3) This course will involve a thorough study of ethical schools of thought and the application of these theories to educational ~~administration~~ concepts and applied contexts.	***EDL*** 818 Ethics in Education***al Leadership*** (3) This course will involve a thorough study of ethical schools of thought and the application of these theories to educational ***leadership*** concepts and applied contexts.
~~EADM~~ 819 ~~Administrative Behavior~~ in Education (3) An analysis of ~~administrative behavior~~ with reference to general systems theory, organization theory, cultural-social institutions, role theory, formal organizations, bureaucracy, goals and effectiveness, organizational control, conflict in organizations, stability, change, innovation and growth.	***EDL*** 819 ***Organizational Theory*** in Education (3) An analysis of the ***role of school leaders*** with reference to general systems theory, organization theory, cultural-social institutions, role theory, formal organizations, bureaucracy, goals and effectiveness, organizational control, conflict in organizations, stability, change, innovation and growth.

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~~EADM~~ 820 Leadership ~~and Administration~~ of Instructional Technology Within Education (3) The course will examine planning ~~and administration~~ for technology based learning and teaching. Emphasis will be on planning, organizational and social issues rather than technical implementation.	***EDL*** 820 Leadership of Instructional Technology Within Education (3) The course will examine ***principles of leadership*** and planning for technology based learning and teaching. Emphasis will be on planning, organizational and social issues rather than technical implementation.
~~EADM~~ 821 Leadership of Community Schools (3) The course will provide an overview of community education, its principles and best practices issues and challenges with specific emphasis on leadership issues in a Saskatchewan educational, social and cultural context.	***EDL*** 821 Leadership of Community Schools (3) The course will provide an overview of community education, its principles and best practices issues and challenges with specific emphasis on leadership issues in a Saskatchewan educational, social and cultural context.
~~EADM~~ 822 Introduction to Human Resource Administration in Education (3) Provides a theoretical overview to Human Resource Administration (HRA) issues increasingly faced by educational ~~administrators~~. The course will focus upon strategic HRA practices within the PreK-12 educational system, their impact upon the workplace and school environment, and will consider the implications of societal modernization and change.	***EDL*** 822 Introduction to Human Resource Administration in Education (3) Provides a theoretical overview to Human Resource Administration (HRA) issues increasingly faced by educational ***leaders***. The course will focus upon strategic HR practices within the PreK-12 educational system, their impact upon the workplace and school environment, and will consider the implications of societal modernization and change.
~~EADM~~ 823 Labour Relations and Labour Law in Education (3) This course provides school ~~administrators~~ with an understanding of theoretical and legislative issues related to labour relations in public ally funded education. Students explore the differences in dealing with teaching and non-teaching employees, and their representative groups; understand employee relations; and develop negotiation, conflict resolution, and collective agreement ~~administration~~ skills.	***EDL*** 823 Labour Relations and Labour Law in Education (3) This course provides school ***leaders*** with an understanding of theoretical and legislative issues related to labour relations in public ally funded education. Students explore the differences in dealing with teaching and non-teaching employees, and their representative groups; understand employee relations; and develop negotiation, conflict resolution, and collective agreement skills.
~~EADM~~ 824 The Employee Life Cycle in Education (3) The course will focus on the employee life cycle within the K-12 educational setting. Topics: human resource and labour market planning, job analysis, recruitment and retention, training and development, compensation models, succession and retirement planning, work-life balance, and coaching and mentoring designed to provide skills to positively support staff.	***EDL*** 824 The Employee Life Cycle in Education (3) The course will focus on the employee life cycle within the K-12 educational setting. Topics: human resource and labour market planning, job analysis, recruitment and retention, training and development, compensation models, succession and retirement planning, work-life balance, and coaching and mentoring designed to provide skills to positively support staff.
~~EADM~~ 825 Learning and Assessment Leadership (3) Leadership for learning and assessment will be explored, deepening understandings of basic concepts such as "learning" and "achievement" and how they are measured. Students will consider research that connects leadership to student learning and explore how leaders can work with colleagues to assess and improve student learning.	***EDL*** 825 Learning and Assessment Leadership (3) Leadership for learning and assessment will be explored, deepening understandings of basic concepts such as "learning" and "achievement" and how they are measured. Students will consider research that connects leadership to student learning and explore how leaders can work with colleagues to assess and improve student learning.
~~EADM~~ 826 Leadership Development in Education (3) This course will focus on applied research in educational leadership. Based upon a review of related literature, students will conduct research relevant to educational leadership in K-12 education. Topics will include educational leadership, self awareness and leadership,	***EDL*** 826 Leadership Development in Education (3) This course will focus on applied research in educational leadership. Based upon a review of related literature, students will conduct research relevant to educational leadership in K-12 education. Topics will include educational leadership, self awareness and leadership,

the role of leadership in schools, and the application of current leadership development models to the Saskatchewan school system.	the role of leadership in schools, and the application of current leadership development models to the Saskatchewan school system.
~~EADM~~ 827 Selected Issues in Educational Leadership (3) This seminar course will focus on applied research in educational leadership. Topics will include educational leadership, the role of leadership in schools, the application of current leadership development models to Saskatchewan school divisions and other contemporary leadership issues.	*EDL* 827 Selected Issues in Educational Leadership (3) This seminar course will focus on applied research in educational leadership. Topics will include educational leadership, the role of leadership in schools, the application of current leadership development models to Saskatchewan school divisions and other contemporary leadership issues.
~~EADM~~ 828 Leadership for Inclusive Education (3) This course focuses on principal leadership for inclusive education. Course content includes examination of dominant discourses of disability; fundamental principles and essential elements of inclusion; overview of outcomes of inclusive education; relevant legislation and policy direction; and applied research on administrative approaches to implement, support, and sustain inclusion.	*EDL* 828 Leadership for Inclusive Education (3) This course focuses on principal leadership for inclusive education. Course content includes examination of dominant discourses of disability; fundamental principles and essential elements of inclusion; overview of outcomes of inclusive education; relevant legislation and policy direction; and applied research on administrative approaches to implement, support, and sustain inclusion.
~~EADM~~ 870AA-ZZ Educational ~~Administration~~ Experimental Courses (3) Courses developed by instructors for eventual inclusion as regular courses in the Educational ~~Administration~~ Subject Area.	*EDL* 870AA-ZZ Educational *Leadership* Experimental Courses (3) Courses developed by instructors for eventual inclusion as regular courses in the Educational *Leadership* Subject Area.
~~EADM~~ 890AA-ZZ Educational ~~Administration~~ Directed Reading Courses (3) Courses developed by instructors as directed reading courses in the Educational ~~Administration~~ Subject Area.	*EDL* 890AA-ZZ Educational *Leadership* Directed Reading Courses (3) Courses developed by instructors as directed reading courses in the Educational *Leadership* Subject Area.
~~EADM~~ 940 ~~Administrative~~ Theory, Analysis and Practice (3) This course will explore contemporary theory and practice of ~~administration~~ with an emphasis on the relationship between theory and practice in the ~~administration~~ of educational institutions.	*EDL* 940 *Leadership* Theory, Analysis and Practice (3) This course will explore contemporary theory and practice of *educational leadership* with an emphasis on the relationship between theory and practice in the of educational institutions.

Rationale:
To align with the renaming of Educational Administration (EADM) to Educational Leadership (EDL).

(end of Motion 2)

2. Faculty of Engineering and Applied Science

MOTION 3:   Program Change
That the Master of Engineering in Electronic Systems Engineering (project and co-op) program be modified effective 201830.

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Current MENG ESE Project	Cr Hrs	Proposed MENG ESE Project	Cr Hrs
ENEL 800 – ENEL 884	3	ENEL 800 – ENEL 884	3
ENEL 800 – ENEL 884	3	ENEL 800 – ENEL 884	3
ENEL 7xx or 8xx	3	ENEL 7xx or 8xx	3
ENEL 7xx or 8xx	3	ENEL 7xx or 8xx	3
ENxx or related discipline 3xx – 8xx*	3	***ENEL 800 – ENEL 884***	3
ENxx or related discipline 3xx – 8xx*	3	ENxx or related discipline 3xx – 8xx*	3
ENxx or related discipline 3xx – 8xx*	3	ENxx or related discipline 3xx – 8xx*	3
ENxx or related discipline 3xx – 8xx*	3	ENxx or related discipline 3xx – 8xx*	3
ENGG 701	1	ENGG 701	1
ENGG 702	1	ENGG 702	1
ENGG 703	1	ENGG 703	1
ENEL 917 (may be taken over two semesters)	3	ENEL 917 (may be taken over two semesters)	3
Total	**30**	**Total**	**30**
* Up to four courses may be taken in related engineering or science disciplines relevant to the area of specialization and approved by ESE. Up to four courses may be taken at the 300/400 level and must be approved by ESE.		* Up to ***three*** courses may be taken in related engineering or science disciplines relevant to the area of specialization and approved by ESE. Up to ***three*** courses may be taken at the 300/400 level and must be approved by ESE.	

Current MENG ESE Co-op	Cr Hrs	Proposed MENG ESE Co-op	Cr Hrs
ENEL 800 – ENEL 884	3	ENEL 800 – ENEL 884	3
ENEL 800 – ENEL 884	3	ENEL 800 – ENEL 884	3
ENEL 7xx or 8xx	3	ENEL 7xx or 8xx	3
ENEL 7xx or 8xx	3	ENEL 7xx or 8xx	3
ENxx or related discipline 3xx – 8xx*	3	***ENEL 800 – ENEL 884***	3
ENxx or related discipline 3xx – 8xx*	3	ENxx or related discipline 3xx – 8xx*	3
ENxx or related discipline 3xx – 8xx*	3	ENxx or related discipline 3xx – 8xx*	3
ENxx or related discipline 3xx – 8xx*	3	ENxx or related discipline 3xx – 8xx*	3
ENGG 701	1	ENGG 701	1
ENGG 702	1	ENGG 702	1
ENGG 703	1	ENGG 703	1
ENEL 917 (may be taken over two semesters)	3	ENEL 917 (may be taken over two semesters)	3
Total	**30**	**Total**	**30**
* Up to four courses may be taken in related engineering or science disciplines relevant to the area of specialization and approved by ESE. Up to four courses may be taken at the 300/400 level and must be approved by ESE.		* Up to ***three*** courses may be taken in related engineering or science disciplines relevant to the area of specialization and approved by ESE. Up to ***three*** courses may be taken at the 300/400 level and must be approved by ESE.	

Rationale:

Increasing the number of (required) program specific graduate courses will improve the quality of the MEng Program. This change will also increase enrollment in ESE graduate courses.

**FACULTY OF
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& RESEARCH**

(end of Motion 3)

3. Johnson-Shoyama Graduate School of Public Policy

MOTION 4:   English Language Proficiency (TOEFL) Requirements
That the English language proficiency admission standards for TOEFL internet-based scores for all Johnson-Shoyama Graduate School of Public Policy programs be changed effective 201830.

Current Requirements	Proposed Requirements
TOEFL Internet-based: overall score of 80 with a minimum of 20 in each of the four components.	TOEFL Internet-based: overall score of *86* with a minimum of 20 in each of the four components.

Rationale:
The Johnson Shoyama Graduate School of Public Policy (JSGS) operates with a one-school, two campus model with respect to its academic programming, including student recruitment and admissions activities.

Effective May 2018, the University of Saskatchewan's (U of S) requirements for TOEFL scores will be changing to an overall score of 86 with a minimum of 19 in each category. The purpose of this motion is to align the English language proficiency admissions requirements between the two campuses of JSGS, in a manner that meets the minimum requirements set at each institution.

(end of Motion 4)

4. Faculty of Science

MOTION 5:   Course Changes
That the following courses change credit hours effective 201830.
MATH 902 – Research Tools in Mathematics
STAT 902 – Research Tools in Statistics

Current	Proposed
MATH 902 – Research Tools in Mathematics (1)	MATH 902 – Research Tools in Mathematics *(0)*
STAT 902 – Research Tools in Statistics (1)	STAT 902 – Research Tools in Statistics *(0)*

**FACULTY OF
GRADUATE STUDIES
& RESEARCH**

Rationale:
Jointly with Motion 4, this will reduce the number of credit hours from 32 to 30 and balance the number of credit hours to 6 per semester over 5 semesters in our two thesis option Masters programs and credit hours from 62 to 60 in our two PhD programs.

(end of Motion 5)

MOTION 6:   Program Change
That the MSc (thesis option) and PhD in Mathematics and Statistics programs be modified effective 201830.

Current MSc Mathematics (thesis) Option	Cr Hrs	Proposed MSc Mathematics (thesis) Option	Cr Hrs
Course work minimum (chosen from Mathematics graduate course offerings)*	15	Course work minimum (chosen from Mathematics graduate course offerings)	15
Seminar (MATH 900)	2	Seminar (MATH 900)	2
Thesis research (MATH 901)	14	Thesis research (MATH 901)	*13*
Research Methods (MATH 902)	1	Research Methods (MATH 902)	*0*
Total	32	Total	*30*

  *Up to two courses may be from a related discipline

Current MSc Statistics (thesis) Option	Cr Hrs	Proposed MSc Statistics (thesis) Option	Cr Hrs
Course work minimum (chosen from Statistics graduate course offerings)*	15	Course work minimum (chosen from Statistics graduate course offerings)*	15
Seminar (STAT 900)	2	Seminar (STAT 900)	2
Thesis research (STAT 901)	14	Thesis research (STAT 901)	*13*
Research Methods (STAT 902)	1	Research Methods (STAT 902)	*0*
Total	32	Total	*30*

  *Up to two courses may be from a related discipline

Current PhD in Mathematics after MSc	Cr Hrs	Proposed PhD in Mathematics after MSc	Cr Hrs
Course work minimum*	15	Course work minimum*	15
Seminar (MATH 900)	2	Seminar (MATH 900)	2
Research Methods (MATH 902)	1	Research Methods (MATH 902)	*0*
Research (MATH 901)	44	Research (MATH 901)	*43*
Total	62	Total	*60*

 *Up to two courses may be from a related discipline

Current PhD in Statistics after MSc	Cr Hrs	Proposed PhD in Statistics after MSc	Cr Hrs
Course work minimum*	15	Course work minimum*	15
Seminar (STAT 900)	2	Seminar (STAT 900)	2
Research Methods (STAT 902)	1	Research Methods (STAT 902)	*0*
Research (STAT 901)	44	Research (STAT 901)	*43*
Total	62	Total	*60*

 *Up to two courses may be from a related discipline

**FACULTY OF
GRADUATE STUDIES
& RESEARCH**

Rationale:
Jointly with Motion 3, This will reduce the number of credit hours from 32 to 30 and balance the number of credit hours to 6 per semester over 5 semesters in our two thesis option Masters programs and credit hours from 62 to 60 in our two PhD programs. The plan for the MSc thesis and PhD programs would be that incoming students would have to follow the new formula (starting from Fall 2018). Present students can follow either the new or the old formula.

(end of Motion 6)

MOTION 7:   MSc Co-op Route Suspension
That the MSc Co-op Route offered within the Department of Computer Science be suspended effective 201820.

Rationale:
In the September 11, 2017 meeting of the Council Committee on the Faculty of Graduate Studies and Research, two motions regarding Co-operative Education Designation were approved. In the November 3, 2017 meeting of this same council, CS 601 and 602 were changed to align with the new Co-operative Education Designation framework, and approved for inclusion on the list of Approved Graduate Co-op Work Term Courses.

With this new mechanism in place for offering co-operative education, the Department of Computer Science no longer wish to admit students into the MSc Co-op Route, and would like to suspend that program. Instead, students in all of our other MSc routes (Thesis, Project, Course) will be able to apply to add the Co-Operative Education Designation onto their existing route. It is expected the students in the current co-op route can complete their program under the rules that were in place when they were admitted.

(end of Motion 7)

**FACULTY OF
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& RESEARCH**

FOR INFORMATION ONLY

1. NEW COURES

ENEV 865 Hazardous Waste Management and Site Remediation (3)
Principles of hazardous waste management. Subsurface contamination and contaminant migration. Risk-based site investigation and assessment. Discussion on different types of in-situ and ex-situ remediation technologies, including pump and treat, soil vapor extraction, air sparging, bioremediation, permeable reactive barriers, and other innovative technologies.

KHS 882 – Pathophysiology and Metabolism (3)
This course is comprised of advanced topics in pathophysiology and metabolism. The major goal of this course is for the student to better understand, critically examine and have an advanced understanding of cellular biology, physiology, and metabolism in relation to disease, health and functionality. Major topic areas to be examined include cellular longevity, musculoskeletal and neurobiology, cardiovascular health, pain management, immune system response, chronic disease and healthy aging.

KHS 884 – Applied Motor Control and Motor Learning (3)
This course is comprised of advanced topics that will allow the student to critically examine and have an advanced understanding of the processes involved with the control of human movement as it relates to motor learning. Topics include: current theories related to motor control and motor learning; motor, sensory, and cognitive influences on motor control and motor learning; and the impact of training, aging and, neurological disease on motor control and motor learning.

KHS 886 – Ergonomics (3)
This course will introduce students to the field of occupational biomechanics/ergonomics. It will examine how biomechanical principles can be used to study work-related activities to reduce musculoskeletal injury in the workplace. Various methods to assess work-related tasks such as sitting and lifting will be presented. Other topics will include using an integrated approach to the analysis of physical work capacity, principles for redesigning tasks to reduce the risk of injury (e.g., workspace layout), etiology of low back and upper limb repetitive stress disorders and pre-employment screening and legislative guidelines.

KHS 902 – Practicum (3 - 6)
Students will gain experience in a clinical/applied setting within kinesiology based on their interests and career goals. Each 3 credit hours is equal to 240 hours within the clinical/applied setting. Students must complete 6 credit hours to fulfill program requirements. Courses is graded as Pass/Fail.

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STAT 858 Statistical Modeling of Dependence and Extremes (3)
A first graduate course in extreme value theory and copula dependence modelling. Topics include copula models, dependence measures, order statistics, maximum domains of attraction, extreme value distribution, peak over threshold method, generalized Pareto distribution and selected additional topics. Prerequisite: STAT 851 or permission of the Department Head.

MATH 816 Introduction to Quantum Information Theory (3)
A first course in the mathematics of quantum information theory. Topics include information measures, quantum states and observables, qubits, entanglement, quantum channels, entropy, and measurements.

2. COURSE CHANGES

Current	Proposed
ENIN 880BT – World Class Manufacturing Practices (3) World Class Manufacturing (WCM) is a continuous-improvement system that drives success. The operating methodology focuses on trimming waste, boosting productivity and improving quality and safety. Work place pillars are defined. Monitoring and assessment tools are applied to production and processing, implementation, management and administration.	***ENIN 877*** – World Class Manufacturing Practices (3) World Class Manufacturing (WCM) is a continuous-improvement system that drives success. The operating methodology focuses on trimming waste, boosting productivity and improving quality and safety. Work place pillars are defined. Monitoring and assessment tools are applied to production and processing, implementation, management and administration.
ENPE 880AL – Advanced Reservoir Fluid Analysis (3) This course covers laboratory PVT and fluid property measurement for black oil, heavy oil and gas condensate; multi-phase equilibrium analysis and modeling; flow assurance studies of asphaltene, wax and hydrate; live reservoir fluid sampling; downhole fluid analysis; enhanced oil recovery related experiments.	***ENPE 802*** – Advanced Reservoir Fluid Analysis (3) This course covers laboratory PVT and fluid property measurement for black oil, heavy oil and gas condensate; multi-phase equilibrium analysis and modeling; flow assurance studies of asphaltene, wax and hydrate; live reservoir fluid sampling; downhole fluid analysis; enhanced oil recovery related experiments.
ENSE 885AL - Advanced Topics in Digital Networks (3) Lectures are focused on advanced digital networks that illustrate characteristics of modern networks. Topics like ubiquitous and ad-hoc networks, vehicular communications, and safety applications may be covered. Students are expected to extend their knowledge through comprehensive survey on defined topics. This course prepares students for research on areas relevant to networking and mobile computing.	***ENSE 880*** - Advanced Topics in Digital Networks (3) Lectures are focused on advanced digital networks that illustrate characteristics of modern networks. Topics like ubiquitous and ad-hoc networks, vehicular communications, and safety applications may be covered. Students are expected to extend their knowledge through comprehensive survey on defined topics. This course prepares students for research on areas relevant to networking and mobile computing.

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KHS 860 – Social Psychology of Physical Activity and Health To recognize the relationships between various social psychological concepts and human behaviour (leisure, exercise, sport and health behaviours). Diverse forms of social interaction, along with contemporary issues concerning social psychology and human behaviour will be discussed. The application of various social psychological theories with respect to sport/leisure participation and performance, health and exercise promotion, and exercise adherence/compliance will be presented and discussed.	KHS 860 – ***Psychology of Human Movement*** To recognize the relationships between various social psychological concepts and human behaviour (leisure, exercise, sport and health behaviours). Diverse forms of social interaction, along with contemporary issues concerning social psychology and human behaviour will be discussed. The application of various social psychological theories with respect to sport/leisure participation and performance, health and exercise promotion, and exercise adherence/compliance will be presented and discussed.
KHS 880 – Exercise Physiology and Metabolism This course is comprised mainly of advanced lectures and readings for the student interested in a specialized approach to the study of exercise physiology. Topics include muscle morphology, muscle hypertrophy, bone, genetics, exercise metabolism, the nervous system, cardiovascular kinetics, nutrition and laboratory techniques.	KHS 880 – ***Clinical and Applied Exercise Physiology*** This course is comprised mainly of advanced lectures and readings for the student interested in a specialized approach to the study of exercise physiology. Topics include muscle morphology, muscle hypertrophy, bone, genetics, exercise metabolism, the nervous system, cardiovascular kinetics, nutrition and laboratory techniques.
KHS 885 – Applied Movement Analysis for Research and Clinical Assessment This course in applied biomechanics will provide necessary basis from which students will be able to conduct laboratory movement analyses for the purpose of research and clinical assessment. It will focus on standard data collection and analysis procedures in the fields of biomechanics and motor control.	KHS 885 – ***Biomechanics and Movement Analysis*** This course in applied biomechanics will provide necessary basis from which students will be able to conduct laboratory movement analyses for the purpose of research and clinical assessment. It will focus on standard data collection and analysis procedures in the fields of biomechanics and motor control.

Current	Proposed
MATH 890AS - Associative Algebras, Finite Groups, and Representation Theory (3) An introductory course on the fundamental results concerning associative algebras, groups, and the representation theory of groups and algebras.	***MATH 838*** - Associative Algebras, Groups, and Representation Theory (3) An introductory course on the fundamental results concerning associative algebras, groups, and the representation theory of groups and algebras. Cross-listed with MATH 438.

University of Regina

Report

TO EXECUTIVE OF COUNCIL MEETING

January 24, 2018

FROM THE COUNCIL COMMITTEE

ON UNDERGRADUATE ADMISSIONS AND STUDIES

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1.   ITEMS FOR APPROVAL

The Council Committee on Undergraduate Admissions and Studies met on December 7, 2017 and January 11, 2018, and has approved the following curriculum, program and regulation changes, and hereby recommends them for approval.

1.1   CCUAS

> **Motion 1: Undergraduate Calendar Regulations – Academic Regulations**
> That Executive of Council approve the change in the calendar regulation on Deferrals which has been moved to the new calendar section titled "Academic Regulations" from Section 5 with an **effective date of 201820**.

CURRENT

5.7   DEFERRAL OF FINAL EXAMINATIONS AND/OR TERM WORK

5.7.1   GROUNDS FOR DEFERRAL
Extensions of deadlines for completion of assignments or writing of final examinations may be granted to students on the basis of illness, or accident, or other extreme and legitimate circumstances beyond their control. In special cases of classes that require submission of the final draft of an honours paper, deferrals may be granted if students have been managing their time responsibly and making good progress.

5.7.2   WITHDRAWAL OPTION
If students become very ill or encounter other serious difficulties early in the semester or when little or no coursework has yet been completed, withdrawal may be a better option (see §3.7 and §4.13). If in doubt, students may consult their faculty or college office for advice.

5.7.3   AUTHORITY TO APPROVE DEFERRALS
The authority to approve deferrals of term work (assignments and mid-term examinations) within the semester belongs to the instructor of the course. All deferred work must be completed by the date of the final examination (or, if there is no final examination, by five days after the end of lectures) in order to allow the instructor to submit grades promptly.

In the case of mid-term examinations, the instructor may assign a make-up examination or may transfer the weight of the examination to another examination or assignment, including the final examination. Some faculties have regulations governing this process.

The authority to approve deferrals of final examinations and/or term work beyond the date of the final examination belongs to the dean of the faculty in which the student is enrolled. In practice, this authority is normally delegated by the dean to the faculty office (or, for students registered through a federated college, to the college's academic or registrar's office). Special students (accelerated, and casual) should apply to the Centre for Continuing Education. Visiting students should apply to the University Registrar.

5.7.4 APPLYING FOR A DEFERRAL BEYOND THE END OF THE SEMESTER
Students should notify their faculty or college and their instructor as quickly as possible if they are unable to write the final examination or otherwise complete the course. Communication by telephone or email is acceptable. Requests for deferral received more than two weeks after the final day of the examination period will be denied.

5.7.5 SUPPORTING DOCUMENTATION
Students should expect that supporting documentation will be required and must be submitted before a deferral is approved. For illness or accident, supporting documentation will take the form of a certificate or letter from the attending physician or nurse practitioner clearly indicating the start and end dates of the illness and the student's inability to write an examination, to complete assignments, and/or to attend classes, as relevant to the particular request. The University's recommended medical certificate form is available from faculty and college offices and the Registrar's Office, or may be printed from the web at www.uregina.ca. For other circumstances, students should consult their faculty or college office about acceptable forms of documentation.

5.7.6 FACULTY PROCEDURES
The dean or designate will consult with the instructor of the course to establish that the student is in good standing: that is, that the student would have a reasonable chance of passing the course if a deferred final examination and/or deferral of term work were granted.
When a decision has been made, the dean or designate will notify, in writing, the student, the instructor, the head of the department and the dean of the faculty offering the course, and the Registrar's Office.

In the absence of the course instructor, the department head is responsible for arranging for the setting and grading of a deferred examination.

5.7.7 MAXIMUM LENGTH OF DEFERRAL
Missing course assignments must be submitted, and deferred final examinations written, by January 31 for Fall courses, by May 31 for Winter courses, and by September 30 for Spring/Summer courses. In cases of prolonged illness or other incapacity, deans and their designates have the authority to extend the deferral to the end of the semester: that is, to the end of Winter semester for Fall courses, to the end of Spring/Summer semester for Winter courses, and to the end of Fall semester for Spring/Summer courses. Deferral for a longer period is not permitted.

Students who are unable to complete the deferred work by the deadline because of extreme and legitimate circumstances beyond their control may be eligible for aegrotat standing (§5.8) or a medical or compassionate withdrawal (§3.7) and should consult their faculty or college before the expiry of the deferral.

5.7.8 COURSE LOAD
The combination of uncleared deferrals and new registrations may not exceed 15 credit hours unless a cumulative overload is formally approved by the student's dean or designate.

NEW

Deferral of Final Exams or Course Work

Late Course Work Submission
Students may encounter situations that prevent them from handing course work in on time. In these cases, the instructor's policy on the late submission of course work applies.

Grounds for Deferral
Extensions of deadlines for completion of assignments or writing of exams, including final exams may be granted to students who are in good standing on the basis of:

- serious Illness;
- accident;
- serious illness or death of an immediate family member;
- domestic affliction;
- participation in sanctioned university activities (varsity athletics or academic conference for example);
- involuntary job changes; or
- other extreme circumstances beyond their control.

Deferrals will not be granted on the basis of personal or leisure travel arrangements made by the student or others on their behalf.

Deadlines and Procedures for Deferral Request

Deferral of Course Work and Term Exams

Requests to defer course work during the scheduled class dates must be requested prior to the due date of the course work and directed to the course instructor. The course instructor may extend the due date up to the date of the final exam. If there is no final exam in the course, deferred course work must be completed no later than five days after the scheduled end date of classes.

When a course instructor approves the deferral of a term exam, they may assign a make-up exam or transfer the weight of exam to another exam or assignment that has not yet been submitted, including the final exam. The manner in which deferred course work is made up will be consistent with the policies on deferred course work in the academic unit that is offering the course.

Requests for the deferral of course work that are made after the scheduled final exam date of a class are subject to the approval of the dean (or designate) of the student's *faculty, federated college, or academic unit*. Students must complete an Application for Deferral of Course Work and/or Final Exam and include supporting documentation to their *faculty, federated college, or academic unit* for approval. Requests must be received within 3 business days of the scheduled final exam date or they will be denied.

Deferral of Final Exam

Students who are unable to write their final exam must notify their course instructor or their *faculty, federated college, or academic unit*. Initial communication by telephone or by email is acceptable. Students must submit an Application for Deferral of Course Work and/or Final Exam including supporting documentation within 3 business days of the scheduled final exam date.

Maximum Length of Deferral

The maximum length of a deferral of course work or final exam that is approved by the Dean (or designate) is as follows:

- Fall courses – by January 31

- Winter courses – by May 31
- Spring/Summer courses – by September 30

In cases of prolonged illness or other incapacity (an absence from the U of R for 2 weeks or more), a dean (or designate) may extend a deferral up to the end date of the following term in which the course was taken. A deferral for a fall course, for example, may be extended to the end of the winter term.

Course Instructor Procedures
The course instructor should keep a record of any deferral of course work or term exams that they approve. For this reason, the course instructor will communicate the terms of the approval via the student's U of R email account.

Faculty and Academic Unit Procedures
When a student requests a deferral of course work or the final exam to the dean (or designate), the dean (or designate) will consult with the course instructor to establish that the student is in good standing and has a reasonable chance of passing the course if the deferral were to be granted.

When a decision is made, the dean (or designate) will notify the student, the course instructor, the head of the department, the Registrar's Office (the.registrar@uregina.ca), and the student services area of the *faculty, federated college, or academic unit* offering the course in writing via their U of R email accounts. This communication will include the details of the deferral and the associated deadlines for completion.

In the absence of the course instructor, the department head is responsible for arranging, setting, and grading a deferred exam.

Supporting Documentation
Acceptable documentation in support of a deferral includes:

- **Illness or accident**: Students may submit a Student Self Declaration of Illness (insert link) in support of their request for a deferral with the understanding that the U of R retains the right to request additional documentation. If further documentation is required your medical professional must complete the [Student Medical Certificate](#) form stating your inability to continue your studies
- **Death in the immediate family**: You must provide an obituary or death certificate.
- **Illness/accident of immediate family member**: If you needed to provide care to an immediate family member due to an unexpected illness or accident, the medical professional must complete the [Student Medical Certificate](#) form
- **Domestic Affliction**: Proof such as a letter from a lawyer, counsellor, etc.

- **Sanctioned University Activity:** Proof, including the date, of the activity from an officer of the University (athletic director (or designate), instructor, etc.).
- **Jury duty**: The letter advising you have been selected and are required to attend.
- **Involuntary job changes:** A letter, on company letterhead, from your employer, confirming the date of the move.
- **Other extreme circumstances.** A letter from a professional familiar with the circumstances or other support documentation as determined by the dean (or designate).

The U of R reserves the right to verify the authenticity of any documentation submitted in support of a deferral request.

Maximum Course Load Including Deferrals
The combination of incomplete deferrals and new course registration may not exceed 15 credit hours at the undergraduate level or 12 credit hours at the graduate level unless a cumulative overload is formally approved by the student's dean (or designate) of the student's *faculty, federated college, or academic unit*. For this reason, a deferral might not be granted if the deferral(s) exceed the maximum credit hours allowed.

Deferrals and Impact on Full Time Status
Deferrals only count as class registration in the original term of registration and cannot be used to achieve full time status in a subsequent term.

(End of Motion 1)

Background and Summary of Major Changes – Deferrals of Final Exams or Term Work
The CCAUS sub-committee on the Unification of University Regulations conducted an extensive review of the calendar sections 3 and 5. A summary of the major changes to the Deferral of Final Exams or Term Work section follows.

- Language was massaged throughout to be more consistent in nomenclature (term vs semester, term work changed to course work, for example) and more consistent in voice.
- Statement on the late submission of course work to add clarity that an instructor's policy on the late submission of course work applies in those cases.
- Participation in sanctioned University activities has been added as grounds.
- A statement that deferrals will not be granted as a result of personal or leisure travel was added.
- The ability for a student to submit a self-declaration of illness (appendix a) has been added. Many schools in Canada have moved in this direction as a result of medical professionals expressing concern that Colleges and Universities are sending students to Dr's offices when they should be at home resting and preventing the spread of viral illnesses. A statement has been added to the declaration about non-academic misconduct when a declaration is false and that the University retains to right to request further documentation if required.

- The impact on full time status has been clearly specified.
- The deadline for making a request for a deferred exam has been reduced to 3 business days from the scheduled exam date from 2 weeks from the final day of the exam period.

Motion 2: Undergraduate Calendar Regulations – Academic Regulations

That Executive of Council approve the change in the Percentage Grade Descriptions (currently 5.10.1.1) which has been moved to the new calendar section titled "Academic Regulations" with an **effective date of 201820**.

CURRENT

5.10.1.1 Percentage grades

90-100
An outstanding performance with very strong evidence of:
- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89
Very good performance with strong evidence of:
- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79
Above average performance with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69
A generally satisfactory and intellectually adequate performance with evidence of:
- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59
A barely acceptable performance with evidence of:
- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49
Unacceptable performance.

NEW

Percentage grades

Grade	Description
90-100	**An outstanding performance with very strong evidence of:** • an insightful and comprehensive knowledge and understanding of the course material; • an ability to make sound and original critical evaluation of the course material; • highly original, creative and/or logical thinking; • an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts in writing.
80-89	**Excellent performance with strong evidence of:** • a comprehensive knowledge and understanding of the course material; • an ability to make sound critical evaluation of the course material; • original, creative and/or logical thinking; • an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts in writing.
70-79	**Very Good performance with evidence of:** • a substantial knowledge and understanding of the course material; • sound critical evaluation of the course material; • some original creative, and/or logical thinking; • an above-average ability to organize, to analyze and to examine ideas in a critical and constructive manner, and to express thoughts in writing.
60-69	**Good performance with evidence of:** • an acceptable basic knowledge and understanding of the course material; • some ability to make critical evaluation of the provided course material; • acceptable creative and/or logical thinking; • an acceptable ability to organize, to analyze and to examine ideas, and to express thoughts in writing.
50-59	**A barely acceptable performance with evidence of:** • some familiarity with the course material; • some evidence that analytical skills have been developed; • partially successful attempts at creative or logical thinking • partially successful attempts to organize, to analyze and to examine ideas and basic competence in writing.
0-49	**Unacceptable performance.**

(End of Motion 2)

Background and Summary of Major Changes – Percentage Grades

The CCAUS sub-committee on the Unification of University Regulations conducted an extensive review of the calendar sections 3 and 5. The major change to this section is consistency in each percentage range with the assessment criteria (knowledge and understanding, critical evaluation, etc.).

Motion 3: Undergraduate Calendar Regulations - Registration and Withdrawal

That Executive of Council approve the change in the calendar regulation on repeating courses which has been moved to the new calendar section titled "Registration and Withdrawal" from section 5 with an **effective date of 201820.**

CURRENT

5.12 REPEATING COURSES

No student may repeat a course (except for English 100) more than once. In exceptional circumstances, students may request permission from their faculty to repeat a course for the second time. English 100 may be repeated twice. Regardless of whether they pass or fail preceding attempts at English 100, students who receive a failing grade for a third completed attempt at English 100 must withdraw from the university for two years.

When a course is repeated, the grade obtained in the final authorized attempt becomes the grade of record for that course. All courses officially attempted are listed on students' transcripts.

NEW

Repeating Courses

With the exception of ENGL 100, a course may be repeated once only. When a course is repeated, the grade obtained in the final authorized attempt becomes the grade of record for that course and used in the student's program of study. All courses officially attempted are listed on students' official transcripts.

English 100 may be repeated twice. Regardless of whether students pass or fail preceding attempts at English 100, those that receive a failing grade for a third completed attempt at English 100 must withdraw from the university for two years.

Courses successfully completed at the U of R cannot be repeated at another institution for transfer credit.

(End of Motion 3)

Background and Summary of Major Changes - Registration and Withdrawal

The CCAUS sub-committee on the Unification of University Regulations conducted an extensive review of the calendar sections 3 and 5. A summary of the major changes follows 3. The sub-committee is only seeking approval on the change in regulation on Repeating Courses which has been moved from Section 5 to the new calendar section titled "Registration and

Withdrawal" so that it is placed in a section that is more relevant to the regulation. There have been no other changes in regulation to the "Registration and Withdrawal Section".

- The title of the section was changed to Registration and Withdrawal to more accurately reflect the sections content.
- Language was massaged throughout to be more consistent in nomenclature (term vs semester for example) and more consistent in voice.
- Various sections were updated to more accurately reflect the current University systems and processes used.
- The regulation on Repeating Courses has been moved from Section 5 and has been changed to reflect that courses successfully completed at the U of R cannot be repeated at another institution for credit.
- The document has been re-formatted for more consistently flow of information.
- Links to the specific information or systems students and other readers might need have been added.

Motion 4: Undergraduate Calendar Regulations – Student Code of Conduct and Right to Appeal

That Executive of Council approve the change in the calendar regulation on Reassessment of Grades which has been moved to the new calendar section titled "Student Code of Conduct and Right to Appeal" from section 5 with an **effective date of 201820.**

CURRENT

5.10   REASSESSMENT OF GRADES

Students have the right to request the reassessment of any grade, including a grade in a practicum course.

5.10.1   WHILE THE COURSE IS IN PROGRESS

A student who disagrees substantively with the grading of a piece of term work may ask the instructor to regrade it. If the grade is lowered or remains the same, the student may appeal to the head of the department offering the course (or, in non-departmentalized faculties, to the dean or designate).

5.10.2   WHEN THE COURSE IS FINISHED

5.10.2.1 Informal Reassessment

A disagreement over a final grade should first be discussed with the instructor. The instructor will review the grading records and, if an error is found, the grade will be changed accordingly. A student who is unable to contact the instructor should contact the department head.

5.10.2.2 Formal Reassessment

If informal discussion fails to resolve the disagreement, the student may formally appeal for reassessment by submitting the following to the Registrar's Office:

1.   a completed Reassessment of Final Grade form which may include a letter requesting reassessment;

2.   the fee for reassessment (the fee will be reversed if the grade is raised by at least 5% as a result of the reassessment);

3.   the original (graded) copy of all term work.

The Registrar's Office sends the materials to the head of the department offering the course (or, in non-departmentalized faculties, to the dean or designate). The reassessment is first made by the original instructor, if available. If this does not result in a higher grade, a reassessment is made by one or, if possible, two other instructors in the same discipline. The department head, dean, or designate advises the Registrar's Office of the result of the reassessment, and the Registrar's Office notifies the student. Reassessment will not lower the original grade.

5.10.2.3 Deadline for Requesting a Reassessment

Formal requests for reassessment must be initiated by the student within 6 weeks of the date that the grade is posted to his or her web record.

NEW

Appeal of Grade

Students have the right to appeal any grade, including a grade in a practicum course. An appeal of grade can be made while the course is in progress for a specific piece of term work or when the course is finished. An appeal can be procedural or substantive as outlined below.

Deadline for Making an Appeal of Grade

For both procedural and substantive appeals, students must submit their appeal within 20 business days of receiving the grade for a piece of term work. In the case of an appeal of final grade the appeal must be made within 20 business days of the final grade being posted to their UR Self Service account.

Deadline for Responding to an Appeal of Grade

For both procedural and substantive appeals, the deadline for a *faculty, federated college, or academic unit* to respond is 20 business days. This includes an appeal on a piece of term work, or an appeal of final grade.

Potential Grade Appeal Outcomes

An appeal of grade has three potential outcomes:

- the grade remains the same;
- the grade is raised; or
- the grade is lowered.

Procedural Grade Appeal

A procedural grade appeal is initiated when a student believes that there has been a procedural error in the calculation of their grade.

Procedural Grade Appeal - Procedure

In these cases, the student will contact the instructor of the course and make a request for the calculation of their grade to be reviewed. The instructor will review the grading records and, if an error is found, the grade will be changed accordingly. A student who is unable to contact the instructor should contact the *faculty, federated college, or academic unit* offering the course for assistance. Grade changes will be submitted to the

Registrar's Office. Grade changes at the Graduate level are first submitted to the Faculty of Graduate Studies and Research for approval.

Substantive Grade Appeal

A substantive grade appeal is initiated when:

- a student believes a grade to coursework was assigned on some basis other than academic achievement; or
- the published evaluation standards differ from the evaluation standards applied to the assigned grade.

The student must clearly state the reasons for initiating the appeal.

Substantive Grade Appeal - Procedure

Informal Discussion

Substantive grade appeals are initiated by the student through having an informal discussion of the grade with the course instructor. This informal discussion can help to facilitate misunderstandings about the grade as well as to help the student understand how the grade was determined.

Formal Submission

If a student is not satisfied with the outcome of the informal discussion they may submit a formal grade appeal to the Registrar's Office. The following documentation **must** be submitted:

- a completed Appeal of Grade form;
- a letter specifying the grounds for the appeal and the date of the informal discussion with the instructor;
- the original (graded) copy of the term work; and
- the required fee.

Initial Review

The Registrar's Office will:

- confirm all required documentation and that the required fee has been received; and
- forward the appeal to the designated individual within a *faculty, federated college, or academic unit* to coordinate the review.

Determination of Grounds

The designated individual within a *faculty, federated college, or academic unit* will:

- decline to proceed if the student has not established sufficient grounds; or
- proceed with the appeal if sufficient grounds have been established; and

- notify the student via their U of R email address of the status of their appeal (declined or proceeding).

Review of Term Work

On the determination of sufficient grounds the designated individual within a ***faculty, federated college, or academic unit*** will coordinate a review of the term work with an instructor, or instructors, in the same discipline. This may result in one of the following outcomes:

- the grade remains the same; or
- the grade is increased; or
- the grade is lowered.

Note: When a reviewer in the same discipline is not available, the University has the right to coordinate the review with a faculty member of the same discipline through a university that is a Universities Canada member.

Notification of Outcome

The designated individual within a ***faculty, federated college, or academic unit*** will:

- notify the student of the outcome of an appeal via their U of R email address; and
- notify the Registrar's Office of the outcome of an appeal; and submit a change of grade request to the Registrar's Office if the grade differs from the original grade. Grade changes at the Graduate level are first submitted to the Faculty of Graduate Studies and Research for approval.

Grade Change and Refund of Fee

The Registrar's Office will:

- process grade change requests; and
- initiate a refund of the grade appeal fee if the appeal is declined on the basis of insufficient grounds; or
- initiate a refund of the grade appeal fee if the grade is increased by more than 5% from the original grade.

(End of Motion 4)

Background and Summary of Major Changes - Grade Reassessment

The CCAUS sub-committee on the Unification of University Regulations conducted an extensive review of the calendar sections 3 and 5. A summary of the major changes to the Grade Reassessment section follows.

- Language was massaged throughout to be more consistent in nomenclature (term vs semester for example) and more consistent in voice.
- The process has been changed from Grade Reassessment to Appeal of Grade.

- The regulation has been moved from Section 5 to a new section titled "Student Code of Conduct and Right to Appeal". The subsection "Appeal of Grade" will be included in the "Student Appeals" section of the document.
- The document has been re-formatted for more consistently flow of information.
- Links to the specific information or systems students and other readers might need have been added.
- A grade appeal will have a separate process for procedural appeals (procedural err in the calculation of a grade) and substantive (when the student believes they have been graded on some basis other than academic achievement or the published evaluation standards differed from the evaluation standards applied).
- Because some appeals get caught up in the process for several months at a time (4 to 6 months in some cases), deadlines for response have been added.
- If grounds have not been established, the faculty, federated college, or academic unit can decline to proceed (for example, needing a certain grade is not sufficient grounds to proceed).
- A third possible outcome of the grade being lowered has been added.

1.2 Faculty of Arts

Motion 5: Arts Core Requirements Revisions
That Executive of Council approve the following Arts Core Requirements revisions:

1. To include the INA and INAH courses (included below) as options for the completion of the Faculty of Arts requirement for students to complete a course in Media, Art, and Performance, and that these courses will no longer be options for satisfaction of the requirement for a course in Indigenous Knowledge.

2. To add INDG 232, 234, 238, 332 or 415 as presented in the template below as options for the completion of the Faculty of Arts' requirement for students to complete a course in Inter-cultural Difference, and that these courses would no longer be options for satisfaction of the requirement for a course in Indigenous Knowledge

3. To add "INDG 208, 210, 215, 216, 218, 219, 221, 228, 229 or INDL 241, 242 or any one of INDL 240AA-ZZ" as options for the completion of the Faculty of Arts' requirement for students to complete a course in Social and Cultural Heritage, and that these courses would no longer be options for satisfaction of the requirement for a course in Indigenous Knowledge

4. To add INDG 236, 258, 305, 358 or LING 270 as options for the completion of the Faculty of Arts' requirement for students to complete a course in the Social Sciences, and that these courses would no longer be options for satisfaction of the requirement for a course in Indigenous Knowledge

5. To add LING 230 as an option for the completion of the Faculty of Arts' requirement for students to complete a course in Indigenous Knowledge

Effective date of 201820.

INA Courses

INA 100   **3:0-0**
Introduction to Indian Art
Contemporary and Traditional Indigenous art practices will be introduced with an emphasis on critical thinking. Indigenous practices will be contextualized alongside international and historical art, craft, criticism, and aesthetics. Discussions by artists and gallery visits will be included.
Note: Students may not receive credit for both INA 100 and ART 100

INA 210   **3:3-0**
Traditional Indian Art I
This course will explore the various traditional methods and media in Indian art with emphasis on the production of contemporary but traditional objects of Indian art and culture.

INA 220   **3:3-0**
Two-Dimensional Design in Indian Art
A studio course to develop awareness of the picture plane expressing traditional and contemporary themes.
Note: Students may not receive credit for both INA 220 and ART 220.

INA 221   **3:0-4.5**
Three-Dimensional Design in Indian Art
A studio course to develop the production of three-dimensional art, through exploration of traditional and contemporary Indian art.
Note: Students may not receive credit for ART 221 and INA 221 or INA 230.

INA 230   **3:3-0**
Three-Dimensional Design in Indian Art
A studio course to develop the production of three-dimensional art, through exploration of traditional and contemporary Indian art.

INA 290   **0-6:0-0**
Selected Topics in Indigenous Fine Arts
This series of courses is designated selected topics courses in Indian Art within the Department of Indigenous Languages, Arts, and Cultures.

INA 310   **3:0-9**
Traditional Indian Art II
A second course in the production of traditional Indian art forms.
*** Prerequisite: INA 210 ***

INA 320   **3:0-9**
Two Dimensional Indian Art I
A second level two-dimensional course in Indian art. Assignments will emphasize styles and concepts related to art in the Indian community.
*** Prerequisite: INA 220 or ART 220 ***

INA 330   **3:0-9**
Three Dimensional Indian Art I
A second-level course in the study of three-dimensional Indian art. Assignments will explore a contemporary interpretation of three-dimensional expressions in the Indian community.
*** Prerequisite: INA 230 or ART 221 ***

INA 390   **1-6:0-6**
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 391   **1-6:0-6**
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 392   **1-6:0-6**
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 393   **1-6:0-6**
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 394   **1-6:0-6**
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 395   **1-6:0-6**
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 400   **3:0-9**
Graduating Exhibition
Students will participate in an exhibition at the end of the semester in which they have completed all of the coursework for their degree.
*** Prerequisite: Graduating year of BFA program. ***

INA 410   **3:0-9**
Traditional Indian Art III
Advanced studio explorations in the production of traditional Indian art.
*** Prerequisite: INA 310 ***

INA 420   **3:0-9**
Two Dimensional Indian Art II
An advanced studio course exploring two-dimensional art making in the Indian community.
*** Prerequisite: INA 320 ***

INA 430   3:0-9
Three-Dimensional Indian Art II
Advanced studio course exploring three-dimensional art in the Indian community.
*** Prerequisite: INA 330 ***

INA 490   1-6:0-6
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 491   1-6:0-6
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 492   1-6:0-6
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 493   1-6:0-6
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 494   1-6:0-6
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 495   1-6:0-6
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INAH Courses

INAH 100   3:3-0
An Introductory Survey of North American Indian Art
A survey of North American Indian art from prehistory to the present. Analysis of styles in their historical context, development of the specialist's vocabulary.

INAH 200   3:3-0
Indian Art of the Andean Nations
A study of the art and architecture of the Andean Nations from prehistory to the present.
*** Prerequisite: INAH 100 or ARTH 100 ***

INAH 202   3:3-0
Early Canadian Indian Art
A course investigating the change in Indian art styles and media as the result of European contact in Canada.
*** Prerequisite: INAH 100 or ARTH 100 ***

INAH 204   3:3-0
Indian Art and the 20th Century
The course will examine twentieth-century Indian art. Politics, revolution, education, and economic issues of Canada, USA, and Mexico will be considered as affecting stylistic developments.
*** Prerequisite: INAH 100 ***

INAH 300   3:3-0
Pre-Columbian Art in North America
The ancient arts and cultures of pre-Columbian North America.
*** Prerequisite: Two 200-level INAH or ARTH courses ***

INAH 301   3:3-0
Art and the World Council of Indigenous Peoples
A study of the arts produced by the member nations of the World Council of Indigenous Peoples.
*** Prerequisite: 200-level INAH or ARTH course or INDG 200 ***

INAH 390   1-6:3-0
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INAH 391   1-6:3-0
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***

INAH 392   1-6:3-0
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***

INAH 393   1-6:3-0
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***

INAH 394   1-6:3-0
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervison of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***

INAH 395   **1-6:3-0**
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervison of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***
INAH 401   **3:3-0**
Saskatchewan Indian Art
A reading and research course in the evolution of Indian art in Saskatchewan. Research will include museum and archival visits as well as interviews with elders.
*** Prerequisite: 4th-year standing with a major in Indian Art History, Indian Studies or Art History. ***
INAH 490   **1-6:3-0**
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian Art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***
INAH 491   **1-6:3-0**
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***
INAH 492   **1-6:3-0**
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***
INAH 493   **1-6:3-0**
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***
INAH 494   **1-6:3-0**
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***
INAH 495   **1-6:3-0**
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

9.9.1.1   Core requirements: (33 credit hours)

As part of their degree programs, all students in the Faculty of Arts are required to complete one course from each of the following categories (two courses from the Language category):

Credit hours	Core requirements summary
0.0	**Academic Integrity**: Classes that focus on introducing students to the principles of academic integrity and must be completed during the first semester of registration. Subsequent registration will not be permitted until this course is passed. ARTS 099
3.0	**Communication and Literacy**: Classes that focus on reading critically and writing rhetorically effective prose. ENGL 100
3.0	**Numerical or Logical Reasoning**: Classes that provide an introduction to the systematic study of reasoning in theory and practice involving either numerical information or good forms of argument. Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224
3.0	**Media, Art, and Performance**: Classes that develop an awareness and appreciation of artistic scholarship and creation. Any course in ART, ARTH, CTCH, MAP, FILM, INA, INAH, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST
3.0	**The Natural Sciences**: Classes that provide an introduction to major ideas being debated in the natural sciences and the process of hypothesis, challenge, and revision by which scientific knowledge is developed. Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121
3.0	**Textual Studies**: Classes that teach close reading, analysis, and critical interpretation of texts. One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110
3.0	**Language**: Classes that provide an introduction to the study of the structure and use of a language other than English. Two language courses (or one six-credit class) in any language other than English Both classes much be in the same language.
3.0	

Credit hours	Core requirements summary
	Language courses include those prefixed ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, KOR, NAK, RUS, SAUL, SPAN or UKR. Options also include two of the following (must be in the same language): CLAS 150, 151, 160, 161, 250, 251, 260, 261, RLST 184, 186, 188, 281, 284, 288 See note below.*
3.0	**Inter-cultural Difference**: Classes that explore how people from various cultures and/or societies operate, why they live the way they do, how they answer some of the most essential questions of life, and/or how they represent their identities. Any course in ANTH, ~~or~~ RLST (except RLST 181, 184, 186, 188, ~~281~~, 284, 288), GEOG 100 or 120, INDG 232, 234, 238, 332 or 432.
3.0	**Social and Cultural Heritage**: Classes that explore the past to convey a strong sense of continuity and change in culture and society. Any course in HIST, ~~or~~ CLAS 100, ~~or~~ IDS 100, ~~or~~ CATH 200 or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242 or any one of INDL 240AA-ZZ.
3.0	**The Social Sciences**: Classes that teach general concepts and theories concerning humans and their environments, activities and institutions, with a view to better understanding, and exploring possible solutions to, pressing social problems. Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST
3.0	**Indigenous Knowledge**: Classes that develop familiarity with North American aboriginal cultures and societies. Any course in ~~INA, INAH,~~ INCA, INDG (except for INDG 208 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; LING 230; PSCI 338 or SOC 214, or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies

(End of Motion 5)

Rationale:

1. All offerings in Indigenous Fine Arts (INA) and Indigenous Art History (INAH) are courses in Fine Arts and should not be disqualified as such due to the fact that they also represent Indigenous Knowledge (IK). It is preferable that these courses be represented as Fine Arts for the purposes of the Arts Core and they should be represented here rather than under Indigenous Knowledge. Doing so relegates IK to a token and circumscribed category which is counter to the importance of Indigenization in the U of R's strategic plan.

2.
   - INDG 234: This course in "Ethnology of North American Indians" is an investigation of the cultural and social systems of the culture areas of North America. Attention is given to ecological adaptation, social organization, value systems and integration of cultures and combined with a focus on ethnological problems and anthropological methods.
   - INDG 238: This course in "Systems of Indigenous Identity, Culture and Society" is a holistic examination of psychological and cultural and social origins of Indigenous identities.
   - INDG 232, 332, 432: INDG 232 "Indigenous Religions and Philosophies", and the accompanying 332 and 432, provide examinations of the systemic nature and concepts of Indigenous religious and philosophical belief, thought and practice.

3.
   - INDG 208, 210, 215, 216, 218, 219 and 221: These are courses in the Culture and History of the Cree, Assiniboine (Nakoda), Saulteaux, Dene, Dakota, Inuit, and Métis peoples respectively and, as such, quintessentially match the description of this core requirement.

- INDG 228 and 229: INDG 228 and INDG 229 provide examinations of the regional histories of Indigenous peoples of Canada – 228 examines peoples of Eastern Canada, and 229 the West. These courses examine Indigenous/non-Indigenous interactions in these two regions.
- INDG 230: This course titled "Indigenous History within the United States" surveys the histories of selected Indigenous groups in their experience of being engulfed by the creation of the United States. It further examines policy development and implementation and the experience of Indigenous people in their resistance and perseverance.
- INDL 240AA-ZZ, 241 and 242: INDL 241 and 242 are the new numbers of HUM 250 (Cree Lit in Translation) and 251 (Saulteaux Lit. in Translation) respectively, and INDL 240AA-ZZ will allow for other courses in the "Literatures in Translation" of Indigenous Cultural Groups and these courses present cultural literature discussed in relationship to the specific Indigenous culture (e.g., Cree, Saulteaux, etc.).

4.

- INDG 236: This is a course in "Indigenous Economic, Environmental, and Geographic Systems" which examines the interrelationships of Indigenous economies, environments and geographies.

- INDG 258: This course in "Gender Issues and Indigenous Societies" examines concepts of gender both within and among Indigenous societies.
- INDG 305: This course on "Urbanization and Indigenous Peoples" examines the increasing migration of Canadian Indigenous peoples to urban centres and their changing socio-economic conditions. This includes examination of government policy affecting off-reserve Indians, and urban Indian agents for change.
- INDG 358: This course in "The Roles of Women in Indigenous Societies" provides an analytical investigation of the traditional and contemporary roles of women in Indigenous societies including legal status, social systems, political constituency, and spiritual power.
- LING 270: This is a course in Sociolinguistics and thus the study of language in society. Topics include: linguistic variation in space and time; language and social class, gender, and identity; diglossia, multilingualism and code switching; language birth and death, language revitalization and maintenance; language(s) in Canada and language policies. We feel it is a natural addition to this category.

5. This "Survey of American Indian Languages" is an exploration of the Indigenous languages of the Americas in their social and cultural contexts, with particular reference to basic grammatical features, oral literatures, gender-based language patterns, writing systems, Plains Sign Language, language-based world views, pre-contact multilingualism, and the reconstruction of older changes of individual languages. (As a side note, virtually all Linguistics courses as taught through the First Nations University of Canada have a considerable amount of Indigenous language content.)

Motion 6: Revisions to BA Honours Major in Linguistics

To revise the BA Honours Major in Linguistics as outlined in the template below, **effective 201820.**

9.20.3.14 BA Honours Major in Linguistics

Credit hours	BA Honours Major in Linguistics, required courses	Student's record of courses completed
Honours Major Requirements		
3.0	One of LING 100, ~~LING 200, ENGL 260, or FR 226~~, <u>FRN 236, or an Indigenous Language course numbered 206</u>. Only one of these courses may be included in the linguistics major.	
3.0	LING 210	
3.0	LING 211	
3.0	LING 212	
3.0	LING 213	
3.0	LING 220	
3.0	LING 230 (formerly LING 175)	
3.0	LING 380	
3.0	~~LING 480~~ <u>LING 325 or LING 327</u>	
3.0	Four LING courses at the 400-level; at least ~~two~~ <u>one</u> of these must be chosen from LING 410-413.	
3.0		
3.0		
3.0		
3.0	~~One course in historical linguistics or the history of language, chosen from CLAS 110, ENGL 300, ENGL 360 or LING 320~~	
3.0	Four additional LING courses (which may include those listed as "Other Courses in Linguistics")	
3.0		
3.0		
3.0		
0.0	Honours paper which has been accepted by the Honours Committee. This may be a paper which has been submitted for a linguistics course numbered 400 or above.	
~~54.0~~ <u>51.0</u>	**Subtotal: 75% major GPA required**	

(End of Motion 6)

Rationale: These changes bring the BA Honours Major in Linguistics in line with recent changes made to the BA Major in Linguistics, including:

a) Housekeeping changes to the introductory class requirement (deleting the made historical LING 200, correcting FR 226 to FRN 236 as per a change within the French department, and adding the Indigenous Language 206 series;

b) Adding the choice of LING 325 or LING 327 (in place of LING 480) to match a replacement in BA Major in Linguistics;

c) Reducing the number of courses required from the 410-413 series allows us to be more flexible in the required 400-level offerings (and potentially incorporate more applied courses over theoretically-based ones).

d) Deleting the requirement for a class in historical linguistics or history of language due to the loss of expertise in this are within the Linguistics program through retirement.

This results in a net decrease of 3 credit hours, matching the recent decrease in the BA Major in Linguistics. However, the Honours degree retains both the non-credit Honours paper and the requirement for four 400-level courses and thus retains a high level of rigour.

Motion 7: Revisions to BA Major in German

To revise the BA Major in German by replacing the requirement for a GER 300- or 400-level course with a requirement for an additional 3 credit hours of approved electives at that level, **effective 201820**.

9.21.5 BA MAJOR IN GERMAN

Credit hours	BA German major, required courses	Student's record of courses completed
Major Requirements		
3.0	LING 100	
3.0	GER 111	
3.0	GER 112	
3.0	GER 211	
3.0	GER 212	
3.0	GER 311	
3.0	GER 312	
3.0	GER 411	
~~3.0~~	~~GER 300- or 400-level course~~	
3.0		
3.0	Five ~~Four~~ approved electives, two ~~one~~ of which must be at the 300- or 400-level	
3.0		
3.0		
3.0		
39.0	**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 German 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	
0.0	Two language courses (or one six-credit class) in any language other than English.	Requirement met in major
0.0		Requirement met in major
3.0	Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), 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, 423, 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.		
27.0	**Subtotal**	
Open Electives		
54.0	18 elective courses	
120.0	**Total: 60% PGPA & UGPA required**	

(End of Motion 7)

Rationale: Shrinking resources make the continued regular offering of a language intensive course at the 300- or 400 level infeasible. Instead, students who are completing a major in German would gain valuable and related cultural knowledge in other university courses at the University of Regina and would be encouraged to take part in an exchange in a German-speaking country. By completing GER 411, majors will still have completed the most advanced language course offered in the programme.

> **Motion 8: Revisions to BA Major in Economics**
>
> To revise the BA Major in Economics to: 1) require ECON 307 and ECON 310, and one of ECON 321 or 351, and 2) to remove ECON 308 or 309 and "Any two other ECON courses numbered 300 or above; **effective 201820**.

9.15.2 BA MAJOR IN ECONOMICS

Credit hours	BA Economics major, required courses	Student's record of courses completed
Major Requirements		
3.0	ECON 201	
3.0	ECON 202	
3.0	ECON 224	
3.0	ECON 280	
3.0	ECON 301	
3.0	ECON 302	
~~3.0~~	~~ECON 308 or 309~~	
<u>3.0</u>	<u>ECON 307</u>	
<u>3.0</u>	<u>ECON 310</u>	
3.0	One of: ECON 311, 341, 353, 354, 361, 363, 364, 372, ~~396, 496~~	
~~3.0~~	~~Any two other ECON courses~~	
~~3.0~~	~~numbered 300 or above~~	
<u>3.0</u>	<u>ECON 321 or 351</u>	
3.0	ECON course	
3.0	ECON course	
3.0	ECON course	
3.0	ECON 480	
3.0	One of MATH 103 <u>or</u> 110	
45.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
0.0	ARTS 099	
3.0	ENGL 100	
0.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224	Requirement met in major
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, 288), GEOG 100, 120	

3.0	Any course in HIST or CLAS 100 or IDS 100 or CATH 200	
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST	Requirement met in major
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.		
27.0	**Subtotal**	
Open Electives		
48.0	16 elective courses	
120.0	**Total: 60% PGPA & UGPA required**	

(End of Motion 8)

Rationale: The new requirements for both intermediate Micro II and Macro II (307 and 310) will provide students with a broader coverage of relevant topics. This coverage is consistent with other programs across Canadian Universities. The new requirement of either Econ 321 or Econ 351 will ensure a more adequate quantitative training. In the past, most students in the program take Econ 321 or Econ 351 as electives. Overall, the proposed changes will strengthen the rigor and breadth of the program. Please refer to changes shown in Section 9.15.2 of the UG Calendar.

Motion 9: Revisions to BA Honours major in Economics

To revise the BA Honours major in Economics to require ECON 307 and ECON 310 in lieu of ECON 308 and 309, **effective 201820**.

9.15.3 BA HONOURS MAJOR IN ECONOMICS

Students planning to attend graduate school in economics are strongly urged to take MATH 122.

Credit hours	BA Economics Honours major, required courses	Student's record of courses completed
Honours Major Requirements		
3.0	ECON 201	
3.0	ECON 202	
3.0	ECON 224	
3.0	ECON 280	
3.0	ECON 301	
3.0	ECON 302	
3.0	ECON 307	
3.0	ECON 308	
3.0	ECON 309	
3.0	ECON 310	

Credit hours	Course	Student's record
3.0	ECON 321	
3.0	ECON 322	
3.0	One of ECON 311, 341, 353, 354,361, 363, 364, 372, 396, 496	
3.0	ECON 401	
3.0	ECON 402	
3.0	ECON 480 (with a grade of at least 75%)	
3.0	ECON 499	
3.0	ECON course	
3.0	ECON course	
3.0	ECON course	
3.0	STAT 160 or 200	
3.0	One of MATH 103 or 110	
60.0	**Subtotal: 75% major GPA required**	
Arts Core Requirements		
27.0	**Same as stated above for BA in Economics**	
Open Electives		
33.0	11 elective courses	
120.0	**Total: 70% PGPA & 60% UGPA required**	

(End of Motion 9)

Rationale: Replacing Econ 308 with Econ 310 and Econ 309 with 307 in the ECON Honours programs ensures broader coverage of relevant topics in the intermediate macro/micro level. Such coverage is consistent with other programs across Canadian Universities. Please refer to changes shown in the UG Calendar Sections 9.15.3 and 19.15.10, respectively.

> **Motion 10: BA Combined Major in Economic and Geography**
>
> To revise the BA Combined Major in Economics and Geography to replace the requirement for ECON 321 with ECON course, **effective 201820**.

9.15.5 BA COMBINED MAJOR IN ECONOMICS AND GEOGRAPHY

Credit hours	BA Economics/Geography major, required courses	Student's record of courses completed
Major Requirements		
3.0	ECON 201	
3.0	ECON 202	
3.0	ECON 224	
3.0	ECON 280	
3.0	ECON 301	
3.0	ECON 302	
3.0	One of ECON 311, 341, 353, 354, 361, 363, 364, 372, 396, 496	
~~3.0~~	~~ECON 321~~	
3.0	ECON 480	
3.0	ECON course	
3.0	ECON course	
3.0	STAT 160 or 200	
3.0	GEOG 120	
3.0	GEOG 121	

Credit hours	BA Economics/Geography major, required courses	Student's record of courses completed
3.0	GEOG 203 or 207	
3.0	GEOG 222	
3.0	Two additional 200-level GEOG	
3.0	courses	
3.0	One 400-level GEOG course	
3.0		
3.0	Three additional 300- or 400-level GEOG courses	
3.0		
63.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
0.0	ARTS 099	
3.0	ENGL 100	
0.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, or 460, SOST 201, ECON 224	Requirement met in major
3.0	Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST	
0.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121	Requirement met in major
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		
0.0	Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120	Requirement met in major
3.0	Any course in HIST or CLAS 100 or IDS 100 or CATH 200	
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST	Requirement met in major
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.		
21.0	**Subtotal**	
Open Electives		
36.0	12 elective courses	
120.0	**Total: 60% PGPA & UGPA required**	

(End of Motion 10)

Rationale: Please note that Department of Geog and ENS was consulted and has agreed to the change. By requiring any "Econ course" instead of Econ 321 Econometrics, students in this program have more choice and flexibility. Students that wish to take Econ 321 may account the course under the new requirement. Prior to today's proposed changes, Econ 321 was not even required for the BA majors in Econ and it was unclear to why this program had a more rigid quantitative requirement. In addition, this change ensures consistency in major requirements for all combined Econ degrees such as Econ & History/Business Admin. Please refer to changes shown in the UG Calendar Section 9.15.5.

Motion 11: Revision to all Economics Programs

To remove ECON 396 and 496 from the list of "ECON 311, 341, 353, 354, 361, 363, 364, 372, ~~396~~, ~~496~~" for all Economics programs, **effective 201820**.

9.15.6 BA COMBINED MAJOR IN ECONOMICS AND HISTORY

Credit hours	BA Economics/History major, required courses	Student's record of courses completed
Major Requirements		
3.0	ECON 201	
3.0	ECON 202	
3.0	ECON 224	
3.0	ECON 280	
3.0	ECON 301	
3.0	ECON 302	
3.0	One of ECON 311, 341, 353, 354, 361, 363, 364, 372, ~~396~~, ~~496~~	
3.0	ECON 480	
3.0	ECON course	
3.0	ECON course	
3.0	One 100-level HIST course	
3.0	One 100-level or 200-level* HIST course	
3.0	Three 200-level HIST courses*	
3.0		
3.0		
3.0	Five 300- or 400-level HIST* courses (can include PSCI 331)	
3.0		
3.0		
3.0		
3.0		
*Students must complete at least one 200- or 300-level course from each of Groups I – IV, and a second 200- or 300-level course from at least two of the groups.		
60.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
0.0	ARTS 099	
3.0	ENGL 100	
3.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224	
3.0	Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST	

Credit hours	BA Economics/History major, required courses	Student's record of courses completed
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, 288), GEOG 100, 120	
0.0	Any course in HIST or CLAS 100 or IDS 100 or CATH 200	Requirement met in major
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST	Requirement met in major
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.	
27.0	**Subtotal**	
Open Electives		
33.0	11 elective courses	
120.0	**Total: 60% PGPA & UGPA required**	

9.15.7   BA MAJOR IN ECONOMICS AND SOCIETY

Credit hours	BA Economics and Society major, required courses	Student's record of courses completed
Major Requirements		
3.0	ECON 201	
3.0	ECON 202	
3.0	ECON 224	
3.0	ECON 280	
3.0	ECON course	
3.0	ECON course	
3.0	ECON course	
3.0	ECON course	
3.0	ECON course	
3.0	One of: ECON 311, 341, 353, 354, 361, 363, 364, 372, ~~396~~, ~~496~~	
3.0	300- or 400-level ECON course	
3.0	300- or 400-level ECON course	
3.0	Three other social science courses from at least two different disciplines (courses taken toward a joint major or minor can be counted toward this requirement)	
3.0		
3.0		
45.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
0.0	ARTS 099	
3.0	ENGL 100	

3.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452 or 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, 288), GEOG 100, 120	
3.0	Any course in HIST or CLAS 100 or IDS 100 or CATH 200	
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST	Requirement met in major
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.	
30.0	**Subtotal**	
Open Electives		
45.0	15 elective courses	
120.0	**Total: 60% PGPA & UGPA required**	

(End of Motion 11)

Rationale: This change is needed to bring consistency with Econ 480 prerequisites that were altered last year. It also ensures that students are adequately prepared as they complete their courses within the writing stream. More specifically, in the past we have observed that students that completed these courses for Econ 480 prerequisites, were not adequately prepared for Econ 480, as these courses did not require a major econ essay. Failing this expectation was primarily due to the fact that 396/496 are occasional offerings, mostly taught by sessional instructors that are less likely to be fully aware of the intent of the writing sequence design in the program. Please refer to changes shown in all programs   of the Econ Section of UG Calendar.

Motion 12: Revisions to the Certificate in Nonprofit Sector Leadership

To revise the requirements for the Certificate in Nonprofit Sector Leadership and Innovation to include NSLI 360 and NSLI 390 as being acceptable courses to meet the requirement of "Three of: NSLI 300, 310, 320, 330, 340, 350," **effective 201820.**

Credit Hours	Certificate in Nonprofit Sector Leadership & Innovation, Required Courses
3.0	NSLI 200
3.0	Three of: NSLI 300, 310, 320, 330, 340, 350, 360, 390**
3.0	
3.0	
3.0	One elective from the following: Any additional NSLI course, BUS 100, BUS 260, IDS 101, PHIL 272, PHIL 276, PSCI 100, SOC 214, SRS 340
15.0	**Total**

(End of Motion 12)

Rationale: In Canada, Susan Phillips (2012) reports increased competition for scarce resources, technological changes in how nonprofit organizations operate and raise financial resources, and a number of high profile fundraising scandals have resulted in a "reframing" of the regulatory environment in Canada from a focus away from "informed donors to the well-performing charity" (p. 808). In the United States, Putnum Barber (2012) noted similar challenges and regulatory concerns with regard to colossal failures in charitable fundraising. Like Phillips, Barber suggests challenges be addressed at the organizational level with greater emphasis on governance oversight and impact of nonprofit organizations by volunteer boards of directors.

   The Saskatchewan Network of Nonprofit Organizations commissioned a sector wide survey of nonprofit and voluntary organizations in Saskatchewan in 2012 and identified "Strong Board Governance" as one of the top three nonprofit operational success factors. This finding lends support for the addition of NSLI 360 Nonprofit Organization Governance and Leadership to the NSLI Certificate program as it meets a local need. A list of other nonprofit organization development needs were identified in the report including, fundraising and resource development, volunteerism, strategic planning, inter-organizational collaborations, total quality and membership management, and excellence in service delivery. To be responsive to sector needs, adding NSLI 370AA-ZZ to the list of NSLI courses allows us to develop new courses that are responsive to emerging trends and needs of the local nonprofit sector.

   In order to address a gap in organizational development and learning for those interested in or already working in third sector organizations, the VSSN would like to add two courses to the NSLI Certificate. NSLI 360, Nonprofit Organization Governance and Leadership, addresses a gap that identified in third sector organizations in North America and Saskatchewan specifically.

Motion 13: Faculty of Arts Admission Requirements

To add the following *Saskatchewan* High School Courses to the admission requirements for the Faculty of Arts: Accounting 30, Catholic Studies 30, Entrepreneurship 30, Graphic Arts 30, Information Processing 30, Photography 30, Theatre Arts 30, and Wildlife Management 30, and to revise the undergraduate calendar entry as outlined below, **effective 201820.**

(End of Motion 13)

FACULTY OR PROGRAM	HIGH SCHOOL COURSE REQUIREMENTS BY FACULTY	MINIMUM AVERAGE	ADDITIONAL REQUIREMENTS
ARTS (U of R, Campion, Luther, or FN Univ)	• English Language Arts A30 and B30[1] • One math or science course chosen from Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Earth Science 30, Foundations of Mathematics 30, Pre-calculus 20[4], Pre-calculus 30, Physics 30 • One language, social science, or fine/performing arts course chosen from Arts Education 30, Christian Ethics 30, Cree 30, Drama 30, Economics 30, French 30, Geography 30, German 30, History 30, Latin 30, Law 30, Mandarin 30, Music 30, Native Studies 30, Psychology 30, Social Studies 30, Spanish 30, Ukrainian 30, Ukrainian Language Arts 30, Visual Art 30 • One of Accounting 30, Catholic Studies 30, Entrepreneurship 30, Graphic Arts 30, Information Processing 30, Photography 30, Theatre Arts 30, or Wildlife Management 30 or One additional course from the two bullets immediately lists above.	**65%**	Students intending to major in Economics are recommended to have one of Math B30, Pre-Calculus 20, Pre-Calculus 30 or Foundations of Mathematics 30. Students complete two years of pre-Journalism in the Faculty of Arts before applying to the School of Journalism.

Rationale: The Faculty of Education has approved the addition of the above courses as suitable for the purposes of admission to its programs and we have been asked to do the same. Curriculum documents for the above courses can be found on the Saskatchewan Ministry of Education's website.

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Accounting_10_20_30_2003.pdf

https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/subjecthome?lang=en&subj=catholicstudies&level=30

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Entrepreneurship_30_2004.pdf

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/GraphicArts2030_2012.pdf

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Information_Processing_10_20_30_2003.pdf

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Photography_2011.pdf

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Theatre_Arts_20_30_1999.pdf

https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/subjecthome?lang=en&subj=paa&level=wildlife102030

Motion 14: Revisions to BA Major in Sociology

To revise the BA Major in Sociology to require students to complete both SOST 306 and SOST 307 and to reduce the number of required 200-level SOC courses to three (from four), **effective 201820**.

9.32.2 BA MAJOR IN SOCIOLOGY

Credit hours	BA Sociology major, required courses	Student's record of courses completed
Major Requirements		
3.0	SOC 100	
3.0	SOST 201 (Students with credit for equivalent courses, including PSYC 305, may substitute it for this course.)	
3.0	SOST 203	
3.0	~~One of~~ SOST 306 ~~or 307~~	
3.0	SOST 307	
3.0	SOC 285	
3.0	SOC 485	
3.0		
3.0	Three ~~Four~~ 200-level SOC or SOST courses	
~~3.0~~		
3.0		
3.0	Two 300- or 400-level SOC course	
3.0		
36.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
0.0	ARTS 099	
3.0	ENGL 100	
0.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224	Requirement met in major
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, 288), GEOG 100, 120	
3.0	Any course in HIST or CLAS 100 or IDS 100 or CATH 200	
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST	Requirement met in major

Credit hours	BA Sociology major, required courses	Student's record of courses completed
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.	
27.0	**Subtotal**	
Open Electives		
57.0	19 elective courses	
120.0	**Total: 60% PGPA & UGPA required**	

SOST 306   3:3-1

Applied Methods: Quantitative Approaches

In this course, students will produce and analyze quantitative data, using a survey and other methods. Students will be introduced to computer programs and use these to assist in writing reports and papers that analyze the data. This class is intended for sociology majors.

Prerequisite: SOST 201 and SOST 203, or permission of department head. * Note: This class is intended for sociology majors. *

SOST 307   3:3-1

Applied Methods: Qualitative Approaches

This course is a practical exploration of the principles and methods of qualitative analysis, including interviews, focus groups, participant observation, content analysis, and discourse and media analysis. Students will design and conduct a research project.

*** Prerequisite: One 200- or 300-level sociology course and SOST 203, or permission of Department Head. ***

(End of Motion 14)

Rationale: In the past sociologists tended to specialize in either quantitative or qualitative research methods, and most studies tended to be based exclusively on one or the other methodological approach. In recent times more and more studies are using a mixed methods approach, employing both methodological approaches. It is quickly becoming the norm in sociological research. The Department has always required both SOST 306 and 307 in its Honours program in order to more adequately prepare our graduates for graduate studies. In the past, an Honours degree was considered necessary to gain access to a graduate program. This is no longer the case. Most graduate schools now accept both Honors and four-year BA majors on an almost equal footing. The Department has therefore concluded that those who do the four year BA major in Sociology should also be required to take both SOST 306 and SOST 307.

The committee will also note that the new major does not provide an option of either Sociology or Social Studies courses at the 200 level. This is because with the archiving of SOST 220 there are no long any 200 level Social Studies courses available beyond SOST 201 and 203. Both of these are required for the major.

> **Motion 15: Revision to Certificate in Sustainability**
>
> To revise the requirements for the Certificate in Sustainability to permit students to take a maximum of three classes in the same subject, rather than from the same department, **effective 201820**.

9.26.11 CERTIFICATE IN SUSTAINABILITY

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

(End of Motion 15)

Rationale: This clarifies that students may use more than three courses from the same department, so long as they are in different subjects. This recognizes that some departments offer courses in multiple subjects and corrects an unintentional oversight.

Motion 16: BA and BA Honours Major in English Revision

To revise the BA and BA Hounours Major in English by redefining the three Period requirements as follows, **effective 201820.**

9.16.1 BA MAJOR IN ENGLISH

Credit hours	BA English major, required courses	Student's record of courses completed
Honours Major Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	ENGL 211	
3.0	ENGL 212	
3.0	One of ENGL 221, 222, or 223	
3.0	ENGL 301 or 302	
3.0	One of ENGL 349, 390 or 399	
3.0	300- or 400-level ENGL course	
3.0	One 300- or 400-level ENGL course focusing on literature to 1600 medieval and early-modern literature to the Restoration (up to 1660)	
3.0	One 300- or 400-level ENGL course focusing on literature from 1660 to 1790 Restoration, 18th Century, and Romantic literature (1660 to 1838)	
3.0	One 300- or 400-level ENGL course focusing on literature from 1791 to 1900 Victorian and 20th-Century literature (1838 to the 1960s)	
3.0		
3.0	Four of 200-, 300- or 400-level ENGL, or HUM 260 or LING 200, 210, 212, 213	
3.0		
3.0		
45.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
0.0	ARTS 099	
0.0	ENGL 100	Requirement met in
3.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 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	
0.0	One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110	Requirement met in
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, 288), 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, 423, 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.		
27.0	**Subtotal**	
Open Electives		
48.0	16 elective courses	
120.0	**Total: 60% PGPA & UGPA required**	

9.16.2 HONOURS MAJOR IN ENGLISH

English majors are advised to complete the 200-level ENGL requirements before proceeding to the 300-level ENGL courses.

Credit hours	BA English Honours major, required courses	Student's record of courses completed
Honours Major Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	ENGL 211	
3.0	ENGL 212	
3.0	One of ENGL 221, 222, or 223	
3.0	ENGL 301 or 302	
3.0	Two of ENGL 349, 390 or 399	
3.0		
3.0	One 300- or 400-level ENGL course focusing on literature to 1600 medieval and early-modern literature to the Restoration (up to 1660)	
3.0	One 300- or 400-level ENGL course focusing on literature from 1660 to 1790 Restoration, 18th Century, and Romantic literature (1660 to 1838)	
3.0	One 300- or 400-level ENGL course focusing on literature from 1791 to 1900 Victorian and 20th-Century literature (1838 to the 1960s)	
3.0	One 300- or 400-level ENGL course focusing on literature to 1600	
3.0	One 300- or 400-level ENGL course focusing on literature from 1660 to 1790	
3.0	One 300- or 400-level ENGL course focusing on literature from 1791 to 1900	
3.0	Four of ENGL 400-489, 499	
3.0		
3.0		
3.0		

3.0		
3.0	ENGL 490 and 491; or two of ENGL 400-489, 499	
3.0		
3.0	Three of 200-, 300- or 400-level ENGL, or HUM 260 or LING 200, 210, 212, 213	
3.0		
3.0		
60.0	Subtotal: 75% major GPA required	
Arts Core Requirements		
27.0	Same as stated above for the BA in English	
Open Electives		
33.0	11 elective courses	
120.0	Total: 70% PGPA & 60% UGPA required	

(End of Motion 16)

Rationale: In regards to modifications to the third (or Period III) requirement, the twentieth century is now decisively in the past, yet students now entering university may have almost no knowledge of, or experience studying, its most influential literary texts. The historical context of the first half or so of the twentieth century, through modernism and the emergence of postmodernism, is crucial for understanding literary tradition. As regards to modifications to the second (or Period II) requirement, this has, as it is presently delimited, sometimes been a problem area for mounting courses; additionally, previously taught courses, particularly in the Romantics, have found the cut-off dates 1790/1791 tricky to negotiate; Queen Victoria's coronation represents a clearer period break. Finally, in regards to the change in calendar language, there is an established precedent for using conventional names for the literary periods; these period designations therefore appear less arbitrary, and more immediately recognizable, than the dates alone. A list of courses will be provided.

Motion 17: Creation of Minor and Certificate in Law and Society

To create a Minor and Certificate in Law and Society as follows, **effective 201820.**

9.x   Law and Society

9.x.1   Minor in Law and Society

9.x.2   Certificate in Law and Society

9.x.2   Law and Society Courses

Group I – Basics of Law and Society

HIST 314 - The Legal History of Canada

HIST 323 - Crime and Punishment in Britain since 1500

HIST 434 - American Trials of the Twentieth Century

JS 230 - Introduction to Canadian Law

JS 332 - Law and Society

SOC 297 - Sociology of Law

Group II – **Principles of Law**

HIST 301 / PSCI 331 - Federalism and the Canadian Experience / Canadian Federalism

INDG 225 - Principles of Indigenous Law

PHIL 270 - Ethics

PHIL 272 - Contemporary Moral Issues

PHIL 274 - Philosophy of Law

PPE 200 - Foundations of PPE

PSCI 230 - Canadian Politics

SOC 300 - Issues in Social Policy

Group III – **Law and Rights**

JS 350 - Justice and Indigenous People

JS 381 - Foundations of Human Rights

PHIL 271 / PSCI 220 - Social & Political Philosophy / Comparative Politics

PSCI 334 - Canadian Politics and the Charter of Rights

SOC 208 - Inequality and Social Justice

Group IV – **Crime and Punishment**

JS 240 - The Criminal Justice System

JS 341 - Policing in a Democratic Society

JS 342 - Best Practices in Correctional Programs

SOC 215 - Sociology of Crime and Criminal Justice

SOC 315 - Advanced Studies in Crime and Justice

9.x.2   Minor in Law and Society

Credit hours	Minor in Law and Society, required courses	Student's record of courses completed
3.0	Group I course	
3.0	Group II course	
3.0	Group III course	
3.0	Group IV course	
3.0	Group I, II, III, or IV course	
3.0	Group I, II, III, or IV course	
18.0	**L&S minor – 65% GPA required**	

Note: No more than 3 courses from a single subject may be used in the Minor.

9.x.3   Certificate in Law and Society

Credit hours	Certificate in Law and Society, required courses	Student's record of courses completed
0.0	ARTS 099	
3.0	ENGL 100	
3.0	PHIL 150	
3.0	2 Group I courses	
3.0		
3.0	2 Group II courses	
3.0		
3.0	2 Group III courses	
3.0		
3.0	Group IV course	
3.0	Group I, II, III, or IV course	
30.0	**Total: 65% PGPA required**	

Note: No more than 4 courses from a single department may be used in the Certificate.

(End of Motion 17)

Rationale: The Minor in Law and Society and the Certificate in Law and Society introduce students to the study of Law, and its impact on Society. Students will have the opportunity to explore a range of disciplinary perspectives and approaches to studying the law. This minor and certificate will appeal to those who are curious about how law shapes society and how law impacts the lives of people; it will be especially appealing to students who are planning to apply to a law school or to pursue a law-related career. The Minor in Law and Society and the Certificate in Law and Society are made up of courses that allow students to explore a number of important themes. These include: the Basics of Law and Society, Principles of Law, Law and Rights, and Crime and Punishment.

Motion 18: Creation of a Minor in Geographic Information Science

To create a minor in Geographic Information Science as outlined below, **effective 201820**.

Credit hours	Geographic Information Science minor, required courses	Student's record of courses completed
3.0	GEOG 100-level course	
3.0	GEOG 203	
3.0	GEOG 207	
3.0	GEOG 303	
3.0	GEOG 307	
3.0	GEOG 309	
18.0	**BGISc Minor – 65% GPA required**	

(End of Motion 18)

Rationale: The suggested courses GEOG 203, 207, 303, 307, and 309 are the core courses in geographic information (GI) science offered by the Department of Geography and Environmental Studies. These courses will provide students with the core knowledge and understanding of GI science. The requirement of an introductory GEOG course at the 100-level will allow students to understand and apply spatial analysis in a geographic context. (Both required 200-level GEOG courses have the prerequisite of a 100-level GEOG course.).

All required courses of the Minor in Geographic Information Science are required courses in other degrees offered by the Department of Geography and Environmental Studies, and will not require the department to teach any additional courses.

Students have repeatedly expressed interest in the minor in Geographic Information Science.

Motion 19: Revision to BA Major in Classical and Medieval Studies

To add CLAS 230 and 280, and remove CLAS 250, 251, 260, and 261 from the BA Major in Classical and Medieval Studies, **effective 201820**.

9.26.6 Major in Classical and Medieval Studies

Credit hours	BA Classical and Medieval Studies major
Section A: Required courses	
3.0	CLAS 100
3.0	CLAS 150
3.0	CLAS 151
3.0	One of HIST 261 or 262
3.0	HIST 265
3.0	HIST 266
Section B: Cognate courses in the Ancient World	
3.0	Four or five** of: ARTH 201,
3.0	CLAS 160, 161, 200, ~~250~~, ~~251~~,
3.0	~~260~~, ~~261~~, 210, 211, 220, <u>230</u>, <u>280</u>, 290AA-ZZ,
3.0	291, 390AA-ZZ ZZ, HIST 261 or 262 *** 464, PHIL 210, 211, 310AJ, 312/412, PSCI 310, RLST 215 378, STS 230, THEA 350
Section C: Cognate courses in the Medieval World	
3.0	Four or five** of: ARTH 202,
3.0	ENGL 300, 325-327, 361, 362
3.0	400, 405, FR 315, HIST 115, 116,
3.0	224, 261 or 262***, 366, 367, 368, 466, 467, MU 203, 210, PHIL 212, PSCI 317, 415, STS 231, THEA 351
3.0	Additional Section B or C course
** Either 4 or 5 courses from Section B, or 4 or 5 courses from Section C, for a total of 9 courses from B and C. *****Students may receive credit for whichever of these courses was not used to fulfill the "HIST 261 or 262" requirement of Section A.**	
At least three courses from Sections B and C must be at the 300- or 400-level.	
45.0	**Subtotal**

(End of Motion 19)

Rationale: These changes reflect an updating of the Classics curriculum, and the department's ability to offer CLAS courses.

Motion 20: Revisions to Minor in Classical Studies

To remove CLAS 250, 251, 260, 261 from the Minor in Classical Studies, **effective 201820**.

9.26.5 Minor in Classical Studies

Credit hours	Classical Studies minor, required courses
3.0	TWO courses in either Latin or Greek, chosen from ONE of the following groups:
3.0	CLAS 150, 151, ~~250~~, ~~251~~ CLAS 160, 161, ~~260~~, ~~261~~
3.0	CLAS course or HIST 261
3.0	CLAS course or HIST 262
3.0	CLAS course
3.0	CLAS course or approved elective (ARTH 201, HIST 460, HIST 260,464, PHIL 210, PHIL 211, PHIL 310AA, PSCI 310, RLST 215, 315,THEA 350)
18.0	**CLAS Minor - 65% GPA required**

(End of Motion 20)

Rationale: These changes reflect an updating of the Classics curriculum, and the department's ability to offer CLAS courses.

1.3 Faculty of Engineering and Applied Science

Motion 21: Revisions to all Engineering and Applied Science Major Programs

To approve the curriculum changes in Semesters 1, 3, and 4 as outlined below for all Engineering and Applied Science major programs, **effective 201820.**

Credit hours	BASc in Electronic Systems Engineering, required courses
	Semester 1 (Fall)
3.0	CHEM 104
3.0	ENGG 123
3.0	MATH 122
3.0	~~PHYS 109~~ **ENGG 140**
3.0	MATH 110
	Semester 2 (Winter)
3.0	CS 110
3.0	ENGG 100
3.0	ENGL 100
3.0	MATH 111
3.0	PHYS 119
	Semester 3 (Fall)
3.0	MATH 217
3.0	CS 115
3.0	ENEL 280
3.0	ENEV 223
3.0	~~ENGG 240~~ **PHYS 112**
	Semester 4 (Winter, Spring/Summer)
3.0	CS 210
3.0	ENEL 282
3.0	ENEL 281
3.0	MATH 213
3.0	~~STAT 160~~ **STAT 289**

Credit hours	BASc in Environmental Systems Engineering, required courses
	Semester 1 (Fall)
3.0	CHEM 104
3.0	ENGG 123
3.0	MATH 122
3.0	~~PHYS 109~~ **ENGG 140**
3.0	MATH 110
	Semester 2 (Winter)
3.0	CS 110
3.0	ENGG 100
3.0	ENGL 100
3.0	MATH 111
3.0	PHYS 119
	Semester 3 (Fall)
3.0	CHEM 140
3.0	ENEV 223
3.0	~~ENGG 240~~ **ENGG 141**
3.0	GEOL 102
3.0	ENEV 372
	Semester 4 (Winter, Spring/Summer)
3.0	ECON 201
3.0	Humanities Elective
3.0	ENIN 241
3.0	MATH 213
3.0	~~STAT 160~~ **STAT 289**

Credit hours	BASc in Industrial Systems Engineering, required courses
	Semester 1 (Fall)
3.0	CHEM 104
3.0	ENGG 123
3.0	MATH 122
3.0	~~PHYS 109~~ **ENGG 140**
3.0	MATH 110
	Semester 2 (Winter)
3.0	CS 110
3.0	ENGG 100
3.0	ENGL 100
3.0	MATH 111
3.0	PHYS 119
	Semester 3 (Fall)
3.0	ENEL 280
3.0	ENEV 223
3.0	~~ENGG 240~~ **ENGG 141**
3.0	MATH 217
3.0	*Natural Science Elective
	Semester 4 (Winter, Spring/Summer)
3.0	ENIN 233
3.0	ENIN 241
3.0	MATH 213
3.0	~~STAT 160~~ **STAT 289**
3.0	*Humanities Elective

Credit hours	BASc in Petroleum Systems Engineering, required courses
	Semester 1 (Fall)
3.0	CHEM 104
3.0	ENGG 123
3.0	MATH 122
3.0	~~PHYS 109~~ **ENGG 140**
3.0	MATH 110
	Semester 2 (Winter)
3.0	CS 110
3.0	ENGG 100
3.0	ENGL 100
3.0	MATH 111
3.0	PHYS 119
	Semester 3 (Fall)
3.0	~~ENGG 240~~ **ENGG 141**
3.0	ENEL 280
3.0	ENPE 241
3.0	GEOL 102
	Semester 4 (Winter, Spring/Summer)
3.0	ECON 201
3.0	ENIN 233
3.0	ENPE 251
3.0	MATH 213
3.0	~~STAT 160~~ **STAT 289**

Credit hours	BASc in Software Systems Engineering, required courses
	Semester 1 (Fall)
3.0	CHEM 104
3.0	ENGG 123
3.0	MATH 122
3.0	~~PHYS 109~~ **ENGG 140**
3.0	MATH 110
	Semester 2 (Winter)
3.0	CS 110
3.0	ENGG 100
3.0	ENGL 100
3.0	MATH 111
3.0	PHYS 119
	Semester 3 (Fall)
3.0	ENEV 223
3.0	CS 115
3.0	ENEL 280
3.0	MATH 217
3.0	~~ENGG 240~~ **PHYS 112**
	Semester 4 (Winter, Spring/Summer)
3.0	CS 210
3.0	ENEL 282
3.0	ENEL 281
3.0	MATH 213
3.0	~~STAT 160~~ **STAT 289**

(End of Motion 21)

Rationale: In order to re-introduce ENGG 140 and 141, the curriculum must be revised. The proposal is ENGG 140 will be a Semester 1 course which can be offered at least 2 times per academic year. EVSE, ISE and PSE will take ENGG 141 in Semester 3. ESE and SSE will include PHYS 112 in Semester 3 to ensure adequate natural science AUs. The pre-requisite for PHYS 112 will need to be altered, it currently reads PHYS 111 (recommended) or 109, and MATH 105 or 110 (may be taken concurrently).

Replacing STAT 160 with STAT 289 in Semester 4 is proposed because there was a request to consider reviewing STAT 160 as the required course in programs. STAT 289 was the previous course with topics focused on engineering. The Department of Math has indicated that they would be willing to offer this course if brought back into the Engineering curriculum. STAT 289 provides fundamental knowledge required by students as they progress in the program. Faculty of Science is aware STAT 289 will be revived and will not be restricted to Engineering and Applied Science students. Furthermore, STAT 160 will not be equivalent to STAT 289. This will be explained to students when they have advising. As well, ENGG 140 and ENGG 141 will be revived from the historic course list. Because the content will be the same there is no need to create a new course.

Please see course catalogue descriptions for both STAT 160 and STAT 289 below:

STAT 160   **3:3-0**
Introductory Statistics
A comprehensive introduction to probability, probability distributions, sampling distributions, basic techniques of statistical inference, analysis of variance, linear regression, inference for categorical variables, and nonparametric statistics. ***Prerequisite: Pre-calculus 30, or MATH B30 and MATH C30, or MATH 127*** *Note: STAT 160 is designed to provide a comprehensive single semester introduction to statistical techniques and is intended for students majoring in statistics, actuarial science, or any other program requiring a detailed knowledge of statistics. Students who receive credit for STAT 160 may not receive credit for STAT 100 or STAT 200*

STAT 289 Statistics & Numerical Analysis for Engineers
Probability; distributions, confidence levels, standard deviations; linear regression, statistical test, finite differences, errors, numerical solutions of equations; numerical differentiation and integration.
Prerequisite: Math 111 with grade of at least 60%
Note: Designed for engineering students. Students who receive credit for Stat 289 may not receive credit for Stat 100, 160 or 200.

Motion 22: Revisions to Faculty of Engineering and Applied Science Regulations

To approve the following revisions to section 12.5.2.1 Faculty Regulations and 12.7 Other Faculty Regulations in the Undergraduate Calendar, **effective 201830**

12.5.2.1 Faculty Regulations

The Faculty of Engineering and Applied Science evaluates academic performance each semester.

~~Starting from the completion of first full-time semester (with at least nine credit hours), students are expected to maintain a PGPA of at least 60.00%. Those whose PGPA falls below 60.00% will be placed on faculty probation (faculty probation does not appear on official transcripts). Their next academic semester will be considered to be a probationary semester, during which they may take any courses for which they have the prerequisites, and must achieve a TGPA of at least 60.00%. Students who do not achieve the 60% TGPA and who still have a PGPA of less than 60.00% are required to discontinue (Faculty RTD) for at least 2 semesters from the Faculty of Engineering and Applied Science.~~

~~Students on faculty probation who achieve the 60.00% TGPA but who still have a PGPA of less than 60.00% will remain on faculty probation. Students will be reviewed at the end of their next academic semester subject to the faculty probation conditions outlined above. Students will be permitted two continuations of their probationary semesters to increase their PGPA to the required minimum of 60.00%. Failure to achieve this minimum in three probationary semesters will result in a required to discontinue for at least two semesters from the Faculty.~~

Students may be required to discontinue from the Faculty for a period of eight months (two semesters) if a course is failed more than once with the exception of ENGL 100. See §5.12.6.6.

Students may also be required to discontinue from the Faculty at any time for unacceptable professional conduct. Refer also to §5.1,3 Discipline.

~~Notification of a requirement to discontinue will be issued no later than one week after the start of lectures and students who are required to discontinue studies will have their registration in academic courses cancelled immediately.~~

Students must repeat all required courses in which they have a grade of less than 50% (failed course).

When calculating a student's average, the Faculty will use the last grade obtained for all repeated courses (see §5.12 ~~5.11~~).

If an IN is not completed by the end of the following semester, an NP will be assigned.

Averages are calculated to 2 decimal points. The calculation is not rounded but is truncated to 2 decimal points.

These decisions can be appealed to the Faculty's Student Appeals Committee. Refer to §12.8 for procedures.

12.7 OTHER FACULTY REGULATIONS

~~**12.7.1 REPEATING COURSES**~~

~~Refer also to §5.11. Students are permitted to repeat a maximum of 15 credit hours of courses in which they obtained a grade of 50% or higher.~~

~~Students may be required to discontinue from the Faculty for a period of eight months (two semesters) if a course is failed more than once with the exception of ENGL 100. See §5.12.6.6.~~

(End of Motion 22)

Rationale: The proposed regulations on academic performance will simplify the regulations to follow the general University policy on must withdraw. Currently, two slightly different types of actions can be confusing for students and have a more negative impact on first year students.

a) Starting from the completion of first full-time semester (with at least nine credit hours), students are expected to maintain a PGPA of at least 60%. Those whose PGPA falls below 60% will be placed on faculty probation (faculty probation does not appear on official transcripts). Their next academic semester will be considered to be a probationary semester, during which they may take any courses for which they have the prerequisites, and must achieve a TGPA of at least 60%. Students who do not achieve the 60% TGPA and who still have a PGPA of less than 60% are required to discontinue (Faculty RTD) for at least 2 semesters from the Faculty of Engineering and Applied Science.

b) Students on faculty probation who achieve the 60% TGPA but who still have a PGPA of less than 60% will remain on faculty probation. Students will be reviewed at the end of their next academic semester subject to the faculty probation conditions outlined above. Students will be permitted two continuations of their probationary semesters to increase their PGPA to the required minimum of 60%. Failure to achieve this minimum in three probationary semesters will result in a required to discontinue for at least two semesters from the Faculty.

Regulations in (a) has a negative impact on our first year students as we currently RTD if their TGPA is below 60 in both terms 1 & 2. For (b) these regulations were used before the university changed to MW regulations and are confusing to the students and unnecessary to have 2 types of actions that are similar. The University MW policy can be referred to in 5.13.6

Motion 23: Co-operative Education Programs in Engineering and Applied Science

To approve the revision of the co-operative education information as outlined below, **effective 201830**

CO-OPERATIVE EDUCATION PROGRAMS

In conjunction with the University's Co-operative Education Program, the Faculty of Engineering and Applied Science operates a program in Co-operative engineering education in which students take university courses and obtain engineering-oriented work experience in industry or business. This is made possible by fully using 3 four-month semesters per year.

Experience has shown that putting classroom theory into practice early in students' university life tends to improve motivation and academic performance. As well, the practical experience aids in choosing the area of studies best suited to students' talents. Being employed during a mix of work/study semesters will help students who require financial assistance, but such employment is not assured by acceptance into the Co-operative Education Program.

Refer to §8.1.1 for general regulations governing University of Regina Co-operative Education Programs.

SEQUENCING

Work terms and study semesters are sequenced over a total period of four years and eight months as shown below. There are four required work terms and nine study semesters (see below and §12.10.)

Fall	Winter	Spring	Fall	Winter	Spring	Fall
1	2		3	Work term or 4	4 or Work term	5
Winter	**Spring**	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**
Work term	6	Work term	7	Work term	8	9

Normally, students must complete the first work term before study semester 5, the second before study semester 6, the third before study semester 7, and the fourth before study semester 8. **Changes to this sequencing (e.g. double work terms) must consult with the Director, Co-op Work Study Programs for approval.**

ACADEMIC RULES

Students registered in a BASc program in Systems Engineering in the Faculty of Engineering and Applied Science (except for those explicitly excluded, such as by an exchange agreement) may participate in the Co-operative Education program, under the direction of the Director, Co-op Work Study Programs, who is responsible for admitting, withdrawing, and monitoring the progress of students through the program according to the following regulations. Appeals may be made to the Faculty of Engineering and Applied Science Student Appeals Committee.

12.9.2.1 Admission

To apply for admission to the Co-operative Education program in the Faculty of Engineering, a student must:

1. be registered in at least twelve credit hours in a Systems Engineering program in the Faculty of Engineering;
2. have completed or been given credit for no less than 27 and no more than 63 credit hours towards the Systems Engineering degree (students are expected to have successfully completed the first three Semesters of the Systems Engineering program before going on a first work term);
3. have a PGPA of at least 60.0%; and
4. have completed or been given credit for ENGL 100, ENGG123 and ENGG100.

Acceptance into the Co-operative Education program will be shown on the student's transcript. Students will remain in the Co-operative Education program until completion of the program requirements and convocation, or withdrawal. Upon graduation there will be an appropriate designation on the diploma and transcript of each student who successfully completes the four work terms required for Co-operative Education designation.

12.9.2.2 Progress

Students will register for four work terms, designated ENGG051 through ENGG054, which are graded on a pass/fail basis. At the end of each work term, students must submit a work term report to the Faculty of Engineering, which will be evaluated. Employers will provide an informal evaluation of student performance during the job-site visit (normally midway through the work term) and a formal evaluation at the end of the work term. A "Pass" grade requires both an acceptable work term report and an acceptable employer evaluation.

If the content of the work term report is deemed to be confidential or proprietary, the employer may request to evaluate the report in-house. The request should be in the form of a signed letter from an engineering supervisor, addressed to the Director, Co-op Work Study Programs, on company letterhead with the supervisor's position/title clearly stated and including an explanation of the necessity for a confidential report. Permission should be requested one month before the end of the work term. However, the ENGG051 work term report cannot be confidential, and the student is permitted only two confidential reports in total.

Students must maintain a PGPA and TGPA (in the most recent semester completed) of at least 60.0% in order to be eligible for a work term.

Students who are placed on academic probation by the Faculty of Engineering and Applied Science or the University of Regina will not be eligible for a work term until the probation is lifted.

Students who are required to discontinue (RTD) from the Faculty of Engineering and Applied Science and/or the University of Regina (MW) will be withdrawn from the Co-operative Education program and from the work term (if placed).

Students who wish to change the sequencing of their academic/work semesters (e.g., double work term) must consult Director, Co-op Work Study Programs for approval.

12.9.2.3 Withdrawal

Students who are admitted into the Co-operative Education program are expected to remain in the program. However, under special circumstances, a student may withdraw from the program voluntarily or be withdrawn by the Director, Co-op Work Study Programs. Students who withdraw or are required to withdraw will normally not be re-admitted to the Co-operative Education program.

- (voluntary) Under special circumstances, a student who has completed one work term may request withdrawal from the program. Such requests must be made, in writing and with supporting documentation, to the Director, Co-op Work Study Programs.

- (voluntary) Under exceptional circumstances, a student who has completed two or three work terms may request withdrawal from the program. Such requests must be made, in writing and with supporting documentation, to the Dean of the Faculty of Engineering, after consultation with the Director, Co-op Work Study Programs and the Co-op Office.

- Students who receive an "F" grade for a work term will be required to withdraw from the Co-operative Education program.

- Students who behave in an unprofessional manner during the placement process or the work placement will be required to withdraw from the Co-operative Education program.

- Students who complete more than 63 credit hours towards the Systems Engineering degree without obtaining a work placement are no longer eligible for the Co-operative Education program, and will be withdrawn.

- Students who are required to discontinue from the Faculty of Engineering and Applied Science (RTD) and/or the University of Regina (MW) will be withdrawn from the Co-operative Education program. If, at a later date, the student is re-admitted to the Faculty of Engineering and Applied Science, the student may apply for re-admission to the Co-operative Education program.

CO-OPERATIVE EDUCATION INTERNSHIP PROGRAM

In conjunction with the University of Regina Co-operative Education Program, the Faculty of Engineering and Applied Science offers a Co-operative Education Internship program for students enrolled in the Bachelor of Applied Science in Systems Engineering. This program is administered by the Director, Co-op Work/Study Programs, who is responsible for academic rules proposed in §12.9.2. The Co-operative Internship Program also involves individual members of the Faculty of Engineering and Applied Science, who mentor students during the internship placement.

Co-operative Internship is a single 12- or 16-month placement immediately preceding the two final academic semesters. Students who successfully complete the requirements of the program will receive "Internship" designation on their degree. Students who participate in Co-operative Education are not eligible for internship.

The objectives of the Co-operative Internship program are to:

- Enhance Engineering education by:

- Exposing students to the application of engineering science and engineering design methods in the workplace;
- Confirming academic theory through direct and indirect application in a workplace environment;
- Enhancing the student's analytical and communication skills through active participation in the application of engineering in the workplace.
- Enhance the University of Regina's partnerships with industry and the engineering community by providing students of varying skills, available for work placements of varying duration;
- Provide opportunities to Joint Undergraduate Degree Program, Canadian and International students;
- Provide internship opportunities in Saskatchewan, across Canada, and selected international placements.

Sequencing

- The Co-operative Internship Program consists of a single, consecutive 12- or 16-month placement, normally taken between academic semesters 7 and 8, and followed by a minimum of 15 credit hours towards the Systems Engineering program.

Co-operative Internship for Industrial, Environmental, and Petroleum Systems Engineering

Fall	Winter	Spring	Fall	Winter	Spring	Fall
1	2		3	4	6	5

Winter	Spring	Fall	Winter	Spring	Fall	Winter
7	Intern-ship	Intern-ship	Intern-ship	Intern-ship	8	9

Co-operative Internship for Electronic and Software Systems Engineering

Fall	Winter	Spring	Fall	Winter	Spring	Fall
1	2		3	4		5
Winter	**Spring**	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**
7	6	Intern-ship	Intern-ship	Intern-ship	8	9

~~**Co-operative Internship for the Joint International Undergraduate Degree Program**~~

~~Fall~~	~~Winter~~	~~Spring~~	~~Fall~~
~~5~~	~~7~~	~~6~~	~~Internship~~
~~**Winter**~~	~~**Spring**~~	~~**Fall**~~	~~**Winter**~~
~~Internship~~	~~Internship~~	~~8~~	~~9~~

Alternate sequencing to accommodate individual student programs is possible, and should be discussed with and approved by the Director, Co-op Work Study Programs.

Academic Rules

~~Admission~~

- Applications to the Co-operative Internship program in the Faculty of Engineering and Applied Science are due six months before the intended placement, as listed in the Academic Calendar. To apply for admission, a student must:
  - be registered in at least twelve credit hours in a Systems Engineering Program in the Faculty of Engineering;
  - have completed or been given credit for no less than ~~72~~ 87 and no more than ~~102~~105 credit hours towards the Systems Engineering degree. Students are expected to have successfully completed academic Semesters 1, 2, 3, 4, 5, 6, and 7 of the Systems Engineering program before the internship placement;
  - have a PGPA of at least 60.0%;
  - have withdrawn from the Co-operative Education program, if previously admitted. Students who have completed more than 1 work term are not eligible for the Co-operative Internship program;
  - have demonstrated fluency, written and oral, in both English and the language of employment in their desired country of internship.
- Acceptance into the Co-operative Internship program does not ensure work placement.
- The diploma and transcript of each student who successfully completes the minimum of these consecutive internship semesters required for Co-operative Internship will include "Internship" designation.

For further information, please contact the Director of Co-op Work Study programs.

12.9.3.1 Progress

After admission to the Co-operative Internship program, students are expected to maintain a PGPA and TGPA of 60.0% prior to the placement. If the PGPA and/or TGPA falls below 60.0%, the student may be asked to continue academic studies for a further semester, or may be withdrawn from the Co-operative Internship program.

Students who are required to discontinue from the Faculty of Engineering and Applied Science and/or the University of Regina after admission to the Co-operative Internship program will be withdrawn from the internship (if placed), and the Co-operative Internship program.

~~Once the internship placement has been made (normally 2 months before the start of the internship semester), the student must:~~

- ~~prepare an "Internship Study Plan", documenting his/her expectations for the internship period.~~
- ~~meet with potential Faculty mentors to discuss the academic aspects of the internship~~

Students will register for 3 or 4 consecutive 4-month Co-operative Internship semesters, ENGG 071 through ENGG 074, which are graded on a pass/fail basis. The grade is assigned by the Director, Co-op Work Study Programs, based on acceptable employer evaluation ~~, the intern~~

evaluation report submitted by the employer and the Faculty mentor's evaluation of the Internship Progress Report and the "Internship Final Report" and Learning Skills Summary submitted by the student at the end of each semester. The student must receive a "P" grade in all registered internship semesters in order to receive Internship designation. If the analytical content of the students reports are deemed to be confidential or proprietary, the employer should contact the Director, Co-op Work Study Programs, one month before the end of each internship semester to discuss alternative methods of evaluation.

The first two months of ENGG 071 are probationary. During this period, the student or employer may terminate the placement by mutual consent and with the agreement of the Faculty of Engineering and Applied Science and the Co-operative Education Office. During each term a site visit will be conducted to ensure both parties are satisfied with the progress of the internship. After the first month of employment, the internship placement will be evaluated, and the student will either continue (with counseling as to any deficiencies which should be addressed in the coming month), or the internship will be terminated. If the deficiencies have not been adequately addressed by the end of the second month of employment, the student will be withdrawn from the placement.

Once the probationary period is completed, the employer and student will submit periodic Intern Evaluation Reports and Internship Progress Reports, respectively, as indicated in the table below.

A grade will be issued at the end of each internship semester. "P" will allow the student to continue. "F" will result in termination of the internship and removal from the Co-operative Internship program.

Report Sequence for 16-month Internship

Internship Semester	Month 1	Month 2	Month 3	Month 4
ENGG 071	Intern Evaluation Report + Internship Progress Report	Intern Evaluation Report + Internship Progress Report		Internship Progress Report
ENGG 072	Intern Evaluation Report	Internship Progress Report	Intern Evaluation Report	Internship Progress Report
ENGG 073	Intern Evaluation Report	Internship Progress Report	Intern Evaluation Report	Internship Progress Report
ENGG 074	Intern Evaluation Report	Internship Progress Report		Internship Final Report + Final Intern Evaluation Report

Report Sequence for 12-month Internship

Internship Semester	Month 1	Month 2	Month 3	Month 4
ENGG 071	Intern Evaluation Report + Internship Progress Report	Intern Evaluation Report + Internship Progress Report		Internship Progress Report
ENGG 072	Intern Evaluation Report	Internship Progress Report	Intern Evaluation Report	Internship Progress Report
ENGG 073	Intern Evaluation Report	Internship Progress Report		Internship Final Report + Final Intern Evaluation Report

At the end of the final internship semester, the student must submit a comprehensive analytical report dealing with the work accomplished and the goals achieved, referring to the Internship Study Plan.

If the analytical content of the final report is deemed to be confidential or proprietary, the employer should contact the Director, Co-op Work Study Programs, one month before the end of the final internship semester to discuss alternative methods of evaluation.

12.9.3.2 Withdrawal

Students who are admitted into the Co-operative Internship program are expected to complete the program; however, under special circumstances, a student may withdraw voluntarily or be withdrawn by the Director, Co-op Work Study Programs. Students who withdraw or are required to withdraw will normally not be re-admitted to the Co-operative Internship program.

- Under exceptional circumstances, a student who has progressed beyond the 2-month probationary period may request withdrawal from the internship. Such requests must be made, in writing and with supporting documentation from the employer and any other relevant source, to the Dean of the Faculty of Engineering and Applied Science, after consultation with the Director, Co-op Work Study Programs and the Co-op Office.
- Students who behave in an unprofessional manner during the placement process or the internship will be required to withdraw from the Co-operative Internship program. This includes, but is not limited to, §5.13.3 Non-Academic Misconduct.
- Students who complete more than 120 credit hours towards the Systems Engineering degree without obtaining an internship placement are no longer eligible for the Co-operative Internship program.
- Students who are required to discontinue from the Faculty of Engineering and Applied Science and/or the University of Regina after being admitted to the Co-operative Internship program will be withdrawn from the program.
- Students whose employment is terminated for cause by their employer will receive a grade of "F" for the current internship, and be withdrawn from the Co-operative Internship program.
- Appeals may be made to the Faculty of Engineering and Applied Science Student Appeals Committee.

(End of Motion 23)

Rationale: The proposed changes have been brought forward by the co-op committee. The section was revised to simplify the wording of sections. Faculty mentoring has been decreased as the co-op office conducts regular site visits with students on their work terms. The monthly reporting requirements for internship programs have been reduced to semester reporting due to the co-op office regular site visits.

1.4   Faculty of Social Work

> **Motion 24: Revisions to Admissions regulation in the Faculty of Social Work**
>
> To recommend the approval of the following revisions to the Admissions regulations in the Faculty of Social Work, **effective 201820**

17.2.1 par. 1 – Admission to the University

Students are limited to a maximum of 2 SW courses (SW 100 and SW 202) either as U of R courses or ~~transfer credit~~ approved courses taken from another institution, before being admitted to the Bachelor of Social Work (BSW) program.

17.2.1.1 par. 2 – Admission to the University

…Those who do not meet this criterion may petition the ~~Faculty of Social Work Student Appeals Committee~~ Associate Dean for admission (refer to § 17.7 for procedures)

(End of Motion 24)

> **Motion 25: Revisions to Policy on Prior Learning Assessment and Recognition in the Faculty of Social Work**
>
> To recommend the approval of the following revisions to the Policy on Prior Learning Assessment and Recognition in the Faculty of Social Work, **effective 201820.**

17.3.3 par. 2 – Policy on Prior Learning Assessment and Recognition

A student may apply for ~~recognition of~~ prior learning assessment and recognition (PLAR), ~~(RPL) obtained through a supervised practicum,~~ based on learning obtained through employment experience in a social

work setting, and/or completion of professional development activities, to be considered for social work course credit where their knowledge, skills and abilities meet the goals and objectives of that course. A supervised practicum from another educational institution may be considered if presented in combination with volunteer experience, work experience or professional development activities. Note: Practicum may be eligible for transfer credit on its own, see Section 17.3.2.

(End of Motion 25)

Rationale: If a supervised practicum from another institution on its own is equivalent to a particular course, transfer credit is granted. PLAR would not be needed.

Motion 26: Revisions to Bachelor of Social Work

To recommend approval to revise the Bachelor of Social Work program as outlined below, **effective 201820.**

---

1. To reduce the number of open electives in the General University Studies section of the BSW program by 3 credit hours (total of 57 credit hours in this section);

2. To reduce the maximum number of Social Work or Indigenous Social Work courses that can be used in the General University Studies section of the BSW to 9 credit hours (from 12);

3. To increase the number of required courses in the Social Work studies section of the BSW by 3 credit hours (the newly added requirement can be met with any of the following: SW 405, SW 480AI, INSW 414 or INSW 437);

4. To insert a recommendation beside the requirement of INDG LV 200 or higher (in the General University Studies section of the BSW) for INDG 260 or INDG 262.

5. To change "Three SW or INSW electives" to "Three SW or INSW courses"

17.8.2.2 - BSW Requirements

Credit hours	BSW Required Courses	Student's record of courses complete
	GENERAL UNIVERSITY STUDIES	
3.0	ENGL 100	
3.0	ENGL 110	
3.0	INDG 100	
3.0	INDG 200 Level or higher *(Recommended: INDG 262 or 260)*	
3.0	PSYC 101	
3.0	SOC 100	
3.0	Two SOC 200-level or higher courses	
3.0		
3.0	WGST 100	
3.0		
3.0	~~Eleven~~Ten Open Electives: Courses at the 100-level or higher.	
3.0		

3.0	May include up to ~~12~~ <u>9</u> maximum credit hours of SW or INSW ~~courses~~	
3.0		
3.0		
3.0		
3.0		
3.0		
3.0		
~~60.0~~ **<u>57.0</u>**	**TOTAL General University Studies credit hours**	
	SOCIAL WORK STUDIES	
3.0	SW 100	
3.0	SW 202	
3.0	SW 346	
3.0	SW 347	
3.0	SW 350	
3.0	SW 390	
3.0	SW 421	
3.0	SW 451	
3.0	SW 460	
3.0	SW 469	
3.0		
3.0	Three SW or INSW	
3.0	~~electives~~<u>courses</u>	
3.0	**Choose *one* of:** **<u>SW 405, 480AI, INSW 414 or INSW 437</u>**	
6.0	SW 348	
15.0	SW 448	
~~60.0~~ **<u>63.0</u>**	**TOTAL SW credit hours:**	
120.0	**TOTAL credit hours for BSW:**	

(End of Motion 26)

Rationale: To better align the BSW curriculum with the Truth and Reconciliation Commission calls to action regarding Child Welfare:

iii.   Ensuring that social workers and others who conduct child welfare investigations are properly educated and trained about the history and impacts of residential schools.

iv.   Ensuring that social workers and others who conduct child welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing (p. 277. Vol. 5).

> **Motion 27: Revision to Transfer Credit Regulations in the Faculty of Social Work**
>
> To revise section 17.3.2 in the Calendar to replace the words "a waiver" with "PLAR credit", **effective 201820**.

17.3.2 Paragraph 2

For the BSW and CSW programs, the Faculty of Social Work will not grant transfer credit or ~~a waiver~~ <u>PLAR credit</u> for SW 448.

(End of Motion 27)

Rationale: The current Calendar does not specifically state that PLAR is not available for SW 448. In the main section on transfer credit, 17.3.2, it states "the Faculty of Social Work will not grant transfer credit or *a waiver* for SW 448". This should say "the Faculty of Social Work will not grant transfer credit or *PLAR credit* for SW 448"; we no longer offer waivers. This proposed change in 17.3.2 would clarify that PLAR is not awarded for SW 448.

> **Motion 28: Revisions to Admission Requirements in the Faculty of Social Work**
>
> To recommend for approval the following revisions to the Admission Requirements in the Faculty of Social Work, **effective 201820**

A) That we increase the **minimum BSW Admission GPA from 65% to 70% (see 17.2.2)**

B) That we increase the **high school admission GPA (see 2.4.1.1)** for entrance into Pre-Social Work from 65% to 70%;

C) That we increase the **post-secondary admission GPA** (see 2.4.2) for entrance (transfer) into Pre-Social Work from 60% to 70%;

D) That we increase the overall **BSW Program GPA (PGPA)** (see 17.6.1) requirement for graduation from 65% to 70%.

E) That the minimum SW Studies GPA requirement for graduation remain as 70%.

F) That the current BSW program be discontinued and assigned an expiration date of **April 30, 2023 (see 17.6.2)**.
   - All current BSW students must be notified of this expiration date, and the date must be added to our website.
   - Note, we currently have 2 BSW programs in place (in addition to our current program) that are set to expire on April 30, 2019.
   - Students whose program expires must switch to the program in place May 1 of the expiration year.

G) That a stipulation be added to the undergraduate calendar re: BSW Admissions indicating that (in addition to our posted BSW Admission requirements) to be eligible for admission students must have a minimum 60% undergraduate GPA at the U of R (in other words, they must be in good academic standing – not on academic probation). Because our BSW Admission GPA is a program average, not a cumulative average, one could potentially be admitted with a high program average but a low cumulative average (failed courses from many years ago, perhaps).

See 17.2 – Insert a third bullet point into 1 – Academic Requirements - "**Minimum UGPA of 60% at the University of Regina**"

(End of Motion 28)

Rationale:

- Students will be better prepared academically to enter Pre-Social Work and the BSW.
- This change will impact applicants to the BSW for the 2019 intake (applying January 2019)
- Applicants in January 2018 will follow the 2017/18 calendar that is already in place.

> **Motion 29: Changes to the Bachelor of Social Work Practicum Hours**
>
> To change BSW practicum hours from 705 to 700. Students in SW 348 will complete 230 hours and students in SW 448 will complete 470 hours, **effective 201810.**

Note: During the transition, it will be important to adjust SW 448 practicum hours for students according to when they completed SW 348. If a student has taken a 225 hour placement for SW 348, that student will need to complete 475 hours in SW 448 to attain the 700 hour requirement.

(End of Motion 29)

Rationale: To align our requirements for practicum hours in our BSW program to meet with CASWE accreditation standards.

> **Motion 30: Pre-Social Work Requirements**
>
> To change the Pre-Social Work requirements (17.8.2.1) to include SW 100 as a required course, effective **201820** to align with the new Undergraduate Calendar (2018/19).

Credit Hours	Pre-Social Work, Required Courses	Student's record of courses completed
3.0	ENGL 100	
3.0	INDG 100	
3.0	PSYC 101	
3.0	SOC 100	
3	SW 100	
18.0 15	University Credit Hours. * Recommended: 12 credit hours of general university studies (see § 17.8.2.3), SW 100 and SW 202. (Additional SW courses are taken after admission into the BSW program.	
30.0	Minimum Pre-Social Work Requirement	

Note: this would not impact the course requirements in the BSW program.

(End of Motion 30)

Rationale:

- Students would have more knowledge of SW, and would be applying with at least that foundation.
- Consistent with many other Canadian universities:
  - U of Calgary – SOWK 201 is a required prerequisite (SW 100)
  - U of Victoria – SOCW 200A and 200B (SW 100 and SW 469)
  - McMaster U – a full-year university level intro. SW course
  - U of British Columbia – SOWK 200 and 201 (SW 100 and 200 – needs review)
  - Some list no specific course requirements, some admit to the BSW right from high school.

> **Motion 31: Summer Practicums – SW 448**
>
> To recommend the approval to end summer practicums for SW 448. Exceptions are faculty special projects/approvals. **Effective 201920**

(End of Motion 31)

Rationale: Placement Coordinators at both campuses are reporting great difficulty in finding summer practicums: many social service/government practicums have told our coordinators that they will not accept any summer students. We have also encountered increased issues in having field liaisons commit to being around during the summer to support students and attend midterm evaluations. This break during the summer will also give the field team increased time and opportunity to focus on program development and field education research. An example of an exception would be a summer program for refugee children on campus. The faculty will review on a case-by-case basis.

> **Motion 32: Assessment – Admissions to BSW**
>
> To clarify the review panel assessment criteria for admission to the BSW (17.2.2) as outlined below.
>
> **Effective immediately.**

2. Assessment

All applicants who meet the academic requirements will have their admission application evaluated by a social work review panel. Reviewers will assess the applicants' commitment to, and experience in human service, as well as their writing skills, critical thought, self-awareness, ethics and values. The assessment

will be based on the applicants' work, volunteer/community, educational experiences, ~~and personal statement~~. overall academic history and personal statement and overall student portfolio.

The decision of the admission panel cannot be appealed.

(End of Motion 32)

Rationale:

1) Provides more detail on what the panelists are looking for

2) Includes 'overall academic history' caveat - in the case that concerns are raised based on classroom conduct as an example. The Dean may be consulted and a secondary review may occur.

Motion 33: English Proficiency - Admissions

To revise the admission policy regarding high school credentials for English proficiency as outlined below. **Effective date: 201830**.

2.2.1 HIGH SCHOOL CREDENTIALS FOR ENGLISH PROFICIENCY

~~One of the following:~~
~~1. Completion of Grades 11 and 12 English, in sequence, as part of two full academic years, in a high school using a provincially- or state-accredited Canadian or U.S. curriculum.~~
~~2. A grade of 80% or better in a Grade 12 provincially-examined English course, as part of one full term of study (does not apply to admission to the Faculty of Nursing).~~

~~Note: Candidates who are eligible to be considered for mature admission or admission on the basis of Adult 12 standing must have completed the last three years of their formal education at an English-language school or present other evidence of proficiency in English.~~

1. Successful completion of at least three years of formal, full-time study in English at a secondary school that is a recognized school or institution where English is the primary language of instruction; OR

2. GCSE/IGCSE/GCE O-level English, English Language, or English as a Second Language with a minimum grade of 'B' or GCE A/AS/AICE Level English or English Language with minimum grade of 'C'; OR

3. Advanced Placement English with a grade of 3 or better; OR

4. International Baccalaureate Higher English with a grade of 4 or better.

(End of Motion 33)

Rationale: This change would align the written requirements with current practice in terms of the types of credentials we accept. It also aligns our requirements with those of other universities across Canada. This wording will cover international and domestic high school graduates, mature students, adult 12 students, and students with international qualifications. Admission of High School Excellerated applicants through CCE will be done on a discretionary basis

1.5   Faculty of Education in Conjunction with the Centre for Continuing Education

Motion 34: Revision to Certificate of Extended Studies in Inclusive Education (in conjunction with the Centre for Continuing Education).

That the following program changes be made to the Certificate of Extended Studies in Inclusive Education as outlined below, **effective 201820**.

Credit Hours	Certificate of Extended Studies in Inclusive Education Required Courses
3	EPSY 323*
3	EPSY 324*
~~3~~	EPSY 326 or EPSY 329
3	EPSY 328*
~~3~~	~~EPSY 329~~
3	EPSY 330
3	EPSY 333
3	EMTH 335
3	ERDG 425 or EPSY 401
3	**List A: One of the following: ECCU 200, ECCU 300, ECCU 400, ~~EFDN 306,~~ ~~EHE 258, 385,~~ EISE 332, ~~ELNG 326,~~ EMTH 425~~, EPSY 217, EPSY 300 level, EPSY 400 level. EIPC 390AA, EPSY 322 OR 400, JS 100, KIN 120, SW 479, EPSY 490AB, Special Education or Psychology 620, Special Education or Psychology 659 (Augustana College) or approved elective~~
3	List B: One of the following: ECCU 200, ECCU 300, ECCU 400, ERDG 425, EFDN 306, EFDN 308, EHE 258, EHE 385, EISE 332, ELNG 326, EMTH 425, EPSY 217, EPSY 326, EPSY 329, EPSY 400, EPSY 401, EPSY 418, KIN 120, PSYC 220, PSYC 230, PSYC 311, SW 479, or approved elective.
30	Total

*Indicates course is required for teacher certification.

The prerequisite to all courses in the EPSY series is EPSY 322, Students with Special Needs or EPSY 400, Working with Difference and Diversity, or EPSY 418, Vers une pédagogie inclusive. ~~For those students who do not have~~ Students who have not successfully completed one of EPSY 322, 400, 418 or an equivalency ~~the course may be taken~~ may take the prerequisite course within the Certificate of Extended Studies in Inclusive Education as one of the approved elective courses.

Students must meet the following criteria to obtain a Certificate of Extended Studies in Inclusive Education (CESIE):

1.   The student must hold a BEd or its equivalent to be admitted to the program.

2. The student must complete 30 additional credit hours for the CESIE beyond their degree(s).
3. Transfer Credits from Other Institutions: Students accepted into a CCE program will be permitted to transfer only those courses that meet program requirements. ~~Students can receive transfer credit for up to 50% of their program.~~ See 18.2.3.2.
4. Students with a minor in Special Education as part of the BEd are eligible to enroll in the Certificate in Inclusive Education, provided that courses that have been used for the BEd are not used as part of the Certificate of Extended Studies in Inclusive Education. Decisions involving course work to be considered for substitution will be made by CCE, based on the approved list of courses from the Faculty of Education. Education will assist CCE to determine if the courses were used for the degree.
5. Outdated courses: Please refer to 11.7.5.

(End of Motion 34)

Rationale: The proposed changes create greater flexibility for students enrolled in Certificate of Extended Studies in Inclusive Education to complete the program and enhance indigenization of the program.

1.6   Centre for Continuing Education

Motion 35: Advanced Certificate in Local Government Authority Revisions

To amend the list of electives for the Advanced Certificate in Local Government Authority as follows, **effective 201830.**

Credit Hours	Certificate in Local Government Authority, Required Courses
3.0	LG 200
3.0	LG 202
3.0	LG 204
3.0	LG 206
3.0	Two* of: PSCI 100, ECON 100, ECON 201, GEOG 100
3.0	
*Remaining courses may be taken as electives if not taken as core courses.	
Elective Courses	
12 additional credit hours chosen from the list of subjects below, of which 2 courses must be at the 200-level or above. Electives must be selected from at least two different disciplines. ~~Students may substitute up to 6 credit hours of relevant courses,~~ Courses should ~~which may~~ include topics in areas of public or business administration, community development, prairie studies, climate change, etc. These electives must be approved by ~~the Head,~~ Career and Professional Development Division, CCE, in consultation with the LGA Advisory Committee.	
3.0 3.0 3.0 3.0	~~PSCI 100, ECON 100, GEOG 100, GEOG 220, GEOG 324, GEOG 334, ECON 201, ECON 212, ECON 232, ECON 233, ECON 237, ECON 354, PSCI 230, PSCI 336, PSCI 331, PSCI 360, PSCI 361, INDG 100, HIST 100, ENGL 100, WMST, , PSYC 101, ANTH 100, SOC 100, CA 21 AND 22, PR 100, PR 200, PR 201~~ Anthropology, Business, Economics, Geography, History, Indigenous Studies, Public Relations, Psychology, Political Science, Religious Studies, Sociology, or Women's and Gender Studies.
30.0	Total

(End of Motion 35)

Rationale: Many of the electives listed are outdated and/or no longer offered. This change will also provide more flexibility to include any new relevant courses.

1.7 Faculty of Kinesiology and Health Studies

Motion 36: Admission Requirements to the Faculty of Kinesiology and Health Studies

To revise the admission requirements outlined in section 2.4.1.1 of the Undergraduate Calendar to the Faculty of Kinesiology and Health Studies, by adding Catholic Studies 30, nēhiyāwiwin (Cree) 30, Christian Ethics 30, Accounting 30, Communication Media 30, Entrepreneurship 30, Exercise Science 30L, and Information Processing 30 to the list of additional approved elective subjects as outlined below, **effective 201830.**

KINESIOLOGY AND HEALTH STUDIES (U of R)	**Bachelor of Kinesiology:** • English Language Arts A30 and B30[1] • Pre-Calculus 30 • One of Biology 30, Chemistry 30, Physics 30 • One additional elective from **Accounting 30**, Biology 30, Calculus 30, **Catholic Studies 30,** Chemistry 30, **Christian Ethics 30, Communication Media 30**, Computer Science 30, Earth Science 30, Economics 30, **Entrepreneurship 30, Exercise Science 30L**, French 30, Food Studies 30, Geography 30, History 30, Law 30, Foundations of Math 30, **Information Processing 30**, Native Studies 30, **nēhiyāwiwin (Cree) 30**, Physical Education 30, Physics 30, Psychology 30, Social Studies 30, Tourism, Hospitality, & Entrepreneurship B30 **Bachelor of Sport and Recreation Studies:** • English Language Arts A30 and B30; • One of Foundations of Mathematics 30 or Pre-Calculus 30; • One of Biology 30, Chemistry 30, Physics 30 or Computer Science 30 (SRM major); and • One additional elective chosen from **Accounting 30**, Biology 30, Calculus 30, **Catholic Studies 30,** Chemistry 30, **Christian Ethics 30 Communication Media 30**, Computer Science 30, Earth Science 30, Economics 30, **Entrepreneurship 30, Exercise Science 30L**, French 30, Geography 30, History 30, **Information Processing 30**, Law 30, Foundations of Mathematics 30, Pre-Calculus 30, Native Studies 30, **nēhiyāwiwin (Cree) 30,** Physical Education 30, Physics 30, Psychology 30, Social Studies 30, Tourism, Hospitality, & Entrepreneurship B30.	**70%**	Students planning to major in Sport and Recreation Management may use Computer Science 30 to fulfill the science requirement. Students with a high school admission average between 65% and 69.99% may be admitted to the Qualifying Program. See KHS Qualifying below.

(End of Motion 36)

Rationale: The inclusion of these additional courses as elective options for admission recognizes the diverse courses KHS students may choose to take for 30-level electives.

Motion 37: Pathway Program (PP) in Kinesiology and Health Studies

To approve the Pathway Program for the Faculty of Kinesiology and Health Studies as presented below, **effective 201830**.

Pathway Program (PP) Rationale and definition

Students who have applied for admission to the Faculty, but whose marks have fallen short of the high school admission requirements are currently directed to either Casual Studies, upgrading, or told to wait until they are 21 years of age when they qualify for mature admission. Giving students an alternate entry point to University will provide an opportunity to those who may have been systemically disadvantaged or unable to access certain courses. The Pathways Program provides a highly supported learning environment that allows students access to higher education and a way for them to earn their admission qualification in an alternate way. The Pathway Program also provides a mechanism for students to transition into University so they can be successful in their studies.

1 . Admission Requirements to Pathways Program-Common to All Faculties*

- English Language Proficiency: same as University regulations for undergraduate admission
- One of the following:
    a. Five grade 12 subjects, or
    b. Grade 11 or 12 English course plus five subjects at either the grade 11 or 12 level, or
- Grade 12 diploma
- Minimum age of 17
- Pathway Program Letter for admission
- Applicants with a minimum of 15 credit hours (12 for Engineering) of post-secondary coursework completed are not eligible for admission to this program.

*Additional requirements for Faculty of Education: TEAP/selection committee review.

Program admitted to is Pathway Program within faculty ex. KIPATH

Central advising with faculty consultation/faculty advising (depending on faculty's wishes) Condition of Admission Hold does not leave their account

Fall admission only

2. Curriculum

Student Success Portion: Workshops, Coaching, and Homework Sessions = 4-7 hours

TERM 1 Fall

- Courses will include: ACAD 100; KHS 100 (non-credit); credit hour equated Academic Skill Building; elective as determined by advisor and student interest (9 credit hours total)

TERM 2 Winter

- Courses will include: credit hour equated Academic Skill Building; 2 electives as determined by advisor and student interest (9 credit hours total)

3. Exiting the Pathway Program

a. Successful Completion

Successful completion of the PP will allow the student to be moved from the Faculty's Pathway Program, to a major (pending meeting further requirements of the program/major) or general program in the faculty. Upon successful completion, the faculty will update the student's program record on the student information system (SGASTDN).

To successfully complete the PP, students will have to:

- receive a passing grade in ACAD 100.
- receive a "P" (pass) in Student Success Workshops both terms.
- have the minimum faculty-required GPA at the end of their second term in the PP.

Academic Action is only applied at the end of the second term

b. Unsuccessful Completion

Unsuccessful completion of the Pathways Program will result in an admissions hold being placed on the student record. This hold will remain on the student account to prevent future registration until a new and alternate basis of admission has been achieved.

(End of Motion 37)

Rationale: This program will present opportunities for students who are systemically disadvantaged. Student who do not qualify for regular admission will be recommended for the Pathway Program. Students will be registered as part of their first choice faculty. It is recommended that information about this program will be found under the Admissions section of the Undergraduate Calendar and because each faculty are responsible for their own criteria for admissions, the exceptions will be presented in a chart and will be linked to the faculty section. The major average will be consistent with the transfer average.

1.8   Faculty of Media, Art and Performance

Motion 38: Undergraduate Calendar Revisions - MAP

To approve the revisions and additions to the Media, Art, and Performance section in the Undergraduate Calendar as outlined below, **effective 201820.**

14.1.2 Undergraduate Programs

~~The faculty of Media, Art, and performance consists of the departments of Film, Music, Theatre and Visual Arts. The Faculty offers programs in Indigenous Fine Arts and courses in art, art history, creative technologies, cultures of display, film indigenous art, Indigenous art history, music theatre and interdisciplinary studies.~~

~~Students may take four-year programs leading to the degrees of Bachelor of Arts, Bachelor of Arts Honours, Bachelor of Fine Arts, Bachelor of Music and a joint Bachelor of Music Education/Bachelor of Music.~~

14.1.2 Structure

The Faculty of Media, Art, and Performance (MAP) consists of the departments of Film, Music, Theatre, and Visual Arts, and an array of interdisciplinary programs outside of the traditional departments which are collectively housed under Interdisciplinary Studies.

14.1.3 Undergraduate Programs

Students may take four-year programs leading to the degrees of Bachelor of Arts (BA), Bachelor of Arts Honours (BA Hons), Bachelor of Fine Arts (BFA), Bachelor of Music (BMus), and a joint five-year Bachelor of Music Education/Bachelor of Music (BMusEd/BMus).

14.3.2. Transfer Credit

~~Students applying for admission to programs offered by the Faculty of Media, Art, and Performance and seeking advanced standing for work completed at another university must provide the Faculty with calendar descriptions to have their academic standing evaluated. Students transferring to the Faculty of Media, Art, and Performance from other institutions may receive transfer credit for courses with grades of 60% or higher.~~

Students who have taken university courses must meet the requirements as outlined in 2.4.2

14.3.2.1 Letter of Permission (LOP)

Students who wish to take courses at another post-secondary institution and apply those credits to the BA, BFA, BMus or BMusEd/BMus degree must obtain prior approval. Students must have a 70% PGPA and have completed 30 credit hours at the University of Regina. Students should contact the Academic Program Coordinator, Faculty of Media, Art, and Performance to determine whether the courses are transferable, and they must request of letter of permission.

14.4.1 Academic Advising

~~The Student Program Centre advises students who have not chosen a major. Students who have chosen a major are referred to the appropriate department. Students registered through a federated college should also seek advising from the appropriate department.~~

- ~~Creative Technologies 306-585-5562, Riddell Centre 271~~
- ~~Film   306-585-4796, Education Bldg 243~~
- ~~Music 306-585-5532, Riddell Centre 257~~
- ~~Theatre   306-585-5562, Riddell Centre 271~~
- ~~Visual Arts   306-585-5572, Riddell Centre 247~~
- ~~All others   306-585-5570, Riddell Centre 267~~

~~Academic advising is important. Advisors will explain program and academic requirements, outline student support services, and highlight academic and other opportunities available in the Faculty, the University of Regina and elsewhere.~~

~~The requirements for the degrees are set out in this Undergraduate Calendar. Students who have questions about their degree programs should also consult the Student Program Centre.~~

Academic advising is designed to assist students to understand their academic choices and to build a degree program that is fulfilling, tailored to their specific interests/goals and built upon a foundation of academic integrity. Academic advising is important and includes an overview of academic requirements, student support services and highlights academic and other opportunities available in the Faculty, the University of Regina and elsewhere.

The student Program Centre advises all incoming (direct admit and transfer) students and MAP students who have not yet chosen a major. Students who have chosen a major should seek academic advising through their home department.

• Creative Technologies 306-585-5562, Riddell Centre 271

• Film 306-585-4796, Education Bldg 243

• Music 306-585-5532, Riddell Centre 257

• Theatre 306-585-5562, Riddell Centre 271

• Visual Arts 306-585-5572, Riddell Centre 247

• All others 306-585-5570, Riddell Centre 267

Students who enrol in the Faculty through Campion College, Luther College, or First Nations University of Canada receive academic advising from their College, and should consult their home College for more information.

Students who enroll in the Faculty (either through direct admit or through transfer) are encouraged to arrange for academic advising upon receiving their letter of admission or transfer by calling the MAP Student Program Centre at 306 585 5570. The Faculty recommends that students consult an advisor at least once a year.

~~14.4.2 Registration~~

~~Students should refer to the UR Self-Service Guide to Registration (§3 of this Calendar) or the *UR Self-Service* at www.uregina.ca/student/registrar/registration for details. Students may choose to register at the Student Program Centre, RC 267 or through their federated college. Changes to a registration will be accepted by mail, fax or email and must include the student's full name, student identification number, major and which courses are to be added or dropped. Mailed or faxed requests must be signed. Telephone requests for changes to registrations are permissible.~~

14.4.2 Registration

Students should refer to the UR Self-Service Guide to Registration (§3 of this Calendar) or the

UR Self-Service guide at www.uregina.ca/student/registrar/registration for details. Students are responsible for ensuring that program requirements and academic regulations are met. Online registration does not prevent students from registering in courses that do not apply to their degree program or for which they have not met the prerequisite(s).

Students registered through the University of Regina may choose to register at the Student Program Centre, RC 267. Students registered through Campion College, Luther College, or First Nations University of Canada may register through their federated college.

In certain circumstances, the Student Program Centre will accept changes to a student's registration via mail, fax, or email. In order to be processed in a timely manner such requests must include the student's full name, student identification number, major, and which courses are to be added or dropped. Mailed or faxed requests must be signed. In exceptional circumstances, telephone requests for changes to registrations will be accepted.

14.4.2.1 Course Load

As outlined in 3.4 the normal course load for the fall and winter term is 15 credit hours and the normal course load for the spring/summer term is 6 credit hours per session for a maximum of 12 credit hours for the term.

Students with uncleared deferrals should refer to 5.7.8.

14.4.2.2 Prerequisites

Students are responsible for ensuring that they have the necessary prerequisite(s) before taking a course. Students who fail a course that is a prerequisite for the one in which they are already registered must make appropriate changes to their registration.

14.4.2.3 Registration Permit/Override Permission

Under certain circumstances students must obtain permission before they can register online for certain courses and course sections. Refer to (§3.2.2). Students requiring such permission must complete a Registration Permit/Override Permission form, obtain all required signatures, and deliver the form to the MAP Student Program Centre (or to the appropriate federated college or academic unit they are registered with). This form is available in the MAP Student Program Centre and may also be found at www.uregina.ca/student/registrar/printable-forms.html#regForms

When required, students must obtain permission before attempting to register in Self-Service.

Permission must be obtained in the following instances (and is not automatically granted, nor does it guarantee space in a class).

- The required prerequisite has not been completed;
- Permission of instructor or department head or Associate Dean (Undergraduate) is required;
- The faculty, college, program, or major restriction is not met;
- Scheduling conflicts.

14.4.2.4 Registration Overloads

Students may not register for more than 15 credit hours in the fall or winter term, or 12 credit hours in the spring/summer term, unless they have a UGPA of at least 70%, have successfully completed at least 30 credit hours at the University and have received a letter of permission from both their department head/program coordinator and the Associate Dean (Undergraduate).

Registration for the overload must be completed in the MAP Student Program Centre or at the federated college the student is registered with. Music Ensembles are not included in this count.

14.4.2.5 Auditing

Students who register to audit a course may do so providing they have met all prerequisites and/or have obtained the instructor's permission, and have followed the process as outlined in 3.5.

Instructors are not obligated to grant permission for a student to audit a class but should be as accommodating as classroom pedagogy will allow.

The cost of auditing a class is 50% of the normal tuition for the course.

Full material fees are not waived.

14.7 Other Faculty Policies

14.7.1 Additional Regulations

The following additional regulations apply to students registered in the Faculty of Media, Art, and Performance:

1. A student may not receive credit for a 100-level course after receiving credit for a senior course in the same discipline, except by prior written permission of the department head. A course may not be repeated or taken for credit if it is a prerequisite for a course in the same discipline, for which credit has previously been obtained, except by prior written permission of the department head.

2. Second Language requirement: students who must write a test of English language proficiency to gain admission to the University of Regina or students who pass a Language proficiency exam (see §24 or *UR Self Service*, LANG 001) are exempt from completing the second language requirement as required for Honours degrees in Fine Arts. The credit hours will be fulfilled with courses from the Culture and Society area. Programs requiring specific languages are exempt.

3. A student may select with departmental approval, up to 15 credit hours of courses designed as pass/fail to accommodate the Professional Placement Program and THAC 365AA-ZZ, 465AA- ZZ and THDS 365AA-ZZ, 465AA-ZZ. BMusEd/BMus students are excluded from this provision. Students may not use one course to fulfill two requirements of a degree.

14.7.2 Concurrent Programs

Refer to §6.2 of this Calendar.

1. General: Upon formal application by a student, the Faculty of Media, Art, and Performance will permit enrolment in two concurrent undergraduate programs, with prior approval of the appropriate department head(s) except the Bachelor of Music Education that may not be taken concurrently with another program.

2. Primary Program: A student's primary program will be the one the student declares as such, with department head's approval.

3. Admission to concurrent programs in the same faculty must have the approval of both department heads. The Faculty office will process the application.

4. Registration: Students will be eligible to register in courses restricted to either of their two programs and will register with their primary Faculty. NOTES: i) Some courses may be

~~restricted to first majors and then to second majors, ii) Some programs may require a block of courses be taken in the same term, iii) Some courses are only offered once/year or once in every two years.~~

5. ~~Fees: Students in concurrent programs in different faculties will pay fees associated with their primary program.~~

6. ~~Awards: Students will be eligible for Faculty awards in the Faculty of their primary program only.~~

7. ~~Dean's Honours List: Students will be eligible for inclusion on the Dean's Honours List of their primary program only.~~

8. ~~Performance Regulations: University academic performance regulations will be applied by~~

~~the Faculty of the primary program.~~

9. ~~Faculty and program academic performance regulations: If the programs are in two different faculties, each faculty will apply its regulations governing performance within~~

~~the faculty and program.~~

10. ~~Change in primary program: When a student graduates or is required to discontinue from a primary program and the secondary program remains valid and current, a new student primary program record will be created.~~

~~14.7.3 Declaring a Major~~

~~Students admitted to the Faculty of Media, Art, and Performance must declare a major within the Faculty of Media, Art, and Performance before the successful completion of 46 credit hours.~~

14.7 APPEAL PROCEDURES

Students may appeal the application of academic probation or a requirement to discontinue by writing to the Faculty of Media, Art, and Performance Appeals Committee. The appeal must be in writing and addressed to the Associate Dean (Undergraduate)/Chair, Faculty of Media, Art, and Performance Appeals Committee, Faculty of Media, Art, and Performance, RC 267, University of Regina, Regina, SK S4S 0A2.

The deadline for appeals is 15 working days after the date of the letter that informs the student of the academic action. Late appeals will not be heard. Students who are required to discontinue from the faculty or a program may apply for transfer to another program or faculty. Refer to §2.7. Consult also §5.14.2, Council Committee on Student Appeals.

14.7.1 DEFERRED EXAMINATIONS AND/OR TERM WORK

Students who are unable to complete a course for exceptional circumstances (serious medical or personal reasons) may be eligible to defer some of the course work. Students who are considering this option should refer to 5.8 (Deferral of Final Examinations and/or Term Work) as well as consult with the MAP Student Program Centre (or relevant federated college) as soon as possible.

Students should expect that valid supporting documentation will be required and must be submitted *before* a deferral is approved. Refer to 5.8.5 for further clarification.

14.7.2 DEFERRED COURSEWORK

The authority to approval deferrals of term work (assignments and midterm examinations) within the term belongs to the instructor of the course. Refer to 5.8.3 for further information.

14.7.3 MEDICAL OR COMPASSIONATE WITHDRAWALS

Students who are withdrawing from one or more courses, after the end of the 100% refund period, for exceptional reasons beyond their control should complete an Application for Adjustment of Fees and/or Grades at the time they withdraw. Refer to 3.7 for more information.

In exceptional circumstances a student might be advised to seek a retroactive withdrawal from the previous term. Refer to 3.8 for more information.

14.7.4 REASSESSMENT OF GRADE

Students have the right to request the reassessment of a grade. Students should refer to 5.11.1 (Reassessment While the Course is in Progress) and 5.11.2 (Reassessment When the Course is Finished) as the procedures are different in the two situations.

14.8. OTHER FACULTY POLICIES

14.8.1 ADDITIONAL REGULATIONS

1. A student may not receive credit for a 100-level course after receiving credit for a senior course in the same discipline, except by prior written permission of the department head. A course may not be repeated or taken for credit if it is a prerequisite for a course in the same discipline, for which credit has previously been obtained, except by prior written permission of the department head.

2. Second Language requirement: students who must write a test of English language proficiency to gain admission to the University of Regina or students who pass a language proficiency exam (see §24 or *UR Self-Service*, LANG 001) are exempt from completing the second language requirement as required for Honours degrees in Media, Art, and Performance. The credit hours will be fulfilled with courses from the Culture and Society area. Programs requiring specific languages are exempt.

3. A student may select with departmental approval, up to 15 credit hours of courses designed as pass/fail to accommodate the Professional Placement Program and THAC 365AA-ZZ, 465AA- ZZ and THDS 365AA-ZZ, 465AA-ZZ. BMusEd/BMus students are excluded from this provision.

4. Students may not use one course to fulfill two requirements of a degree.

5. All students registered in the Faculty of Media, Art, and Performance (including those registered through the federated colleges) must complete MAP 001. Students who have successfully completed INDG 104 are exempt. Transfer students who have completed of 24 credit hours with an average of over 75% can appeal this requirement.

6. If students fail a course that is a prerequisite to one in which they have enrolled in the ensuing term, it is their responsibility to drop the latter course. Whether or not

they drop the course, they will be refused credit for the latter course, even if it is successfully completed.

7. For MAP programs, a maximum of 42 credit hours may be taken at the 100-level.

14.8.2   DECLARING A MAJOR

Students admitted to the Faculty of Media, Art, and Performance must declare a major within the Faculty of Media, Art, and Performance before the successful completion of 46 credit hours.

14.8.3   CONCURRENT PROGRAMS

Refer to §6.2 of this Calendar.

1. General: Upon formal application by a student, the Faculty of Media, Art, and Performance will permit enrolment in two concurrent undergraduate programs, with prior approval of the appropriate department head(s), except the Bachelor of Music Education which may not be taken concurrently with another program.

2. Primary Program: A student's primary program will be the one the student declares as such, with department head's approval.

3. Admission to concurrent programs in the same faculty must have the approval of both department heads. The Faculty office will process the application.

4. Registration: Students will be eligible to register in courses restricted to either of their two programs and will register with their primary Faculty. Please note that:

   • some courses may be restricted to first majors and then to second majors.

   • some programs may require a block of courses be taken in the same term.

   • some courses are only offered once per year, or once in every two years.

5. Fees: Students in concurrent programs in different faculties will pay fees associated with their primary program.

6. Awards: Students will be eligible for Faculty awards in the Faculty of their primary program only.

7. Dean's Honours List: Students will be eligible for inclusion on the Dean's Honours List of their primary program only.

8. Performance Regulations: University academic performance regulations will be applied by the Faculty of the primary program.

9. Faculty and Program Academic Performance Regulations: If the programs are in two different faculties, each faculty will apply its regulations governing performance within the faculty and program.

10. Change in Primary Program: When a student graduates or is required to discontinue from a primary program and the secondary program remains valid and current, a new student primary program record will be created.

14.8.4 STALE DATED COURSES

Students who are admitted or readmitted to the Faculty of Media, Art, and Performance and have complete courses in their degree program more than eight years previously, may be required to

update their knowledge by repeating or taking additional courses. Please consult the Faculty of Media, Art, and Performance Student Program Centre. The earlier attempt at any passed courses that must be repeated under this regulation usually can be counted for elective credit.

(End of Motion 38)

Rationale: Updating policies in the Media, Art, and Performance section needed to be updated.

Motion 39: Creation of Certificate in Animation

To approve the creation of a new Certificate in Animation as outlined below, **effective 201820.**

Credit hours	Required
3.0	FILM 203
3.0	FILM 209 or FILM 220
3.0	FILM 286AA or FILM 380AJ
3.0	FILM 303
3.0	FILM 312 or FILM 385AB
3.0	ART 220 or ART 221 or ART 230
18.0	**Total** (A minimum PGPA of 65% is required)

Note: Due to course scheduling, completion of this Certificate may take up to 3 years.

(End of Motion 39)

Rationale: This certificate in Animation is designed for students to gain grounding in film animation.

Motion 40: Creation of a Diploma in Film Production

To approve the creation of a new Diploma in Film Production as outlined below, **effective 201820.**

Credit hours	Required
3.0	FILM 201
3.0	FILM 209 (must be taken concurrently with FILM 201) or FILM 220
3.0	FILM 202
3.0	One Film Production course at the 200-level
6.0	Two Film Production courses at the 300-level

3.0	One Film Production course at the 400-level
6.0	Two Film Studies courses at the 200- or 300-level, or CTCH 304, 305 or 402.
3.0	One Film Production, Film Studies, or MAP elective courses at the 200-, 300- or 400- level
30.0	**Total** (A minimum PGPA of 65% is required.)

Registration in many of these courses requires permission from the Department Head.

Note: Completion of this Diploma may require registration in the fall, winter, and spring/summer terms.

PREREQUISITE: Students holding a Bachelor's degree in a field other than Film Production or 90 credit hours in any discipline.

(End of Motion 40)

Rationale: Enables students with no previous film training to gain a diploma in film production in one year. The one-year diploma program will offer courses in narrative modes of film production, technical aspects and media theory.

Motion 41: Revision to the Bachelor of Arts (Theatre) (Special Three-Year)

To add MAP 202 as a required course in the Bachelor of Arts (Theatre) (Special Three-Year) as indicated in the template below, **effective 201820.**

Credit hours	Required
Critical Competencies – 21 credit hours	
Communication in Writing	
3.0 3.0	Two of: ACAD 100, ENGL 100,or 110
Research Skills and Methodologies	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité or the Faculties of Arts and Science, such as: PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203,306, 307, PSYC 204, 305,WGST 220. STATS (any course). ARTH 301, CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see §14.7.1 Additional Regulations. Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean of designate.
Culture and Society	
3.0	**MAP 202**
3.0	Any ~~three~~ two courses from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL

Credit hours	Required
3.0	above 100- level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.
Natural or Social Sciences	
3.0	Two courses in the following areas:
3.0	(excluding courses in research/statistics) ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology. Any Science courses, including MATH.
Media, Art, and Performance – 9 credit hours	
3.0	
3.0	3 Media, Art, and Performance courses outside the major area.
3.0	
Theatre – 36 credit hours	
3.0	THAC 260
3.0	THST 200
3.0	THST 250
3.0	THST 380
3.0	2 THST at the 300- or 400-level*
3.0	
3.0	One of THAC 365AA-ZZ, THAC 465AA-ZZ,
3.0	
3.0	5 Theatre chosen from THDS, THAC or THST (can include 3 more credit hours of 365 AA-ZZ & 465AA-ZZ.)
3.0	
3.0	
3.0	
Electives – 21 credit hours	
3.0	
3.0	
3.0	
3.0	Open Electives
3.0	
3.0	
3.0	
90.0	**TOTAL**
*With the approval of the department head, ENGL 301, 302, 460AA- ZZ may be used to satisfy some theatre	

(End of Motion 41)

Rationale: When MAP 202 was made a required course for all MAP programs this particular program was missed. All the other three year special degrees require MAP 202.

(End of Report)

Submitted by: Coby Stephenson, Registrar's Office

on behalf of Francesco Freddolini, CCUAS, Chair

January 12, 2018