



## EXECUTIVE OF COUNCIL

**Date:** March 21, 2018  
**To:** Executive of Council  
**From:** Glenys Sylvestre, Executive Director (University Governance) and University Secretary  
**Re:** Meeting of 28 March 2018

A meeting of Executive of Council is scheduled for 28 March 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 24 February 2018** - *circulated with the Agenda*
3. **Business Arising from the Minutes** – Appendix I, pp. 3
4. **Remarks from the Chair**
5. **Report of the University Secretary**
6. **Reports from Committees of Council**
  - 6.1 Council Committee on the Faculty of Graduate Studies and Research, Appendix II, pp. 4-18
  - 6.2 Council Committee on Undergraduate Admissions and Studies, Appendix III, pp. 19-24
7. **Graduand Lists**
  - 7.1 Graduand Lists for Approval - Omnibus Motion – *circulated at the meeting - please return all copies*
    - 7.1.1 Faculty of Business Administration
    - 7.1.2 Faculty of Education
    - 7.1.3 Faculty of Graduate Studies and Research
    - 7.1.4 Faculty of Social Work
    - 7.1.5 Centre for Continuing Education
8. **Reports from Faculties and Other Academic Units**
  - 8.1 Arts
  - 8.2 Business Administration
  - 8.3 Education
  - 8.4 Engineering and Applied Science
  - 8.5 Graduate Studies and Research
  - 8.6 Kinesiology and Health Studies
  - 8.7 Media, Art, and Performance
  - 8.8 Nursing
  - 8.9 Science
  - 8.10 Social Work
  - 8.11 Centre for Continuing Education
  - 8.12 La Cité universitaire francophone



- 8.13 Library
- 8.14 Federated Colleges
  - 8.14.1 Champion 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
- 10. **Adjournment**

**BUSINESS ARISING FROM THE MINUTES OF THE  
EXECUTIVE OF THE UNIVERSITY OF REGINA COUNCIL  
OF 28 FEBRUARY 2018**

1. ITEMS FOR APPROVAL

**Motion 1:** To amend the three motions in 6.2.4.4. presented at the 28 February 2018 Executive of Council Meeting and detailed in Appendix II pages 38 – 41 of that meeting agenda, to change the effective date for these motions to 201830.

Background and Information

These three motions were presented at CCUAS by the Faculty of Science, and all related to changes to Math/Stat courses in BSc Mathematics, Actuarial Science and Statistics programs. At the CCUAS meeting of 8 February 2018, the Committee made an amendment to the effective date (changed from 201730 to 201830) prior to vote and resolution. The incorrect information was provided to, and voted on by Executive of Council.

**Motion 2:** To rescind the motion 6.2.4.5. presented at the 28 February 2018 Executive of Council Meeting and detailed in Appendix II pages 41 – 42 of that meeting agenda, to change the effective date for these motions to 201830.

Background and Information

This motion related to program revisions to the Bachelor of Medical Imaging and Bachelor of Medical Laboratory Science programs. However, this motion was withdrawn by the Faculty of Science prior to vote at the CCUAS meeting of 8 February 2018. This motion inadvertently came forward to Executive of Council for approval.



**REPORT TO EXECUTIVE OF COUNCIL – March 28, 2018**

**From the March 13, 2018 Faculty of Graduate Studies and Research  
Council Committee Meeting**

**APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL**

**1. Faculty of Business Administration**

**MOTION 1: Advanced Standing for Completion of Canadian Police College Executive Development**

That up to 6 credit hours, applicable only to open electives, of advanced standing will be offered to graduates of the Canadian Police College's Executive Development in Policing (EDP) Program toward the Levene MBA, the MAdmin (Leadership), and the MHRM degrees effective 201830.

**Rationale:**

Advanced Standing is awarded to a student upon demonstration of acquired knowledge of a course's content through university or professional courses. The Executive Development in Policing (EDP) program is a police executive development program designed to challenge senior law enforcement leaders to expand their strategic leadership knowledge, skills, and abilities. Students completing this program build individual, team and organizational leadership competencies to address the challenges of emerging organizational and community needs, competencies that are not readily acquired merely from advancing through the ranks. The program requires approximately 120 contact hours and 250 coursework hours to complete. This aligns with Levene Graduate School of Business precedent for contact and coursework hours sufficient for 6 credit hours of graduate work. Course evaluation is consistent with the types of activities required to complete graduate courses through the Levene Graduate School of Business. *(See Appendix A: Program Evaluation)*

Supporting the judgment that the EDP is suitable for graduate-level standing, Charles Sturt University (an Australian public university) also judges the EDP to warrant Masters level credit. Charles Sturt University and the University of Ontario Institute of Technology (UOIT) have partnered with the Canadian Police College to create an Executive Masters in International Police Leadership (EMIPL). One third of the credits toward the Executive Masters are earned through the successful completion of the Executive Development in Policing (EDP) Program.

Granting Advanced Standing for EDP graduation should help Levene Graduate School of Business recruiting in several ways. First, this will create a higher level of national awareness of our programs among police leaders in Canada. Second, "partnering" with the Canadian Police College would enhance the status of the Levene programs within the RCMP and police services



in Canada. Third, advanced standing for the EDP would be unique in Canada, making our programs relatively more attractive than competing programs in Canada.

As part of the Advanced Standing arrangement, CPC intends to:

- Make information about this arrangement and the our programs available to students;
- Provide opportunity for representatives of the Levene School to visit appropriate forums at CPC to disseminate information about our programs;
- Provide Levene with updated information about CPC on an annual basis, and;
- Notify Levene, with as much lead-time as possible, about any changes to the requirements that are anticipated or approved with the EDP courses.

(end of Motion 1)

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**MOTION 2: Levene MBA with Specializations Admission Requirements**

That the Levene MBA with Specializations admission requirements be changed effective 201830.

**Current**

Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):

1. A minimum GMAT score of 500 is normally required (for both the MBA program and the Post-Graduate Diploma).
2. A minimum of three years work experience is normally required (post undergraduate degree).
3. Applicants must have successfully completed the Post-Graduate Diploma in Business Foundations (or equivalent) or achieve a minimum of 70% in each of qualifying courses (or their equivalents) as follows: BUS 210, BUS 250, BUS 260, BUS 285, BUS 288, BUS 290, ECON 201, ECON 202, STAT 100, plus one additional undergraduate course. Students who have successfully completed the Post-Graduate Diploma in Business Foundations will not be required to submit the results of an additional GMAT.

**PROPOSED**

Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):

1. A minimum GMAT score of 500 **or GRE equivalent** is normally required (for both the MBA program and the Post-Graduate Diploma).
2. A minimum of **two** years work experience is normally required (post undergraduate degree).
3. Applicants must have successfully completed the Post-Graduate Diploma in Business Foundations (or equivalent) or achieve a minimum of 70% in each of qualifying



courses (or their equivalents) as follows: BUS 210, BUS 250, BUS 260, BUS 285, BUS 288, BUS 290, ECON 201, ECON 202, STAT 100, plus one additional undergraduate course. Students who have successfully completed the Post-Graduate Diploma in Business Foundations will not be required to submit the results of an additional GMAT.

Mid-Career Option

PROPOSED

***A number of individuals with at least 7 years suitable work experience, but who lack an undergraduate degree, may be admitted to the Levene MBA with Specialization. These individuals must meet the degree's qualifying course requirements before beginning graduate courses, if they have not completed prior to acceptance, or the Post Graduate Diploma. These qualifying course requirements are ten (10) undergraduate courses and the GMAT score of 500 or GRE equivalent. All qualifying courses must be passed with a grade no less than 70%. Qualifying students may be discontinued from the program if they receive one grade less than 70%. Individuals who plan to take qualifying courses should consult with a Graduate Advisor in the Faculty of Business Administration to choose suitable courses.***

**Rationale:**

A review of comparative programs across the country reveals that many programs 1. accept a GRE equivalent in addition to the completion to the GMAT and 2. require two years or more, rather than normally minimum three years as currently required by the Levene MBA. In order to increase the competitiveness of the Levene MBA relative to other programs regionally and nationally, Levene admission requirements should be changed to be the same as these other programs. In addition, currently, our MHRM, MAdmin Leadership and EMBA programs have a mid-career option to recognize that knowledge acquired through considerable and relevant work experience and other forms of education (e.g., diplomas) can adequately prepare individuals for graduate studies. While such work experience is not directly equivalent to an undergraduate degree, business-related disciplinary knowledge can be acquired through work-related experiences and this option, evaluated on a case-by-case basis for admission, provides an opportunity to recognize that knowledge as adequate to prepare students for graduate studies.

(end of Motion 2)

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**MOTION 3: Levene Post Graduate Diploma Admission Requirements**

That the Levene Post Graduate Diploma admission requirements change effective 201830.

Current

Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):

1. A minimum GMAT score of 500 is normally required (for both the MBA program and the Post-Graduate Diploma).



2. A minimum of three years work experience is required (post undergraduate degree).

#### PROPOSED

Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):

1. A minimum GMAT score of 500 **or GRE equivalent** is normally required (for both the MBA program and the Post-Graduate Diploma).
2. A minimum of **two** years work experience is required (post undergraduate degree).

#### Mid-Career Option

##### PROPOSED

***A number of individuals with at least 7 years suitable work experience, but who lack an undergraduate degree, may be admitted to the Post Graduate Diploma program. These individuals must also complete the GMAT examination with a score of 500 or GRE equivalent.***

#### **Rationale:**

A review of comparative programs across the country reveals that many programs 1. accept a GRE equivalent in addition to the completion to the GMAT and 2. require two years or more, rather than normally minimum three years as currently required by the Levene MBA. In order to increase the competitiveness of the Levene MBA relative to other programs regionally and nationally, Levene admission requirements should be changed to be the same as these other programs. In addition, currently, our MHRM, MAdmin Leadership and EMBA programs have a mid-career option to recognize that knowledge acquired through considerable and relevant work experience and other forms of education (e.g., diplomas) can adequately prepare individuals for graduate studies. While such work experience is not directly equivalent to an undergraduate degree, business-related disciplinary knowledge can be acquired through work-related experiences and this option, evaluated on a case-by-case basis for admission, provides an opportunity to recognize that knowledge as adequate to prepare students for graduate studies.

(end of Motion 3)

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### **3. Faculty of Education**

#### **MOTION 4: Program Changes**

That the Master of Adult Education Degree and the Human Resources Development Degree be modified effective 201830.



Current Master of Adult Education Degree -Thesis Route		Proposed Master of Adult Education Degree -Thesis Route	
EAHR 801	3 cr hrs	EAHR 801	3 cr hrs
EAHR 850 or a graduate level research course in Education*	3 cr hrs	EAHR 850 or a graduate level research course in Education*	3 cr hrs
One of EAHR 804, 810, 811, 812, 822, 870AA, <del>870AB</del> , 870AC, <del>ED-870AP</del> or <del>ED-870AJ</del> **	3 cr hrs	One of EAHR 804, 810, 811, 812, 822, <b>825</b> , 870AA, 870AC <b>or EFDN 807</b> **	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
Elective 8xx**	3 cr hrs	Elective 8xx**	3 cr hrs
ED 901	15 cr hrs	ED 901	15 cr hrs
TOTAL	30 cr hrs	TOTAL	30 cr hrs
* May included ED 800, 810, 815, 816 or 817. ** Course selection in the MAED thesis route must be done in consultation with the thesis supervisor to ensure that courses meet the needs of the thesis research		* May included ED 800, 810, 815, 816 or 817. ** Course selection in the MAED thesis route must be done in consultation with the thesis supervisor to ensure that courses meet the needs of the thesis research	

Current Master of Adult Education Degree - Project Route		Proposed Master of Adult Education Degree - Project Route	
EAHR 801	3 cr hrs	EAHR 801	3 cr hrs
EAHR 850 or a graduate level research course in Education*	3 cr hrs	EAHR 850 or a graduate level research course in Education*	3 cr hrs
One of EAHR 804, 810, 811, 812, 822, 870AA, <del>870AB</del> , 870AC, <del>ED-870AP</del> or <del>ED-870AJ</del>	3 cr hrs	One of EAHR 804, 810, 811, 812, 822, <b>825</b> , 870AA, 870AC <b>or EFDN 807</b>	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
ED 900	6 cr hrs	ED 900	6 cr hrs
ED 903 (optional)	0 cr hrs	ED 903 (optional)	0 cr hrs
TOTAL	30 cr hrs	TOTAL	30 cr hrs
* May included ED 800, 810, 815, 816 or 817.		* May included ED 800, 810, 815, 816 or 817.	





Current Master of Adult Education Degree - Course-Based Route		Proposed Master of Adult Education Degree - Course-Based Route	
EAHR 801	3 cr hrs	EAHR 801	3 cr hrs
EAHR 850 or a graduate level research course in Education*	3 cr hrs	EAHR 850 or a graduate level research course in Education*	3 cr hrs
One of EAHR 804, 810, 811, 812, 822, 870AA, <del>870AB</del> , 870AC, <del>ED 870AP</del> or <del>ED 870AJ</del>	3 cr hrs	One of EAHR 804, 810, 811, 812, 822, <b>825</b> , 870AA, 870AC <b>or EFDN 807</b>	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
TOTAL	30 cr hrs	TOTAL	30 cr hrs
* May included ED 800, 810, 815, 816 or 817.		* May included ED 800, 810, 815, 816 or 817.	

Current Master of Human Resource Development - Thesis Route		Proposed Master of Human Resource Development - Thesis Route	
EAHR 802	3 cr hrs	EAHR 802	3 cr hrs
EAHR 850*	3 cr hrs	EAHR 850*	3 cr hrs
ONE of EAHR 803, 810, 811, 821, 823, 824, 870AA, 870AC, 870AD, <del>ED 870AJ</del> or <del>ED 870AP</del>	3 cr hrs	ONE of EAHR 803, 810, 811, <b>812</b> , 821, 823, 824, <b>825</b> , 870AA, 870AC, 870AD <b>or EFDN 807</b>	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
Elective 8xx**	3 cr hrs	Elective 8xx**	3 cr hrs
ED 901	15 cr hrs	ED 901	15 cr hrs
TOTAL	30 cr hrs	TOTAL	30 cr hrs
* May included ED 800, 810, 815, 816 or 817. **Course selection must be done in consultation with the thesis supervisor to ensure that courses meet the needs of the thesis research		* May included ED 800, 810, 815, 816 or 817. **Course selection must be done in consultation with the thesis supervisor to ensure that courses meet the needs of the thesis research	



Current Master of Human Resource Development - Project Route		Proposed Master of Human Resource Development - Project Route	
EAHR 802	3 cr hrs	EAHR 802	3 cr hrs
EAHR 850*	3 cr hrs	EAHR 850*	3 cr hrs
ONE of EAHR 803, 810, 811, 821, 823, 824, 870AA, 870AC, 870AD, <del>ED 870AJ</del> or <del>ED 870AP</del>	3 cr hrs	ONE of EAHR 803, 810, 811, <b>812</b> , 821, 823, 824, <b>825</b> , 870AA, 870AC, 870AD or <b>EFDN 807</b>	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
ED 900	6 cr hrs	ED 900	6 cr hrs
ED 903 (optional)	0 cr hrs	ED 903 (optional)	0 cr hrs
TOTAL	30 cr hrs	TOTAL	30 cr hrs
* May included ED 800, 810, 815, 816 or 817.		* May included ED 800, 810, 815, 816 or 817.	

Current Master of Human Resource Development - Course-Based Route		Proposed Master of Human Resource Development - Course-Based Route	
EAHR 802	3 cr hrs	EAHR 802	3 cr hrs
EAHR 850*	3 cr hrs	EAHR 850*	3 cr hrs
ONE of EAHR 803, 810, 811, 821, 823, 824, 870AA, 870AC, 870AD, <del>ED 870AJ</del> or <del>ED 870AP</del>	3 cr hrs	ONE of EAHR 803, 810, 811, <b>812</b> , 821, 823, 824, <b>825</b> , 870AA, 870AC, 870AD or <b>EFDN 807</b>	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
EAHR 8xx Elective	3 cr hrs	EAHR 8xx Elective	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
Elective 8xx	3 cr hrs	Elective 8xx	3 cr hrs
TOTAL	30 cr hrs	TOTAL	30 cr hrs
* May included ED 800, 810, 815, 816 or 817.		* May included ED 800, 810, 815, 816 or 817.	

**Rationale:**

The changes to this template were made to align with previous 2016 Graduate program changes. EAHR 870 AB was made historical in 201730 and was replaced by EAHR 825.ED 870



AP was replaced by EFDN 807. ED 870aJ was made historical in 201730 and was replaced by EAHR 812.

(end of Motion 4)

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#### 4. Faculty of Graduate Studies and Research

**MOTION 5: Council Committee Revision**

That the Note section under Roles and Responsibilities of the Terms of Reference for the Council Committee on the Faculty of Graduate Studies and Research be changed effective 201820.

**Current**

All new, or substantially revised, graduate academic programs will normally first be considered by the Council Committee on Budget.

**PROPOSED**

***According to the Guidelines for the Academic Program Approvals, the council committee will have the option to defer new, or substantially revised, graduate academic programs to the Council Committee on Academic Mission (CCAM) or Council Committee on Budget (CCB) when necessary.***

**Rationale:**

This change is a result of the Executive of Council streamlining the academic program approval process.

(end of Motion 5)

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**MOTION 6: English Language Proficiency Requirements for FGSR**

That the English Language Proficiency Requirements change effective 201830.

**Current**

FGSR Required	CAEL	TOEFL iBT	IELTS	PTE	CanTEST	MELAB	TOEFL (paper, old)	UofR ESL
Minimum	70	80 (20 in each band)	6.5 & (6.0 in each band)	59	4.5, 4.0 each	85	580	Advanced EAP 050
Media Studies		93	7 and (7 in each band)				600	Advanced EAP 050
Media Production		93	7 and (7 in				600	Advanced EAP



			each band)					050
English		100(25 in each band)	7.5 & (7.5 in each band)				600	Advanced EAP 050

**PROPOSED**

	CAEL	TOEFL iBT	IELTS	PTE	CanTEST	MELAB	TOEFL (paper, new)	U of R ESL
FGSR Minimum	70	20 each band	6.5 overall, 6.0 each	59	4.5 overall, 4.0 each	80	20,20,20	Advanced EAP 050
JSGS	70	86 overall, 20 each band	6.5 overall, 6.0 each	63 overall, 59 each	4.5 overall, 4.5 each	85	20,20,20	Advanced EAP 050
Media Studies And Media Production	75	23 each band	7.0 overall, 7.0 each	65	5.0 overall, 4.5 each	85	23,23,23	Advanced EAP 050 (Advanced writing)
English	80	25 each band	7.5 overall, 7.5 each	68	5.0 overall, 4.5 each	85	25,25,25	Advanced EAP 050 (Advanced writing)

**Rationale:**

The current table of English language proficiency minimum test scores does not have equivalent scores for several of the tests that FGSR accepts. This affects faculties and departments which have a higher minimum score. In particular, it can cause difficulty for students applying in these areas who have used one of the tests for which we do not have equivalents. We have determined equivalents for all programs and for all tests that we currently accept. This was done by comparing the evaluations of the tests, and looking at how other universities and agencies compare the different tests. We have also consulted with the departments that require higher test scores.

It is important to note that the tests scores are not linear and so can be difficult to compare. We used the qualitative descriptions of the test scores to create equivalents and we used TOEFL and IELTS as a base scores (these two tests are the most common tests that we receive). For example the TOEFL for JSGS is set to 86 overall and 20 in each of the 4 bands. The closest equivalent to this in the MELAB test was 85, while the closest for the CAEL test was 70.

Finally, we did not lower the test scores for any department or test. One example of this is the CAEL test. A score of 60 in this test is closer to the IELTS requirement of 6.5, but we currently have the minimum test score at 70 and we did not want to lower it to 60. We have very few students submitting the CAEL test, fewer than 10 in a year.



(end of Motion 6)

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**MOTION 7: Credit Hours in a Semester**

That the credit hour requirements be changed effective 201830.

Current

6. Registrations must be in accordance with the student's approved (or officially amended) degree program and must be for a minimum of 3 credit or billable hours for students who are accessing university resources in any given semester. Full course load is 12 credit hours per semester.

<https://www.uregina.ca/gradstudies/current-students/grad-calendar/reg-rules.html>

PROPOSED

6. a) Registrations must be in accordance with the student's approved (or officially amended) degree program.
- b) ***Masters students who are accessing university resources must be registered for a minimum of 3 credits or billable hours in any given semester. In exceptional cases, FGSR may grant a Masters student permission to register for fewer hours. PhD students must register for a minimum of 6 credit hours or billable hours each semester. For all graduate students the maximum course load is 12 credit hours per semester; students must request special permission to take more than 12 credits in a semester.***

**Rationale:**

First, the current rule 6 has two different rules, it is clearer to separate them. Second, the phrase "full course load is 12 credits" is potentially misleading since 12 credits is the maximum. Third there are rare cases where students cannot register in 3 credit hours (for example JSGS has 1.5 credit courses that in rare cases students need to register in just one of these classes) and an exception to the minimum 3 credits is appropriate.

(end of Motion 7)

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**FOR INFORMATION ONLY**

**1. NEW COURES**

**ARTS 601 – Graduate Co-op Work Term I (201830)**

This is the first one semester co-op placement for graduate students in the Faculty of Arts. To register in this class a student must be in good standing and enrolled full-time in a Masters program in the Faculty of Arts. A student who completes both ARTS 601 and ARTS 602 will have the designation “Co-operative Education” added to their degree. A “Credit” grade requires both a satisfactory work-term report and a satisfactory employer’s evaluation. 6 credit hours, Credit / No Credit.

Prerequisite: Completion of two graduate level courses in the student’s graduate program, CGPA minimum of 75% and permission of the student’s academic unit.

**ARTS 602 – Graduate Co-op Work Term II (201830)**

This is the second one semester co-op placement for graduate students in the Faculty of Arts. To register in this class a student must be in good standing and enrolled full-time in a Masters program in the Faculty of Arts. A student who completes both ARTS 601 and ARTS 602 will have the designation “Co-operative Education” added to their degree. A “Credit” grade requires both a satisfactory work-term report and a satisfactory employer’s evaluation. 6 credit hours, Credit / No Credit.

Prerequisite: ARTS 601, CGPA of minimum 75%, and permission of the student’s academic unit.

**ECON 901 Thesis Research (15)**

Thesis research.

**GBUS 901 – Thesis Research (15)**

Thesis research.

**2. COURSE CHANGES**

<p>JRN 810 (340) - A Critical History of the Media of Media, Journalism, and Social Regulation This course provides a critical introduction to the history of mass media and journalism. Students will examine some major milestones and issues in the construction of media cultures, the ongoing invention of journalism and the struggle for a democratic public sphere.</p>	<p>JRN 810 - A Critical History of the Media of Media, Journalism, and Social Regulation This course provides a critical introduction to the history of mass media and journalism. Students will examine some major milestones and issues in the construction of media cultures, the ongoing invention of journalism and the struggle for a democratic public sphere.</p>
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<p>MBA AA-ZZ – International Study Tour This course involves travel abroad, with the purpose of exposing students to real world business activities. The</p>	<p>MBA AA-ZZ – International Study Tour This course involves travel abroad, with the purpose of exposing students to real world business activities. The</p>
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<p>course involves travel to one or more destinations to visit business enterprises, as well as pre- and post-travel classroom activities.</p>	<p>course involves travel to one or more destinations to visit business enterprises, as well as pre- and post-travel classroom activities.</p> <p><b><i>Prerequisite: 18 required completed credits or to be approved by the Associate Dean, Research &amp; Graduate Programs.</i></b></p>
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Current	Proposed
<p>EAHR 801 Foundations of Adult <del>Learning and Development</del></p> <p>An analysis of adult <del>learning and development</del> in relation to societal, organizational, and institutional contexts. Theories and practices of adult education, including adult learning and the role of adult educators, will be explored from historical; philosophical; psychological; socio-cultural; critical; and post-modern perspectives</p>	<p>EAHR 801 Foundations of Adult <b>Education</b></p> <p>An analysis of adult <b>education</b> in relation to societal, organizational and institutional contexts. Theories and practices of adult education, including adult learning and the role of adult educators, will be explored from historical, philosophical, psychological, socio-cultural, critical, and post-modern perspectives</p>
<p>EAHR 802 Foundations of <del>Training and Development: The Theory and Practice of Adult Education and Human Resource Development</del></p> <p>An examination of the historical, sociological, political, and philosophical forces and traditions which serve to shape <del>education training and occupational development, adult education, and human resource development.</del></p>	<p>EAHR 802 Foundations of <b>HRD</b> Development: The Theory and Practice of Human Resource Development</p> <p>An examination of the historical, sociological, political, and philosophical forces and traditions that serve to shape <b>HRD in organizations. Theories of, and approaches to, human resource development in organizations, communities and societies will be explored from historical, cultural, socio-political, ideological, and critical perspectives</b></p>
<p>EAHR 803 Special Topics in Training and Development</p> <p>In a seminar format, participants will explore contemporary issues emerging <del>within today's</del> organization and shaping the fields of adult education and human resource development.</p>	<p>EAHR 803 Special Topics in Training and Development</p> <p>In a seminar format, participants will explore contemporary issues emerging in organization<b>s</b> and shaping the fields of adult education and human resource development.</p>
<p>EAHR 804 Teaching and Learning in Post-Secondary Education <del>Settings</del></p> <p>This <del>graduate course is for Masters and PhD students in any discipline who are thinking of pursuing a career in academia. This course explores the theories and practices of teaching and learning in higher education by focusing on learning theory, reflective practice, action research and the scholarship of teaching. Principles of adult learning and assessment of prior learning will be applied.</del></p>	<p>EAHR 804 Teaching and Learning in Post-Secondary Education</p> <p>This course <b>explores the theories and practices of teaching and learning in higher education by focusing on learning theory, reflective practice, research, community engagement, and the scholarship of teaching.</b></p>



<p>EAHR 810 <del>Designing Programs in Training and Development: Planning and Curriculum Development</del> Through an examination of the sociological forces and philosophical traditions that underpin the development of adult education, learners will explore theories of and approaches to program planning and curriculum design in institutional, community and business and industry settings.</p>	<p>EAHR 810 <b><i>Program Design and Planning</i></b> <b><i>Learners will explore theories of and approaches to program planning and design in institutions, organizations, and workplace settings. Topics explored will include the role of planner and stakeholders in the planning process, ethical and philosophical issues in planning, the politics of planning, recruitment and retention issues, program marketing and promotion as well as program financing and administration.</i></b></p>
<p>EAHR 811 <del>Assessment of Training: Design and Assessment of Curriculum and Instruction</del> An analysis of the processes of instructional design and evaluation including theoretical underpinnings, administrative considerations, instructional strategies, the issue of technology, determining the effectiveness of training, prior learning assessment, the purpose of evaluation, techniques of data collection, data analysis and reporting recommendations within learning organizations.</p>	<p>EAHR 811 <b><i>Program Evaluation</i></b> An analysis of the <b><i>theories of, and approaches to, program evaluation, and their application to evaluation practice in organizations, institutions and workplace settings. Topics explored will include the origins and current trends in program evaluation, ethical and philosophical issues in evaluation, the politics of evaluation, planning to conduct an evaluation, developing evaluation criteria, data collection, analysis and interpretation, as well as strategies for reporting and communicating evaluation results.</i></b></p>
<p>EAHR 812 Trends and Issues in Indigenous Adult Education Explores research theory and practice of trends, issues, and perspectives in Indigenous learning through an examination of the historical, cultural, social, and political experiences of Indigenous peoples. Topics include: colonization, indigenization, reconciliation, culture and oral history, principles and practices of education for democracy including transformative approaches to adult education.</p>	<p>EAHR 812 Trends and Issues in Indigenous Adult Education Explores research theory and practice of trends, issues, and perspectives in Indigenous learning through an examination of the historical, cultural, social, and political experiences of Indigenous peoples. Topics include: colonization, indigenization, reconciliation, <b><i>intergenerational learning</i></b>, culture and oral history, <b><i>and</i></b> transformative approaches to adult education.</p>
<p>EAHR 821 <del>Leadership and Supervision in Adult Education</del> A study of contemporary theory pertaining to educational leadership and supervision and its application in the analysis of administrative roles in both formal and non-formal vocational education settings.</p>	<p>EAHR 821 <b><i>Leadership in Organizations</i></b> <b><i>A study of theories of, and approaches to, leadership and their application to organizations and post-secondary education institutions. Topics will include strategic leadership, ethical, spiritual and authentic leadership, gender, diversity and cross-cultural leadership, leading change, leadership styles and behaviours, leadership and social responsibility as well as leadership and creativity and innovation.</i></b></p>
<p>EAHR 823 Trends in Developing Human Resources An inquiry into trends and issues shaping the roles and fields of human resource development professionals. Topics include career development, changing nature of work, global trends, comparative issues in institutional and industrial training, social policy and HRD.</p>	<p>EAHR 823 Trends in Developing Human Resources An <b><i>analysis</i></b> of the trends and issues shaping human resources <b><i>and the models and strategies used in developing the knowledge, skills, abilities and competencies of human resource professionals in organizations, institutions and workplace settings.</i></b></p>





<p>EAHR 824 Consulting Principles and <del>Practices for Training and Development</del> Various consulting models and approaches will be explored to introduce the processes, principles, skills and practices of internal and external consulting <del>for the fields of adult education and training and human resource development.</del></p>	<p>EAHR 824 Consulting Principles and Practices Various consulting models and approaches will be explored to introduce the processes, principles, skills and practices of internal and external consulting.</p>
<p>EAHR 825 Participatory Approaches to Facilitation, Research, and Community Engagement <del>Develops knowledge about participatory approaches to facilitation, research, and community engagement.</del> Students learn <del>theory and practice</del> linked to facilitating participatory learning, designing participatory methodologies, and exercising inclusive community practices; <del>develop</del> original participatory methodologies for diverse contexts; and <del>demonstrate</del> links between participation, social inclusion, and <del>foster individual and societal transformation.</del></p>	<p>EAHR 825 Participatory Approaches to Facilitation, Research, and Community Engagement <b>Knowledge generation and practice regarding participatory approaches to facilitation, research, and community engagement.</b> Students learn <b>theories</b> and <b>practices</b> linked to facilitating participatory learning, designing participatory methodologies, exercising inclusive community practices; <b>developing</b> original participatory methodologies for diverse contexts; and <b>demonstrating</b> links between participation, social inclusion, and societal transformation.</p>
<p>EAHR 930 Learning and the Workplace An examination of the <del>nature of work-based learning with an emphasis on formal, nonformal, and informal learning in the workplace.</del></p>	<p>EAHR 930 Learning and the Workplace An examination of the <b>theories and approaches to learning in the workplace. The topics explored will include transformational learning, experiential learning, situated learning, systems thinking as well as organizational learning, and their application to learning in the workplace. Issues of race, gender, class, sexual orientation, age, etc. and the implications for learning in the workplace will be examined.</b></p>
<p>EAHR 931 The Relationship Between Adult Education and Society An <del>examination of the nature of the relationships</del> between adult education and society. Through critical and analytical examination of sociological and historical forces as well as philosophical traditions that underpin adult education research, theory and practice, learners will explore <del>the debate about adult education and its relationship to society.</del></p>	<p>EAHR 931 The Relationship Between Adult Education and Society The <b>course examines relationships</b> between adult education and society. Through critical and analytical examination of sociological and historical forces as well as philosophical traditions that underpin adult education research, theory and practice, learners will explore <b>adult learning in the context of local and global organizations and communities.</b></p>



### **3. HISTORICAL COURSES**

EADM 812 Administration of the Educational Program

EADM 814 Legal Aspects of School Administration

EADM 815 Economics 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 822 Introduction to Human Resource Administration in Education

EADM 823 Labour Relations and Labour Law in Education

EADM 870AA-ZZ Educational Administration Experimental Courses

EADM 890AA-ZZ Educational Administration Directed Reading Courses

EADM 940 Administrative Theory, Analysis and Practice

**Council Committee on Undergraduate Admissions and Studies****REPORT TO EXECUTIVE OF COUNCIL – 28 March 2018****From the 8 March 2018****Council Committee on Undergraduate Admissions and Studies Meeting****1. ITEMS FOR APPROVAL****1.1 Faculty of Business Administration – Program Revision****Motion 1: Program Revision – Adding a Course to an Existing List of Requirements for Entrepreneurship Major**

Moved that BUS 303 and BUS 335AA-ZZ be added to the list of courses required for Entrepreneurship Major. The new list of courses would include BUS 302, BUS 304, BUS 402, Two of BUS 301, 314, 394, 303, 335AA-ZZ, 476AA-ZZ, **effective 201820**.

(end of motion 1)

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**Rationale:**

BUS 335AB was piloted as BUS 476AB and the number was changed in Winter 2017 term. However, this did not actually make the transition into the requirements for the major. Adding these courses would allow BUS 303 to be counted towards Entrepreneurship major and also allow for other course offerings in the future to be piloted under the BUS 335AB series.

**1.2. Registrar's Office – New Program Motions****Motion 2: New Degree /Non-degree Programs - New Program Motions**

To approve a 3 motion process as detailed below for new program proposals that are brought to CCUAS, **effective immediately**.

(end of motion 2)

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**Background**

The new streamlined process that was developed by CCAM and CCB and approved at E of C has a flow for new programs. The process requires that CCUAS move the new program proposal to the CCAM if members have concerns related to academic mission or to the CCB if members have concerns related to budget. The approved New Program Approval Process is on the following pages.

At the December meeting of the Faculty of Graduate Studies and Research Council, a process was passed whereby new programs have 3 motions to determine what route the

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new program proposal will take. The Registrar is proposing that we adapt the same process.

**3 motion process for new program proposals:**

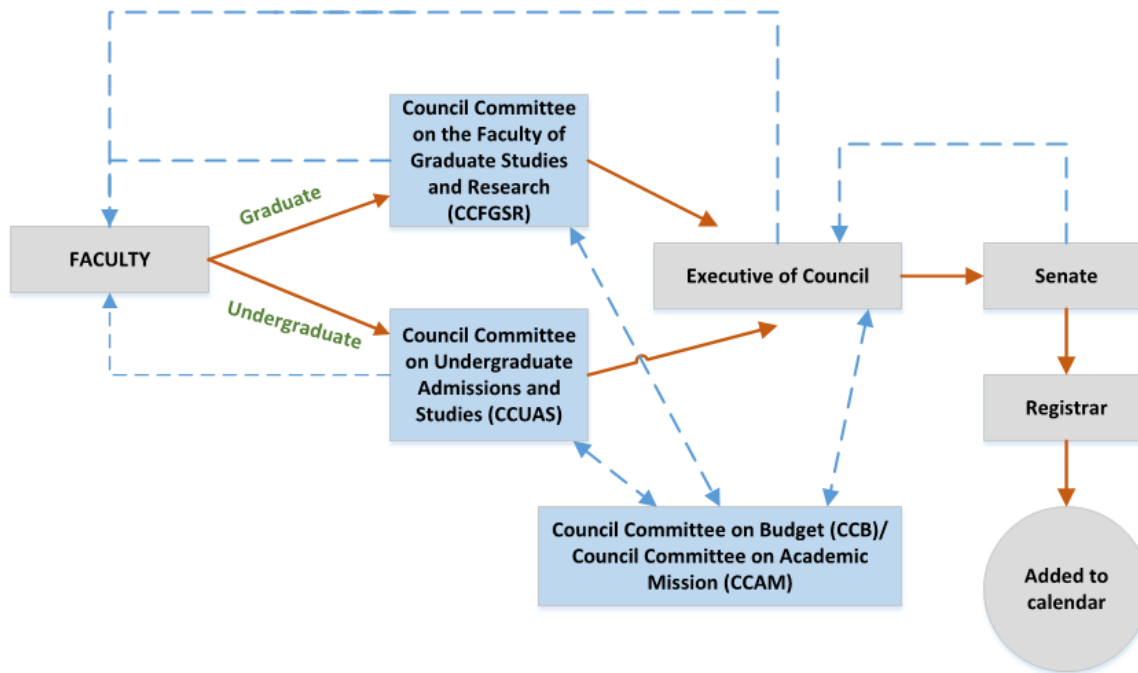
Motion 1 asks members if they have concerns related to the academic mission of the University. The floor is then opened for discussion. After discussion, if the majority vote that they do not have concerns, the 2nd motion is made. If the majority vote that there are concerns related to academic mission, the new program proposal is forwarded to Council Committee on Academic Mission (CCAM).

Motion 2 asks members if they have budget related concerns. The floor is then opened for discussion. After discussion, if the majority vote that they do not have concerns, the 3rd motion is made. If the majority vote that there are concerns related to budget, the new program proposal is forwarded to Council Committee on Budget (CCB).

Motion 3 is a motion to recommend approval to Executive of Council (E of C). If the majority vote in favour, the new program proposal is forwarded to E of C. If the majority vote that they are not in favour, the new program proposal is returned to the faculty, federated college, or academic unit making the proposal.

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**New Program Approval Process**



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

- Line Faculties will maintain control over their own process for approving new programs.
- Interdisciplinary programs require approval from all Faculties involved. (For Interdisciplinary Graduate programs the process includes a Letter of Intent and Presentation of the Proposal, and a Review of the New Programming after the second or third year (See Graduate Calendar – Appendix C – For Academic Units Only)
- Those proposing new Graduate Programs should consult with FGSRs Program Development Advisory Panel (PDAP)
- Once approved by the Line Faculties, all required documentation must be completed. The Programming Change Proposal consists of these documents.

The **Registrar's Undergraduate Academic Programming Questionnaire** or a written Program Proposal following FGSR's **Guide for Program and Curriculum Development**

- All relevant Course Inventory/Course Change forms
- All related Calendar Change forms
- In some cases, written commitment to participate by all relevant faculty members from participating disciplines must be received to assure viability of the proposed program; and written endorsement by relevant Deans, Directors, or Institutions.

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

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

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

- Council committees will normally consider new programming proposals only when the relevant documentation has been completed.
- A representative of the unit proposing the program may be invited to clarify points and respond to questions from the committee.
- The council committees' decision for each new programming proposal will normally be
  - o Approved for consideration at Executive of Council (with none or some minor revisions, which should be completed before consideration at E of C)
  - o Not approved. This decision and its rationale should be communicated to the line faculty(ies) that proposed the program. The process stops. Faculties may propose a revised program at a later date if they wish to do so.
  - o Defer the new program for consideration at CCB or CCAM to rule on an issue of academic or budgetary concern. A letter from the council committee chair explaining the rationale for the Committee's decision in writing should accompany the Programming Proposal in the submission to CCB or CCAM.

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- In making their decision, CCUAS and CCFGSR should bear in mind that it is within the responsibilities of CCB and CCAM TORs to advise council on any matter within their umbrella.  
**Criteria** for CCUAS/CCFGSR or Executive of Council to defer Programming Approval Item to CCAM or CCB: If the council committee is not satisfied with the unit's responses to resource or academic quality/mission issues on the questionnaire, the item should be deferred to the appropriate council committee (CCB or CCAM) for resolution. In cases where the committee determines that implementation of the new program or program change requires resources beyond those currently available to the unit(s) offering the program, the decision should be deferred to CCB. In cases where the committee determines the new program or program change has the potential to raise questions of potential duplication of an existing program, raise concerns of an academic quality nature, or does not clearly fit within the scope of the University's Strategic Plan, the decision should be deferred to CCAM.

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

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

**Step 3:** Executive of Council.

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

**Step 4:** Senate -> Registrar -> Calendar

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

**ITEMS FOR INFORMATION FOR EXECUTIVE OF COUNCIL****1. New Standards - CCUAS Submission Guide Approval**

CCUAS approved the CCUAS Submission Guide, **effective immediately.**

(end of item 1)

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**Background**

The CCUAS Submission Guide was reviewed by CCUAS in June of 2017 with some recommended edits and the new program process was pending approval of E of C. The edits have been made and E of C has approved the new program process. We would now like to have approval to put the guide into production and publish it on our website for use by our faculties, federated colleges, and academic units.

Submitted by: Registrar's Office

on behalf of Francesco Freddolini, CCUAS, Chair

March 16, 2018