

EXECUTIVE OF COUNCIL

Date: 14 May 2019
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 22 May 2019

A meeting of Executive of Council is scheduled for 22 May 2019, 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 April 2019** - *circulated with the Agenda*
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Reports from Committees of Council**
 - 6.1 Council Committee on the Faculty of Graduate Studies and Research, Appendix I, pp. 3-7, Attachment A
 - 6.2 Faculty of Graduate Studies and Research Scholarship Committee, *circulated at the meeting*
 - 6.3 Council Committee on Undergraduate Awards, *circulated at the meeting*
 - 6.4 Council Committee on Undergraduate Admissions and Studies, Appendix II, pp. 8-11
 - 6.5 Joint Committee of Senate and Council on Ceremonies, Appendix III, pp. 12-13, *circulated at the meeting*
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval – Omnibus Motion – *circulated at the meeting*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Faculty of Business Administration
 - 7.1.3 Faculty of Engineering and Applied Science
 - 7.1.4 Faculty of Education
 - 7.1.5 Faculty of Graduate Studies and Research



- 7.1.6 Faculty of Kinesiology and Health Studies
- 7.1.7 Faculty of Media, Art and Performance
- 7.1.8 Faculty of Nursing
- 7.1.9 Faculty of Science
- 7.1.10 Faculty of Social Work
- 7.1.11 Centre for Continuing Education
- 7.1.12 La Cité universitaire francophone

8. Other Business

9. Adjournment



**REPORT TO EXECUTIVE OF COUNCIL – May 22, 2019
From the May 9, 2019
FGSR Council Committee Meeting**

APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL

1. FACULTY OF EDUCATION

MOTION 1: Masters Certificate Program Change

That the Masters Certificate in Teaching English to Speakers of Other Languages program in be modified effective 201930.

| Current Masters Certificate in Teaching English to Speakers of Other Languages | | Proposed Masters Certificate in Teaching English to Speakers of Other Languages | |
|--|-----------|---|-----------|
| EC&I 858* | 3 | EC&I 858* | 3 |
| EC&I 859* | 3 | EC&I 859* | 3 |
| EC&I 871AE* | 3 | EC&I 854* | 3 |
| EC&I 871AG* | 3 | EC&I 871AG* | 3 |
| EC&I 871xx* | 3 | EC&I 871AH* | 3 |
| Total | 15 cr hrs | Total | 15 cr hrs |
| *Or approved TESOL focused graduate level course | | *Or approved TESOL focused graduate level course | |

Rationale:

EC&I 858 course title was changed. EC&I 871AE has changed to the calendar course EC&I 854. The course title of EC&I 8XX has been approved to be EC&I 871AH.

(end of Motion 1)

MOTION 2: New Program

That the Master of Indigenous Language Education program be created effective 201930.

Master of Indigenous Language Education Course Route

| | |
|---|-----------|
| ED 817 Research Methods with Indigenous Peoples or Approved Research Methods course | 3 |
| EC&I 854 Social & Political Issues in Second Language Education | 3 |
| EC&I 858 Theories & Research in Second Language Acquisition, Bilingualism & Multilingualism | 3 |
| EC&I 871AQ Land-Based Education and Language Pedagogy | 3 |
| EC&I 871AR Approaches to Indigenous Language Revitalization | 3 |
| Approved 8XX Elective | 3 |
| Approved 8XX Elective | 3 |
| Approved 8XX Elective | 3 |
| Approved 8XX Elective | 3 |
| Approved 8XX Elective | 3 |
| Total Credit Hours | 30 |



Master of Indigenous Language Education Project Route

| | |
|---|-----------|
| ED 817 Research Methods with Indigenous Peoples or Approved Research Methods course | 3 |
| EC&I 854 Social & Political Issues in Second Language Education | 3 |
| EC&I 858 Theories & Research in Second Language Acquisition, Bilingualism & Multilingualism | 3 |
| EC&I 871AQ Land-Based Education and Language Pedagogy | 3 |
| EC&I 871AR Approaches to Indigenous Language Revitalization | 3 |
| Approved 8XX Elective | 3 |
| Approved 8XX Elective | 3 |
| Approved 8XX Elective | 3 |
| ED 900 Project | 3 |
| ED 900 Project | 3 |
| ED 903 Project Report | 3 |
| Total Credit Hours | 30 |

Master of Indigenous Language Education Thesis Route

| | |
|---|-----------|
| ED 817 Research Methods with Indigenous Peoples or Approved Research Methods course | 3 |
| EC&I 858 Theories & Research in Second Language Acquisition, Bilingualism & Multilingualism | 3 |
| EC&I 871AQ Land-Based Education and Language Pedagogy | 3 |
| EC&I 871AR Approaches to Indigenous Language Revitalization | 3 |
| Approved 8XX Elective | 3 |
| ED 901 Thesis Research | 3 |
| ED 901 Thesis Research | 3 |
| ED 901 Thesis Research | 3 |
| ED 901 Thesis Research | 3 |
| ED 901 Thesis Research | 3 |
| Total Credit Hours | 30 |

Rationale:

The Master of Indigenous Language Education (MILED) program is needed for research and to build capacity to develop Indigenous language resources. Indigenous language revitalization is on the rise in Canada. The 2016 Canadian Census indicates that the total number of people who could speak an Aboriginal language well enough to conduct a conversation rose by 8%. The proportion of speakers who acquired an Indigenous language as a second language increased from 18% in 1996 to 26% in 2016. These numbers highlight the need for teacher and leader expertise in the area of Indigenous language education to support this upward trend in Indigenous language acquisition and maintenance. The current student demand is primarily in the First Nations communities. The need for the Master of Indigenous Language Education program has also been expressed by Indigenous community leaders. Graduates of the Master of Indigenous Language Education will be sought after to support Indigenous Language revitalization in schools as well as community programs. Proposal attached. [Attachment]

(end of Motion 2)



2. FACULTY OF NURSING

MOTION 3: Admissions Suspension to CNS

That admissions to the Master of Nursing Clinical Nurse Specialist (CNS) be suspended effective 201930.

The Clinical Nurse Specialist program accepts 5 students per year. This program had its first intake in September 2017 of 6 students. Of those students who were offered admissions, one offer expired, two declined; and for those students who were admitted, one required to discontinue (RTD), one voluntary withdrew (VW) and only one is still active. In fall 2018, 7 students were accepted. Two have voluntary withdrawn (VW), two are current but not registered in courses in 201910 and three are active. This adds up to a total of 6 students in the CNS; 4 students registered and 2 enrolled but not registered. As of April 30, 2019 there are no complete applications for the fall intake.

Rationale:

Taking in five students per year is a high demand on resources. Students can take the program full or part-time which means that some courses only have one or two students. There is little demand for this program, in 2018 we received 9 applications and of those two did not meet the application requirements and the remaining were accepted. Due to low enrollments we are unable to ensure consistent offering of the courses without negatively affecting the student learning experience.

The current six students will be supported to complete their degree according to their program outline.

(end of Motion 3)

3. FACULTY OF SCIENCE

MOTION 4: MHIM Admission Requirement Change

That the MHIM program remove the English course admission requirement effective 202030.

Admissions Requirements:

Official transcript indicating at least:

- One course (3 cr hrs) in Statistics
- ~~One course (3 cr hrs) in English~~
- One course (3 cr hrs) in Science
- Two courses (6 cr hrs) in Computer Science or other courses that prove the applicant's computer proficiency. (CS 100 and CS 110 equivalent)
- The final grade for each of the courses mentioned above must be at least 75%.

Rationale:

A university English course is not a general graduate admissions requirement, department admissions requirement or an admission requirement for accredited HIM programs in Canada. Some applicants will not possess the English pre-requisite and may be deterred from applying to the program. Those that do apply may experience delay as they complete English at the qualifying stage before commencing the MHIM. This requirement may also be difficult to fulfill for international recruitment. Removing this admissions requirement means that English language proficiency will default to the FGSR minimum standards, which is sufficient for this program.

(end of Motion 4)



FOR INFORMATION ONLY

1. NEW COURSES

EFDN 899 Capstone Synthesis Seminar: An Integration of Theory and Practice (3)

The capstone seminar provides a culminating experience for students enrolled in the course only route. This course provides an opportunity for the students to integrate and act-on multiple learning experiences, including reading and analyzing research, as a way to bring deeper meaning to their graduate experiences as a whole.

CS 858 – Virtual and Augmented Reality (3)

Design and implementation of software in virtual and augmented reality environments. Development practices, assets and avatars, interaction, locomotion, psychological effects, audio, multiplayer considerations, applications. Limitations and future developments.

2. COURSE CHANGES

| Current | Proposed |
|---|--|
| <p>EC&I 871AE Critical Issues in Second Language Education</p> <p>This course examines the relationship between language and power in second language teaching and learning. The use of insights from critical applied linguistics literature, drawing on notions of pedagogy, discourse analysis, and approaches to language teaching and testing will be applied to second language classroom situations.</p> | <p><i>EC&I 854 Social & Political Issues in Second Language Education (3)</i></p> <p><i>An examination of social identity, first language maintenance, and power relations, and their impact on the nature of second language teaching. Students gain knowledge about major arguments on these topics and also explore how various theories and perspectives can be incorporated in their own research and practice.</i></p> |
| <p>EC&I 858 Current Research in Spoken Second Language Acquisition</p> <p>An examination of current theories and research in spoken second language acquisition which informs curriculum planning and pedagogy. Research methodology for studying language acquisition will also be studied.</p> | <p><i>EC&I 858 Theories and Research in Second Language Acquisition, Bilingualism & Multilingualism</i></p> <p><i>This course examines current theories and research in second language acquisition, bilingualism and multilingualism and makes connections between this research and the teaching and learning of additional languages. The primary focus of the course is oral language development. Research methodology for studying language acquisition will also be examined.</i></p> |

| Current | Proposed |
|--|---|
| <p>MNUR 812 Pathophysiology & Pharmacology for Clinical Nurse Specialist.</p> <p>This course will be customized for students by choosing 13 units (of 26) which includes topics relevant to their specialty.</p> | <p>MNUR 812 <i>Advanced Health Foundations for Clinical Nurse Specialists.</i></p> <p><i>This course is designed for advance practice nursing students with a Registered Nurse (RN) license who want to increase their knowledge in their specialty area. Course content will allow the student to explore pathophysiology, health conditions, health promotion, treatment modalities and the role of advanced practice nurses, as it relates to their specialty.</i></p> |
| <p>MNUR 813 APN: Clinical Nurse Specialization</p> | <p>MNUR 813 APN: Clinical Nurse Specialization Seminar &</p> |



| | |
|---|---|
| <p>Seminar & Practicum This course is designed to guide the student toward the development of scientific knowledge and skill in Advanced Practice Nursing. Through the use of nursing frameworks, application of advanced knowledge and advanced nursing practice skills the student will develop advanced clinical strategies for the management of health problems within their area of specialization. During this course, the student will engage in 168 hours of clinical practice exploring Advanced Practice Nursing, with a focus on clinical competencies in the students chosen clinical specialty.</p> | <p>Practicum This course is designed to guide the student toward the development of scientific knowledge and skill in Advanced Practice Nursing. Through the use of nursing frameworks, application of advanced knowledge and advanced nursing practice skills the student will develop advanced clinical strategies for the management of health problems within their area of specialization. During this course, the student will engage in 168 hours of clinical practice exploring Advanced Practice Nursing, with a focus on clinical competencies in the students chosen clinical specialty. Prerequisite: MNUR 812</p> |
| <p>MNUR 814 APN: Clinical Nurse Specialization II Seminar & Practicum. This course allows students to concentrate on their chosen area of clinical practice. The student learns the process of developing and utilizing evidence based practice in illness management advancing nursing practice, support and advancing the practice of other nurses, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS role of expert clinical practice, consultation, clinical leadership, research and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. During this course, the student will engage in 156 hours of clinical practice in the students chosen clinical specialty.</p> | <p>MNUR 814 APN: Clinical Nurse Specialization II Seminar & Practicum <i>This course allows advanced practiced nursing students to concentrate on an area of clinical practice. This course is based on the core competencies for Clinical Nurse Specialists from the Canadian Nurses Association (2014). This is the second clinical course in the Clinical Nurse Specialist program.</i> Prerequisite: MNUR 812</p> |

| Current | Proposed |
|--|---|
| <p>MATH 890AD Lie Algebras (3) A first course on Lie Algebras aimed at studying and classifying Finite Dimensional Semisimple Complex Lie Algebras in terms of root systems, which will be axiomatically investigated on their own</p> | <p><i>MATH 818 Introduction to Lie Algebras and Representation Theory (3)</i> <i>The course is an introduction to the structure of finite dimensional complex semisimple Lie algebras, via root systems, as well as their finite dimensional irreducible representations, through highest weight modules.</i></p> |

| Current | Proposed |
|--|---|
| <p>FRN 830CC Séminaire de recherche doctorale Discussions, échanges et réflexion sur les problématiques ainsi que sur les enjeux théoriques et méthodologiques du projet de thèse des étudiants.</p> | <p><i>FRN 804 Séminaire de recherche doctorale /Seminar of doctoral research</i> Discussions, échanges et réflexion sur les problématiques et enjeux théoriques et méthodologiques du projet de thèse des étudiants. Discussions, exchanges and reflection on subject matters as well as theoretical and methodological issues related to the student thesis projects.</p> |

REPORT TO EXECUTIVE OF COUNCIL – May 22, 2019**From the May 9, 2019****Council Committee on Undergraduate Admissions and Studies Meeting****APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL****1. Faculty of Business Administration****MOTION 1: Saskatchewan High School Course Requirements for Admission**

That the Saskatchewan High School Course Requirements list for entry into the Faculty of Business Administration programs be amended to add Entrepreneurship 30 and Accounting 30 to the list of course options in the “30-level language, social science, or fine/performing arts course” category, effective 201930.

Rationale: The Faculty of Business Administration takes five courses into consideration for Saskatchewan high school graduates. They are as follows:

- English Language Arts A30 and B30
- Foundations of Mathematics 30 or Pre-Calculus 30
- One 30-level language, social science, or fine/performing arts course chosen from Accounting 30, Arts Education 30, Christian Ethics 30, Cree 30, Drama 30, Economics 30, Entrepreneurship 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 additional 30-level course from the list above or one of Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Earth Science 30, Foundations of Mathematics 30, Geology 30, Pre-Calculus 30, or Physics 30.

The above motion will add Entrepreneurship 30 and Accounting 30 as options under the 3rd bullet (One 30-level language, social science, or fine/performing arts course). We have often been asked why we don't include Entrepreneurship 30 and Accounting 30 on our list of high school courses as they are relevant to the business area. It should be noted that the Faculties of Arts, Education and Kinesiology & Health Studies include both Entrepreneurship 30 and Accounting 30 in their high school course lists. In addition, MAP includes Accounting 30 on its list. We do not know of any valid reason why our list should continue to exclude these courses.

(end of Motion 1)

MOTION 2: Saskatchewan Polytechnic Transfer Credit Agreement

That the University of Regina Calendar item concerning the Saskatchewan Polytechnic Transfer Credit Agreement be amended to replace the words “~~with a minimum PGPA of 72.00%~~” with “and have met the Faculty of Business Administration’s post-secondary admissions criteria,” effective 201930.

Rationale: For a period of several years, Saskatchewan Polytechnic business classes had a passing grade of 60% rather than the usual 50%. Therefore, while most post-secondary institutions have 50 marks of passing grades (100-50), Sask Polytech had only 40 passing grades (100 – 60) at this time. The Faculty of Business Administration’s current admissions policy concerning graduates of post-secondary institutions is that they require a 65% GPA. We have required students from Sask Polytech to have a minimum GPA of 72% for admission which is the equivalent to a 65% in this circumstance $[60 + (65-50)40/50 = 72]$. Saskatchewan Polytechnic has now changed its passing grade back to 50% so it is necessary to make the above revision.

(end of Motion 2)

2. Faculty of Nursing and Centre for Continuing Education

MOTION 3: Creation of a Certificate in Foundations for Nursing

To approve the template for the Certificate in Foundations for Nursing as outlined below effective 201930.

| Certificate in Foundations for Nursing | |
|--|------------------------------------|
| Credit Hours | Required Courses |
| 3.0 | ENGL 100 |
| 3.0 | STAT 100 |
| 3.0 | INHS 100 |
| 3.0 | BIOL 222 |
| 3.0 | BIOL 140 |
| 3.0 | One of KIN 170, KIN 180 or KIN 275 |
| 18 Credit hours | Total: 65.00% PGPA required |

Rationale: There have been a number of students over the years who, once admitted to the SCBScN program, experience challenges with a full course load. Challenges include a less than solid foundation in the fundamentals required for courses, life circumstances, and/or language difficulties. Such students are often successful if they extend their program length to beyond four years.

This certificate is intended for individuals who may be interested in applying to the SCBScN program who want to lighten their course load in their first year, develop a solid foundation for the SCBScN, demonstrate success in courses specific to the SCBScN; and/or satisfy their curiosity about Nursing. The certificate could also be of interest to Indigenous students, new Canadians or International students. In addition, the certificate can be accessed by potential applicants who are missing required high school admission subjects or by those for whom a credential may be viewed more favourably by funding agencies than stand-alone courses.

Students would take three courses in the fall term; ENGL 100*, INHS 100* and BIOL 222*. In the winter term they would complete STAT 100*, BIOL 140, and the KIN elective. The *courses are required courses for the SCBScN program; the remaining two courses would count towards elective credit for the SCBScN program. Therefore all courses within the certificate would be credited to the SCBScN program on admission. BIOL 140 is Human Biology; this can be used if missing Biology 30 as an entrance requirement and will be helpful for those individuals intending to apply to the SCBScN program as foundational knowledge for the Biology courses in the program that students frequently experience difficulties with. KIN 170 (Lifestyle, Health and Wellness), KIN 180 (Lifespan Growth & Motor Development), and KIN 275 (Nutrition) are the electives most frequently chosen by students in the SCBScN program.

Discussion Noted at CCUAS:

Students will be admitted to the certificate program under the CCE Admission requirements. The completion of this certificate does not guarantee acceptance into the SCBScN program. Students will have to apply and meet all admission requirements and will be considered for admission to the SCBScN through the usual competitive process.

Students in the certificate program will be advised by the Faculty of Nursing.

(end of Motion 3)

MOTION 4: Creation of a Pre-Nursing Certificate

To approve the template for the Pre-Nursing Certificate as outlined below, effective 201930.

| Pre-Nursing Certificate | |
|--|--|
| Credit Hours | Required Courses |
| 3.0 | BIOL 110 or KIN 261 |
| 3.0 | BIOL 111 or KIN 262 with a minimum grade of 60.00% |
| 3.0 | ENGL 100 |
| 3.0 | INHS 100 |
| 3.0 | STAT 100 |
| 15 Credit hours | Total 65.00% PGPA required |
| KIN 260, 267, and 268 may be substituted for BIOL 110 or KIN 261, and BIOL 111 or KIN 262. A minimum grade of 60.00% is required in KIN 267 and 268. | |

Rationale: Over the last two years, there have been a significant number of applicants to the SCBScN After Degree Nursing Program (ADNP) who do not meet the admission requirements in relation to required courses. This certificate has been developed for potential applicants to the ADNP who do not have the courses required for admission. The Pre-Nursing Certificate Program would be available throughout Saskatchewan since all courses are available online. The ADNP itself is available only in Regina.

Students would take three courses in the fall term; ENGL 100*, BIOL 110*, and INHS 100*. In the winter term students would take STAT 100*, and BIOL 111*, or KIN 261 (instead of BIOL 110 in the fall

term). If KIN 261 is completed, the student would be required to complete KIN 262 in the spring term to be considered for admission to the ADNPN in the next fall term. KIN 260, 267 and 268 could be substituted for the BIOL 110/KIN 261 and BIOL 111/KIN 262 requirements if any of these had been completed in a previous undergraduate program.

Discussion Noted at CCUAS:

Students need to receive a minimum grade of 60% in BIOL 111 or KIN 262 as this is the admission requirement to the SCBScN After Degree Nursing Program.

(end of Motion 4)

3. Registrar's Office

MOTION 5: Amendment to the Fresh Start Program

That the Fresh Start Program be updated as outlined below, effective 202020.

Academic Regulations, page 54 of the 2019-2020 Undergraduate Calendar

Fresh Start Program

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

- for six consecutive terms, prior to (re)admission a student has not registered in any credit courses at the University of Regina;
- in the first 12 credit hours after (re)admission a student achieves a minimum average of 60.00% in those 12 credit hours with no failing grades; and
- upon satisfying the above conditions the student will submit the completed application form (as found on the U of R website) to their respective faculty, federated college, or academic unit office.
- Although the failing grades will NOT be used in calculating the UGPA/PGPA all failing grades will remain on the student's transcript.
- A student who has previously been awarded a ~~degree~~ credential will be ineligible for the Fresh Start Program.
- A student can only be granted a FRESH START once.

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

Rationale: Degree previously meant "program", thus moving to "credential" encompasses certificates, diploma, and degree programs. The failed courses taken at the University of Regina are included in the calculation of an awarded credential, thus to exclude them after a credential has been awarded alters the intent of the Fresh Start program.

(end of Report)

Submitted by the Registrar's Office
 On behalf of Saman Azadbakht, Chair
 Council Committee on Undergraduate Admissions and Studies

**REPORT TO EXECUTIVE OF COUNCIL
22 MAY 2019
FROM THE APRIL 30, 2019 MEETING OF THE
JOINT COMMITTEE OF SENATE AND COUNCIL ON CEREMONIES**

1. Items for Approval

1.1 Honorary Degree Candidates for Addition to the Approved Roster

CONFIDENTIAL – *to be distributed at the meeting*

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|--|
| <p>MOTION 1: That the list of honorary degree candidates for addition to the Approved Roster, <i>appended to the University's official file</i>, be approved.</p> |
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Due to the confidential nature of this information, the candidates' names and biographies are detailed in the report distributed at the start of the meeting.

Categories of Nominations

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

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

Exclusion List:

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

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

2. Item(s) for Information

2.1 Master's of Indigenous Education Hood

At the 30 April 2019 meeting of the Joint Committee of Council and Senate on Ceremonies, the Committee approved the following motion for the Master's of Indigenous Education hood:

The convocation hood colour for the Master's of Indigenous Education to be a sky blue hood with violet outside trim, violet inside trim and lining, with yellow, green, red, and white ribbons hanging on each side of the hood.

May 10, 2019

Prepared by:
Sarah Stewart

On Behalf of:
Dr Vianne Timmons, Chair of the Joint Committee of Senate and Council on Ceremonies