EXECUTIVE OF COUNCIL

Date: 19 February 2020
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 26 February 2020

A meeting of Executive of Council is scheduled for 26 February 2020, 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 January 2020 - *circulated with the Agenda*

3. Business Arising from the Minutes

4. Remarks from the Chair
  4.1   Letter - 12 February 2020, Appendix I, pp. 2-4

5. Report from the University Secretary

6. Reports from Committees of Council
  6.1   Consent Items, Appendix II, pp. 5-9
  6.2   Council Committee on Undergraduate Admissions and Studies, Appendix III, pp. 10-25

7. Graduand Lists
  7.1   Graduand Lists for Approval – Omnibus Motion – *circulated at the meeting*
    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 Kinesiology and Health Studies
    7.1.5   Faculty of Social Work
    7.1.6   Centre for Continuing Education
  7.2   Correction to Errors to Previously Approved Graduates – *circulated at the meeting*
    7.2.1   Faculty of Arts

8. Other Business
  8.1   2020-2025 Strategic Plan Update, For Discussion

9. Adjournment

President Vianne Timmons, Acting President Tom Chase, and the University Executive Team,
Dean Rick Kleer and the Faculty of Arts leadership team,
Deans and Associate Deans,

There is a breakdown in trust and reciprocity between the administration of the University and the will and sensitivities of both on and off-campus communities. This was made patently clear by the recent events surrounding George Elliott Clarke's lecture and by the absence of members of the administration, other than the outgoing President and the Associate Vice President Teaching and Student Analytics, at the "Speaking for Ourselves" event organized by Matriarchs on Duty on January 23.

The University maintains a narrative around these events that centres academics and George Elliott Clarke and dismisses both the harm done to various communities as well as collaborative relationships and community-engaged research that many of us have built over long periods. The families and friends of missing and murdered Indigenous women, girls, and two spirit people have shared their indignation about the University's actions and responses and its lack of engagement. We join our voices to theirs in arguing for the need to reform the administrative and academic culture at the University of Regina and for the need to repair the harm that has been done.

The administration was warned by multiple different constituencies who are part of and connected to Indigenous communities about the real harm that the lecture would cause. Significant time was invested in getting the administration to understand the stakes and ramifications of its actions and statements. Knowledgeable and respected voices were repeatedly dismissed prior to the media frenzy and were only engaged after the story had exploded in the media. These voices are now being used to justify the University's public silence and failure to transform itself in response to the recommendations that are already available.

The University has no lack of guidance and inspiration to undertake the reforms necessary to engage in mutually respectful relationships. This guidance can be found first and foremost in the many voices present within Indigenous Advisory Circle. Past guidance and consultations were also adopted formally through the Statement of Commitment in Response to the Truth and Reconciliation Commission. Such recommendations have been shared by community, students, and faculty members alike and are available in the final reports of the National Inquiry on MMIWG2S and of the Truth and Reconciliation Commission. They concern the need for an academic culture that doesn't pit academic freedom against the inclusion of Indigenous people and perspectives.

In a University that is beginning to recognize multiple and non-Eurocentric forms of truth, we need to acknowledge the reciprocal nature of knowledge production and our responsibilities to the publics affected by our work. In fact, academic freedom guarantees that academics can pursue the lines of inquiry that they feel are most needed in the pursuit of 'truth', but it does not guarantee that every platform is always open to them. When the University provides a platform, it invites speakers into its ongoing relationships. It is fair in these circumstances to expect that guests will strive to further, rather than undermine, these relationships. Such behaviour is inherent to respecting the peoples on whose territories we acknowledge we are working.

How can we expect students to want to study and to feel a sense of belonging to the University of Regina when our actions harm them and their communities? The particular events around George Elliott Clarke's lecture are a symptom of a larger breakdown in trust and reciprocity between those in positions of leadership and the University's diverse constituencies: this problem is not limited to the University's relationship to Indigenous peoples.

We call on all levels of administration, outgoing and incoming, to listen to those who are affected by their decisions and to take direction from the wealth of experience, knowledge, and wisdom both on and off campus. This commitment ought to be at the heart of current hiring processes for the University Leadership Team and decanal searches. Those of us with relationships with Indigenous communities have had to answer for decisions and words that were not our own; we ask that you join us in good faith in this work of repairing and bettering relationships. In order for the strategic plan's professed commitments to Indigenization and to communities to be meaningful, its effects must be tangible and embodied by those who publicly represent the University.

Yours,

Jérôme Melançon, Associate Professor, La Cité Universitaire Francophone

Emily Eaton, Associate Professor, Faculty of Arts

Kathleen O'Reilly, Indigenous Education, First Nations University of Canada

William Arnal, Professor, Faculty of Arts

Jesse Bazzul, Associate Professor, Faculty of Education

Simon Granovsky-Larsen, Associate Professor, Faculty of Arts

Darlene Juschka, Associate Professor, Faculty of Arts

Bridget Keating, Faculty of Arts

Jason Demers, Assistant Professor, Faculty of Arts

Michelle Coupal, Canada Research Chair in Truth, Reconciliation, and Indigenous Literatures, Faculty of Arts

Patrick Lewis, Associate Dean, Faculty of Education

Cristyne Hébert, Assistant Professor, Faculty of Education

Anna-Leah King, Assistant Professor and Chair of Indigenization, Faculty of Education

Marc Spooner, Professor, Faculty of Education

Jean Hillabold, Instructor, Faculty of Arts

Fatima Pirbhai-Illich, Professor, Faculty of Education

Jes Battis, Associate Professor, Faculty of Arts

A. Brenda Anderson, Associate Professor, Faculty of Arts

Charity Marsh, Associate Professor, Faculty of Media, Art, & Performance

Jeff Loucks, Associate Professor, Faculty of Arts

Samatha Lawler, Assistant Professor, Campion College

Alec Couros, Professor, Faculty of Education

Emily Merson, Assistant Professor, Faculty of Arts

Claire Carter, Associate Professor, Faculty of Arts

Vanessa Mathews, Associate Professor, Faculty of Arts

Bridget Klest, Associate Professor, Faculty of Arts

Marta Bashovski, Assistant Professor, Campion College

Michelle Stewart, Associate Professor, Faculty of Arts

Erin Knutila, Sessional Instructor, Faculty of Arts

Emily Grafton, Executive Lead, Indigenization

Andrew Stevens, Associate Professor, Business Administration

Michael Cappello, Associate Professor, Faculty of Education

Britt Hall, Professor, Faculty of Science

Allyson Stevenson, Canada Research Chair in Indigenous Peoples and Global Social Justice, Faculty of Arts

As well as 4 faculty members who would have signed had they not been concerned it would jeopardize their position at the University.

CONSENT ITEMS

In order to increase meeting efficiency, items that are straightforward and likely not requiring discussion have been placed in "Consent Agenda." Items found in the consent agenda will require one motion (omnibus) from Executive of Council. If a Council member has a question or feels an item should be discussed, they should notify the University Secretary in writing, at least two business days prior to the meeting to ensure individuals with the relevant expertise are invited to attend, in order to respond to any questions that may arise.

1.   **Faculty of Education**

1.1   **Revision to Program Grade Point Average (PGPA)**

> **MOTION:** That the minimum required PGPA within the Elementary, Secondary, and Arts. Ed. Programs be set at 65% across all terms (including progress to pre-internship and internship), effective 202030.

Academic and Professional Development (p. 149)

In order to progress ~~into internship~~ in a Teacher Education Program ((with the exclusion of SUNTEP, YNTEP, NTEP, FNUniv), <u>including pre-internship and internship,</u> a PGPA of <u>65%</u> ~~70.00%~~ or higher is required. Students in the Secondary Program also require a minimum of 70.00% in their major teaching area to progress to the pre-internship term. Satisfactory professional development, including demonstration of proficiency in written and oral English (French for le Bac programs), is required at all stages in all programs.

Rationale – 70% in the U of R grading system is considered above average. Logically this means that many students will not be able to reach this bar. Graduation average in the faculty and in all other terms is 65%.

1.2   **Undergraduate Calendar Revisions**

> **MOTION:** That changes be made to the following Faculty of Education sections in the Undergraduate Calendar:
> -   Transfer from Other Faculties or Post-Secondary Institutions
> -   Registration in Courses Outside of the Program
> -   Requests for Modifications of Course or Program Requirements
> Effective 202030.

Transfer from Other Faculties or Post-Secondary Institutions to the Faculty of Education

<u>Students who have taken university courses (from the University of Regina or other post-secondary institutions) and wish to transfer to the Faculty of Education must meet the requirements as outlined in the Admissions section.</u>

<u>Refer to the deadlines, guidelines, and appeals procedures outlined in the Admissions section.</u>

~~Students who wish to transfer to the Faculty of Education from within the University of Regina must complete the online Teacher Education Application and Profile (TEAP). The student must declare the program of choice on the TEAP. Students applying from other post-secondary institutions for admission/transfer to the University of Regina and Faculty of Education must complete the online~~

~~Teacher Education Application and Profile (TEAP) and submit official transcripts of all post-secondary institutions attended. An applicant must arrange for official transcripts to be sent directly to the University of Regina, Admissions Office.~~

Students who wish to transfer to the First Nations University of Canada Indigenous Education Program, Northern Teacher Education Program, Nunavut Teacher Education Program, Saskatchewan Urban Native Teacher Education Program or the Yukon Native Teacher Education Program should refer to the Admissions section and as necessary with the respective offices for application procedures and deadline dates.

Rationale: The TEAP was removed from the direct entry English programs to attract a more diverse group of future teachers with varied skill sets, experiences, and backgrounds.

~~**Registration in Courses Outside of the Program**~~

~~Students who register in courses outside their program may be withdrawn from them, or may be placed on faculty probation; students who persist in registering in inappropriate courses will be required to discontinue.~~

Rationale: This policy is no longer current.

Requests for Modifications of Course or Program Requirements

Requests for modification of course or program requirements must be submitted in writing to the Associate Dean, Student Services and Undergraduate Programs in the Faculty of Education. <u>Students in Baccalauréat en éducation programs will submit their requests in writing to the Director of the Baccalauréat en éducation program.</u>

Rationale: To provide accurate information for Baccalauréat en éducation students.

1.3 Changes to the Le Bac Section of the Undergraduate Calendar

> **MOTION:** That changes be made the following Le Bac Sections in the Undergraduate Calendar:
> - Religious Education Minor
> - Revision to all Français de base programs
> - Baccalauréat en éducation secondaire après diplôme Français de base Majeure (BEAD)
>
> Effective 202030.

Les programmes de Baccalauréat en éducation française

English Summary….

Elementary, secondary and Core French after degree (BEAD) Programs are also available.

French is the first major area of study for all secondary offerings. Secondary offerings require a minor in areas such as: biology, chemistry, mathematics, social studies, arts education, physical education, ~~religious studies~~, English, or general sciences (other subject area minors are possible).

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French Summary

Un Baccalauréat en éducation élémentaire française après diplôme (BEAD) ainsi qu'un BEAD au niveau secondaire (français et français de base) sont également offerts.

Le français est la première concentration pour les deux voies secondaires. Les voies secondaires exigent une deuxième concentration dans une des matières suivantes telles la biologie, la chimie, les mathématiques, les sciences humaines, l'éducation artistique l'éducation physique, ~~les études religieuses~~, l'anglais ou les sciences générales (d'autres concentrations sont possibles).

Rationale: Religious studies is a historical minor that is no longer offered in the Faculty of Education.

Le Baccalauréat en éducation secondaire voie Français de base

OPTION A : Baccalauréat en Éducation Français de Base Majeure (DFRN) (120 crédits)	
Session 1 (Fall) ECS 100 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELF 150 (3)	**Session 2 (Winter)** ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) Minor (3) DELF 151 (3)
Session 3 ~~ECS 200 (3)~~ Elective (3) FRN 301 (3) FRN 200/300 (3) ECS 210 (3) Minor (3)	**Session 4** Minor (3) FRN 236 (3) FRN 300/400 (3) FRN 350 AA-ZZ (3) Elective (3)
Session 5 EPSF 300 (3) EFRN 300 (major curriculum course)(3) FRN niveau 300 (3) ECSF 317 (3) E (minor curriculum course) (3) EDAC 050 (0)	**Session 6** DFRN 351 or DFMM 350 (major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN 366 (3) Elective (3)
Session 7 EFLD 400 (internship) (15)	**Session 8** EPSY 425 (3) EPSY 418 (3) FRN niveau 200/300/400 (3) Minor (3) EADM 310 (FR) (3)
*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at https://www.uregina.ca/arts/french/pre-registration.html . Students must place at the FRN 200 or FRN 300-level to be eligible for the français de base Education Program. **Notes:** 1. Students admitted to *français de base* Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor). 2. Students interested in pursuing a BA in French, should consult with the French and Francophone Intercultural Studies Program of the la Cité Universitaire Francophone.	

OPTION B: Baccalauréat en Éducation (DFRN) et BA (Français) Program *Français De Base* Majeure (DFRN) (150 credit hours)	
Session 1 (Fall) ECS 100 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELF 150 (3)	**Session 2 (Winter)** ECSF 110 (3) FRN 300 (3) INDG 100 (3) Minor (3) DELF 151 (FRN 200L BA) (3)
Session 3 ~~ECS 200 (3)~~ Elective (3) FRN 301 (3) FRN 236 (3) ECS 210 (3) Minor (3)	**Session 4** Minor (3) FRN niveau 200 (3) FRN niveau 300 (3) Any course in HIST or CLAS 100 or IDS 100 or CATH 200 (3) Elective (3)
Session 5 FRN 366 (3) FRN niveau 300 (3) Any course in ANTH or RLST** (3) Natural Science (3) One of ENGL 110 or PHIL 100 or SOST 110 (3)	**Session 6** Any course in ECON or GEOG*** or IS or JS or PSCI or PSYC or SOC or SOST or WGST (3) MATH 101 (FR) (3) FRN niveau 300 (3) Media, Art, and Performance (3) FRN 246 (3)
Session 7 EPSF 300 (3) EFRN 300 (major curriculum course)(3) ECSF 317 (3) E (minor curriculum course) (3) EDAC 050 (0) Elective (3)	**Session 8** DFRN 351 or DFMM 350(major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN niveau 400 (3) Elective (3)
Session 9 EFLD 400 (internship) (15)	**Session 10** EPSY 425 (3) EPSY 418 (3) FRN niveau 400 (3) Minor (3) EADM 310 (FR) (3)
*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at https://www.uregina.ca/arts/french/pre-registration.html . Students must place at the FRN 200 or FRN 300-level to be eligible for the *français de base* Option B Education Program. ** except RLST 181, 184, 186, 188, 281, 284, 288 *** except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431 **Notes:** 1. Students admitted to *français de base* Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor). 2. Students interested in pursuing a BA in French, should consult with the French and Francophone Intercultural Studies Program of the la Cité Universitaire Francophone.	

Rationale: ECS 200 has been removed from Education program offerings.

Baccalauréat en éducation secondaire après diplôme Français de base Majeure

Baccalauréat en Éducation Secondaire Après Diplôme (60 crédits) Français de Base Majeure Major (DFRN)	
Session 1 (Fall)	**Session 2 (Winter)**
~~One of~~ ECSF 110~~, ou ELNG 316 (3)~~	DFRN 351 or DFMM 350 (3)
EFRN 300 (3)	DLNG 351 (3)
ECSF 317 (3)	Elective (3)
EDAC 050 (0)	Elective (3)
EPSF 300 (3)	EPSF 350 (3)
E (minor curriculum course) (3)	
Session 3	**Session 4**
EFLD 400 (internship) (15)	EADM 310 (3)
	EPSY 418 (3)
	EPSY 425 (3)
	Elective (3)
	Elective (3)

Rationale: ELNG 316 has been removed from Education program offerings

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2. **Faculty of Science**

2.1 **Eligible Electives – La Cité Courses**

> **MOTION:** To allow French, French Studies, and French Language courses offered through La Cité to count for purposes of meeting categorized elective requirements, effective 202030.

Rationale: La Cité offers courses in French, French Studies and French Language. All other language courses are offered through the Faculty of Arts.

La Cité will be added to the lists in the program templates where indicated: "Arts, La Cité, or Media, Art, and Performance elective" "Science, Arts, La Cité, or Media, Art, and Performance elective."

REPORT TO EXECUTIVE OF COUNCIL
From the 3 February 2020 meeting of the
Council Committee on Undergraduate Admissions and Studies

ITEMS FOR APPROVAL

1. **Faculty of Business Administration**

    1.1 **New Certificate – Ideation, Creativity, and Entrepreneurship Certificate**

MOTION: To create a new Ideation, Creativity, and Entrepreneurship (ICE) certificate as outlined below, effective 202030.

Credit Hours	Ideation, Creativity, and Entrepreneurship Certificate Required Courses
Core Requirements	
3.0	BUS 201 Entrepreneurship: Creativity, Design and Innovation
3.0	BUS 302* Entrepreneurship and Business Modeling ***Note:** BUS 302 has a prerequisite of the completion of 30 credit hours
Elective Requirements	
3.0	**Choose One of:** • BUS 303 Small Business Start-Up and Management • BUS 376 Selected Topics in Entrepreneurship • BUS 394 Entrepreneurial Finance • BUS 402 New Enterprise Creation • BUS 403 SME Consulting Experience
6.0	**Choose Two of**: (Some of these courses are listed above also. However, they cannot be double counted) • BUS 100 Introduction to Business • BUS 210 Introduction to Marketing • BUS 285 Introduction to Financial Accounting • BUS 250 Introduction to HRM • BUS 301 Negotiation • BUS 303 Small Business Start-Up and Management • BUS 376 Selected Topics in Entrepreneurship • BUS 394 Entrepreneurial Finance • BUS 402 New Enterprise Creation • BUS 403 SME Consulting Experience • ADMN 225 First Nations Economic Development • ARTS 301 AIESEC Global Internship (includes entrepreneurship in description of course) • MAP 400AC, International Arts Management • MAP 208, The Business of Fashion • MAP 102, Exploring Cultural Regina • CTCH 213 Branding, Advertising & Design • CTCH 214 Visual Communication for the Web • NSLI 300 Nonprofit Organization Management • NSLI 260 Nonprofit Organization Governance and Leadership • PHIL 282 Philosophical Issues in Sustainable Development • PPE 200 Foundations of Philosophy, Politics and Economics
15.0	

Rationale: The purpose of the ICE certificate is three-fold:

1) To provide an opportunity for business students with existing majors to gain innovation creativity and entrepreneurship knowledge, that could be applied with working in their majors (e.g., as an accountant or banker).
2) To expose non-business students from faculties where there is a high incidence of entrepreneurship as a career choice (e.g., engineering, fine arts, kinesiology, science, etc.). There is evidence that gaps in these skills and knowledge are being recognized across Academia, resulting in campus wide offerings of these types of programs.
3) This program would be packaged in a certificate, which is very appealing to students to differentiate themselves.

For more information on the ICE certificate, refer to the Registrar's Academic Programming Questionnaire in **Attachment A.**

(end of Motion)

2. Faculty of Education

2.1 Revision to Admission Requirements

MOTION: That the following information be added to the Education portion of the additional requirement of the Admission Requirements section of the Undergraduate Calendar, effective 202030.

EDUCATION (U of R) INDIGENOUS EDUCATION (FNUniv)	• 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 or Workplace and Apprenticeship Mathematics 30 • One language, social science, or fine/performing arts course chosen from Accounting 30, Arts Education 30, Band 30[2], Catholic Studies 30, Choral 30[2], Christian Ethics 30, Cree 30, Dance 30, Drama 30, Economics 30, Entrepreneurship 30, French 30, Geography 30, German 30, Graphic Arts 30, History 30, Information Processing 30, Latin 30, Law 30, Mandarin 30, Music 30[2], Native Studies 30, Photography 30, Physical Education 30, Psychology 30, Social Studies 30, Spanish 30, Theatre Arts 30, Ukrainian 30, Ukrainian Language Arts 30, Visual Art 30, Wildlife Management 30. • One additional course from the lists above.[2] **Joint BEd/ BKin Program** Students applying into the Joint BEd/ BKin Program must meet the admission criteria for both the Faculty of Education and the Faculty of Kinesiology and Health Studies (BKin). **Joint BEd/BSc Program** Students applying into the Joint BEd/ BSc Program must meet the admission criteria for both the Faculty of Education and the Faculty of Science. **Joint BMusEd/BMus Program**	65%	The following courses are required for the programs shown: BEd Elementary: One of Workplace and Apprenticeship Mathematics 30, Foundations of Mathematics 30 or Pre-Calculus 30 BEd Secondary with major or minor in Math or Physics: Pre-Calculus 30 BEd Secondary with major or minor in Chemistry: Pre-Calculus 30, Chemistry 30, and Physics 30 Bac en éducation (élémentaire, secondaire et français de base)

	Students applying to the joint BMusEd/BMus Program must meet the admission criteria for both the Faculty of Education (BMusED) and the Faculty of Media, Art, and Performance (BMus).		<u>Pour être admis.e en 1re année, il faut: avoir réussi le cours français immersion 30 ou français fransaskois A30 ou B30 ou passer le test «French Pre-Assessment Registration Test» du Programme d'études francophones et interculturelles et obtenir le niveau FRN 201 ou plus.</u> Joint BMusEd/BMus: Successful completion of an audition and an examination in music theory to be given by the Music Department. Indigenous Education: Interview is required.

Rationale: This requirement is currently listed in the Bac program section of the calendar and should be listed with the Admission section for consistency of communication.

(end of Motion)

2.2   Program Deletion – Nantes Collaborative Program

> **MOTION:** To delete the Nantes Collaborative Program, effective 202030.

~~**Nantes Collaborative Program**~~
~~**Collaboration internationale à l'élémentaire**~~

~~**Baccalauréat en éducation après diplôme (BEAD)**~~	
~~**Collaboration internationale à l'élémentaire**~~	
~~Cohorte : AI - ailleurs - (vers l'étranger) (outbound)~~	
~~(63 heures de crédit)~~	
~~(63 credit hours)~~	
~~**Première année** Université de Regina~~	
~~**Year 1** University of Regina~~	
~~**Automne – Hiver**~~	~~**Printemps**~~
~~**Fall – Winter**~~	~~**Spring**~~
~~DESO 315 (3)~~	~~EFLD 406 (9)~~
~~DLNG 315 (3)~~	
~~DMTH 315 (3)~~	
~~DSCI 315 (3)~~	
~~ECSF 317 (3)~~	
~~EDAC 050 (0)~~	
~~EPSF 315 (3)~~	
~~EPSF 325 (3)~~	
~~**Un cours de :**~~	
~~**Choose one of the following :**~~	
~~DART 315 (3)~~	

DEPH 315 (3) DMXE 315 (3)	

Deuxième année l'Université de Nantes **Year 2** l'Université de Nantes

Bloc de transfert de crédits – (30) **Block Transfer Credit – (30)**

Baccalauréat en éducation après diplôme (BEAD) **Collaboration internationale à l'élémentaire** Cohorte : ICI – ici (vers le Canada) (Inbound) (60 heures de crédit) (60 credit hours)
Première année l'Université de Nantes **Year 1** l'Université de Nantes

Transfert de crédit **Bloc de transfert de credits – (30)** **Transfer Credit** **Block Transfer Credit – (30)**

Deuxième année Université de Regina **Year 2** University of Regina

Automne – Hiver **Fall – Winter** EDAC 050 (0) EPSF 315 (3) EPSF 325 (3) DREC 401 cours de thèse (3) DREC 401 cours de thèse (3) Cours au choix requis (9)	**Printemps** **Spring** EFLD 406 (9)
Note: Des cours additionels pourraient être requis pour combler les exigences de certification du Ministère de l'éducation de la Saskatchewan. *Note: Additional required courses may be required in order to meet the provincial Ministry of Education requirements for teacher certification in Saskatchewan.*	

Collaboration internationale au secondaire

Baccalauréat en éducation après diplôme (BEAD) **Collaboration internationale au secondaire** Cohorte : ICI – ici (entrant) (inbound) (60 heures crédit) (60 credit hours)
Première année l'Université de Nantes **Year 1** l'Université de Nantes

Transfert de crédit **Bloc de transfert de crédits – (30)** **Transfer Credit** **Block Transfer Credit – (30)**

Deuxième année Université de Regina **Year 2** University of Regina

Automne – Hiver **Fall – Winter** DFMM 400 or 435 (3) DLNG 300 (3) EDAC 050 (0) EPSF 300 (3) EPSF 350 (3) DREC 401 cours de thèse (3) DREC 401 cours de thèse (3) Cours au choix requis (3)	**Printemps** **Spring** EFLD 401 (9)

> ~~Des cours additionels pourraient être requis pour combler les exigences de certification du Ministère de l'éducation de la Saskatchewan~~
> *~~Note: Additional required courses may be required in order to meet the provincial Ministry of Education requirements for teacher certification in Saskatchewan.~~*

Rationale: That the Nantes Collaborative Program is no longer offered. All previously enrolled students have completed the program.

(end of Motion)

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3.   **Faculty of Science**

3.1   **Revision to Admission Requirements – Science Qualifying Program**

> **MOTION:** To update the admission requirements to the Science Qualifying Program for applicants from outside of Canada as outlined in the table below," effective 202030.

Faculty of Program	Course Requirements by Faculty	Minimum Average	Additional Requirements
SCIENCE (U of R, Campion, FNUniv, or Luther)	• One English literature course • One Pre-Calculus Course • Two of Biology, Calculus, Chemistry, Computer Science, Earth Science, or Physics Students who are missing ~~one or more~~ only one of the three requirements as listed above may be admitted to the Science Qualifying Program Students must have at least one Sceince course requirement	70% 65% for Science Qualifying	

Rationale: This change will close a loop hole through which many international students with no high school level Science background have been admitted to the Faculty of Science's Qualifying Program.

(end of Motion)

3.2   **Residency and Transfer Credit Revisions**

> **MOTION:** To make the following changes to the Residency and Transfer Credit section in the Undergraduate Calendar**,** effective 202030.

1. Add KIN 101, PMTH 091, and PMTH 092 to the list of courses that may not be used in science Programs.

2. Change the wording when listing excluded courses in the calendar from "degree or certificate" to "program" to account for diploma offerings.

"**Residency and Transfer Credit**

…

The Faculty of Science does not accept ACAD 100, UNIV 100, UNIV 101 and/or UNIV 110, AMTH 001, 091, 002, 092 and /or 003, <u>PMTH 091, 092</u>, Science 101 and 105, RDWT 120, <u>KIN 101</u> or courses numbered 0xx for credit toward any ~~degree or certificate~~ <u>program</u> in the Faculty of Science."

Rationale:

1. KIN 101 is a writing courses offering similar to RDWT 120 designed specifically for Kinesiology students. AMTH 091 and AMTH 092 are being renamed PMTH 091 and PMTH 092

The Faculty of Science now offers diploma programs in addition to degrees and certificates.

(end of Motion)

3.3   Science Qualifying Process Revisions

> **MOTION:** To update the requirements of the Faculty of Science Qualifying Process as outlined below, effective 202030.

~~Science Qualifying Process~~

~~Students possessing a high school admissions average between 65.00% and 70.00% or a post-secondary UGPA (minimum 24 credit hours) between 60.00% and 65.00%, and/or are missing a course requirement (i.e. Math A30, B30 or C30, Pre-Calculus 30, science course) will be admitted to the Science Qualifying Process.~~

~~Science Qualifying students are:~~

- ~~Limited to 12 credit hours per term;~~
- ~~Must complete the missing pre-requisite or approved replacement course;~~
- ~~Must attend an academic advising session prior to first year registration; and~~
- ~~Must see an advisor prior to registration every term until Science Qualifying conditions are met.~~

~~Once a student has reached 18 credit hours, completed the necessary course requirements and obtained a UGPA of 65.00% or higher, they will be automatically transfer from Science Qualifying to Science. Students who meet the course requirements and obtain a post-secondary UGPA of 65.00% prior to completing 18 credit hours may request, at the Science Student Services office, to be admitted to the Bachelor of Science program.~~

Science Qualifying Process

Students applying to the Faculty of Science may be admitted as a Science Qualifying student if they otherwise meet stated Science Admission requirements but:

- possess a high school admissions average between 65% and 70%, or;

- possess a post-secondary UGPA (minimum 24 credit hours) between 60% and 65%, or;
- are missing ONE of the course requirements outlined in the Admissions section of the Undergraduate Calendar, or;
- meet the criteria to be admitted to the University of Regina as a mature student, or;
- are admitted at the discretion of the Faculty.

Students who are admitted as Science Qualifying have the following conditions placed on their admission:

- The student may register in a maximum of 12.0 credit hours per term.
- The student must complete the missing pre-requisite or approved replacement course within the first 45.0 credit hours of their program (see chart below). It is expected that the student will work towards completing any missing course requirement each semester.
- The student must meet with a Science Academic Program Advisor during their first semester of study (preferably prior to registration) to review their Qualifying status and develop a registration plan.

Science Qualifying students will be reviewed each semester. Qualifying status will be removed and a student will be changed to "fully qualified" status if at the end of the semester:

- the student has achieved a UGPA of at least 60%, and;
- the student has successfully completed the missing pre-requisite or approved replacement course (see chart below), and;
- any other conditions on their admission that are outlined in their admissions letter have been completed.

Missing Course	Required Qualifying Course / Course Sequence
English language Arts A30 and B30 **or** an equivalent English literature course	ENGL 100
Pre-Calculus 30 **or** an equivalent Pre-Calculus course	MATH 102 Note: Math 102 requires high school prerequisites. Students not possessing the high school prerequisites (or equivalents) will be required to take additional courses including, but not limited to, PMTH 091, PMTH 092.
One of the two required Science courses: (Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Physics 30, Earth Science 30 **or** two of any equivalent Biology, Calculus, Chemistry, Computer Science, Earth Science, or Physics courses)	Any 100-level course in the Faculty of Science

Rationale: These change are designed to

1. Enhance the use of advising resources and to facilitate student registration.

2. Bring the Qualifying requirements into alignment with the academic performance standards required of fully qualified students.
3. To provide clarity in the Undergraduate Calendar as to the Science Qualifying Process.

(end of Motion)

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4. La Cite universitaire francophone

4.1 New Pathway – Integrated Pathway: La Cite and University of Ottawa

> **MOTION:** That the creation of an Integrated Pathway in French and Francophone Intercultural Studies Program and Law be approved as outlined below, effective 202120.

Note: the French translation of the program description will be added to the Calendar at a later date.

Integrated Pathway in French and Francophone Intercultural Studies and Law -- Bachelor of Arts (BA) and Juris Doctor (JD)

In partnership with the Programme de Common law en français (PCLF) at the University of Ottawa, La Cité offers an Integrated Pathway allowing students to earn a BA in FFIS and a JD in six years of study. In the first three years, students complete 90 credit hours in FFIS at the University of Regina, including all of the Major requirements and the Arts Core requirements. In the final three years, students complete 95 credits in the PCLF at the University of Ottawa. After having successfully completed the first year of Law at the University of Ottawa, students in the Integrated Pathway are eligible to graduate with a BA in FFIS. Upon successfully completing three years of study in the PCLF, students in the Integrated Pathway receive the JD from the University of Ottawa.

Admission requirements

Students must first meet La Cité's admission requirements as outlined in the Admissions section of the Calendar. Following admission to the FFIS Program, students may apply to the Integrated Pathway by contacting the Associate Director of La Cité prior to April 1st of their first year of study. To be admitted into the Integrated Pathway, students must have obtained an average of 85.00% or more in their six highest 30 level (Grade 12) high school courses; must have completed 30 credit hours in the FFIS program, and must have a UGPA of 80.00% or more in their post-secondary studies.

Language requirements

Students in the Integrated Pathway must take a minimum of 45 credits in French over the course of their three years in the FFIS Program. The University of Ottawa may, at its discretion, require that a student who has completed the first three years of the Integrated Pathway pass a French-language competence test before admitting the student into the PCLF Program.

Credit hours	Integrated Pathway in French and Francophone Studies and Law Bachelor of Arts (BA) and Juris Doctor (JD)
FFIS Major Requirements	
39.0	Same as stated above for the BA in FFIS
Arts Core Requirements	
27.0	Same as stated above for the BA in FFIS

Open Electives	
24.0	8 elective courses
90.0*	Subtotal: 80.00% UGPA required for guaranteed admission into the PCLF
JD course requirements, PCLF, University of Ottawa	
95.0	After completing 30 credit hours in the PCLF with a minimum UGPA of 60.00%, the student may apply to graduate with the BA (FFIS)
185.0	

* Students must complete a minimum of 45 credit hours in French at the University of Regina

Rationale: The proposed Integrated Pathway will help La Cité recruit new students into the FFIS program. This option will be appealing to students who wish to continue their education in French and intend to study law. The PCLF at the University of Ottawa trains lawyers to practice law in French outside of Quebec. There is significant demand for lawyers able to practice Common Law in both Official Languages. With this initiative, we will position the FFIS program as a natural stepping stone for local and regional students who wish to study Common Law in French. The Integrated Pathway requires no new resources, nor are any new courses being proposed. We expect to admit between 2 and 5 students into the Integrated Pathway per year. La Cité is committed to promoting the program option through its marketing and communications channels.

(end of Motion)

REGISTRAR'S ACADEMIC PROGRAMMING QUESTIONNAIRE

I.   PROGRAM INFORMATION

Program Name: Ideation, Creativity and Entrepreneurship

Type of Program:

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name):

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

Expected Proposal Submission Date (Month/Year): September 2019

Expected Start Date (Month/Year): January 2020

II. RATIONALE (CCAM)

1.   Describe the rationale/need for this program.

> The purpose is three-fold:
> 1) provide an opportunity for business students with existing majors to gain innovation creativity and entrepreneurship knowledge, that could be applied with working in their majors (e.g., as an accountant or banker).
> 2) expose non-business students from faculties where there is a high incidence of entrepreneurship as a career choice (e.g., engineering, fine arts, kinesiology, science, etc.). There is evidence that gaps in these skills and knowledge are being recognized across Academia, resulting in campus wide offerings of these types of programs.
>
> This program would be packaged in a certificate, which is very appealing to students to differentiate themselves.

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

> 1.   Expose prospective students to divergent and convergent systematic approaches to create ideas, recognize opportunities, and capitalize on those opportunities.
> 2.   Provide business principles and models in the context of entrepreneurship (e.g., provide accounting acumen).
> 3.   Develop an awareness of general business model functions at a conceptual level.
> 4.   Recognizing that 50% of people working in business work for small and medium-sized business, and 98% of all Canadian businesses are small business, students from non-entrepreneurial professions would value and support entrepreneurs.

> 5. Have the U of R participate in and contribute to the entrepreneurial ecosystem in Regina and Saskatchewan.
> 6. Connect entrepreneurs and business leaders to the students in the program.
> 7. Expose students to experiential education with a focus on real world experimentation

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

> At least 26 universities offer entrepreneurship classes in their business schools: University of Victoria, University of Alberta, University of Northern BC, University of Saskatchewan, University of Manitoba, University of Windsor, UBC, Simon Fraser University, York University, University of Toronto, Ryerson University, University of Waterloo, Wilfrid Laurier University, Queens University, Thompson Rivers University, Concordia University, University of Ottawa, McGill University, McMaster University, Mount Royal University, Univerisitê de Montrêal, l'Universitê Laval, Dalhousie University, St. Mary's University, Trent University and University of New Brunswick.
>
> Ryerson University has an Entrepreneurship and Small Business Certificate, Both University of Toronto, McGill University, University of Saskatchewan, and Mount Royal University offer an Entrepreneurship Certificate, Thompson Rivers University offers a Certificate in Entrepreneurial Skills. Simon Fraser University offers a Certificate in Innovation and Entrepreneurship. Concordia University offers a Graduate Certificate in Entrepreneurship. Trent University offers Entrepreneurship and Marketing Certificate. A number of colleges offer Certificates, such as Durham College, Portage College, BCIT

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

> Approximately 70% of businesses fail within first seven years, due to lack of resources and lack of management skills. The certificate would provide additional skills, practical and necessary experiences and training to both business and non-business students. Since small business is a job creator, successful entrepreneurs will offer jobs to university graduates. Education and skills acquisition are essential components of a comprehensive entrepreneurial ecosystem so U of R would strength its role and impact in the community, Entrepreneurship aligns with both federal and provincial governments' interests and mandates so this may create opportunities for the U of R to benefit from that alignment. Naturally, the business community also aligns with entrepreneurship so a similar alignment is possible. Furthermore, understanding how business models work is a highly useful skill for entrepreneurs, managers, and policy makers.

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

> The current entrepreneurship major is not well used by students, given their desire for employability first and the business school's probation of double majors. Therefore, a certificate using existing classes will actually increase the popularity of the innovation and entrepreneurship courses, as they will no longer compete directly with other majors. The certificate will help keep non-business students in their programs but offering an outlet for their entrepreneurship interests. Furthermore, it would provide an readily accessible avenue for non-business students to pair their educational pathways and degree outcomes with solid innovation focused, creative thinking and entrepreneurial and small business management tools.

III.   STRATEGIC CONSIDERATIONS (CCAM)

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

> The new program should assist with improving student satisfaction and engagement by offering additional choices for students. With the critical thinking and creativity skills fostered in the certificate, employers will value broader skilled students, which should help increase employer satisfaction scores. With two entrepreneurship scholars, additional resources and possible research assistants should assist with research output and impact. The certificate program also provides a base that will allow for faculty to anticipate future job and skills needs within the entrepreneurial, business and government sectors (for example, social entrepreneurship skills, sales and customer dialogue skills, etc).

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

> The certificate will help with more diverse students, more innovative learning, and community engagement. With more indigenous students in the certificate and new indigenous research and resources, there will be opportunities for greater indigenization. Obviously, a university that continues to be relevant to its community will be more sustainable.

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

> Not specifically referenced in the strategic plan, the certificate will create another opportunity to strengthen communication and link between faculties.

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

> This certificate will link to both the City of Regina and Government of Saskatchewan's economic objectives. The University of Regina is represented on both Economic Development Regina and Council for Entrepreneurial Growth and help grow the entrepreneurial ecosystem. Also, the Enactus social entrepreneurism student club (with student from many faculties) are linked to the Council for Entrepreneurial Growth and its AudacityYQR brand. This certificate will therefore provide necessary skills training, knowledge and experiential education opportunities for students across campus that participate in Enactus, also acting as a tool for recruitment.

IV. **Program Plan**

1. What are the program admission requirements?

Open to all University of Regina students.
It must be noted that BUS 302, which is a required course in the certificate, has a prerequisite of 30 university credit hours.

2. Insert the proposed curriculum here. See next page:

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements		**6**
	BUS 201 Entrepreneurship: Creativity, Design and Innovation	
	BUS 302 Entrepreneurship and Business Modeling	
Elective Requirements		**9**
	<u>**CHOOSE ONE OF**</u>: • **BUS 303** Small Business Start-Up and Management • **BUS 376** Selected Topics in Entrepreneurship • **BUS 394** Entrepreneurial Finance • **BUS 402** New Enterprise Creation • **BUS 403** SME Consulting Experience	
	<u>**CHOOSE TWO OF**</u>: (Some of these courses are listed above also. However, they cannot be double counted) • **BUS 100** Introduction to Business • **BUS 210** Introduction to Marketing • **BUS 285** Introduction to Financial Accounting • **BUS 250** Introduction to HRM • **BUS 301** Negotiation • **BUS 303** Small Business Start-Up and Management • **BUS 376** Selected Topics in Entrepreneurship • **BUS 394** Entrepreneurial Finance • **BUS 402** New Enterprise Creation • **BUS 403** SME Consulting Experience • **ADMN 225** First Nations Economic Development • **ARTS 301** AIESEC Global Internship (includes entrepreneurship in description of course • **MAP 400AC**, International Arts Management • **MAP 208**, The Business of Fashion • **MAP 102**, Exploring Cultural Regina • **CTCH 213** Branding, Advertising & Design • **CTCH 214** Visual Communication for the Web • **NSLI 300** Nonprofit Organization Management • **NSLI 260** Nonprofit Organization Governance and Leadership • **PHIL 282** Philosophical Issues in Sustainable Development • **PPE 200** Foundations of Philosophy, Politics and Economics	

3. Is any of the curriculum new or under development? If so, list here.
   No

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

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

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

Students need to complete five courses (15 credit hours) to graduate.

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

No

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

The program will be open to students from faculties across the University of Regina

7. How will students be recruited to the program?

Website, word of mouth and poster marketing.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5
20 - 50	50 - 75	75 - 100	100 - 150	150 - 200

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

Through their respective faculties.

Needs and Costs of the Program (CCB)

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

The program is based on existing courses at the Faculties of Business Administration, Engineering and Arts. Therefore no additional resources/costs would be incurred.

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

N/A

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

The program is based on existing courses at the Faculties of Business Administration, Engineering and Arts. No significant additional load is anticipated.

4. Proposed budget and revenue from the Program. **NA**

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

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

No additional Library holdings are required.

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

No

Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Saqib Khan	Business.AD. Academic@uregina.ca	(306)337-3218

V.   Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		**November 15, 2019**
CCUAS		**February 3, 2020**
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		