

EXECUTIVE OF COUNCIL

Date: 21 September 2022
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 28 September 2022

A meeting of Executive of Council is scheduled for 28 September 2022, 2:30-4:30 p.m. in the Administration Humanities Building, Room 527 (AH 527) and via web conferencing (Zoom). 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 June 2022 - circulated with the Agenda**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
 - 4.1 Letter – COVID-19 Approach, Appendix I, pp. 3-5
5. **Report from the University Secretary**
 - 5.1 2022-2023 Executive of Council Membership, Appendix II, p. 6
6. **Reports from Committees of Council**
 - 6.1 Council Committee on Academic Mission, Appendix III, pp. 7-8
 - 6.2 Council Committee on the Faculty of Graduate Studies and Research, Appendix IV, pp. 9-16
 - 6.3 Council Committee on Undergraduate Admissions and Studies, Appendix V, pp. 17-27
 - 6.4 Council Committee on Undergraduate Awards, *distributed confidentially*
 - 6.5 Faculty of Graduate Studies and Research Scholarship and Awards Committee, *distributed confidentially*
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval - Omnibus Motion - *distributed confidentially*
 - 7.1.1 Faculty of Arts
 - 7.1.2 Faculty of Business Administration
 - 7.1.3 Faculty of Education
 - 7.1.4 Faculty of Engineering and Applied Science

- 7.1.5 Faculty of Graduate Studies and Research
- 7.1.6 Faculty of Kinesiology and Health Studies
- 7.1.7 Faculty of Media, Art, and Performance
- 7.1.8 Faculty of Nursing
- 7.1.9 Faculty of Science
- 7.1.10 Faculty of Social Work
- 7.1.11 Centre for Continuing Education
- 7.1.12 La Cité universitaire francophone
- 7.2 Correction of Error to Previously Approved Graduate List
 - 7.2.1 Faculty of Engineering and Applied Science
 - 7.2.2 La Cité universitaire francophone
- 8. Other Business**
 - 8.1 Dr. John Archer Library and Archives Acquisitions Budget, Appendix VI, pp. 28-31
- 9. Adjournment**

Dear colleagues,

Executive of Council is our main tool of collegial governance and allows for frank discussion. We write to you through this committee which is meant to oversee the major decisions that govern our collective work as scholars and teachers.

We are concerned with the recent changes to the university's approach to COVID-19. While the university charted an independent path to pandemic safety based on evidence and science for more than two years, that approach seems to have come to an abrupt end. We do not believe that the current approach is properly mitigating the effects of this constantly mutating and highly contagious virus on our university community. We hope that a different course is possible for us, based on co-responsibility, caring, and common sense in avoiding harm and disruption of activities.

Many of us who work and study at the University of Regina are immunocompromised or live with people who are. We cannot know whether vaccines work or how well they work on individual immunocompromised persons. Some of us are currently sick with COVID-19. All of us are concerned for our health, that of those around us, and that of those who are being placed in harm's way through inaction. All of us are concerned about the possibility of long-term effects on the health of all members of our community, as well as about the ableist policy associated with the current course of action.

This concern does not come out of anticipated outcomes or probabilities. We have been seeing emergency rooms closing around us here in the province, and in major centres east of the prairies. We are already seeing high rates of absenteeism and student-reported illness in our classes. Transmission of BA.5 is currently very high in the [province's long term care homes](#). There is now widespread illness and there has been an increase in both hospitalizations and deaths among this vulnerable population. It is likely only a matter of time before we see outbreaks in our student residences and a spillover into our classrooms. Therefore, at this time, it would be prudent to quickly review and shore up mitigation measures in our residences.

While the careful return to campus was predicated on the efficiency of vaccines, it is uncertain just how effective vaccines are against these new variants, or how effective vaccination is at the level of the overall campus population given the very small number of people who chose to [receive a third dose](#) in Saskatchewan. The overall protection is not where it was when we first returned to campus in early 2022. Given the low levels of COVID booster uptake in the overall population, we know that vaccines will not properly protect us. We simply cannot take a progressive so-called "return to normalcy" approach as if the overall situation was not itself constantly changing.

All of us have attempted, through various means, to influence the University's policies. We have reached out directly to University administration to express our concerns. The members of the executive team have heard these arguments before. This is a call to our peers to open a different path.

Here is a brief summary of suggestions to increase adoption of desired public health behaviours during the BA.5 wave:

1. Adopt and amplify public health recommendations (masking in crowded indoor spaces and isolation when ill). Signage communicating these recommendations should be placed at all building entrances and throughout the university;

2. Continue communicating weekly wastewater results to the campus community while COVID rates remain higher than the April 2021 benchmark

- 3. Make KN95 masks available in classrooms and at building entrances. Provide faculty with a clear and concise script summarizing public health recommendations and what to do when students are ill. Encourage faculty to communicate this information to students and encourage mask wearing & staying away from class when ill. Explain the "why" (why we mask, why we vaccinate, why we stay home when we're ill);**
- 4. Make rapid tests widely available on campus;**
- 5. Increase engagement with students and staff who are vulnerable and take on a proactive approach to accommodation;**
- 6. Provide visible and enthusiastic leadership support for desired public health behaviours. Role model these behaviours at every opportunity.**

We realize that current Saskatchewan government policies leave little room for a mask mandate in any publicly-funded facility, so short of requesting a masking mandate, the six suggestions above would at least mitigate current risks to some degree.

This modeling has been absent from the leadership so far. And from [statements made to the Regina LeaderPost](#), it would seem that the executive team is making decisions based on who complains the most. We see no basis for the University's refusal to enforce current public health guidelines, other than popularity among a very small and vocal group, supported by the provincial government. The University's current actions place life-and-death health concerns based on current scientific research as being equal with inconveniences expressed by some members of the University community.

We appreciate the work that has been put into meeting the challenges of the past two and a half years. We also understand the need for the University to have courses in person, and the dire financial position created by the absence from campus that was inevitable before vaccinations became widely available to university-age students. And we understand the difficulties of finding middle ground when the university must respond to a government that is vindictive toward anyone who disagrees with their current stance on any issue.

However, unless we act now, we are making decisions that are deliberately putting people's well-being and lives in danger. We are also making decisions that threaten the return to in person learning and the good functioning of our institution.

We, the undersigned, ask that the six suggestions outlined above be put in place immediately. We invite our colleagues to do the same, either by adding their name before the September 28, 2022 session of Executive of Council, or by communicating directly with the executive team.

Sincerely and respectfully,

Brenda Anderson, Luther College, Gender, Religion & Critical Studies

Jes Battis, Faculty of Arts, English

Jesse Bazzul, Faculty of Education
Kathryn Bethune, Dept. of Geology, Faculty of Science
Cheryl Camillo, Johnson Shoyama Graduate School of Public Policy
Elizabeth Cooper, Kinesiology and Health Studies
Emily Eaton, Geography and Environmental Studies
Robin Ganev, History
Sharla Gibson, Biology
Gwen Grinyer, Physics
Cristyne Hébert, Faculty of Education
JoAnn Jaffe, Sociology and Social Studies
Samantha Lawler, Campion College and Physics
Vanessa Mathews, Geography and Environmental Studies
Joyce McBeth, Geology
Jérôme Melançon, French and Francophone Intercultural Studies
Randee Melançon, Philosophy & Classics
André Magnan, Sociology and Social Studies
Anna Mudde, Philosophy and Classics, Campion College
Scott Murphy, Chemistry and Biochemistry
Robert Piercey, Philosophy and Classics, Campion College
Claire Polster, Sociology and Social Studies
Sara Schroeter, Faculty of Education
Donald Sharpe, Psychology
Michael Shires, Dr. John Archer Library & Archives
Sean Tucker, Business Administration
Cassandra Ozog, Sociology and Social Studies
Brittany Tomin, Faculty of Education
Claire Carter, Gender, Religion, and Critical Studies, Faculty of Arts
Susan Yamamoto, Campion College, Psychology

EXECUTIVE OF COUNCIL MEMBERS 2022-2023

EX OFFICIO

- () Keshen, Jeff, Chair (President & Vice-Chancellor)
- () Aito, Emmanuel (Dean, La Cité)
- () Button, Dave (Vice-President, Administration)
- () Campbell, Lori (AVP, Indigenous Engagement)
- () Chaudhry, Haroon (Interim AVP, International)
- () Choi, Phillip (Dean, Engineering)
- () Cranston, Jerome (Dean, Education)
- () D'Arcy, James (Registrar)
- () Dea, Shannon (Dean, Arts)
- () Dick, David (Interim Dean, MAP)
- () Douai, Aziz (Dean, FGSR)
- () Farenick, Douglas (Dean, Science)
- () Farney, Jim (Director, JSJS)
- () Grandy, Gina (Dean, Business Admin)
- () Gregory, David (Interim Provost & VP Academic)
- () Helewa, Sami (President, Champion College)
- () Jerry, Marc (President, Luther College)
- () Önder, Nilgün (AVP, Academic)
- () Ottmann, Jacqueline (President, FNUUniv)
- () Petry, Yvonne (Dean, Luther College)
- () Phenix, Tom (Dean, Champion College)
- () Pollard, Cheryl (Dean, Nursing)
- () Riemer, Harold (Dean, KHS)
- () Rocke, Cathy (Dean, Social Work)
- () Schultz, Christie (Dean, CCE)
- () Smith, John (AVP, Student Affairs)
- () Sterzuk, Andrea (Interim AVP, Research)
- () Sylvestre, Glenys (University Secretary)
- () Waytuck, Brett (Dean, Library and Archives)
- () Yost, Chris (Interim Vice President, Research)

ELECTED MEMBERSHIP

- () Almehdawe, Eman (2024) Business Admin
- () Argerami, Martin (2023) Science
- () Armstrong, Alayne (2024) Education
- () Bird, Jason (2024) FNUUniv
- () Bonner, Bill (2023) Business Admin
- () Bracht, Kathryn (2023) MAP
- () Brigham, Mark (2023) Science
- () Brown, Janine (2023) Nursing
- () Bruno, Paul (2024) KHS
- () Burton, Layton (2023) Arts (Humanities)
- () Chipanshi, Mary (2023) Library
- () Cosford, Kristen (2023) Nursing
- () Coulson, Ian (2024) Science
- () Coupal, Michelle (2024) Arts (Social Science)
- () Çule, Monika (2024) Arts (Social Science)
- () Daschuk, James (2024) KHS
- () DeLugt, Jenn (2024) Education
- () Demers, Jason (2024) Arts (Social Science)
- () Diamantopoulos, Mitch (2023) Arts (Humanities)
- () Doran, Ryan (2023) Arts (Humanities)
- () Dosselmann, Richard (2023) FNUUniv
- () Du, Zhongwei (2023) Engineering
- () El-Halfawy, Omar (2024) Science
- () Fay, Holly (2023) MAP
- () Ganev, Robin (2023) Arts (Humanities)
- () Gelowitz, Craig (2023) Engineering
- () Guliani, Harminder (2023) Arts (Social Science)
- () Hall, Britt (2024) Science
- () Hart, Mel (2024) Science
- () Hodson, Alexandra (2023) Nursing
- () Hoeber, Orland (2024) Science
- () Hrebenik, Melissa (2023) Nursing
- () Hulston, Deborah (2024) CCE

- () Johnson, Ernest (2023) Business Admin
- () Khan, Saqib (2024) Business Admin
- () Khan, Sharfuddin (2024) Engineering
- () Kulczycki, Cory (2024) KHS
- () Lane, Dorothy (2024) Luther College
- () Leavitt, Peter (2024) Science
- () Loucks, Jeff (2023) Arts (Social Science)
- () Manzon, Richard (2023) Science
- () Matthews, Vanessa (2024) Arts (Social Science)
- () Melancon, Jerome (2024) La Cité
- () Moasun, Festus (2024) Social Work
- () Patel, Tehzib (2023) Student Representative (Arts)
- () Papandreou, Zisis (2023) Science
- () Peng, Wei (2024) Engineering
- () Petry, Roger (2023) Luther
- () Piercey, Robert (2023) Champion
- () Pirbhai-Illich, Fatima (2023) Education
- () Polster, Claire (2024) Arts (Social Science)
- () Purnis, Jan (2023) Champion
- () Ramsay, Christine (2023) MAP
- () Ramshaw, Veronica (2024) Library
- () Rennie, Morina (2024) Business Admin
- () Rheault, Sylvain (2023) La Cité
- () Ricketts, Kathryn (2024) Education
- () Riegel, Christian (2023) Champion
- () Robinson, Kyle (2024) Education
- () Rossow-Kimball, Brenda (2024) KHS
- () Russell, Gale (2024) Education
- () Rutten-James, Myrina (2024) CCE
- () Sardarli, Arzu (2024) FGSR
- () Shahriar, Nashid (2023) Science
- () Sharpe, Donald (2023) Arts (Social Science)
- () Sherbert, Garry (2024) Arts (Humanities)
- () Shokriova, Takhmina (2024) Social Work
- () Sperlich, Tobias (2023) Arts (Social Science)
- () Stewart, Michelle (2023) Arts (Social Science)
- () Stilling, Denise (2024) Engineering
- () Swapp, Donna (2024) Education
- () Tang, Yili (2024) Engineering
- () Weger, Harold (2023) Science
- () Whalley, Sean (2023) MAP
- () Wickson-Griffiths, Abigail (2023) Nursing
- () Widdifield, Cory (2024) Science
- () Wilson, Scott (2024) Luther College
- () Xue, Jinkai (2023) Engineering
- () Yow, Kin-Choong (2024) Engineering
- () Zimmermann, Michael (2024) Arts (Social Science)

June 16, 2022

REPORT TO EXECUTIVE OF COUNCIL FROM THE COUNCIL COMMITTEE ON ACADEMIC MISSION FOR THE PERIOD FROM 1 JULY 2021 TO 30 JUNE 2022

The Council Committee on Academic Mission (CCAM) last reported to Executive of Council at the June 2021 meeting. CCAM continued to meet monthly by Zoom and meeting agendas and minutes can be found on [UR Source](#). Academic Unit Reviews (AUR) can be found on the AUR [website](#).

The majority of CCAM's work is focused on the Academic Unit Review (AUR) process and meeting with units that have been reviewed. These meetings take place shortly after the units and/or programs have been reviewed, 15-18 months after a review, and five years after a review. The meetings focus on how units managed the recommendations from the review team. Since our last report, we have met with the following units:

- Faculty of Arts: Department of Anthropology (verbal response to CCAM on the AUR team's recommendations); Department of Geography and Environmental Studies (5 year report); Department of Politics and International Studies (15-18 month report);
- Faculty of Education: (5 year report);
- Faculty of Media, Art, and Performance: Interdisciplinary Studies Undergraduate Program (verbal response to CCAM on the AUR team's recommendations); Department of Visual Arts (verbal response to CCAM on the AUR team's recommendations); Interdisciplinary Studies Graduate Program (15-18 month report);
- Faculty of Nursing (Accreditation and AUR);
- Faculty of Science: Department of Computer Science (5 year report); Department of Biology (5 year report);
- University Library (5 year report)

CCAM also serves as a forum to discuss and provide input on topics related to the academic mission of the University. This year we endorsed the revised Academic Unit Review Policy and the semester-based Teaching and Learning Frameworks, discussed the CCAM Terms of Reference, the Executive of Council Motion on FGSR's GATE Proposal and the Graduate Credential Framework. Dr. Kathryn Ricketts and Dr. Maria Davis served as the CCAM representatives on the Task Force on the Future of Technology Infrastructure Supporting Teaching, Learning, and the Academic Mission of the University.

Lastly, we would like to thank everyone who met with us during this past year and, especially, thank Kristina Eckel and Yvonne Gray for their excellent administrative support of the committee's work.

Council Committee on Academic Mission (CCAM), 2021-22 Membership
 Dr. David Gregory, Interim Provost and Vice President (Academic)
 Dr. Kathy McNutt, Vice-President (Research)
 Dr. Nilgün Önder, Associate Vice-President (Academic)
 Christina Winter, Library, (Chair)

Dr. Andrei Volodin, Faculty of Science
Dr. Arzu Sardarli, First Nations University of Canada, Prince Albert Campus
Dr. Kathryn Ricketts, Faculty of Education
Dr. Laurie Clune, Faculty of Nursing
Dr. Marcel DeCoste, Faculty of Arts
Dr. Maria Davis, Faculty of Science
Dr. Randal Rogers, Faculty of Arts
Nakul Purohit, Student Council Member, URSU

**REPORT FROM THE COUNCIL COMMITTEE ON THE
FACULTY OF GRADUATE STUDIES AND RESEARCH
28 SEPTEMBER 2022**

ITEM(S) FOR APPROVAL:

1. FACULTY OF BUSINESS ADMINISTRATION

1.1 Change of Admission Requirements – Masters Certificate Programs

MOTION: To change the admission requirements for a mid-career option for the following Master’s Certificate programs, effective 202310.

- Human Resource Management
- Organizational Leadership
- Project Management
- Labour Relations

Current	Proposed
Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each may qualify for the mid-career option. These candidates may be required to take a GMAT exam.	Management professionals who do not meet the required GPA or who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each, OR who have achieved a minimum GMAT (or GRE equivalent) score of 500, will be considered for admission through the mid-career option.

Rationale:

In order to more appropriately recognize and account for the value of prior learning of individuals with extensive work experience, we added the GMAT/GRE exam as another option for the mid-career path. This additional requirement ensures the academic readiness of applicants who do not have the current ten undergraduate courses. It is an appropriate balance of ensuring academic readiness to graduate level standards and it creates pathways that recognize prior learning through relevant work experience.

(end of Motion)

1.2 Change of Admission Requirements – Masters of Administration and Masters of Human Resource Management

MOTION: To change the admission requirements for mid-career option for Masters of Administration (M.Admin) and Masters of Human Resource Management (MHRM) programs, effective 202310.

Current	Proposed
Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work	Management professionals who do not meet the required GPA or who do not have an undergraduate degree, but who have a minimum of seven years suitable work

<p>experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each may qualify for the mid-career option. These candidates may be required to take a GMAT exam.</p>	<p>experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each, <i>OR who have completed a Levene Master's Certificate program, will be considered for admission through</i> the mid-career option. These candidates may be required to take a GMAT/<i>GRE</i> exam*.</p> <p><i>* Students entering with a Levene Master's Certificate are not required to submit the results of an additional GMAT/GRE exam.</i></p>
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Rationale:

This motion aligns with the one above to allow students to smoothly ladder from a Master's Certificate into the M.Admin and MHRM Programs. This will ensure that we appropriately recognize individuals who have extensive work experience but do not have the current requirement of ten undergraduate courses. It is an appropriate balance of ensuring academic readiness to graduate-level standards and it creates pathways that recognize prior learning through relevant work experience.

(end of Motion)

1.3 Change of Admission Requirements – Master of Business Administration

MOTION: To change the admission requirements for mid-career option for the Master of Business Administration (MBA) program, effective 202310.

Current	Proposed
<p>Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each may qualify for the mid-career option. These individuals must also submit a GMAT score of at least 500 or GRE equivalent.</p>	<p>Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each, <i>OR have completed a Levene Master's Certificate program, will be considered for admission through</i> the mid-career option. These individuals must also submit a GMAT score of at least 500 or GRE equivalent.</p>

Rationale:

This motion aligns with the one above to allow students to smoothly ladder from a Master's Certificate into the MBA program. This will ensure that we appropriately recognize individuals who have extensive work experience but do not have the current requirement of ten undergraduate courses. It is an appropriate balance of ensuring academic readiness to graduate-level standards and it creates pathways that recognize prior learning through relevant work experience.

(end of Motion)

2. FACULTY OF EDUCATION

2.1 Program Route Discontinued – Master of Education in Curriculum and Instruction Project, Practicum, and Thesis Routes

MOTION: That the Master of Education in Curriculum and Instruction project (MEd EC&I), practicum and thesis routes be discontinued effective 202310.

Rationale:

The project and thesis based routes of the Master of Education in Curriculum and Instruction will be replaced by the Master of Education in Teaching, Learning, and Leadership (MEd TLL) project and thesis based routes, respectively. These changes move the graduate program to a more integrated approach to teaching, learning and leadership options for students who select either the project route or the thesis route. The new templates also require students to select at least one course from a suite of anti-oppressive and Indigenous courses.

The practicum route is being discontinued because it has rarely, if ever been used. There has never been any supporting policy or processes to guide the graduate students, faculty or staff to implement a practicum. Because of the nature of how teaching practica (i.e. an internship) are arranged and approved in the province it is unlikely that practicums would be a feasible option for graduate students.

Management of Transition (from old program to new program)

- active students in the MEd in C&I project or thesis route will be permitted to complete the program
- any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new MEd in TLL project or thesis route
- any requests for a Leave of Absence will be permitted to continue with the current MEd in C&I project or thesis route
- any deferred acceptance will be to the new program MEd in TLL project or thesis route

(end of Motion)

2.2 Program Route Discontinued – Master of Education in Educational Leadership Project, Practicum, and Thesis Routes

MOTION: That the Master of Education in Educational Leadership (EDL) project, practicum and thesis routes be discontinued, effective 202310.

Rationale:

The project and thesis based routes of the Master of Education in Educational Leadership (EDL) will be replaced by the Master of Education in Teaching, Learning, and Leadership (TLL) project and thesis based routes, respectively. These changes move the graduate program to a more integrated approach to teaching, learning and leadership options for students who select either the project route or the thesis route. The new templates also require students to select at least one course from a suite of anti-oppressive and Indigenous courses.

The practicum route is being discontinued because it has rarely, if ever been used. There has never been any supporting policy or processes to guide the graduate students, faculty or staff to implement a practicum. Because of the nature of how teaching practica (i.e. an internship) are arranged and approved in the province it is unlikely that practicums would be a feasible option for graduate students.

Management of Transition (from old program to new program)

- active students in the MEd in EDL project or thesis route will be permitted to complete the program
- any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new MEd in TLL project or thesis route
- any requests for a Leave of Absence will be permitted to continue with the current MEd in EDL project or thesis route
- any deferred acceptance will be to the new program MEd in TLL project or thesis route

(end of Motion)

2.3 Program Route Addition – Master of Education in Teaching Learning and Leadership

MOTION: That the Master of Education in Teaching, Learning and Leadership (MEd TLL) project and thesis route programs be added, effective 202310.

Master of Education in Teaching, Learning and Leadership – Project Route	
Courses	Cr Hrs
Approved research methods course*	3
EC&I 804 or EDL 819	3
One course from the anti-oppressive Ed/ Indigenous Ed suite of courses**	3
Elective 8XX	3
Elective 8XX	3
Elective 8XX	3
Elective 8XX	3
Elective 8XX	3
ED 900 Project	6
Total	30

*Approved research methods courses include: ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

**Anti-oppressive education / Indigenous education suite of courses:

EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 854, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC.

Additional electives may be permitted with approval of program chair.

Master of Education in Teaching, Learning and Leadership – Thesis Route	
Courses	Cr Hrs
Approved research methods course*	3
EC&I 804 or EDL 819	3
One course from the anti-oppressive Ed/ Indigenous Ed suite of courses**	3
Elective 8XX	3
Elective 8XX	3
ED 901 Thesis Research	15
Total	30

*Approved research methods courses include: ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

**Anti-oppressive education / Indigenous education suite of courses:

EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 854, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC.

Additional electives may be permitted with approval of program chair.

Rationale:

Replacing the project and thesis based routes for the Master of Education in Educational Leadership (MEd EDL) and Master of Education in Curriculum and Instruction (MEd EC&I) with the Master of Education in Teaching, Learning, and Leadership (MEd TLL) moves these two programs toward a more integrated and coherent focus on learning, and leadership, while also being flexible enough to meet the needs of students that want to primarily take classes in either EDL or EC&I. Also, the new TLL templates, in the project and thesis based routes, ensure that every graduate student is required to take one anti-oppressive or Indigenous class in order to obtain a graduate degree.

(end of Motion)

2.4 Program Change – Master of Education in Teaching, Learning, and Leadership

MOTION: To add EC&I 854 “Social & Political Issues in Second Language Education” to the anti-oppressive education/Indigenous education suite of courses for the Master of Education in Teaching, Learning and Leadership (MEd TLL) course route program.

Master of Education in Teaching, Learning and Leadership Course Route	
Courses	Cr Hrs
Approved research methods course*	3
EC&I 804	3
EDL 819	3
One course from the Anti-oppressive Ed/ Indigenous Ed suite of courses**	3
Elective 8XX	3
Elective 8XX	3
Elective 8XX	3
Elective 8XX	3
Elective 8XX	3
EFDN 899	3
Total	30

*Approved research methods courses include: ED 800, 801, 810, 815, 816, or 817.

**Anti-oppressive education / Indigenous education suite of courses:

EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, **EC&I 854**, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC.

Additional electives may be permitted with approval of program chair.

Rationale:

The content and theoretical perspective in EC&I 854 reflects an anti-oppressive focus. Increasing the number of Anti-oppressive education/Indigenous education suite of courses increases the flexibility and availability for the students in TLL program.

(end of Motion)

3. JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

3.1 Program Change – Certificate in Public Policy Analysis

MOTION: That the course requirements for the Certificate in Public Policy Analysis be changed, effective 202310.

Current	Proposed	Credit Hours
JSGS 806	Choose 1 of: JSGS 806, JSGS 867, JSGS 869	3
Choose 2 of: JSGS 805, JSGS 807, JSGS 818, JSGS 819, JSGS 822, JSGS 864, JSGS 867	Choose 2 of: JSGS 805, JSGS 806 , JSGS 807, JSGS 818, JSGS 819, JSGS 822, JSGS 851, JSGS 863 , JSGS 864, JSGS 865 , JSGS 867, JSGS 869 <i>Or another equivalent policy course recommended and approved by the Graduate Chair</i>	6

Rationale:

The Certificate in Public Policy Analysis provides students with a foundation in public policy analysis, development, and implementation. Students will develop analytical skills and gain a solid understanding of the basics of public policy development and implementation. This certificate will be of interest to those directly involved in policy analysis development or those involved in policy decisions who want to increase their understanding of overall policy process. The proposed program change offers more choices for current and prospective students to study areas of interest to them.

(end of Motion)

3.2 Program Change – Certificate in Economic Analysis for Public Policy

MOTION: That the course requirements for the Certificate in Economic Analysis for Public Policy be changed, effective 202310.

Current	Proposed	Credit Hours
JSGS 806	Choose 1 of: JSGS 805 or JSGS 862	3
Choose 2 of: JSGS 803, JSGS 805, JSGS 805, JSGS 807, JSGS 820, JSGS 821, JSGS 837	Choose 2 of: JSGS 803, JSGS 805, JSGS 806 , JSGS 807, JSGS 820, JSGS 821, JSGS 837, JSGS 862, JSGS 865	6

	<i>Or another equivalent economic analysis course recommended and approved by the Graduate Chair</i>	
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Rationale:

The Certificate in Economic Analysis for Public Policy provides students with the basic skills and techniques for sound economic analysis of public policy along with an understanding of the advantages or disadvantages of various policy models. This program is designed for those currently working or wanting to work directly in the area of policy analysis in the public sector. The proposed program change offers more choices for current and prospective students to study areas of interest to them.

(end of Motion)

ITEM(S) FOR INFORMATION

1. COURSE CHANGES

Department of Gender, Religion, and Critical Studies (effective 202310)

Current	Proposed
<p>Sexualities: Theories and Practices (3) This course examines sexualities around the globe in both ancient and modern contexts. Subjects such as heterosexuality, homosexuality, heteronormativity, transsexuality, sexual "deviancy", pornography, and so forth will be investigated through text, film, and novel. Included will be an elucidation of sexualities via recourse to religious and ritual practice.</p>	<p><i>Queer Theory and Trans Studies: Embodiment and Representation of Gender and Sexuality (3)</i> This course examines sexualities <i>cross-culturally and historically</i>. Subjects such as heterosexuality, homosexuality, heterosexism, transsexuality, <i>so-called sexual deviancy</i>, and <i>gay and lesbian culture are investigated</i>. Included will be an elucidation of sexualities via recourse to <i>social, cultural</i>, and ritual practice.</p> <p><i>***Prerequisite: Permission of the Department Head.***</i></p>

Faculty of Nursing (effective 202320)

Current	Proposed
<p>MNUR 810 Transition to Advanced Practice Nursing II (3) Advanced nursing practice concepts are integrated into a consolidated practice education experience. Autonomy, accountability, decision-making, and critical analysis of organizational and system issues that influence advanced nursing practice are demonstrated. Knowledge translation of a piece of scholarly work completed during the program is facilitated. Prerequisite: MNUR 809. While enrolled, the student will engage in 182 hours of practice education experiences.</p>	<p>MNUR 810 Transition to Advanced Practice Nursing II (3) Advanced nursing practice concepts are integrated into a consolidated practice education experience. Autonomy, accountability, decision-making, and critical analysis of organizational and system issues that influence advanced nursing practice are demonstrated. Knowledge translation of a piece of scholarly work completed during the program is facilitated. Prerequisite: <i>All other CNPP courses (30 credit hours)</i>. While enrolled, the student will engage in 182 hours of practice education experiences.</p>

Johnson Shoyama Graduate School of Public Policy (effective 202310)

Current	Proposed
<p>JSGS 891 This pass/fail course provides students with an introduction to the three MPA competency fields, and the overarching areas of knowledge required of policy professionals. It will also provide introductory classes on Canadian institutions, public sector process, basic policy making skills, public servants' roles and responsibilities and introduce the final MPA capstone project which will be presented at the end of the MPA program as part of JSGS 892 which is taken in the last semester of the program.</p>	<p>JSGS 891 This pass/fail course provides students with an introduction to the three MPA competency fields, and the overarching areas of knowledge required of policy professionals. It will also provide introductory classes on Canadian institutions, public sector process, basic policy making skills, public servants' roles and responsibilities.</p>
<p>JSGS 892 This course requires the development, submission, presentation and validation of a capstone report and presentation at the end of the student's MPA Program. The Capstone Project provides students the opportunity to apply the theory and practice gained in the MPA program to a policy/management problem that was chosen in consultation with the JSGS 891 course instructor.</p>	<p>JSGS 892 This course requires the development, submission, presentation and validation of a capstone report and presentation at the end of the student's MPA program.</p>

**REPORT FROM THE COUNCIL COMMITTEE ON
UNDERGRADUATE ADMISSIONS AND STUDIES
28 SEPTEMBER 2022**

ITEM(S) FOR APPROVAL:**1. FACULTY OF EDUCATION****1.1 Admission Suspension – Arts Education Program Minor**

MOTION: To suspended admissions to the Four-Year Arts Education Program (120 credit hours) Arts Education Major and the Arts Education After Degree (BEAD) Program (60 credit hours) Art Education Major, effective 202330.

Rationale:

The new programs in Elementary and Secondary Arts Education replace these programs. The Arts Education and Arts Education After Degree currently have 51 active students, and grandfathered students will have five years to complete the current program.

(end of Motion)

1.2 New Program – Arts Education: Four Year and Two Year After Degree Elementary Program

MOTION: That the Four-Year Arts Education Elementary Program (120 credit hours) and the Arts Education After Degree (BEAD) Elementary Program (60 credit hours) be created, effective 202330.

Four-Year Arts Education Elementary Program (120 credit hours)	
Term 1-2	
Media, Art, and Performance Elective (3) ECS 101 (3) ECS 102 (3) ENGL 100 (3) ENGL 110 or INDG 208 (3) INDG 100 (3) MATH 101 (3) Natural Science Elective (3) note 1 ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3) ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3)	
Term 3 (Fall)	Term 4 (Winter)
One of ELIT 101, EDAN 101, EDRA 101. EMUS 101 or EVIS 101 (3) EAE 201 (3) ECS 203 (3) ELIT 101, ELIT 202, OR ELNG 200 (3) Media, Art, and Performance Elective 100- 400 level (3)	One of ELIT 202, EDAN 202, EDRA 202, EMUS 202 or EVIS 202 (3) Open elective (3) Non-education elective (3) Modern Language (3) (note 2) ECE 200/300/400 level (3)
Term 5	Term 6
EAE 302 (3) EMTH 310 (3)	ERDG 310 (3) EAE 350 (3)

ELNG 310 (3) EPE 310 OR EHE 310 (3) ECS 401 (3)	EFLD 360 (0) ECCU 400 (3) ESCI 310 (3) ESST 310 (3)
Term 7	Term 8
EFLD 402 (15)	Two Media, Art, and Performance Elective 200 – 400 level (6) EPSY 400 (3) Non-education elective (3) Open elective (3)
Notes: 1. Natural science courses are to be selected from Astronomy, Biology, Chemistry, Geology, Physics, or an approved natural science. 2. An Indigenous language course such as Cree, Dene, Nakota or Saulteaux is suggested.	

Arts Education After Degree (BEAD) Elementary Program (60 credit hours)	
Term 1	Term 2
EAE 302 (3) ELNG 310 (3) EMTH 310 (3) ECS 401 (3) One of (3): EDAN 101, EDRA 101, ELIT101, EMUS 101, EVIS 101	EAE 350 (3) EFLD 360 (0) ECCU 400 (3) ESCI 310 (3) ESST 310 (3) ERDG 310 (3)
Term 3	Term 4 (note 3)
EFLD 402 (15)	EPSY 400 (3) INDG 100 or non-education elective (3) Open elective (3) Open elective (3) One of (3): EDAN 202, EDRA 202, ELIT 202, EMUS 202, or EVIS 202

Rationale:

These programs formally allows students to choose an elementary pathway while maintaining an arts education orientation to teaching. The program is streamlined to eliminate concentrations and allow greater flexibility for students to engage in a range of subject areas within the arts. Students admitted into, and studying in, the current Arts Education and Arts Education After Degree will be given the option to transfer into this new program.

(end of Motion)

1.3 New Program – Arts Education: Four Year and Two Year After Degree Secondary Program

MOTION: That the Four-Year Arts Education Secondary Program (120 credit hours) and the Arts Education After Degree (BEAD) Secondary Program (60 credit hours) be created, effective 202330.

Four-Year Arts Education Secondary Program (120 credit hours)
Term 1-2
ECS 101 (3) ECS 102 (3)

One of ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3) ENGL 100 (3) INDG 100 (3) Media, Art, and Performance Elective (Major) (3) Media, Art, and Performance Elective (Major) (3) Media, Art, and Performance Elective (Major) (3) Minor (3) Minor (3)	
Term 3 (Fall)	Term 4 (Winter)
Open elective (3) Minor (3) Media, Art, and Performance 200-400 level Elective (Major) (3) Media, Art, and Performance 200-400 level Elective (Major) (3) ELIT 101, EDAN 101, EDRA 101, EMUS 101 or EVIS 101 (3)	Media, Art, and Performance 200-400 level Elective (Major) (3) Media, Art, and Performance 200-400 level Elective (Major) (3) Minor (3) Open elective (3) ELIT 202, EDAN 202/402 or 403, EDRA 202, EMUS 202 or EVIS 202 (3)
Term 5	Term 6
E (Minor curriculum course) (3) EAE 302 (3) EAE 201 (Major curriculum course) (3) ECS 203 (3) ELIT 101/202, EDAN 101/202, EDRA 101/202, EMUS 101/202, or EVIS 101/202 (3)	EAE 350 (Major) (3) EAE 400 (Major) (3) ECCU 400 (3) ECS 310 (3) ECS 401 (3) EFLD 360 (0)
Term 7	Term 8
EFLD 402 (15)	Media, Art, and Performance 200-400 level Elective (Major) (3) Minor (3) Open elective (3) Open elective (3) EPSY 400 (3)

Arts Education After Degree (BEAD) Secondary Program (60 credit hours) Arts Education Major	
Term 1	Term 2
EAE 201 (3) (Major Curriculum) EAE 302 (3) E (Minor curriculum course) (3) ECS 203 (3) One of (3): EDAN 101, EDRA 101, ELIT 101, EMUS 101, EVIS 101	EAE 350 (major curriculum course) (3) EAE 400 (major curriculum course) (3) ECS 310 (3) ECS 401 (3) EFLD 360 (0) ECCU 400 (3)
Term 3	Term 4 (note 3)
EFLD 402 (15)	INDG 100 or open elective (3) One of ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3) Open elective (3) EPSY 400 (3) One of EDAN 202, EDRA 202, ELIT 202, EMUS 202 or EVIS 202 (3)

Rationale:

These programs formally allows students to choose a secondary pathway while maintaining an arts education orientation to teaching. The creation of majors and minors allows for increased recruitment as students can combine a major in the arts education stream with any education minor, adding flexibility for students who wish to broaden their subject-area expertise. Students admitted into, and studying in, the current Arts Education and Arts Education After Degree will be given the option to transfer into this new program.

(end of Motion)

1.4 Creation of Major – Secondary Arts Education

MOTION: That the Arts Education Secondary Majors for the Arts Education Bachelor of Education and Arts Education After Degree program be created, effective 202330.

Secondary Arts Education Majors

(Options for Secondary Arts Education program only)

Drama Education (EDRA)

- THTR 101 or 110 (3)
- THTR 112, 121, or 212 (3)
- THTR 213 (3)
- THTR 223 (3)
- THTR/THDS/THAC/THST 200-400 level or ENGL 223 (3)
- THTR/THDS/THAC/THST 200-400 level (3)
- THTR/THDS/THAC/THST 200-400 level (3)
- THTR/THDS/THAC/THST 200-400 level (3)

Note: Required major curriculum courses EAE 201, EAE 350, and EAE 400

General Fine Arts Education (EFAE)

- Media, Art, and Performance Course 100-400 level (3)
- Media, Art, and Performance Course 100-400 level (3)
- Media, Art, and Performance Course 100-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)

Note: Required major curriculum courses EAE 201, EAE 350, and EAE 400

Students must complete at least 3 different Media, Art, and Performances disciplines

Literature Education (ELIT)

- ENGL 110 (3)
- One of ENGL 213, 214, 312-315 (3)
- ENGL 251 or 252 (3)
- ENGL 200 – 400 level (3)
- ENGL 200 – 400 level (3)
- ENGL 200 – 400 level (3)
- ENGL 200 – 400 level (3)
- ENGL 200 – 400 level (3)

Note: Required major curriculum courses EAE 201, EAE 350, and EAE 40

Visual Arts Education (EVIS)

- ART or INA 100-400 level (3)
- ART/ARTH/INA/INAH 100-400 level (3)
- ART/ARTH/INA/INAH 100-400 level (3)
- ART 220 or INA 220 (3)
- ART 221 or INA 221 (3)
- ART or INA 200-400 level (3)
- ART or INA 200-400 level (3)
- ART or INA 200-400 level (3)

Note: Required major curriculum courses EAE 201, EAE 350, and EAE 40

Rationale:

These changes better reflect the new program and align with major and minor structures in the regular secondary program.

(end of Motion)

1.5 Program Revisions – Secondary Education and Secondary Arts Education Minors

MOTION: That the following Secondary Education and Secondary Arts Education program minors be revised, effective 202330.

Arts Education & Secondary Education Program Minors

(Options for all Secondary and Secondary Arts Education programs)

Dance Education Minor (EDAN)

- ~~EDAN 101~~
- ~~EDAN 202, 402, or 403~~
- ~~EDAN 301~~
- EDAN 203 or THAC 371 AA-AD (Dance Movement I, II, III, or IV)
- EDAN ____ or Non-education elective
- EDAN ____ or Non-education elective

***Dance Education Approved Electives**

CTCH 202, ECE 435, EDAN 100-400 level, INDG 208, 281, KIN 120, 241, 260; MAP 499AA-ZZ*; THAC 260, 371AA, 371AB, 371AC, 371AD; THST 457AA-ZZ, WGST 100

*Note: Permission of both faculties is required

Drama Education (EDRA)

- ~~EDRA 101~~ THTR/THDS/THAC/THST 100-400 level (3)
- ~~EDRA 202~~ THTR/THDS/THAC/THST 100-400 level (3)
- ~~EDRA 203~~ EAE 201 (Curriculum course) (3)
- ~~THST 200~~ THTR/THDS/THAC/THST 200-400 level (3)
- THTR/THDS/THAC/THST 200-400 level course (3)
- THTR/THDS/THAC/THST 200-400 level course (3)

Visual Education (EVIS)

- ART 100, ARTH 100 or INA 100 (3)
- ART 220 or INA 220 (3)
- ART 221 or INA 221 (3)
- ~~EAE 350~~ ART/ INA course 200 – 400 level (3)
- ~~EVIS 326~~ EAE 201 (Curriculum course) (3)
- ART/~~CTCH~~/INA/~~INAH~~ course 200 – 400 level (3)

Rationale:

These changes better reflect the new program and align with major and minor structures in the regular secondary program.

(end of Motion)

1.6 Admission Requirements Revision – Bachelor of Education Secondary Physics Major

MOTION: That the admission criteria for BEd Secondary Physics Major or Minor Program be revised, effective 202310.

Page 10 of the 2022-23 UG Calendar:

Additional Requirements

The following courses are required for the following programs:

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 Physics:

Pre-Calculus 30 and Physics 30

Rationale:

Physics 30 is required for some of the physics classes in the U of R Education major and minor.

(end of Motion)

2. FACULTY OF ENGINEERING AND APPLIED SCIENCE

2.1 Program Revisions – Industrial Systems Engineering

MOTION: To include BUS 285 or BUS 302 as Business course options, effective 202320.

Credit hours	BASc in Industrial Systems Engineering Required Courses
Term 7 (Winter)	
3.0	ENIN 355
3.0	ENIN 430
3.0	ENIN 440
3.0	ENIN 453
3.0	*Approved Elective
Term 8 (Fall)	
3.0	BUS 250, <u>BUS 285</u> or <u>BUS 302</u>
3.0	ENGG 303
3.0	ENIN 340
3.0	ENIN 349
1.0	ENIN 400
3.0	ENIN 444
Term 9 (Winter)	
3.0	*Social Science and Humanities or *Natural Science Elective

3.0	ENGG 401
3.0	ENIN 413
3.0	ENIN 433
3.0	*Approved Elective
136.0	TOTAL
<p>*Approved Electives: Choose two: ENEL 462 ENEL 463, ENGG 411, ENIN 370, ENIN 445, ENIN 448, ENIN 455, ENIN 456, ENIN 457, ENIN 463, offered as follows:</p> <ul style="list-style-type: none"> • ENIN 370: Winter Term • ENIN 445 and ENIN 456: Winter term in even-numbered years • ENIN 448 and ENIN 455: Winter term in odd-numbered years. 	
<p>*Social Sciences and Humanities elective: choose one Faculty of Arts or La Cité course.</p>	
<p>*Natural Science Elective (choose two): astronomy, biology, chemistry, geology, and physics. (CHEM 100 not permitted)</p>	

Rationale:

Currently BUS 250 is the only option available to students; by allowing more choices will improve flexibility to the student scheduling and reduce time conflict and the challenges of BUS 250 being at full capacity.

Accreditation: No Effect

(end of Motion)

3. FACULTY OF SCIENCE**3.1 Program Revision – Bachelor of Science and Bachelor of Science Honours in Biochemistry**

MOTION: That the revisions to the requirements for the majors in Biochemistry in the Bachelor of Science and Bachelor of Science Honours be approved, effective 202320.

Credit hours	BSc with Biochemistry Required Courses
3.0	BIOC 220
3.0	BIOC 221
3.0	BIOC 321
3.0	BIOC 300-level
3.0	BIOC 300- or 400-level
3.0	BIOC 300- or 400-level
3.0	BIOC 400-level
3.0	BIOC 400-level
3.0	BIOL 100
3.0	BIOL 101
3.0	BIOL 205
3.0	BIOL 310
3.0	BIOL 378 or 224, 266 or 378
3.0	BIOL 305
3.0	CHEM 104
3.0	CHEM 105
3.0	CHEM 140
3.0	CHEM 210

3.0	CHEM 215 or 250
3.0	CHEM 241
3.0	MATH 110
3.0	MATH 111
3.0	STAT 160
3.0	PHYS 109 or 111
3.0	CS 110 or 115
75.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance elective
9.0	Three Science electives
18.0	Six Open electives
120.0	Total: 65.00% Program GPA required

Credit hours	BSc Honours in Biochemistry Required Courses
3.0	BIOC 220
3.0	BIOC 221
3.0	BIOC 321
3.0	BIOC 300-level
3.0	BIOC 300- or 400-level
3.0	BIOC 300- or 400-level
3.0	BIOC 401
3.0	BIOC 402
3.0	BIOC 400-level
3.0	BIOC 400-level
3.0	BIOL 100
3.0	BIOL 101
3.0	BIOL 205
3.0	BIOL 310
3.0	BIOL 378 or 224, 266 or 378
3.0	BIOL 305
3.0	CHEM 104
3.0	CHEM 105
3.0	CHEM 140
3.0	CHEM 210
3.0	CHEM 215 or 250
3.0	CHEM 241
3.0	MATH 110
3.0	MATH 111
3.0	STAT 160
3.0	PHYS 109 or 111
3.0	CS 110 or 115
81.0	Subtotal: Major Requirements 75.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
9.0	Three Science electives
12.0	Four Open electives
120.0	Total: 70.00% Program GPA required

Rationale:

Currently, students are required to receive credit for either BIOL 266 (Plant Physiology) or BIOL 378 (Animal Physiology). The inclusion of BIOL 224 (Introductory Medical Microbiology) as an option will add flexibility to the program and will better align with the specific interests of students.

(end of Motion)

4. FACULTY OF SCIENCE AND FIRST NATIONS UNIVERSITY OF CANADA

4.1 Program Revisions – Bachelor of Science in Indigenous Environmental Science

MOTION: That the revisions to the requirements for the major in Indigenous Environmental Science in the Bachelor of Science be approved, effective 202320.

Credit hours	BSc in Indigenous Environmental Science Required Courses
Section A: Basic and Breadth Courses	
3.0	BIOL 100
3.0	BIOL 101
3.0	CHEM 104
3.0	CHEM 105
3.0	CHEM 140
3.0	CS 110
3.0	ENGL 100
3.0	ENGL 110
3.0	ENVS 100
3.0	GES 120
3.0	GES 121
3.0	GEOL 102
3.0	MATH 102
3.0	MATH 103 or 110
3.0	PHYS 109 and 119 or
3.0	PHYS 111 and 112
3.0	STAT 100 or STAT 160
51.0	Subtotal
Section B: Environmental Courses	
3.0	BIOL 275
3.0	BIOL 276
3.0	GEOL 270
3.0	GES 200
3.0	GES 326
3.0	GEOL 329
18.0	Subtotal
Section C: Indigenous Courses	

Credit hours	BSc in Indigenous Environmental Science Required Courses
3.0	INDG 100
3.0	INDG 236
3.0	INDG 360 or ADMN 225
3.0	One course from: INDG 222AD, INDG 234, INDG 440/ADMN 436AM
3.0	Two of: ADMN 225, INDG 222AD, 234, 342, 360, or
3.0	INDG 440/ADMN 436AM
3.0	Indigenous Language 100-level
15.0	Subtotal
Section D: Economics and Law Courses	
3.0	ECON 201
3.0	ECON 273
3.0	ECON 372
3.0	ENVS 200
12.0	Subtotal
Section E: Approved Electives	
24.0	Eight *Approved Science electives
24.0	Subtotal
120.0	Total: 65.00% Program GPA required
<p>*Approved Electives for BSc in Indigenous Environmental Science Science Electives (Minimum of four) BIOC 200, BIOL 205, 223, 266, 288, 302, 316, 335, 356, 365, 366, 367, 378, 380, 385 456, 457, 463, CHEM 210, GEOL 201, 210, 211, 240, 241, 307, 313, 314, 315, 353</p> <p>Additional Electives ADMN 260, 320, GES 203, 207, 210, 222, 232, 246, 303, 307, 309, 327, PHIL 275, SOC 230, WGST 201</p>	

Rationale:

Some required courses (INDG 360, INDG 222AD, INDG 440/ADMN 436AM) have not been offered for several years. However, they might be offered again in the future depending on instructor's availability. In order to provide more options for students in the program, we are adding one more course option (INDG 342) and offering more flexibility for students to take these courses.

(end of Motion)

5. REGISTRAR'S OFFICE**5.1 Calendar Revision – Dean's Honours List Regulation**

MOTION: That the following revision be made to the Dean's Honours List in the Academic Regulations section of the Undergraduate Academic Calendar, effective 202320.

Dean's Honours List (page 62 of 2022-23 U of R UG Calendar)

Students who obtain high standing in a term's course work may receive the designation of "Dean's Honours List" for that term on their official transcript. For this purpose, high standing is defined by the University as a TGPA of at least 85.00% on at least 12 credit hours of numerically graded courses on which the TGPA is calculated. Courses that are completed externally to the U of R are not eligible for inclusion in the minimum credit hour requirement. Some exceptions to this regulation can be found in the table below.

Students who are enrolled in two programs concurrently will be eligible for inclusion on the Dean's Honours List in both programs.

A student will not receive the designation "Dean's Honours List" in any term where the student has an academic misconduct notation on their transcript.

Rationale:

Albeit rare, the Registrar's Office has encountered situations where a student is being awarded the designation "Dean's Honours List" in addition to a notation of academic misconduct, but because there is no regulation that prohibits this, the designation has been awarded.

(end of Motion)

DR. JOHN ARCHER LIBRARY AND ARCHIVES UPDATE: BALANCING THE ACQUISITIONS BUDGET

Summary Information:

Why:

Acquisitions Budget 2008-09 = \$3,131,753 / Acquisitions Budget 2022-23 = \$2,966,904

Annual vendor increases/inflation, the fluctuating value of the Canadian dollar, and the University's fiscal challenges/decisions have (over the years) decreased the relative buying power of the Library's Acquisitions fund.

This reality necessitates a reduction in this year's scholarly publishing purchasing/licensing. To ensure the long-range sustainability of our collections, the Library will reduce acquisitions spending by \$200,000. This will achieve a balanced collections budget for the 2022-23 budget year.

What:

The Library is committed to strategically balancing its acquisitions budget while minimizing impact on teaching, research and curriculum development at the University of Regina.

The Library's Collection Assessment Team (CAT) has identified subscriptions to Wiley and Taylor & Francis packages for non-renewal. Journals from all disciplines will be impacted by the non-renewal.

The decision is data-driven and is based on the principles of stewardship, transparency, fairness, and equity across all disciplines.

Total current cost for two packages: \$358,313

Total estimated cost of retained subscriptions: \$154,310

Reduced acquisitions spending: \$204,003

Retained subscriptions and access:

Our calculations indicate that we will retain access to 65% of journal articles.

Please note: The University community will not lose access to resources identified for non-renewal. Articles from any non-subscribed journal can be requested at no cost to all students and faculty through Interlibrary Loan (ILL).

Twenty-one journals from Wiley and 13 from Taylor & Francis will be renewed based mainly upon high overall usage.

Wiley Retained Journals:

Addiction
Canadian Public
Administration Child
Development Geophysical
Research Letters Human
Resource Management
Hydrological Processes
International Journal of Climatology
International Journal of Eating Disorders
Journal of Adolescent & Adult Literacy
Journal of Advanced Nursing
Journal of Applied Social Psychology
Journal of Child Psychology and Psychiatry
Journal of Clinical Nursing
Journal of Clinical Psychology
Journal of Nursing
Management
Journal of the American Geriatrics Society
Public Administration Review
Sociology Compass
The Canadian Geographer
The Reading Teacher
Water Resources
Research

Taylor & Francis Retained Journals:

Aging & Mental Health
Curriculum Inquiry
Disability and
Rehabilitation Ethnic and
Racial Studies
International Journal of Inclusive Education
Issues in Mental Health Nursing
Leisure/Loisir
Race Ethnicity and
Education Settler Colonial
Studies Substance Use &
Misuse
The International Journal of Human Resource Management
The Journal of Positive Psychology
Third World Quarter

High cost per use subscriptions

In the analysis of Wiley costs and usage, four titles were identified for cancellation that had very low usage of recent content while also having very high list prices for individual subscriptions. Newly published articles will be available to students and faculty members via ILL.

Journal	Annual Subscription Cost	Projected Cost Per Recent Article based on 3 years average	Post Cancellation Direct Access
Angewandte Chemie International Edition	\$27,300	31 / \$880 per article	1962-1998 2006-2022
Journal of Geophysical Research: Atmospheres	\$24,400	63 / \$380 per article	1994-2022
Chemistry A European Journal	\$22,722	12 / \$1893 per article	2006-2022
Global Change Biology	\$14,160	31 / \$466 per article	1995-2022

Timelines:

Until December 31, 2022

Full text direct access to all currently subscribed journals from Wiley and Taylor & Francis.

After January 1, 2023:

Full text direct access to the 21 Wiley and 13 Taylor & Francis retained journals. All other content will be available via ILL.

Students and faculty members will continue to have full text access to the Wiley and Taylor & Francis back files; coverage varies by title.

If you have any questions or comments, please email CAT at cat@uregina.ca

Background information:

The Dr. John Archer Library and Archives is committed to responsible stewardship of collections and resource information in support of teaching, research and curriculum development at the University of Regina. By drawing on our expertise in collections management and data-driven decision making, we continue our efforts to ensure the sustainability of our collections into the future.

The University has seen a 20% increase in enrollment over the past 10 years, however, the Library has faced significant decreases in both the operations and acquisitions budgets. Even with recent increases to the Library Acquisitions budget (\$189,000 in total over three budget years), it is still \$164,849 less than it was in 2008-09. In addition, a combination of a for-profit research publishing model, increasing demands

to underwrite open publishing, a low and fluctuating Canadian dollar, and the impact of inflation, provides further challenges for Library budgets.

The purchasing power of the University of Regina has fallen precipitously in comparison with our competitor/comparator universities in terms of acquisitions dollars as evidenced by the Maclean's Comprehensive rankings and the Canadian Association of Research Libraries rankings.

Wiley

Total current cost: \$183,470

Total estimated cost of retained subscriptions: \$97,070 (21 titles)

Reduced acquisitions spending: \$86,400

Taylor & Francis

Total current cost: \$174,843

Total estimated cost of retained subscriptions: \$57,240 (13 titles)

Reduced acquisitions spending: \$117,603

Dr. John Archer Library and Archives Acquisitions Website

More information about the acquisition budget may be found on the Dr. John Archer Library & Archives website here: <https://library.uregina.ca/about/acquisitions2022>. Regular updates will be provided here.