
AGENDA



University
of Regina

Go far,
together.

EXECUTIVE OF COUNCIL

Date: 20 February 2025
To: Executive of Council
From: Glenys Sylvestre, University Secretary
Re: Meeting of 26 February 2025

A meeting of Executive of Council is scheduled for 26 February 2025, 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 chose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of 22 January 2025 – Circulated with the Agenda**
3. **Business Arising from the Minutes**
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Report from Committees of Council**
 - 6.1 Council Committee on Academic Mission, Appendix I, pp. 2-24
 - 6.2 Council Committee on Undergraduate Admissions and Studies, Appendix II, pp. 25-35
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval – Omnibus Motion – *Distributed Confidentially*
 - 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 Centre for Continuing Education
 - 7.1.6 La Cité universitaire francophone
8. **Reports from Faculties, Academic Units, and Federated Colleges**
9. **Other Business**
10. **Adjournment**

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on Academic Mission

Item for Decision:

1. Council Committee on Academic Mission Terms of Reference

MOTION: That the Council Committee on Academic Mission Terms of Reference be approved.

Background and Rationale:

An update to the student representation on the Council Committee on Academic Mission is being proposed.

Membership:

8 members of Council, with no more than 2 members representing a Faculty or Academic Unit
2 students, ~~appointed by URSU and the GSA~~ who are normally student members of Council

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

Resource: Provost and Vice-President (Academic) office

All committee members, including students and ex-officio members, have voting rights. Each member has one vote.

Attachment A: Council Committee on Academic Mission Terms of Reference

Item for Information:

1. Academic Unit Reviews (OPS-130-005) Policy

Background:

The ten-year cycle of academic unit reviews (2015-2025) has now been completed. This provided an opportunity to undertake a major review of the Academic Unit Reviews (OPS-130-005) policy especially before we start the new cycle of academic unit reviews in Fall 2025.

Attachment B: Proposed Revisions to the Academic Unit Reviews Policy

Attachment C: Current Academic Unit Reviews Policy

Attachment A

COUNCIL COMMITTEE ON ACADEMIC MISSION TERMS OF REFERENCE

As a voice of Council on the academic mission of the University, the Council Committee on Academic Mission shall recommend reports to Council on matters relating to the academic structure of the University (i.e. Faculties, Academic Units, affiliations or federations) and advise the President on matters that relate to academic planning, programs, academic unit reviews, and university strategic planning.

Membership:

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

2 students ~~appointed by URSU and the GSA~~ who are normally student members of Council

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

Resource: Provost and Vice-President (Academic) office

All committee members, including students and ex-officio members, have voting rights. Each member has one vote.

Roles and Responsibilities:

1. To take an active role in strategic plan development through regular consultation with, and feedback to, the University's Strategic Plan committee.
2. To oversee and make recommendations concerning regularly scheduled Academic Unit reviews at the University of Regina, receiving reports, consulting with units on responses to, and progress on, Academic Unit Review recommendations, and reporting to Executive of Council and Council, as required.
3. To examine for approval new program proposals referred by CCUAS and CCFGSR, when questions as to possible program duplication or concerns as to implications for academic mission or quality have been raised at those Council committees.
4. To actively participate in the University's academic planning process through regular consultation with the academic planning committees or the academic planning leads and advise the President on academic planning and the implementation of the University's academic plan.
5. To consult regularly with the Council Committee on Budget for continuity and effective collaboration.
6. To report and recommend to Council on matters relating to the academic structure of the University (i.e. Faculty, Academic Units, Institutions and Centres that contribute to the University's academic mission, affiliations/federations, etc.)

Academic Unit Reviews

Number: OPS-130-005
Audience: All University Employees
Issued: June 28, 2000
Revised: October 11, 2018; September 8, 2022; February 2025
Owner(s): Provost and Vice-President (Academic)
Approved by: President and Vice-Chancellor
Contact: Associate Vice-President (Academic) - 306-585-5551

Introduction

Academic unit reviews (AURs) provide the opportunity for innovation and improvement of academic programming. Through a consultative review process, including self-study, the AUR potentially identifies strengths, challenges, and opportunities which serve to stimulate program development and revision. The reviews result in more focused planning to address teaching and student supervision, research opportunities, and unit infrastructure and administration.

Academic unit reviews may be at the departmental level, at the faculty level for non-departmentalized faculties, or across departments and faculties for programs that are interdisciplinary. As academic units, Centre for Continuing Education, Johnson Shoyama Graduate School of Public Policy, La Cité, and the Library will also undergo academic unit reviews.

AURs will focus on the following areas:

- Priorities and aspirations of each unit and the extent to which they are being realized;
- Challenges and opportunities faced by the unit;
- Structure and quality of undergraduate and graduate programs, including instruction;
- Contribution of each program to related disciplines and fields of study;
- Scope and significance of research being pursued;
- The degree to which academic programs meet students' learning needs and goals;
- Characteristics of staffing complements;
- The extent to which the unit is meeting its internal and external service responsibilities;
- The unit's contribution to community-based programming, if relevant;
- The role the unit plays in meeting the University's Strategic Plan, including vision, mission, goals and priorities; and,
- Financial sustainability of the unit.

Definitions

- **CCAM** – Council Committee on Academic Mission
- **Academic unit:** for the purpose of this Policy, “academic unit” refers to a faculty, school, department, academic program, or another type of academic body that is required to undergo an academic unit review.

Policy

Regular academic unit reviews are required of all academic units to ensure that effectiveness and efficiency are maintained in the context of the University’s strategic plan.

Review Coordination

The coordination of all unit reviews is the responsibility of the Provost’s Office working in partnership with the Council Committee on Academic Mission (CCAM), the Dean or equivalent of the faculty/academic unit, and the unit under review. The Associate Vice-President-Academic is the administrative lead for academic unit reviews on behalf of the Provost’s Office. The recommendations of CCAM, based on the review process, are advisory. Specifically, the Provost’s Office and [CCAM](#) will:

- In consultation with the University of Regina Deans’ Council (URDC), develop a schedule for reviews;
- Receive, review and comment on the self-study report;
- Appoint the review team;
- Develop and approve terms of reference for the review team;
- Receive and transmit the report of the review team as appropriate;
- Meet with the Dean or equivalent and unit head to discuss the report and the unit’s response;
- Receive and consider the unit’s implementation plan;
- Report regularly to Executive of Council on the status of reviews; and,
- Identify issues of university-wide concern and make recommendations about them to appropriate bodies or individuals

Consequences for Noncompliance

All academic units must participate in the cycle of Academic Unit Reviews as scheduled by the Provost’s Office and CCAM. Any postponement to the scheduled review of an academic unit requires approval of the Provost Office and CCAM. If an academic unit repeatedly fails to participate in the scheduled Academic Unit Review, the head of the unit will meet with the Provost’s Office and CCAM to identify the reason(s) for the delay and to engage in a definitive timeline for review.

Academic units that do not engage in the Academic Unit Review cycle potentially undermine the University's continued pursuit of improvement in programming and do not benefit from the review itself. In the absence of an academic unit review in alignment with the review cycle, academic position approvals may be impacted.

Review Process

Types of Academic Unit Review

Reviews normally take place in the framework of a 7-year cycle. Where applicable and whenever possible, unit reviews should be scheduled to coincide with (re-)accreditation.

There are two types of academic unit review: external review and internal review.

External review: External review is the default form of review at the University of Regina.

External review requires a team of two reviewers who are academic experts from other universities and one academic reviewer who is external to the unit under review but internal to the university including the federated colleges. The unit prepares a self-study report, which is provided to the academic unit review team in advance of the team's site visit. The review team engages in an on-site visit and submits a report, including recommendations for the unit, to the Provost's Office. The report is then shared concurrently with CCAM, Dean/equivalent and the department head (if applicable). The unit submits its written response to the review team's report to CCAM and the unit head and Dean/equivalent attend a CCAM meeting and speak to the unit's response. CCAM responds to the unit's response and may make recommendations.

Internal review:

Internal review meets the requirements of an effective academic unit review in the case of those units approved for an internal review based on the criteria outlined later in this document. While it will be a rigorous process, internal review will involve lighter workload for individual academic units as well as other units of the university assisting in the review process. Completion of an internal review will also need shorter time compared to an external review.

At the 5th year mark from the start date of the unit's last external academic unit review, the unit decides whether the unit will request an internal review in lieu of external review for their next academic unit review, which will be scheduled for the 7th academic year from the start date of the last academic unit review. If the unit is a department in a departmentalized faculty, the unit consults with the Dean. If the unit requests an internal review and the Dean supports this request, the Dean makes a recommendation to CCAM. In the case of non-departmentalized faculties/academic units, the Dean/equivalent of the faculty/academic unit consults with the Provost regarding the forthcoming review of the faculty/academic unit. If the Dean requests an internal review and the Provost supports this request, the Provost makes a recommendation to CCAM.

CCAM considers the Dean's or the Provost's recommendation of an internal review for the unit, as the case may be, and provides a written rationale to the Dean or Provost and the unit.

The decisions of the unit, Dean, Provost, and CCAM to request or accept an internal review in lieu of an external review must be informed by the unit's Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, examination of the results of the last external review, and considerations outlined below.

Internal review is conducted by a team of two academic reviewers who are external to the unit under review but internal to the university. The unit prepares a report incorporating a SWOT analysis and a review of the results of the unit's last external academic unit review, the responses to that review, and any outstanding follow-up actions arising from the last academic unit review. The SWOT analysis in the report is normally an updated version of the SWOT analysis the unit prepared earlier to decide whether the unit would like an internal review as opposed to an external review at the 5th year mark from their last external review.

The review team examines the unit's report and makes recommendations. The review team may also recommend a regular external review earlier than the regular schedule depending on the SWOT analysis. The review team's recommendations are submitted to CCAM. CCAM responds to the unit and may make recommendations.

For further clarity, all academic units must undergo an external review and an internal review or two external reviews in a period of 14 years. When an academic unit undergoes an internal review, it must have an external review in the 7th academic year from the start date of the last internal review. If the unit's last review were an external review, in the 5th academic year following the start of the last external review, the unit may request an internal review following the process outlined above. Thus, the 7-year academic unit review cycle continues.

Considerations for deciding whether internal review should replace external review

- To what extent have the agreed-upon recommendations from the last external academic unit review been implemented?
- Have the implemented recommendations produced positive results (while taking into consideration the possibility that some recommendations could take much longer to show results)?
- Have there been some developments in the unit causing significant concerns to the unit and/or the university since the last external review?
- Have there been major transformations in the relevant academic discipline(s), provincially, nationally and/or internationally, that indicate a need to consider a substantial revision of the unit's academic program(s)?

Accreditation in lieu of External Review

Should a faculty or academic unit undergoing external (re-)accreditation wish to use the (re) accreditation process to replace part or all of an academic unit review, the faculty or unit is invited to consult with the Provost's Office and CCAM about the possibility of doing so. The faculty/academic unit will provide information on the accreditation requirements and process as required by CCAM to make a decision on the substitution of an external academic unit review by the accreditation.

CCAM's approval is required for the substitution of a unit's academic unit review in part or whole by its accreditation. The accreditation policy and process must be comparable to the university's academic unit review to be accepted in lieu of an academic unit review.

In the case where such a substitution is agreed to, the unit head and the relevant Dean will regularly update the Provost's Office and will meet with CCAM to provide updates on the progress on the accreditation recommendations in alignment with the timelines outlined in the table below.

Interdisciplinary/Multidisciplinary Programs

The university has interdisciplinary or multidisciplinary certificate or diploma programs delivered by one or multiple partner faculties. In the case of interdisciplinary or multidisciplinary certificate or diploma programs that are offered at a departmentalized faculty but do not have a home department that is subject to the academic unit review process as outlined in this Policy, the Faculty Dean shall establish an internal process for reviewing such programs. This review will normally take place as per the academic unit review framework of a 7-year cycle and will be conducted by a team of two or three reviewers appointed by the Dean. The reviewers need not be external to the university but must be from outside the academic program to be reviewed. The Dean is responsible for submitting the review report to CCAM.

Interdisciplinary/multidisciplinary degree programs that have more than one home department or faculty may also need to be reviewed as a unit on their own in accordance with the review process described above, not only as part of each individual home department's or faculty's academic unit review. The Provost's Office and CCAM will consult with the relevant faculty/academic unit dean(s)/equivalents before scheduling such programs for an academic unit review.

Federated Colleges

The federated colleges are academically integrated with the University of Regina while they are legally and financially independent. Therefore, when a University of Regina faculty or academic unit that houses a federated college academic program leading to a certificate, diploma, or degree conferred by the University of Regina undergoes academic unit review, it is important that the academic unit review also consider how the university faculty's or academic unit's academic programming relates to the federated college-offered academic program(s). This is to ensure that the academic unit review is based on all pertinent information and that the academic unit review team develops a good understanding of the



relationship between the university and the federated colleges with respect to the university unit being reviewed.

In such cases where the academic unit review of a University of Regina faculty or academic unit includes one or more academic programs offered at a federated college in the manner described above, the Provost's Office and the relevant university unit will work collaboratively with the federated college delivering the academic program(s) to facilitate the academic unit review of the relevant University of Regina unit or program.

Time Frame

The main steps in the external and internal review processes and the respective responsibilities of the Provost's Office and the unit under review are identified in the chart below. In the case of reviews of the library and large non-departmentalized faculties, alternate time frames may be considered.

	CCAM / PROVOST'S OFFICE	UNIT
EXTERNAL REVIEW September/October	Initial meeting between the Associate Vice-President-Academic (AVP-A), Dean of the faculty, and department head where relevant, to review the responsibilities of the unit and the Provost's Office	Submit six names of potential external reviewers and suggest two names for internal reviewer to the AVP-A
November/December	Coordinate site visit and make travel arrangements	Compile self-study
January		
February/March	Send letters to individuals, groups, etc. requesting input into unit review	Provide contact list of individuals or groups who may be interested in providing input into unit review
	Develop itinerary and site visit schedule for external reviewers (at least 2 weeks before the site visit to the extent possible)	Develop site visit schedule in collaboration with the AVP-A



	Send notice of site visit to the university community inviting input (4 and 2 weeks prior to the site visit)	
March/April	Send the itinerary and site visit schedule to review team members (minimum 2 days in advance)	
	Site visit	
May		
June	Unit review report received by the AVP-A from the chair of review team AVP-A shares the report with CCAM and the unit	
July-September		Unit prepares a written response to the review report
October/November	CCAM meets with the unit leadership to discuss the review report and the unit's response to the review report	Unit submits its written response to the review report to the Provost's Office and CCAM at least two weeks in advance of the meeting with CCAM
18 months	The Provost's Office/CCAM may request further information and want to meet with the unit following the unit's 18 month-follow up report	Within 18 months following the completion of the review team's report, submit a brief follow-up report on the implementation of the agreed review recommendations using the CCAM template
5 years		Submit 5-year final written report summarizing the results of the review and original initiatives undertaken in response to the review recommendations.
INTERNAL REVIEW 5-year end since the start date of the last external review		SWOT analysis factors in to whether the unit would ask for an internal review instead of an external review in the next 7-year academic unit review cycle Consultation with the Dean or Provost, as the case may be, if the unit wants an internal review If agreed by the Dean or Provost, the Dean or Provost makes a



		recommendation to CCAM to accept an internal review for the unit
	CCAM considers the Dean's or the Provost's recommendation regarding an internal review	
7-years since the last external review A new academic unit review cycle		
September/October		If there is an agreement for an internal review, the unit prepares a SWOT analysis report and sends names of four nominees for the review team. AVP-A creates an internal review team. If the review is an external review, follow the same external review process outlined above.
November		The unit submits the SWOT analysis report for the internal review team.
January	Review report received by the AVP-A from the internal review team AVP-A shares the report with CCAM and the unit	
February/March		Unit submits to CCAM its written response to the review
April/June	CCAM discusses the review report and may request a meeting with the unit. CCAM may also make recommendations based on the review report.	

Unit Self-Study

All members of the unit should have a voice in the preparation of the self-study. The self-study addresses aspects such as the unit's history, current state, budget and resources, future prospects and opportunities

of the unit, and any pending changes to the unit's academic program(s). Strengths and limitations of the program(s) under review require critical examination. Although the specific procedures for the self-study are for the members of the unit to determine, as many unit members as possible should participate in examining the unit's strengths, challenges, and opportunities. For program areas that have federated college faculty members, it is essential that they participate in the development of the self-study.

If the academic unit offers one or more graduate programs (including special-case graduate programs), the unit head must invite the FGSR Dean to provide input for the unit self-study with regard to the unit's graduate programs.

The most successful reviews are assisted by reports that are clearly written, and complete but concise. The quality of the self-study report is enhanced if a small steering group is responsible for its preparation and drafts are circulated to all members for comment. In general, the focus for the self-study should be a frank and balanced consideration of both strengths and areas for improvement, and strategies for future change. It is also essential that the self-study take into consideration the university's strategic plan, as well as institutional issues, and the vision, mission, goals and priorities of the university. The result of the self-study is a report that serves as a primary document for the external unit review team. When requested by the unit, CCAM will provide advice on the development of the self-study.

CCAM has developed a template for the unit self-study and requests that units use this template. The template is composed of the following categories:

1. Background – a brief description of the unit, including history and structure
2. Staffing, resources, and space
3. Research and creative output – published scholarly output and/or professional creative activity over the last seven to ten years, with an emphasis on the impact of that scholarship/activity
4. Community service initiatives – community service initiatives carried out by the unit or its members
5. Academic programs, including service teaching, enrolment trends, and student successes
6. Unit budget
7. SWOT analysis – unit strengths, weakness, opportunities, threats

The report should also include a profile of the academic staff in an appendix to the main body of the self-study report. It is highly recommended that the members adopt a uniform and brief format that summarizes the important information from each member's curriculum vitae. CCAM has also prepared a template for academic Curricula Vitae.

Self-studies will be augmented by data from the Office of Institutional Research (enrolments, course offerings, teaching credit hours, and convocations) at the AVP-A's request, as well as data from the Dean's Office (such as grants and contracts, budget, staff and faculty numbers). Links will be provided to additional material such as university planning documents, budgets, and academic calendars. The goal is to provide reviewers with sufficient information to have a broad understanding both of the unit and the context in which it operates. (In the case of the library, alternate data and information will be necessary.

The academic unit reviews of La Cité and Centre for Continuing Education may also require additional data given their unique roles at the University.

Selection of the Review Team: External and Internal

The composition of the review team is vital to the review's success. Team members must have credibility both inside and outside the unit under review. When nominating and appointing review team members, it is important to avoid any appearance of conflict of interest (see [GOV-022-010 Conflict of Interest and Conflict of Commitment](#))

Typically, the external review team will consist of three members. Two of these, including the chair, will be well-respected, impartial experts in the particular discipline or area of studies chosen from other universities. The third member will be chosen from a closely related discipline or area at the University of Regina with its federated colleges. The review team will designate one of the external members as chair. When appropriate, any of the members may be replaced by a representative of a relevant professional body or a representative of a relevant professional body may be added to the review team. The unit is requested to submit six external and two internal review team nominees to the AVP-A. A brief statement of rationale for the external nominees must accompany the submission. The AVP-A will appoint the review team members from the unit's list of nominees in consultation with the Provost.

The internal review team will normally be composed of two academic colleagues who are external to the unit being reviewed, but internal to the university with its three federated colleges. These members will have expertise in a related area of studies at the university. The unit may nominate four potential reviewers to the AVP-A, who will then appoint two from the unit's list of nominees in consultation with the Provost.

Responsibilities of the Review Team

The expectation of the review team is that they will provide an assessment of the strengths, challenges, and opportunities for improvement or growth with respect to the unit's teaching, research, scholarship, creative works (when relevant), and service programs. This will include an assessment of the numbers and diversity of academic and non-academic staff and their responsibilities, the resources provided, the effectiveness of the unit's organization, the quality of the working environment, the relations of the unit to others, the quality of educational opportunities provided to both graduate and undergraduate students, and the effectiveness of the evaluation methods used to gauge student and program success. The review team is expected to offer recommendations for improvement and innovation regarding the unit under review.

As members of a research institution, our faculty and students are expected to contribute to the advancement of knowledge in their particular field of study. It is essential that the review team provide an assessment of the quality of the research, scholarly activities, and creative works (when relevant) of the unit, and the effectiveness of the relationships between teaching and research, particularly at the graduate level.

In addition, the Provost's Office, working with CCAM, the Dean of the faculty and the unit under review may identify specific strengths and challenges to be addressed by the review team.

External Review Team's Site Visit

The external review team will meet at the University for an appropriate period of time, normally two days, and prepare a comprehensive report on the unit reviewed. In preparing the report, the team will consult widely with academic and administrative staff, students, administrators and alumni involved with the programs and activities of the unit under review. Departmental faculty from the federated colleges will be invited to participate in the site visit.

Typically, the review team's time will provide opportunities for consultation within the academic unit (faculty, staff and students); members of the university administration; and other individuals inside and outside of the university who influence or who are influenced by the activities of the unit, and graduates of the program. Efforts must be made to ensure student participation. The on-site consultations commence with a meet and greet meeting hosted by the Provost's Office and end with an exit interview with the Provost and Vice-President (Academic), the Vice-President (Research), and Associate Vice-President (Academic). A separate exit interview may also be scheduled with the Dean of the faculty/academic unit.

The visit of the review team is to be advertised widely to the university community with an invitation for those who have an interest in the program(s) to contribute a written brief to the team, which is to be submitted to the AVP-A prior to an advertised date. Such briefs are for use by the review team and will be held in confidence by the AVP-A and the review team.

The schedule of interviews during the visit will be developed by the unit under review in consultation with the AVP-A.

In extenuating circumstances, a virtual site visit will be considered in lieu of or in combination with an in-person site visit.

Report

While the team prepares the report, the Provost's Office will be available to provide any additional information requested. The findings and recommendations of the review team should be presented in the form of a concise written report (with an executive summary) which will be received by the Provost's Office on behalf of CCAM. Provided that matters of individual sensitivity or confidentiality are handled with appropriate discretion, the report (in its entirety) will be made publicly available on the Academic Unit Review webpage, as will the unit's response to the report.

Response and Implementation

On receipt of the report, the members of the unit will meet in committee for discussion. The unit will prepare a response to the review report. The response will address the issues raised and clearly outline priorities, and future directions and initiatives for the unit over the next three to five years. As such it should be prepared in close partnership with the Dean/equivalent. The unit's response will be submitted to the Provost's Office and CCAM. CCAM will offer comments on the unit's response. The response and any comments from CCAM will inform the unit's long-term planning. The Provost may also provide a separate written response to the unit.

Follow-up and Final Reports

At the 18-month mark following the receipt of the review report, the unit will submit a written follow-up report to the Provost's Office and CCAM using the CCAM template. The report outlines the progress made and challenges experienced in implementing the review recommendations and describes initiatives and plans for the next two-three years until the unit's 5-year final report. The Provost's Office and/or CCAM may request more information and want to meet with the unit head and the Dean.

At the five-year end following the unit review report, the unit will prepare a final report summarizing the results of the review and lessons learned. The report will be submitted to the Provost's Office and CCAM.

The reports and any responses from CCAM will be made available on the Academic Unit Review webpage.

Related Information

- [GOV-022-010 Conflict of Interest and Conflict of Commitment](#)
- Academic CV Template
- Academic Unit Review Self-Study Report Template
- Librarian CV Template
- Library Unit Review Self-Study Template

Academic Unit Reviews

Number: OPS-130-005
Audience: All University Employees
Issued: June 28, 2000
Revised: October 11, 2018; September 8, 2022; June 13, 2023
Owner(s): Provost and Vice-President (Academic)
Approved by: President and Vice-Chancellor
Contact: Provost and Vice-President (Academic) - 306-585-4384

Introduction

The fundamental purpose of academic unit reviews is to provide information, both qualitative and quantitative, and recommendations that can serve as a basis for innovation and improvement of academic programming. Reviews should identify strengths and challenges, stimulating program development and revision. The reviews are expected to lead to more focused planning to address teaching and student supervision, research opportunities, and unit infrastructure and administration.

Academic unit reviews may be at the departmental level, at the Faculty level for non-departmentalized Faculties, or across departments and Faculties for programs that are interdisciplinary. As key academic units, the Library and the Centre for Continuing Education will also undergo academic unit reviews.

These reviews will focus on the following areas:

- Priorities and aspirations of each unit and the extent to which they are being realized;
- Challenges and opportunities faced by the unit;
- Structure and quality of undergraduate and graduate programs, including instruction;
- Contribution of each program to related disciplines and fields of study;
- Scope and significance of research being pursued;
- The degree to which academic programs meet students' learning needs and goals;
- Characteristics of staffing complements;
- The extent to which the unit is meeting its internal and external service responsibilities;
- The role the unit plays in meeting the University's vision, mission, goals and priorities; and,
- Financial resources of the unit

Definitions

- **CCAM** – Council Committee on Academic Mission

- **Academic unit:** for the purpose of this Policy, “academic unit” refers to a Faculty, department, academic program, or another type of academic body that is required to undergo an Academic Unit Review (such as the Library and the Centre for Continuing Education).

Policy

Regular academic unit reviews are required of all academic units to ensure that effectiveness and efficiency are maintained in the context of the University’s strategic plan.

Review Coordination

The coordination of all unit reviews is the responsibility of the Provost’s Office working in partnership with the Council Committee on Academic Mission (CCAM), the Dean of the Faculty, and the unit under review. The recommendations of CCAM, based on the review process, are advisory. Specifically, the Provost’s Office and [CCAM](#) will:

- In consultation with Deans’ Council, develop a schedule for reviews;
- Receive, review and comment on the self-study report;
- Appoint the review team;
- Develop terms of reference for the review team;
- Receive and transmit the report of the review team;
- Meet with the Dean and unit head to discuss the report and the unit’s response;
- Receive the unit’s implementation plan;
- Report regularly to Executive of Council on the status of reviews; and,
- Identify issues of university-wide concern and make recommendations concerning them to appropriate bodies or individuals

Consequences for Noncompliance

All academic units must participate in the cycle of Academic Unit Reviews as scheduled by the Provost’s Office and CCAM. Any postponement to the scheduled review of an academic unit requires the Provost Office’s and CCAM’s approvals. If an academic unit repeatedly fails to participate in the scheduled Academic Unit Review, the head of the unit will meet with the Provost’s Office and CCAM to explain the reason(s) for the delay and to engage in a definitive and obligatory timeline for review.

Academic units that do not engage in the cycle of Academic Unit Review will not contribute to the University’s continued pursuit of improvement in programming. Ongoing disregard of the need for Academic Unit Review will impact the University’s long term viability.



Processes

Review Process

Initiation

Reviews normally take place in the framework of a 10-year cycle. Where applicable, unit reviews should be scheduled to coincide with (re-)accreditation.

The Federated Colleges are academically integrated with the University of Regina while they are legally and financially independent. Therefore, when a University of Regina Faculty or academic unit that houses a Federated College academic program leading to a certificate, diploma, or degree conferred by the University of Regina undergoes Academic Unit Review, it is important that the Academic Unit Review also consider how the University Faculty's or academic unit's academic programming relates to the Federated College-offered academic program(s). This is to ensure that the Academic Unit Review is based on all pertinent information and that the Academic Unit review team develop a good understanding of the relationship between the University and the Federated Colleges with respect to the University unit being reviewed.

In such cases where the Academic Unit Review of a University Faculty or academic unit includes one or more academic programs offered at a Federated College in the manner described above, the Provost's Office and the relevant University unit will work collaboratively with the Federated College delivering the academic program(s) to facilitate the Academic Unit Review of the relevant University of Regina unit or program.

Should a Faculty or unit undergoing external (re-)accreditation wish to use the (re-)accreditation process to replace part or all of an Academic Unit Review, the Faculty or unit is invited to consult with the Provost's Office and CCAM about the possibility of doing so. In the case where the substitution of a unit's Academic Unit Review process in part or whole by its accreditation is agreed, the unit head and the relevant Dean will meet with the Provost's Office and CCAM to provide updates, as appropriate, throughout the accreditation process.

The University has a number of interdisciplinary or multidisciplinary certificate or diploma programs delivered by one or multiple partner Faculties. In the case of interdisciplinary or multidisciplinary certificate or diploma programs that are offered at a departmentalized Faculty but do not have a home department that is subject to the Academic Unit Review process as outlined in this Policy, the Faculty Dean shall establish an internal process for reviewing such programs. This review will normally take place in the framework of a 10-year cycle and will be conducted by a team of three reviewers appointed by the Dean. The reviewers need not be external to the University but must be from outside the academic program to be reviewed.

Time Frame

The review process typically spans a 16-month period as indicated below. The responsibilities of the Provost's Office and the unit under review are indicated. In the case of reviews of the Library and large non-departmentalized Faculties, alternate timeframes may be considered.

	CCAM / PROVOST'S OFFICE	UNIT
October	Meeting between Provost's Office, Dean of the Faculty, and department head where relevant	Submit six names of potential external reviewers and suggest two names for internal reviewer
November	Coordinate site visit and make travel arrangements	Compile self-study
December		
January		
February		Submit self-study
March	Send letters to individuals, groups, etc. requesting input into unit review	Provide contact list of individuals or groups who may be interested in providing input into unit review
	Make general announcements to university community requesting input into unit review at 5 and 2 weeks prior to review	
	Develop itinerary for external reviewers (2 weeks)	Develop site visit schedule
	Send notice of site visit to Deans' Council, CCAM, and the campus community inviting input (2 weeks)	
April	Send itinerary and daily schedule to review team members (2 days)	Site visit
	Send memorandum to review team, Dean, VP Research, Dean FGSR	
May		
June	Unit review report received from chair of review team	
September/October		Meet with CCAM and give verbal response to unit review
November	Provide a formal written response to the unit under review following the unit's verbal response to CCAM	Submit a formal written response to unit review to Provost's Office and CCAM by the end of November
15 to 18 months		Within 15 to 18 months following the completion of the AUR team's report, submit a brief follow-up report and meet with CCAM to discuss progress on implementation of recommendations

		(Dean for Faculty reviews or department head and Dean for department reviews)
5 years		Submit 5-year final written report summarizing the results of the review and original initiatives undertaken in response to the review recommendations. The unit head and/or Dean will meet with CCAM to discuss the final report.

Unit Self-Study

All members of the unit should have a voice in the preparation of the self-study. The self-study addresses such aspects as the history, current status, pending changes, budget, future prospects and opportunities of the unit. Strengths and limitations of the program(s) under review need critical examination. Although the procedures to do so are for the members of the unit to determine, as many as possible should participate in examining pending changes and future prospects and opportunities. For program areas that have federated college faculty members, it is essential that they participate in the development of the self-study.

If the academic unit offers one or more graduate programs (including special-case graduate programs), the unit head will invite the FGSR Dean to provide input for the unit self-study with regard to the unit's graduate programs.

The most successful reviews are assisted by reports that are clearly written, and complete but concise. The quality of the self-study report is enhanced if a small steering group is responsible for its preparation and drafts are circulated to all members for comment. In general, the focus for the self-study should be a frank and balanced consideration of both strengths and areas for improvement, and strategies for future change. It is also essential that the self-study take into consideration the larger institutional issues and the vision, mission, goals and priorities of the University. The result of the self-study is a report that serves as a primary document for the external unit review team. Members of CCAM are available to provide advice on the development of the self-study if requested.

CCAM has developed a [template for the unit self-study](#) and requests that units use this template. The template contains the following categories:

1. Background – a brief description of the unit, including history and structure
2. Staffing, resources, and space
3. Research and creative output – published scholarly output and/or professional creative activity over the last ten years, with an emphasis on the impact of that scholarship/activity
4. Community service initiatives – community service initiatives carried out by the unit or its members
5. Academic programs, including service teaching, enrolment trends, and student successes

6. Unit budget
7. SWOT analysis – unit strengths, weakness, opportunities, threats

The report should also contain a profile of the academic staff in an appendix to the main body of the self-study report. It is highly recommended that the members adopt a uniform and brief format that summarizes the important information from each member's curriculum vitae. CCAM has also prepared a template for academic Curricula Vitae.

Self-studies will be augmented by data from the Office of Resource Planning including enrolments, teaching credit hours, grants and contracts, budget, staff and faculty numbers. Links will be provided to additional material such as University planning documents, budgets, and calendars. The goal is to provide reviewers with sufficient information to have a broad understanding both of the unit and the context in which it operates. (In the case of the Library, alternate data and information will be necessary.)

Review Team Selection

Members of the review team should be chosen to avoid any appearance of conflict of interest (see [GOV-022-010 Conflict of Interest and Conflict of Commitment](#)). Typically, the review team will consist of three members. Two of these, including the chair, will be well-respected, impartial experts in the particular discipline or area chosen from other universities. The other member will be chosen from a closely related discipline or area at the University of Regina. When appropriate, any of the members may be replaced by a representative of a relevant professional association.

The composition of the review team is vital to the review's success. Team members must have credibility both inside and outside the unit under review. The unit is requested to submit six external and two internal review team nominees to the Provost's Office. A brief statement of rationale for the external nominees must accompany the submission.

Terms of Reference

The expectation of the review team is that they will provide an opinion about the strengths and weaknesses of the unit's teaching, research and service programs. This will include an assessment of the numbers and diversity of academic and non-academic staff and their responsibilities, the resources provided, the effectiveness of the unit's organization, the quality of the working environment, the relations of the unit to others, the quality of educational opportunities provided to students—both graduate and undergraduate, and the effectiveness of the evaluation methods used to gauge student and program success. The review team is expected to offer recommendations for improvement and innovation.

As members of a research institution, our faculty and students are expected to contribute to the advancement of knowledge in their particular field of study. It is essential that the review team provide an assessment of the quality of the research and scholarly activities of the program, and the effectiveness of the relationships between teaching and research, particularly at the graduate level.

In addition, the Provost's Office, working with CCAM, the Dean of the Faculty and the unit under review will identify specific issues to be addressed by the review team.

Site Visit

The review team will meet at the University for an appropriate period of time, normally two days, and prepare a comprehensive report on the unit reviewed. In preparing the report, the team will consult widely with academic and administrative staff, students, administrators and alumni involved with the programs

and activities of the unit under review. Departmental faculty from the federated colleges will be invited to participate in the site visit.

Typically, the review team's time will provide opportunities for consultation within the academic unit (faculty, staff and students); members of the University administration; and other individuals inside and outside of the University who influence or who are influenced by the activities of the unit, and graduates of the program. Particular efforts must be made to ensure student participation. The on-site consultations commence with a working dinner hosted by the University administration and end with an exit interview with the Provost, the Vice-President (Research), Associate Vice-President (Academic), and the Dean of Graduate Studies and Research. A separate exit interview may also be scheduled with the Dean of the Faculty.

The visit of the review team is to be advertised widely to the University community with an invitation for those who have an interest in the program(s) to contribute a written brief to the team, which is normally submitted to the Chair of CCAM and the Provost's Office, prior to an advertised date. Such briefs are for use by the review team and will be held in confidence by the team.

The schedule of interviews during the visit will be developed by the unit under review with appropriate input from the Provost's Office.

In extenuating circumstances, a virtual site visit will be considered in lieu of or in combination with an in-person site visit.

Report

While the team prepares the report, the Provost's Office will be available to provide any additional information requested. The findings and recommendations of the review team should be presented in the form of a concise written report (with an executive summary) which will be received by the Provost's Office on behalf of CCAM. Provided that matters of individual sensitivity or confidentiality are handled with appropriate discretion, the report (in its entirety) will be made publicly available on the Academic Unit Review webpage, as will the unit's response to the report.

Response and Implementation

On receipt of the report the members of the unit will meet in committee for discussion. The Dean and the unit head will then meet with CCAM to review the report. Based on the report, comments received from CCAM and any University planning and priority documents, the unit will then prepare a response. The response will address the issues raised and clearly outline priorities, and future directions and initiatives for the unit over the next three to five years. As such it should be prepared in close partnership with the Dean. The response will be transmitted to CCAM, which will comment on it. The response and any comments from CCAM will inform the Faculty's long-term planning. The Provost may also provide a written response to the report from the unit.

Follow-up

Five years after the review (and mid-way before the next review) CCAM will initiate a follow-up with the unit. The unit will be invited to prepare and submit a brief report in which members of the unit comment on the consequences of the review and initiatives undertaken in response to it and respond to any comments from CCAM. In particular they will be asked to describe initiatives and plans for the coming three to five years until the next review takes place. The follow-up will be reported to Executive of Council and the report and any comments from CCAM will be made available on request.



Related Information

- [GOV-022-010 Conflict of Interest and Conflict of Commitment](#)
- Academic CV Template
- Academic Unit Review Self-Study Report Template
- Librarian CV Template
- Library Unit Review Self-Study Template

UNIVERSITY OF REGINA
Executive of Council

Subject: Report from the Council Committee on Undergraduate Admissions and Studies

Item(s) for Decision:

1. Faculty of Business Administration

1.1 Co-operative Education Program in Business Administration – Revisions

MOTION: To revise the “Co-operative Education Program in Business Administration (U of R)” section in the Undergraduate Calendar, effective 202530.

Co-operative Education Program in Business Administration (U of R)

The faculty offers a program in eCo-operative University eEducation whereby students spend ~~alternate~~ four-month periods taking University courses and obtaining business-orientated experience in organizations. Students in this program will normally take an additional eight to twelve months to complete the BBA degree requirements. This is compensated for by greater earning potential and greater job opportunities while attending University and after graduation.

Experience has shown that such an arrangement tends to improve students’ motivation and academic performance. The practical experience aids students in choosing the area of students best suited to their talents.

The criteria for entrance into the Co-operative Education Program for Business Administration students are:

- Students must apply in the term they will be completing between 54-81 credit hours in the BBA program (including the credit hours in the term of application to the Co-op Program).
- Application must be made to the Co-op office during the first week of a term.
- Students must have a passing grade in ENGL 100, BUS 007, BUS 260, and BUS 285.
- Students must have an entrance and maintenance PGPA of at least 67.50%.
- Students must be in good standing.

For students to earn their co-operative education designation through the Faculty of Business Administration, three (3) work terms are required which can be taken as three 4-month terms; one 8-month plus one 4-month term in either order; or as one 12-month term. Students will have the option of completing a fourth work term; however, the student must submit in writing a request for a fourth work term and meet eligibility requirements. ~~supported by special circumstances. Permission must be granted by the faculty office.~~

Students must be registered in at least nine (9) credit hours of classes in the academic term prior to their co-op placement. Business co-op students are allowed to take a maximum of two summer work terms and must end their degree on an academic term of at least one course.

Note: The co-op program is not available to diploma, certificate, or part-time students. Refer to the General Information for Students section of this Calendar for the general regulations governing co-op programs.

Students are normally permitted to take a maximum of 3 credit hours ~~while on a~~ per 4-month work term. If a student wishes to take more than 3 credit hours (up to a maximum of 6 credit hours), written permission from the student’s employer must be provided as well as approval by the program advisor.

Evaluation

[Grading is on a Pass-Fail basis. A successful work term requires an acceptable work term report submitted by the student at the end of each 4-month term and an acceptable employer evaluation. Faculty of Business Administration Coordinator designate will evaluate the work term report.](#)

Rationale:

At this time, students are restricted to taking either four-month terms or eight-month terms for their co-op placements. However, there is demand from both students and employers to offer the option to complete all three terms back-to-back (resulting in a 12-month work term). This also aligns with what competitor institutions are offering for co-op placements. Ultimately, allowing the option for a 12-month work term allow more options and flexibility for our students, and could result in increased employer interest in our co-op program.

(end of Motion)

1.2 Co-operative Education Program in Administration (FNUniv) – Revisions

MOTION: To revise the “Co-operative Education Program in Administration (FNUniv)” sections in the Undergraduate Calendar, effective 202530.

Co-operative Education Program in Administration (FNUniv)

The FNUniv Administration Co-operative Education Program parallels the Business Administration Co-operative Education Program; however, the student evaluation process is designed for students to develop their own management style and approach that is consistent with their values and beliefs. The Co-operative Education Program in Administration is designed to:

- closely parallel human resources practices;
- assess and develop the knowledge, skills, and personal attributes that are deemed critical for [Indigenous](#) ~~aboriginal~~ students to become successful in the workplace;
- incorporate culturally relevant methods of evaluating students’ knowledge, skills, and attributes;
- provide students with the opportunity to work in First Nations and non-First Nations public and private sector organizations; [and](#)
- ensure students understand the non-First Nations system but retain First Nations values.

The criteria for entrance into the Co-operative Education Program for Business Administration students are:

- Students must apply in the term they will be completing between 54-81 credit hours in the BAdmin program (including the credit hours in the term of application to the Co-op Program).
- Application must be made to the Co-op office during the first week of a term.
- Students must have a passing grade in ENGL 100, ADMN 007, ADMN 260, and ADMN 285.
- Students must have an entrance and maintenance PGPA of at least 67.50%.
- Students must be in good standing.

[For students to earn their co-operative education designation, three \(3\) work terms are required which can be taken as three 4-month terms; one 8-month plus one 4-month term in either order; or as one 12-month term. Students will have the option of completing a fourth work term; however, the student must submit in writing a request for a fourth work term and meet eligibility requirements.](#)

[Students must be registered in at least nine \(9\) credit hours of classes in the academic term prior to their co-op placement. Business co-op students are allowed to take a maximum of two summer work terms and must end their degree on an academic term of at least one course.](#)

Note: [The co-op program is not available to diploma, certificate, or part-time students. Refer to the General Information for Students section of this Calendar for the general regulations governing co-op programs.](#)

[Students are normally permitted to take a maximum of 3 credit hours per 4-month work term. If a student wishes to take more than 3 credit hours \(up to a maximum of 6 credit hours\), written permission from the student's employer must be provided as well as approval by the program advisor.](#)

Students will:

- ~~spend alternate four month periods taking University courses and working in fully salaried jobs with participating employers related to their discipline;~~
- ~~complete a minimum of 3 four month work terms in addition to their course work. They have the option to complete a fourth work term; and~~
- ~~spend their final term in academic study.~~

Entrance Criteria

Students must:

- ~~Complete at least 54 credit hours and no more than 81 credit hours.~~
- ~~Maintain a GPA of 67.5%.~~
- ~~Be registered in a minimum of 9 credit hours.~~
- ~~Have completed ENGL 100, ADMN 260, ADMIN 285, and ADMIN 007.~~
- ~~Be in good standing to apply for the program.~~

Registration in the Co-op Program

Students participate in the First Nations University of Canada Cooperative Education Program under the direction of the FNUniv co-op coordinator. New students will register in and complete their first work term (ADMN 001-S01), which is graded on pass/fail basis. ~~Upon successful completion of their first work term, students will continue to spend alternate four month period taking University courses and working in full salaried jobs with participating employers, related to their discipline.~~ For each additional work term, students must respectively enroll in ADMN 002-S01 (second work term), ADMN 003-S01 (third work term), and ADMN 004-S01 (optional fourth work term).

Evaluation

Grading is on a Pass-Fail basis. A successful work term requires an acceptable work term report submitted by the student and an acceptable employer evaluation. An Indigenous Business and Public Administration program designate will evaluate the work term report.

Academic Performance

Upon graduation, students who meet the requirements of the Indigenous Business and Public Administration program for the First Nations University of Canada Co-operative Education Program will receive an appropriate designation on their parchment and transcript.

Students must comply with rules stated in the First Nations University of Canada Co-operative Education Program Student Information handbook and be in good standing. Failure to comply with either will result in an automatic failure for the work term.

Students who receive one "F" for work term reports will be required to withdraw from the FNUniv Administration Co-operative Education Program.

Appeals will be handled by the First Nations University of Canada Cooperative Education Program Appeal Committee.

The FNUniv Co-operative Education Program coordinator and the Indigenous Business and Public Administration program coordinator will resolve problems associated with the Co-operative Education Program.

Rationale:

At this time, students are restricted to taking either four-month terms or eight-month terms for their co-op placements. However, there is demand from both students and employers to offer the option to complete all three terms back-to-back (resulting in a 12-month work term). This also aligns with what

competitor institutions are offering for co-op placements. Ultimately, allowing the option for a 12-month work term allow more options and flexibility for our students, and could result in increased employer interest in our co-op program.

(end of Motion)

1.3 Faculty of Business Administration Co-operative Education Internship Program – New Program

MOTION: To create the Faculty of Business Administration Co-operative Education Internship Program, effective 202530.

Co-operative Education Internship Program

In conjunction with the University of Regina Co-operative Education Program, the Faculty of Business Administration offers a Co-operative Education Internship program for students enrolled in either the Bachelor of Business Administration or Bachelor of Administration.

Co-operative Internship is a single 12-month or 16-month placement preceding at least one academic term. Students who successfully complete the requirements of the program will receive an “Internship” designation on their degree. Students who participate in more than one Co-operative Education 4-month term are not eligible for internship.

The criteria for entrance into the Co-operative Internship Program for Business Administration students are:

- Students must apply in the term they will be completing between 54-81 credit hours in the BBA or BAdmin program (including the credit hours in the term of application to Internship Program).
- Application must be made to the Co-op office during the first week of a term.
- Students must have a passing grade in ENGL 100, BUS 007 (or ADMN 007), BUS 205 (or ADMN 205), BUS 260 (or ADMN 260), BUS 275 (or ADMN 275), and the BUS 2XX introductory level course(s) relevant to the internship (e.g., BUS/ADMN 210, BUS/ADMN 250, BUS/ADMN 285, BUS/ADMN 288, BUS/ADMN 290).
- Students must have an entrance and maintenance PGPA of at least 75.00%.
- Students must be in good standing.

Students must be registered in at least nine (9) credit hours of classes in the academic term prior to their co-op placement. Business internship students must end their degree on an academic term of at least one course.

Note: The internship program is not available to diploma, certificate, or part-time students or students who have failed a Co-operative Education term.

Students are normally permitted to take a maximum of 3 credit hours while on an internship. If a student wishes to take more than 3 credit hours, written permission from the student’s employer must be provided as well as approval by the program advisor.

Evaluation

Grading is on a Pass-Fail basis. A successful work term requires an acceptable work term report submitted by the student at the end of each 4-month term and an acceptable employer evaluation. Faculty of Business Administration Coordinator designate will evaluate the work term report.

Rationale:

Similar to the rationale provided for Motions 1 and 2, we have received feedback from employers looking to offer 12-month internship opportunities to our students. Adding this program will offer

additional opportunities to our students to receive work experience while in school and will also potentially attract new employers who previously have not offered work opportunities to our students.

(end of Motion)

1.4 Internship Designation for the Bachelor of Business Administration and Bachelor of Administration – New Designation

MOTION: That a “Internship Designation” be created for the Bachelor of Business Administration and Bachelor of Administration programs, effective 202530.

Rationale:

This motion will allow graduate of the Bachelor of Business Administration or Bachelor of Administration programs to graduate with an “Internship Designation” if they complete the Internship Program.

(end of Motion)

1.5 Saskatchewan High School Admission Requirements for the Faculty of Business Administration – Revisions

MOTION: That the admission requirements from a Saskatchewan high school to the Faculty of Business Administration programs be revised, effective 202530.

Current	Proposed
<p>Minimum 70% average using the following courses:</p> <ul style="list-style-type: none"> • English Language Arts A30¹ • English Language Arts B30¹ • Foundations of Math 30 or Pre-Calculus 30* • Two courses from Category A (Maths & Sciences), Category B (Languages & Social Sciences), or Category D (Business Approved Courses) <p>*It is strongly recommended that students have both Foundations of Mathematics 30 and Pre-Calculus 30</p> <p>Additional Requirements Qualifying Status Applicants that are missing one of the two required English courses or the required math course used for admission will be admitted to Business Qualifying Status with conditions placed on their admission. Applicants must still have an average of 70% on the remaining four courses used for admission.</p>	<p>Minimum 70% average using the following courses:</p> <ul style="list-style-type: none"> • English Language Arts A30¹ • English Language Arts B30¹ • Foundations of Math 30, Pre-Calculus 30, or Calculus 30* • Two courses from Category A (Maths & Sciences), Category B (Languages & Social Sciences), or Category D (Business Approved Courses) <p>*It is strongly recommended that students have both Foundations of Mathematics 30 and one of Pre-Calculus 30 or Calculus 30.</p> <p>Additional Requirements Qualifying Status Applicants that are missing one of the two required English courses or the required math course used for admission will be admitted to Business Qualifying Status with conditions</p>

<p>Conjoint BBA/BSRS-SRMI Program Applicants must meet the admission criteria for both the Faculty of Business Administration and the BSRS requirements for the Faculty of Kinesiology and Health Studies.</p> <p>Note: Business Administration certificate programs are not eligible for direct entry.</p>	<p>placed on their admission. Applicants must still have an average of 70% on the remaining four courses used for admission.</p> <p>Conjoint BBA/BSRS-SRMI Program Applicants must meet the admission criteria for both the Faculty of Business Administration and the BSRS requirements for the Faculty of Kinesiology and Health Studies.</p> <p>Note: Business Administration certificate programs are not eligible for direct entry.</p>
---	--

Rationale:

Calculus 30 is a higher-level class than pre-calculus 30, therefore if a student has completed Calculus 30 it is understood they have met the admission requirement for Math. This update formally recognizes changes that we have already been doing in practice since Winter 2024.

(end of Motion)

1.6 Non-Canadian High School Admission Requirements for the Faculty of Business Administration – Revisions

MOTION: That the admission requirements from a non-Canadian high school to the Faculty of Business Administration programs be revised, effective 202530.

Current	Proposed
<p>Minimum 70% average using the following courses:</p> <ul style="list-style-type: none"> One Language Arts course¹ Math or Pre-Calculus Two Business & Management Studies, Language, Math, Science, or Social Science courses <p>*Calculus is recommended.</p> <p>Qualifying Status Applicants that are missing one of the two required English courses or the required math course used for admission will be admitted to Business Qualifying Status with conditions placed on their admission. Applicants must still have an average of 70% on the remaining four courses used for admission.</p> <p>Conjoint BBA/BSRS-SRMI Program Applicants must meet the admission criteria for both the Faculty of Business Administration, and the Faculty of Kinesiology and Health Studies.</p> <p>Note: Business Administration certificate programs are not eligible for direct entry</p>	<p>Minimum 70% average using the following courses:</p> <ul style="list-style-type: none"> One Language Arts course¹ Math, or Pre-Calculus, <u>or Calculus</u> <ul style="list-style-type: none"> Two Business & Management Studies, Language, Math, Science, or Social Science courses <p><u>*It is strongly recommended that students have one of Pre-Calculus or Calculus</u> is recommended.</p> <p>Qualifying Status Applicants that are missing one of the two required English courses or the required math course used for admission will be admitted to Business Qualifying Status with conditions placed on their admission. Applicants must still have an average of 70% on the remaining four courses used for admission.</p> <p>Conjoint BBA/BSRS-SRMI Program Applicants must meet the admission criteria for both the Faculty of Business Administration, and the Faculty of Kinesiology and Health Studies.</p>

	Note: Business Administration certificate programs are not eligible for direct entry
Superscript Key ¹ Applicants from educational systems in which the language of instruction is not English may present a final year secondary (Grade 12 equivalent) literature course in the language of instruction in lieu of the required English literature courses, in combination with EAP 100 & 101, or test results demonstrating English language proficiency.	Superscript Key ¹ Applicants from educational systems in which the language of instruction is not English may present a final year secondary (Grade 12 equivalent) literature course in the language of instruction in lieu of the required English literature courses, in combination with EAP 100 & 101, or test results demonstrating English language proficiency.

Required Credentials and Grade Conversions
United States of America (US)

Current	Proposed
Pre-Calculus or Algebra 2	Pre-Calculus, or Algebra 2 or Calculus

Rationale:

Calculus 30 is a higher-level class than pre-calculus 30, therefore if a student has completed Calculus 30 it is understood they have met the admission requirement for Math. This update formally recognizes changes that we have already been doing in practice since Winter 2024.

(end of Motion)

1.7 Certificate in Ideation, Creativity, and Entrepreneurship – Program Revisions

MOTION: That the Certificate in Ideation, Creativity, and Entrepreneurship be revised, effective 202530.

Certificate in Ideation, Creativity, and Entrepreneurship

Credit Hours	Certificate in Ideation, Creativity, and Entrepreneurship Required Courses
Core Requirements	
3.0	BUS 201
3.0	BUS 302* *Note: BUS 302 has a prerequisite of the completion of 30 credit hours
Elective Requirements	
3.0	Choose one of: BUS 303, 376, 394, 402, or 403
6.0	Choose two of*: BUS 100, 210, 250 , 285, 301, 303, 376, 394, 403; ADMN 225; ARTS 301; MAP 102 , 208 , 400AC; CTCH 213, 214; NSLI 300, 260; PHIL 282; PPE 200 {*Note: While some courses may be listed more than once, they cannot be double-counted. Some of these courses are listed above also. However, they cannot be double counted.}
15.0	Total

Rationale:

The intent of this motion is to make a few small clean-ups prior to the 2025-26 Undergraduate Calendar being released. Note that it is not adding or removing any courses, just changing the order they are presented and cleaning up its presentation.

(end of Motion)

1.8 Diploma in Digital Marketing – Program Revisions

MOTION: To revise the Diploma in Digital Marketing, effective 202530.

Diploma in Digital Marketing

The Diploma in Digital Marketing (DipDM) consists of 60 credit hours of courses distributed as follows:

- 30 credit hours of business courses;
- 21 credit hours of humanities/social sciences, mathematics/statistics, and creative technologies and design courses; and
- 9 credit hours of electives in marketing or creative technologies/design.

Credit hours	Diploma in Digital Marketing Required Courses
0.0	BUS 017474DE Digital Marketing Credentials
3.0	BUS 100 Introduction to Business
3.0	BUS 205 Management Communications
3.0	BUS 210 Introduction to Marketing
3.0	BUS 310 Strategic Marketing
3.0	BUS 312 Consumer Behaviour
3.0	BUS 317 Digital Marketing Strategy
3.0	BUS 315374MA Marketing Analytics
3.0	BUS 413 Marketing Research
3.0	BUS 414 Promotional Strategy
3.0	BUS 418474DM Applied Digital Marketing
3.0	CTCH/DES 213 Brand Strategy, Advertising, and Design
3.0	CTCH/DES 215 Visual Identity Design
3.0	CTCH/DES 306 Digital Storytelling & Interactive Media
3.0	DES/CTCH 316 Designing User Experiences
3.0	ENGL 100 Critical Reading and Writing I
3.0	PSYC 101 Introductory Psychology
3.0	STAT 100 Elementary Statistics for Applications, or STAT 160 Introductory Statistics

9.0	Three of: BUS 310-319, BUS 374 AA-ZZ, BUS 410-419, BUS 474 AA-ZZ, CTCH 115, CTCH/DES 217, CTCH/DES 311
60.0	Total

Rationale:

When the diploma was initially created, variable topics courses were included in the program. These courses are now permanent and renumbered.

(end of Motion)

1.9 Certificate in Digital Marketing – Program Revisions

MOTION: To revise the Certificate in Digital Marketing, effective 202530.
--

Certificate in Digital Marketing

Credit hours	Certificate in Digital Marketing
Core Requirements	
0.0	BUS 017474DC Digital Marketing Credentials
3.0	BUS 317 Digital Marketing Strategy
3.0	BUS 315374MA Marketing Analytics
3.0	BUS 418474DM Applied Digital Marketing
3.0	CTCH/DES 306 Digital Storytelling and Interactive Media
Elective Requirements	
3.0	One of: BUS 310-319, BUS 374 AA-ZZ, BUS 410-419, BUS 474 AA-ZZ, CTCH 115, CTCH/DES 213, CTCH/DES 215, CTCH/DES 217, CTCH/DES 311, DES/CTCH 316
15.0	Total

Rationale:

When the certificate was initially created, variable topics courses were included in the program. These courses are now permanent and renumbered.

(end of Motion)

2. Faculty of Education

2.1 Baccalauréat en éducation secondaire après diplôme (BEAD) – Program Revisions

MOTION : That the catalogue description and template for the Baccalauréat en éducation secondaire après diplôme (BEAD) be amended to include an option for other Secondary majors, effective 202530.

(as per page 202 of the 2024-2025 Undergraduate Calendar)

... sont également possibles.

Les étudiants dont le premier diplôme a été entièrement obtenu en français et qui satisfont à l'exigence académique des 24 heures de crédits dans une majeure approuvée par la Faculté d'éducation (en dehors de cours de français) sont admissibles au programme BAC SEC en complétant une mineure en français. Les étudiants peuvent se référer à la planification de la majeure et de la mineure des programmes après-diplôme (BEAD) pour connaître les exigences des cours.

...

Le profil des deux ans du BEAD est:

Option A: Pour les majeurs de français	
Baccalauréat en éducation secondaire après diplôme (BEAD)	
Session 1 (Automne)	Session 2 (Hiver)
DLNG 300 (3) EPSF 300 (3) E (mineure) 300 (3) cours au choix (3) INDG 100 (3)	DFMM 350 (3) DLNG 351 (3) ECSF 317 (3) ECSF 402 (3) EPSF 350 (3)
Session 3	Session 4
EFLD 400 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) EPSY 418 (3) EPSY 425 (3) cours au choix ou mineure (3)

Pour les majeurs autres que le français:

Option B: Pour les majeurs autres que le français	
Baccalauréat en éducation secondaire après diplôme (BEAD)	
Session 1 (Automne)	Session 2 (Hiver)
<u>DLNG 300 (3)</u> <u>EPSF 300 (3)</u> <u>E(majeur) 300 (3)</u> <u>cours au choix (3)</u> <u>INDG 100 (3)</u>	<u>DFMM 350 (3)</u> <u>E(majeur) (3)</u> <u>ECSF 317 (3)</u> <u>ECSF 402 (3)</u> <u>EPSF 350 (3)</u>
Session 3	Session 4
<u>EFLD 400 (internat) (15)</u>	<u>cours au choix (3)</u> <u>DFMM 400 ou DFMM 435 (3)</u> <u>EPSY 418 (3)</u> <u>EPSY 425 (3)</u> <u>cours au choix ou mineure (3)</u>

Rationale:

These changes will allow for international students from la Francophonie to access subject area majors that align with their experience and training in their first degree. Opening these pathways will mean that

students will not have to take more time to complete their after-degree.

[translation - Students whose first degree was completed entirely in French, and who meet the academic requirement of the 24 semester hours in an approved Faculty of Education major (excluding French) are admissible to the BAC SEC program with the completion of a minor in French. Students can refer to the Major and Minor BEAD planning for course requirements.]

(end of Motion)
