

SENATE MEETING

Date: 18 January 2019
To: Members of Senate
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 1 February 2019

A meeting of Senate is scheduled for 1 February 2019, 9:00 a.m. to 12:00 p.m. in the Administration Humanities Boardroom, Room 527 (AH 527).

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes of Meeting 19 October 2018- *circulated with the Agenda*
4. Business Arising from the Minutes
5. Optional Reports
 - 5.1 Chancellor, Verbal Report
 - 5.1.1 2018 Senate Survey Results, *For Information*, Appendix I, Pages 3-6
 - 5.2 President
 - 5.3 University Secretary
 - 5.3.1 2019 Senate Election, District Vacancies, *For Information*, Appendix II, Page 7
 - 5.3.2 2019 Chancellor Election, *For Information*, Appendix III, Page 8
6. Reports from Senate Committees and Other Items for Decision
 - 6.1 Senate Nominating Committee, Appendix IV, Page 9
7. Items for Approval/Information from Executive of Council, Appendix V, Pages 10-40,
8. Briefs, Submissions or Recommendations from Elected or Appointed Senate Members
 - 8.1 Board Members Elected by Senate, *Verbal Report*
9. Academic and Administrative Reports
 - 9.1 Presentation by Dr. Douglas Farenick, Dean, Faculty of Science
 - 9.2 Winter 2019 In-progress Report of Registrations and Graduation, *For Information*, Appendix VI, Pages 41-55



10. Other Business
 - 10.1 Senate Lunch – College West 215 – 12:00 p.m.
 - 10.2 Next Meeting of Senate – 9:00 a.m., Wednesday, 5 June 2019
11. In Camera Session
12. Adjournment

A handwritten signature in black ink that reads "Glenys Sylvestre".

Glenys Sylvestre
Executive Director (University Governance) and University Secretary

UNIVERSITY OF REGINA
Senate

Item for Information 5.1.1

Subject: 2018 Senate Survey Report

Background and Description:

The Senate Survey was sent out to all the Senate members requesting their feedback on various aspects of Senate. 40 members (of 91 members surveyed) responded to the survey.

Specific information regarding responses is detailed below.

2018 Senate Survey Report

Why did you want to be a member of Senate
<p>Comments –</p> <p><i>“I have listened to the issues and activities that previous Senate members of our organization were involved with and I thought I would like to contribute as well.”</i></p> <p><i>“I was honoured to be appointed by my professional organization to the U of R Senate to hopefully make some small contribution to this great institution.”</i></p> <p><i>“I agreed to an appointment as I feel parent representation at the University level is important. While the students attending post-secondary education are adults and are of the age of majority, often times it is the parents of the students that are supporting the financial aspect of the education.”</i></p> <p><i>“Participation in a great educational institution and community cornerstone.”</i></p> <p><i>“I am a lifelong educator and this was a logical step.”</i></p> <p><i>“In an effort to help support the university in fulfilling its role in education and become personally involved in giving back to the institution that helped me launch my career.”</i></p>
Have you participated in the Senate Orientation Session? And if so was it valuable?
<p>88% answered yes they have attended</p> <p>83% answered yes it was valuable</p>
What changes can be implemented to ensure the Orientation Session covers the information you need?
<p>Comments –</p> <p><i>“I think it would be helpful to have Senators understand that the public opinions should be as citizens and not as Senate Members, i.e. Letters to the Editor or at least have some guidelines in place for such.”</i></p> <p><i>“Since some Senate members seem to be a little apprehensive of their new job responsibilities, I would appreciate it if a little more time was taken to “talk” with people through a meeting, what committee or faculty expectations are maybe, and if present Senate members could welcome or mentor new members if needed.”</i></p> <p><i>“As I am a relatively new Canadian, although with many years’ experience of a British University. I needed more information of a historical and political (local and National) nature. Perhaps it was up to me to do this research myself, but occasionally I have been unsure of my ground in meetings.</i></p> <p><i>“More information regarding committees....”</i></p>

Do you attend Senate meetings regularly? And if unable to attend what is the reason?
100% Senators responded yes they do try and attend meetings regularly. 66% indicated if they are unable to attend it is due to an availability conflict.
Do you receive information with enough time to prepare for Senate meetings?
100% Senators responded stating that there is enough time to prepare for the Senate meeting.
Do you find the time commitment reasonable?
100% Senators responded that yes the time commitment is reasonable. Comments – <i>“Very well organized, meeting starts on time and ends on time.”</i> <i>“3 meetings per year, and minimal preparation.”</i> <i>“Meetings are run effectively/efficiently. Prep takes times, but such is the nature of this work (Senate).”</i>
Do you participate in discussions at Senate meetings? Why or Why not?
77% Senators responded yes they participate. Comments – <i>“Senate is a safe place for perspectives, including those that are contrary to normative stances.”</i> <i>“I appreciate having the ideas and opinions of other more learned Senate members. They often mirror my own thoughts.”</i> <i>“Occasionally I require clarification. Typically the subject matter is well presented in the agenda packages”.</i> <i>“I participate in areas where I feel that I have insight as a non-academic. I am of the belief that the best decisions are made when many perspectives are shared and new ideas and differing opinions are discussed.”</i>
Do you feel that your service as a member of Senate is worth your time?
96% Senators responded yes Senate is worth their time. Comments – <i>“I take back the information from Senate to my association. It provides an important linkage to the University which houses the Faculty of Social Work.”</i> <i>“I feel that my input is acknowledged. I also believe that giving back to the University is an important way to express my gratitude for what the University as a whole provides to the community, locally, provincially, nationally and globally.”</i> <i>“My service and volunteer time hours is worthwhile in gaining knowledge about what is happening at the University. I am not certain the University’s gaining anything new, progressive or constructive from the Senate. It feels like most decisions have already been made at the Dean/Administration level at the Senate is just a formality.”</i> <i>“I appreciate the opportunity to provide citizen input at Senate meetings on university policy decisions. I will add, though, I’m not sure that my involvement as a Senate rep on one of the Faculty Committees is as effective as use of my time (not quite as easy to enter into discussions and debate as it is with the main Senate).”</i> <i>“My knowledge and appreciation of the place played in the wider community by the university has greatly increased. I am updated with the issues currently facing it and able to speak about them to people in my local area and to my organization. My understanding of the</i>

interrelated structure of Canadian higher education has widened generally and of the courses and facilities on Campus here particularly.”

“It certainly gives you a better perspective on the issues and governance of a university.”

Do you feel that Senate is an effective decision making body?

59% of the Senators answered yes.
37% of the Senators answered somewhat.
4% of the Senators answered no.

Comments –

“It provides a good window on the world for the University. I don’t have any concerns over the Senate’s decision making abilities. Of course, on the university program changes brought before Senate, it’s not easy for us as members of the general public and constituent publics to assess the recommendations being advanced by the University administration (we have to trust in those recommendations).”

“I welcome discussions about important issues concerning the U of R. Talking about things like student cheating and how the campus is dealing with this increasing problem. Some meetings seem like a lot of “rubber stamping” of policies, the decisions have already been made.”

“I think the committees have a greater role in formulating decisions compared to the Senate body as a whole. If a Senator wants to be more involved they will want to join a committee.”

“Too large perhaps? Dominated by a few voices focused on minutes. No consistent mechanism for soliciting feedback from relevant representatives in advance.”

“Probably better at endorsing previously made decisions and airing opinions.”

“Most of the decisions are made at the committee level – which is OK.”

“I think it is more of a forum for discussion and what is happening at the University. Senators can convey information to the community.”

“The Senate has no real clout in fiscal responsibilities nor should they.”

Do you feel that Senate meetings are appropriately structured in terms of:

Sufficient time in general discussion – 96% agree
Length – 100% agree
Number of agenda items – 96% agree
Allocation of time to important issues – 92% agree
Meetings are being effectively chaired – 100% agree

Do you feel connected to the U of R community?

65% of Senators feel connected to the U of R community.
30% of Senators feel somewhat connected to the U of R community.
5% of Senators answered no they do not have the connection to the U of R community.

Comments –

“I live in Weyburn, so the only way I feel connected to the University of Regina is through the Senate.”

“I particularly enjoy Dr. Timmons President reports. Her enthusiasm, passion and confident wisdom are an inspiration!”

“I think this is where the main value of the Senate now lies. It is a link to the community. The University relies on the support of the community both for tax support and support from donors. The U of R is not an elite University with a large financial endowment and/or wealthy donor base.”

“Anyone living a fair distance from the University is at a disadvantage for attending other events or becoming involved with different committees.”

“If it were Senate only, I would not feel well connected (I would have answered ‘somewhat’), but I have found other avenues that are meaningful to me to be involved.”

“Through my Senate membership, my two U of R degrees, my attendance at university events and my participation in U of R Alumni events, I definitely feel connected to the U of R community.”

“As someone living outside Regina, I have observed that the U of R seems to have a better presence and voice in many cities outside of Regina.”

Do you feel that the informational presentations are valuable at the Senate meeting?

100% of Senators responded yes.

Comments –

Ideas for future presentations:

- PTSI Research
- Indigenization initiatives
- International recruiting and outreach
- Athletics
- Research on pain identification and relief especially in the elderly, disabled

Do you think that the process for Senate Elections is efficient?

63% of Senators answered yes the process for Senate elections is efficient.
37% indicated they are unsure.

Does the U of R have an effective governance process to support decision making?

71% of Senators answered yes it is an effective governance process.
29% indicated they are unsure.

Do you feel that there is adequate communication regarding campus events?

78% of Senators answered yes.
11% of Senators answered no.
11% of Senators answered unsure.

Do you think that the University Secretary office provides effective service?

100% of Senators answered yes.

Comment –

“The University Secretariat’s office is first class on all accounts. Senate and its senators are capably supported.”

Additional Comments -

- Ongoing advocacy for increased funding is required.
- Additional information on sporting events.
- Better web communication
- Ensuring all voices of Senators are heard at meetings.
- Time for making contact with other Senators is valuable (i.e. lunch and break)
- Important to engage stakeholders in important matters regarding the services and future of the U of R.

UNIVERSITY OF REGINA
Senate

Item for Information 5.3.1

Subject: 2019 Senate Election

Background and Description:

The 2019 Senate election date is **Friday, May 24th, 2019**. Nominations were called in late fall 2018 through the Degrees magazine.

Nominations will be received by the University Secretariat until **Monday, April 15th, 2019**.

Please consider nominating alumni that you may know in these districts.

Nominations will be called for the following:

District 1 (Moosomin – Estevan)

Darrell Sydiaha
Appointment ends - 30 June 2019
Incumbent is eligible for re-election

District 5 (Maple Creek-Rosetown-Lloydminster)

Meagan Friedrich
Second terms ends - 30 June 2019
Incumbent is not eligible for re-election

District 6 (Melville-Yorkton-Hudson Bay)

Keri Zawada
Appointment ends - 30 June 2019
Incumbent is eligible for re-election

District 8 (Dundurn-Delisle)

Vacant

District 10 (Moose Jaw)

Edward Strueby
First term ends - 30 June 2019
Incumbent is eligible for re-election

Information on the election of Senate members can be found in Section III of the Senate Bylaws <https://www.uregina.ca/president/governance/senate/bylaws.html>

For more information, or to access nomination forms, visit our website at <https://www.uregina.ca/president/governance/senate/elections.html> or call the University Secretariat at 306-585-4956.

Date: 9 January 2019

UNIVERSITY OF REGINA
Senate

Item for Information 5.3.2

Subject: 2019 Chancellor Election

Background and Description:

The University of Regina Act states that the Chancellor and 14 members of Convocation may be elected to the University of Regina Senate. The Chancellor of the University and the 14 elected members of Senate serve three-year terms and are eligible for re-election to a second consecutive term.

On June 30, 2019, Dr. Jim Tomkins will end his second term as Chancellor at the University of Regina. All members of Convocation are eligible to nominate candidates for Chancellor. Nominees must be members of Convocation for at least 10 years before nomination and must reside in the province of Saskatchewan.

Nominations for Chancellor must be signed by seven members of Convocation and endorsed by the nominee. **The election for the Chancellor will take place at the Senate Meeting held on June 5, 2019.**

Nominations for Chancellor, accompanied by biographical information and a photograph of the candidate, can be submitted to the University Secretariat until 4:00 p.m. on **Monday, April 15, 2019.**

Information on the Election of the Chancellor including nomination/biographical forms are available at:

<https://www.uregina.ca/president/governance/senate/elections.html>

Date: 11 January 2019

**REPORT TO SENATE
FEBRUARY 1, 2019
FROM THE SENATE NOMINATING COMMITTEE**

6.1 Senate Nominating Committee

6.1.1 Appointment of Senate Representative to District 1

Background:

No nominations were received for District 1. As per section 3.2.7 in the Senate Bylaws:

District Representative Vacancy – One Year Appointment

If no person is nominated as a representative for a particular district by April 15th in the election year, the Secretary will advise the Chair of the Senate Nominating Committee.

The Senate Nominating Committee will meet to select an appointee for the vacancy for the district representative to be approved at the June Senate meeting. The appointed district representative will serve a one year term effective July 1st and will be eligible for nomination for the following election.

The Senate Nominating Committee voted by e-ballot on November 23, 2018. The Committee agreed to appoint a representative from District 1 effective February 1, 2019 to serve a term until June 30, 2019.

Recommendation:

<p>MOTION: Moved that Senate approves the recommendation from the Senate Nominating Committee to appoint Darrell Sydiaha, as representative from District 1 (Moosomin-Estevan) from February 1, 2019 – June 30, 2019.</p>
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January 4, 2019
Prepared by: Preeti Daniels
Administrator (Board and Senate)
On Behalf of: Senate Nominating Committee

**REPORT TO THE UNIVERSITY OF REGINA SENATE
FROM THE EXECUTIVE OF COUNCIL MEETINGS OF
31 OCTOBER 2018, 28 NOVEMBER 2018, AND 23 JANUARY 2019**

ITEMS FOR APPROVAL

Term Dates Glossary

201910 – Winter 2019 term
201920 – Spring/Summer 2019 term
201930 – Fall 2019 term

1. COUNCIL COMMITTEE ON ACADEMIC MISSION

1.1 FACULTY OF ARTS

1.1.1 Amalgamation of Departments

MOTION: That the Department of Religious Studies and the Department of Women's and Gender Studies in the Faculty of Arts be combined and renamed the Department of Gender, Religion, and Critical Studies, effective 201920.

The above recommendation was presented to the Council Committee on Academic Mission by the Faculty of Arts on 5 November 2018. At the meeting, CCAM was presented with a letter of support from the Dean, Faculty of Arts and the Acting Department Head, a Memorandum of Agreement between the two departments, and the background and rationale.

Members of the Department of Religious Studies and the Department of Women's and Gender Studies agree that there are efficiencies and complementarities to be achieved through an administrative union of the two units; and, there is a commitment among both parties to preserve *both* the specificity *and* the shared multi-disciplinary nature of both Women's and Gender Studies, and Religious Studies.

Following approval, the two units will unite to form a new unit within the Faculty of Arts to be called the Department of Gender, Religion, and Critical Studies; and, the new unit will operate according to a Memorandum of Agreement.

Rationale:

The Departments of Religious Studies and of Women's and Gender Studies wish to combine themselves into a single department under a new name: the Department of Gender, Religion, and Critical Studies. The units in question currently share administrative resources and have the same head; in addition, two faculty members are appointed jointly to both units, and several courses are cross-listed between the programs. Conceptually, as well, both departments have a more basic affinity: they are area studies rather than disciplines, strictly speaking, and they share a multi-disciplinary approach to their subject-matters, one that emphasizes gap between popular perceptions of these areas (religion, sexuality, gender) and what the evidence can actually support. Formalizing what

is already the close cooperation of these units should lead to further collaboration, including enhancing and streamlining course offerings and sharing faculty. What is imagined is at first a merely administrative union, with the extant programs in WGST and RLST kept separate, but with the hopes that the passage of time will lead to increased sharing of resources.

The two departments have both passed motions to this effect. Though the University's policy doesn't require it, the motion was also considered and approved by the Faculty of Arts' Academic Program Development Committee.

Both units are scheduled for unit reviews shortly, WGST in 2019, and RLST in 2020. Since the reviews will be undertaken at a time when the union of the two units is recent and largely formal, it is believed it will be best to conduct the reviews separately, as they are currently scheduled. But it is also the hope that since the reviews will be taking place at a transitional time, they will represent an opportunity for each department to consider and evaluate progress so far, and to plan directions for a future in which the departments' resources are more consolidated.

(end of motion)

2. COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH

2.1 FACULTY OF BUSINESS ADMINISTRATION

2.1.1 Program Admissions Suspension

MOTION: That admissions to the MBA Specialization in International Business be suspended effective 201910.

Rationale:

The enrolments in the MBA specializations in IB have been very low for the past four years (**see Attachment A**). Given the low enrolments we are unable to ensure consistent offering of the specialization courses without negatively affecting the student learning experience (e.g., low numbers in classes 1 - 3) or expense to the Faculty (e.g., instructor fees; administration time advising students / defusing disappointment). For several years several IB courses have been cancelled due to zero or low enrolments (e.g., International Marketing, International Finance, and International Business) and it negatively affects student experience when courses are listed on the schedule and later removed. The IB specialization courses are offered through the Faculty of Business.

(end of motion)

2.1.2 Program Admissions Suspension

MOTION: That admissions to the MBA Specialization in Engineering Management be suspended effective 201910.

Rationale:

The enrolments in the MBA specializations in ENG have been very low for the past four years (**see Attachment A**). Given the low enrolments we are unable to ensure consistent offering of the specialization courses without negatively affecting the student learning experience (e.g., low numbers in classes 1 - 3) or expense to the Faculty (e.g., instructor fees; administration time advising students / defusing disappointment). The Eng. Management specialization courses are offered through the Faculty of Engineering.

(end of motion)

2.1.3 New Program

MOTION: That the Masters Certificate in Labour Relations be created effective 201930.

Masters Certificate in Labour Relations

	Courses
Required: (6 cr. hrs.)	GBUS 844 GBUS 873
Choose 1 of the following or any relevant graduate level course***: (3 cr. hrs.)	GBUS 843 GBUS 868 GBUS 870 GBUS 871
Total	9 Cr Hrs

*** This elective could include directed readings courses relevant to the Master Certificate in Labour Relations.

Rationale:

Given Regina's status as the headquarters for the (heavily unionized) Public Service Commission, Crown corporations, municipal and provincial levels of government, manufacturers, and agri-businesses, the Master's Certificate has potential to recruit supervisors, managers, and employees from unionized and non-unionized workplaces in the city and from throughout southern Saskatchewan. The Master's Certificate program is in line with the U of R's 2015-2020 Strategic Plan, as well as with the Faculty of Business Administration's (FBA) current strategic plans in that it aligns with respective research clusters ("Social Justice & Community Safety" and "Community and Workplace Wellbeing, Health, and Safety") and Faculty objectives ("Student Enrichment" and "Employment Success", in particular). The courses that constitute the Master's Certificate draw from a range of disciplines, experiential learning components, and research-intensive assignments.

The Certificate consists of three existing courses and thus, will not require additional faculty resources or the development of new courses (**see Attachment B**).

(end of motion)

2.1.4 Admission Requirements

MOTION: That the following admission criteria for the Master of Science in Organization Studies be approved effective 201910.

Admission to the Master of Science in Organization Studies

Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research and in addition:

1. Applicants are normally required to have completed a four-year undergraduate degree with a minimum grade point average equivalent to Canadian 80%.
2. International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required TOEFL iBT Test Score is 80. See the Faculty of Graduate Studies and Research website for minimum required scores for subsections of the TOEFL and on other language tests.
3. A minimum GMAT score of 600 or a combined verbal and quantitative GRE score of 315 is normally required.
4. Applicants are normally required to have successfully completed (with a minimum grade of 70%) the following undergraduate courses (or their equivalents) within five years of applying: BUS 260 (Introduction to Organizational Behavior) or PSYC 220 (Social Psychology), STAT 200 or STAT 160 (Introductory Statistics), and an upper year advanced statistics and/or research methods course (e.g., PSYC 405, BUS 413, STAT 354, SOC 404, etc.).
5. Applicants must submit a Letter of Interest where they must specify a member of faculty who has agreed to work with them during their program.

Rationale:

This is a housekeeping motion because the admission requirements for the MSc in Organization Studies were appended to the original motion for the creation of the program and, as such, did not go through the approval process.

(end of motion)

**2.1.5 Admission Requirement Change
(Pending Approval at January Executive of Council)**

MOTION: That the Executive MBA Admission Requirements be modified effective 201930.

Current EMBA Admission Requirements	Proposed EMBA Admission Requirements
<p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. A four-year undergraduate degree with a minimum grade point average equivalent to Canadian 70% (or mid-career option). 2. At least five years full-time, mid-to-senior management or leadership work experience. <ul style="list-style-type: none"> o Experience must be obtained after completion of an undergraduate degree. o Internships, work placements and Co-Operative Education placements will not be considered valid experience. 3. Two (2) Confidential Recommendations must be sent directly to FGSR by your referee using the <u>Confidential Recommendation form</u>. 4. Sealed and official transcripts from all former post-secondary institutions attended by the applicant sent directly to FGSR by your former institution(s). Envelopes must bear an official institutional stamp across the seal. Transcripts in any language other than English or French must be accompanied by a certified literal translation. 5. Language Requirements: International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English (score cannot be older than 2 years): <ul style="list-style-type: none"> o Canadian Academic English Language Assessment (CAEL): 70 o CanTEST: 4.5 with No Band below 4.0 o IELTS (Academic Version): 6.5 with a minimum of 6.0 in each band o MELAB: 85 o PTE Academic:59 o TOEFL Paper-based: 580 / Internet-based (DI code: 0830): 80 minimum of 20 in each of the four components. <i>Institutional ITP TOEFL is not accepted</i> 	<p>Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):</p> <ol style="list-style-type: none"> 1. A four-year undergraduate degree with a minimum grade point average equivalent to Canadian 70% (or mid-career option). 2. At least eight years full-time work experience. <ul style="list-style-type: none"> o Experience must be obtained after completion of an undergraduate degree. o Internships, work placements and Co-Operative Education placements will not be considered valid experience. 3. Two (2) Confidential Recommendations must be sent directly to FGSR by your referee using the <u>Confidential Recommendation form</u>. 4. Sealed and official transcripts from all former post-secondary institutions attended by the applicant sent directly to FGSR by your former institution(s). Envelopes must bear an official institutional stamp across the seal. Transcripts in any language other than English or French must be accompanied by a certified literal translation. 5. Language Requirements: International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English (score cannot be older than 2 years): <ul style="list-style-type: none"> o Canadian Academic English Language Assessment (CAEL): 70 o CanTEST: 4.5 with No Band below 4.0 o IELTS (Academic Version): 6.5 with a minimum of 6.0 in each band o MELAB: 85 o PTE Academic:59 o TOEFL Paper-based: 580 / Internet-based (DI code: 0830): 80 minimum of 20 in each of the four components. <i>Institutional ITP TOEFL is not accepted</i>

Rationale:

The EMBA program was initially designed to serve an extremely select audience of senior level executives. The demand for an executive style MBA (e.g., cohort based; compressed style offerings) is also appealing and appropriate for prospective students with extensive work experience, who may or may not hold senior level positions. This change recognizes the shift in the potential market for this program, a market that has changed significantly since its inception.

(end of motion)

2.2 FACULTY OF EDUCATION**2.2.1 Program Suspension**

MOTION: That the School of Librarianship Masters program be suspended until further consultation occurs effective 201910.

Rationale:

The courses listed on the School Librarianship Masters template are no longer accurate. The Faculty will need to complete a wide spread consultation before more forward with more action.

(end of motion)

2.3 FACULTY OF SCIENCE**2.3.1 Reinstate MHIM Program**

MOTION: That the Master of Health Information Management (MHIM) program be re-instated effective 201930.

Rationale:

At the September 7, 2017 meeting of the Council Committee on the Faculty of Graduate Studies and Research, a motion was passed to suspend the MHIM program. The rationale for that motion was that the funding available to hire a faculty member to support this new program was no longer available. With the most recent University Budget, funding has been allocated to hire a tenure track position within the Department of Computer Science with a focus on Health Information Management.

As a result, we wish to reinstate the MHIM Program, effective Fall 2019. Note that the application deadline for Fall 2019 admissions is March 15, 2019.

This motion does not seek to make any changes to this program, other than making it available for students to pursue. For convenience, the details of the MHIM program (as posted on the FGSR website can be found here:

<https://www.uregina.ca/gradstudies/future-students/programs/comp-sci.html>.

(end of motion)

3. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

3.1 REGISTRAR'S OFFICE

3.1.1 Academic Recovery Program

3.1.1.1 Revision to Content of SSW ACT (Pending Approval at January Executive of Council)

MOTION: To increase the contact hours for Student Success Workshop - Academic Transition (SSW ACT) from 7 hours per week to 9 hours per week by combining the content with SSW 010, effective 201920.

Current: Students enrolled in the Academic Recovery Program, Pathway Program, or Arts Transition Program, must enroll in the Student Success Workshops (SSW) in both their first and second semesters. They must also SSW 010 in their first semester.

Proposal: Combine SSW ACT and SSW 010 into SSW ACT. Students will be required to take SSW ACT in both semesters of the programs (term 1 and term 2).

Rationale: Students academically at-risk (ARP, ATP, and PP students) usually have poor strategies for assignment comprehension and completion and struggle with academic writing. Also, 60-70% of the Academic Transition Programs students are international students and English is their second or third language.

To address the Academic Transition Programs students' needs and strengthen their reading and writing skills, we would like to increase the weekly hours of the student success workshops (SSW ACT). By committing to 9 hours per week, instead of 7 hours per week, students will have more opportunities to practice hands-on activities focused on active reading, academic writing, and critical thinking. The new sessions will be developed in conjunction with the Writing Coordinator of the Student Success Centre, and will give students the opportunity to read different kinds of text, construct and evaluate arguments, write summaries and personal responses, and practice oral presentations.

If the SSW ACT course and its 9 weekly hours are approved, SSW 010 will no longer be required.

(end of motion)

3.1.1.2 Academic Recovery Program Revision (Pending Approval at January Executive of Council)

MOTION: To require a minimum of 3 credit hours in each term of the Academic Recovery Program, effective 201920.

Current: ARP student are currently permitted to take zero to two credit courses (0-6 credit hours) each semester as part of the ARP program.

Proposal: minimum of 3 credit hours per semester is required

Rationale: Taking a credit course gives the student an opportunity to increase their UGPA while they are enrolled in the non-credit portion of the program (SSW ACT).

ARP – 2-term program

Term 1	Term 2
SSW 010 (0 credit hours)	SSW AACRE SSW ACT
SSW AACRE SSW ACT	ACAD 100
Credit course (3 credit hours)	Credit course (3 credit hours) - optional
Credit course(3 credit hours) - optional	Credit course (3 credit hours) - optional

A minimum of 3 credit hours per semester is required.

If a student has already passed ACAD 100, another credit course may be substituted.

(end of motion)

3.2 FACULTY OF ARTS

3.2.1 Arts Transition Programs

**3.2.1.1 Revisions to the Arts Transition Program
(Pending Approval at January Executive of Council)**

MOTION: That changes be made to the Arts Transition Program as outlined below, effective 201920.

Academic Transition Program (ATP)

Current: ATP students must take both ACAD 100 and ENGL 100 (plus the writing lab) on their second semester of the program.

Proposal: Move the ACAD 100 requirement from term 2 to term 1.

Rationale: Students will be better prepared to take ENGL 100 (Critical Reading and Writing 1) if they take ACAD 100 (Academic Discourse: Writing, Research, and Learning Strategies) in the previous semester. ENGL 100 is well known for its complexity, and it is heavy with assignments that require good writing skills; ACAD 100 can provide students with the necessary fundamental skills.

Another reason to make this change is because ATP students only get the ACAD 100 credits if they take it before ENGL 100. This template also reflects the course change from SSW AACRE to SSW ACT.

Arts Transition Program (ATP) – 2-term program

Term 1	Term 2
SSW 010 (0 credit hours)	SSW AACRE SSW ACT
SSW AACRE- SSW ACT	ENGL 100 and Writing Lab
ACAD 100	ACAD 100 Faculty of Arts course (3 credit hours) - optional
Faculty of Arts course (3 credit hours) - optional	Faculty of Arts course (3 credit hours) - optional
ARTS 099	

A minimum of 3 credit hours per semester is required.

If a student has already passed ACAD 100 and/or ENGL 100, another Faculty of Arts course may be substituted.

(end of motion)

3.3 FACULTY OF EDUCATION**3.3.1 BACHELOR OF DANCE****3.3.1.1 Bachelor of Dance Admission Suspension**

MOTION: That admissions to the Bachelor of Dance be suspended, effective 201910.

Bachelor of Dance

~~This program is only open to those students enrolled in the BEd Arts Education Dance Major Program Arts Education Program section).~~

Admission to the Bachelor of Dance has been suspended effective Winter 2019. The deadline for program completion and graduation from the Bachelor of Dance program is April 30, 2021.

The degree is granted only concurrently with or after the awarding of the BEd in Arts Education (refer the Graduation section). To qualify for the three-year Bachelor of Dance, students must complete at least 90 credit hours as follows:

Rationale: Since the renewal of the Arts Education Program, the major for all students is Arts Education. Therefore, the original argument for the Bachelor of Dance degree, to provide parity for majors existing at that time (Visual Art, Drama, Music, Literature) no longer applies. The deadline for program completion for students currently enrolled in this program is April 30, 2021.

(end of motion)

3.3.2 LES PROGRAMMES DE BACCALAURÉAT EN EDUCATION FRANÇAISE

3.3.2.1 Bac en Éducation Après Diplôme (BEAD) élémentaire, secondaire ou français de base Admission Requirements (Pending Approval at January Executive of Council)

MOTION: That *Bac en Éducation Après Diplôme (BEAD) élémentaire, secondaire ou français de base* admission requirements section of the Undergraduate Calendar be updated as follows, effective 201920.

That the Faculty of Education's Elementary, Secondary and Core French after degree (BEAD) Program admission requirements section of the Undergraduate Calendar be updated as follows, effective 201920.

Bac en Éducation Après Diplôme (BEAD) élémentaire, secondaire ou français de base

Pour être admise en 1re année du Bac après diplôme (BEAD), il faut:

1. avoir maintenu une moyenne d'au moins 65 % dans le premier diplôme
2. avoir réussi le cours ECSF 100 ou ECSF 110
3. 2. avoir les concentrations suivantes dans le premier diplôme:

Rationale: The change will create parity among the Two-Year Undergraduate Faculty of Education BEd After Degree (BEAD) Teacher Programs

(end of motion)

3.4 FACULTY OF SCIENCE

3.4.1 BACHELOR OF ENVIRONMENTAL HEALTH AND SCIENCE PROGRAMS

3.4.1.1 Bachelor of Environmental Health and Science Program Suspension (Pending Approval at January Executive of Council)

MOTION: The Department of Biology, in conjunction with First Nations University of Canada, moves to cease admissions to both the Bachelor of Science in Environmental Health and Science Program and the Bachelor of Science in Environmental Health and Science After Degree Program, effective 201920.

FACULTY OR PROGRAM	REQUIREMENTS BY FACULTY	ADDITIONAL REQUIREMENTS
SCIENCE (U of R, Campion, FNUiv, or Luther)	Applicants to the Environmental Health & Science After Degree must have an approved science related degree and a minimum UGPA of 65%.	Applicants who have failed more than 15 credit hours of university courses require permission of the Faculty of Science in order to be admitted. Applicants who have failed a core requirement of the Faculty of Science (CS 110, Math 110,

		English 100 or 110) after the maximum number of repeat attempts require permission of the Faculty of Science in order to be admitted.
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Rationale: The Bachelor of Science in Environmental Health and Science Program and the Bachelor of Science in Environmental Health and Science After Degree Program have always had a small number of students since they were first established and have never been financially sustainable programs. The First Nations University of Canada is no longer able to provide the necessary human resources and financial support to continue to offer these programs. Registered students will have five years to complete their degrees.

(end of motion)

3.5 FACULTY OF SOCIAL WORK

3.5.1 INDIGENOUS SOCIAL WORK PROGRAMS

3.5.1.1 Admission Application Deadlines (Pending Approval at January Executive of Council)

MOTION: To change the deadline dates for application and admission to the Certificate in Indigenous Social Work (CISW) and Bachelor of Indigenous Social Work (BISW) programs, from March 1 to March 1 and November 1, effective 201920.

Rationale: The decision of the School of Indigenous Social Work, which finds it more appropriate for students to apply twice per year. This statement will be included in the application package for Indigenous Social Work to take effect 201920.

(end of motion)

3.5.1.2 Revision to Admission Averages (Pending Approval at January Executive of Council)

MOTION: To increase the minimum UGPA required for admission to the Indigenous Social Work Qualifying Program to 70%, and the minimum PGPA required for admission to the Certificate in Indigenous Social Work (CISW) and Bachelor of Indigenous Social Work (BISW) programs to 70%, effective 201920.

As outlined in the 2018-19 Undergraduate Calendar (online version), section "Admission from Universities and Colleges (Including Transfers from Other University of Regina Faculties", page 15:

FACULTY OR PROGRAM	HIGH SCHOOL REQUIREMENTS BY FACULTY	MINIMUM AVERAGE	ADDITIONAL REQUIREMENTS
SOCIAL WORK (U of R or FN Univ)	<ul style="list-style-type: none"> English Language Arts A30 and B30¹ One math or science course chosen from Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Earth Science 30, Foundations of Mathematics 30, Physics 30, Pre-Calculus 20⁴, Pre-Calculus 30 or Workplace and Apprenticeship Mathematics 30 One language, social science, or fine/performing arts course chosen from Arts Education 30, Christian Ethics 30, Cree 30, Drama 30, Economics 30, French 30, Geography 30, German 30, History 30, Latin 30, Law 30, Mandarin 30, Music 30, Native Studies 30, Psychology 30, Saulteaux 30, Social Studies 30, Spanish 30, Ukrainian 30, Ukrainian Language Arts 30, Visual Art 30 One additional course from the lists above. 	70% - U of R 65 70% - FNUniv	

As outlined in the 2018-19 Undergraduate Calendar (online version), section “Admission from Universities and Colleges (Including Transfers from Other University of Regina Faculties”, page 21:

FACULTY OR PROGRAM	REQUIREMENTS BY FACULTY	ADDITIONAL REQUIREMENTS
INDIGENOUS SOCIAL WORK (FN Univ)	Applicants to Indigenous Social Work Qualifying <u>who have attempted 24 credit hours or more of approved post-secondary courses must have achieved a minimum UGPA of 70% meet either the high school admission requirements with a minimum average of 65% or mature admission requirements.</u>	Criminal Record check and Vulnerable Sector check.

As outlined in the 2018-19 Undergraduate Calendar, section “Application and Admission to the BISW/CISW”, page 286:

- Students must achieve a minimum ~~65.00~~70% PGPA on those courses contributing to the CISW or BISW program

These reflect approved changes to the Indigenous Social Work Qualifying:

- High School Requirements
- Post-Secondary Requirements

Certificate of Indigenous Social Work (CISW) and Bachelor of Indigenous Social Work (BISW):

- Post-Secondary Requirements (this is the only entrance option)

Rationale: The decision of the School of Indigenous Social Work was based on the objective of maintaining congruence with the University of Regina Social Work Admissions Policy and to ensure an equal opportunity for all students at FNUUniv and the U and R. It is also for accreditation purposes. The PGPA is based on courses contributing to the CISW or BISW programs.

(end of motion)

3.6 CENTRE FOR CONTINUING EDUCATION

3.6.1 CERTIFICATE IN LOCAL GOVERNMENT AUTHORITY

3.6.1.1 Program Revision

(Pending Approval at January Executive of Council)

MOTION: To add three credit hours to the Certificate in Local Government Authority as outlined below, effective 201930.

Certificate in Local Government Authority

Credit Hours	Certificate in Local Government Authority
3.0	LG 200
3.0	LG 202
3.0	LG 204
3.0	LG 206
<u>3.0</u>	<u>LG 208AA-ZZ</u>
12.0	Total
15.0	

Background: Municipal administrators in Saskatchewan are required to have educational requirements for either the Class C or Class A Certificate for continued employment. Those requirements may be met through the Certificate in Local Government Authority and the Advanced Certificate in Local Government Authority respectively.

Rationale: As a response to needs of the sector, this addition will allow the program to address the changing and emerging educational needs for local government administrators. The focus will be on current gaps in training as identified by the LGA Certificate’s stakeholders (RMAA, UMAAS, SARM, SUMA, and Government Relations) and advisory committee. Topics may include: an

examination of the yearly cycle of the administrator, Human Resources Management, Board Governance, Records Management, First Nations Band Administration, Leadership, Communications, Asset Management, and other topics as necessary.

We have met with representatives from all our stakeholders as well as having feedback from former and current students, many of whom are working as municipal administrators.

Any new or readmitted students for 2019/20 or later will be required to complete the fifth class to complete the program.

(end of motion)

ITEMS FOR INFORMATION

The following items were approved at Executive of Council and are listed for information to Senate. If you would like further information about a particular motion, please see <https://www.uregina.ca/president/governance/council/eofc-meetings.html> or contact the University Secretariat.

1. COUNCIL COMMITTEE ON ACADEMIC MISSION

1.1 Annual Report

The annual report was received for information.

2. COUNCIL COMMITTEE ON BUDGET

2.1 Annual Report

The annual report was received for information.

3. COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH

3.1 Faculty of Business Administration

3.1.1 Program Change

Executive of Council approved that the Master of Human Resource Management program (course option) be modified to add GBUS 846AA–ZZ: Selected Topics as an option under “Choose 3 of:” effective 201930.

3.1.2 Program Change

Executive of Council approved that the Master of Human Resource Management co-op program be changed to align with the course based program effective 201930.

3.1.3 Program Change

Executive of Council approved that the Master of Administration (course and co-op option) be modified to include GBUS 851AA-ZZ effective 201930.

3.2 Faculty of Education

3.2.1 Program Change

(Pending approval at January Executive of Council)

Executive of Council approved that the Master of Education Degree Program - Practicum Option 1 (Educational Psychology) be modified effective 201930.

3.2.2 Program Change

(Pending approval at January Executive of Council)

Executive of Council approved that the Master of Education Degree Program - Educational Leadership be modified effective 201930.

4. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

4.1 Council Committee on Undergraduate Admissions and Studies (CCUAS) Terms of Reference

4.1.1 Membership on the Council Committee on Undergraduate Admissions and Studies (Pending Approval at January Executive of Council)

Executive of Council approved that the Council Committee on Undergraduate Admissions and Studies recommends for approval an amendment to their Terms of Reference which would replace the Associate Director, International Enrolment of UR International with the Director, Global Outreach of UR International as a full member, effective immediately.

4.2 Faculty of Education

4.2.1 Elementary BEd Program

4.2.1.1 Changes to the Elementary BEd Program

Executive of Council approved that changes be made to the four-year Elementary BEd Early Elementary (Pre-k to Grade 5) and Middle Years (Grades 6 to 9) programs, effective 201920.

4.2.2 Elementary BEd After Degree (BEAD) Program

4.2.2.1 Changes to the Elementary BEd After Degree (BEAD) Program

Executive of Council approved that changes be made to the Two-Year Elementary BEd After Degree (BEAD) Programs Early Elementary (Pre-k to Grade 5) and Middle Years (Grades 6 to 9), effective 201920.

4.2.3 Four-Year Elementary BEd SUNTEP Program

4.2.3.1 Revisions to the Four-Year Elementary BEd SUNTEP Program (Pending Approval at January Executive of Council)

Executive of Council approved that EMCH 150 replace EMCH 100 the Michif language requirement and that the Approved Arts/Science elective (3 credit hours) be removed from the Four-year Elementary BEd SUNTEP Program, effective 201920.

4.2.3.2 Revisions to the Four-Year Elementary BEd SUNTEP Program (Pending Approval at January Executive of Council)

Executive of Council approved that the Media, Art, and Performance elective in term one is moved to term two in the Four-year Elementary BEd SUNTEP Program, effective 201920.

4.2.4 Secondary BEd After Degree (BEAD) Program

4.2.4.1 Revisions to the Secondary BEd After Degree English Major (Pending Approval at January Executive of Council)

Executive of Council approved that ELNG 450 Issues in Secondary English Education be replaced by ELNG 200 in the Secondary BEd After Degree (BEAD) Program (English Major EENG), effective 201920

4.2.4.2 Revision to the BEd Secondary After Degree Social Studies Major (Pending Approval at January Executive of Council)

Executive of Council approved that ESST 369 be replaced by an approved Education elective in the Secondary BEd After Degree (BEAD) Program (Social Studies ESST Major), effective 201920.

4.2.4.3 Revision to Secondary BEd After Degree Programs (Pending Approval at January Executive of Council)

Executive of Council approved that changes be made to the two year Secondary BEd After degree (BEAD) Programs (Biology, Chemistry, Physics, and General Science Majors), effective 201920.

4.2.5 Secondary BEd Programs

4.2.5.1 Revision to the Secondary BEd Physics, Biology, and Chemistry Majors (Pending Approval at January Executive of Council)

Executive of Council approved that ESCI 401; Participatory Research in Science Education be replaced with EPSY 400; Working with Difference and Diversity in the four-year Secondary BEd Programs (Biology Major (EBIO), Chemistry Major (ECHEM), and Physics Major (EPHY)), effective 201920.

4.2.5.2 Revision to Secondary BEd General Science Major (Pending Approval at January Executive of Council)

Executive of Council approved that changes be made to the four year Secondary BEd General Science program, effective 201920.

4.2.5.3 Program Change (Pending Approval at January Executive of Council)

Executive of Council approved that ECS 350 be removed from the Secondary Education templates and replaced by ECCU 400, effective 201920.

4.2.5.4 Revision to the Secondary BEd Physical Education Major
(Pending Approval at January Executive of Council)

Executive of Council approved that the Secondary BEd Program Physical Education Major Program be revised, effective 201920.

4.2.6 Faculty of Education

4.2.6.1 Program Change
(Pending Approval at January Executive of Council)

Executive of Council approved that ECS 200 be removed from all undergraduate templates (excluding Le Bac Programs) and replaced by an elective, effective 201920.

4.2.7 Elementary BEd After Degree (BEAD) Early Elementary Program

4.2.7.1 Revision to the Elementary BEd After Degree (BEAD) Early
Elementary Program
(Pending Approval at January Executive of Council)

Executive of Council approved that the aesthetic education requirement be removed from Term 2 to Term 4 replacing the Approved Education Elective (3) and that ECCU 400 be added to Term 2, effective 201920.

4.3 Faculty of Engineering and Applied Science

4.3.1 Industrial Systems Engineering Program

4.3.1.1 Revision to the Industrial Systems Engineering Program
(Pending Approval at January Executive of Council)

Executive of Council approved to replace CHEM 140 with CHEM 105 in Term 5 of the Industrial Systems Engineering program template, effective 201920.

4.3.2 Software Systems Engineering

4.3.2.1 Software Systems Engineering (SSE) Technical Electives
(Pending Approval at January Executive of Council)

Executive of Council approved to change the SSE technical electives in the program template, effective 201920.

4.4 Faculty of Media, Art and Performance

4.4.1 Minor in Photography

4.4.1.1 Revision to the Minor in Photography
(Pending Approval at January Executive of Council)

Executive of Council approved to revise the Minor in Photography, effective 201920.

4.5 Faculty of Science

4.5.1 BSc in Economics Programs, in conjunction with the Faculty of Arts

4.5.1.1 BSc in Economics, BSc Honours in Economics and BSc Combined Major in Economics and Statistics Program Revisions (Pending Approval at January Executive of Council)

Executive of Council approved to replace the requirement “Two of Econ 308, 309, 401, or 402” with ECON 307 and ECON 310 in the B.Sc. Economics and the B.Sc. Combined Major in Economics and Statistics; and to replace ECON 308 (Economic Growth) with ECON 310 (Intermediate Macroeconomics II) and ECON 309 (Intermediate Microeconomics II: Game theory) with ECON 307 (Intermediate Microeconomics II) in the B.Sc. Honours in Economics, effective 201920.

4.5.1.2 Revision to the BSc Combined Major in Statistics and Economics (Pending Approval at January Executive of Council)

Executive of Council approved to revise the BSc Combined Major in Statistics and Economics to allow students to include any three STAT courses at the 300- or 400- level, rather than limiting the selection to those numbered 354 or greater, effective 201920.

4.5.1.3 Revision to the BSc Honours in Economics (Pending Approval at January Executive of Council)

Executive of Council approved the Faculty of Science, in conjunction with the Department of Economics and Department of Mathematics and Statistics move to remove ECON 396 and 496 from the list of “One of ECON 311, 341, 353, 354, 361, 363, 364, 372, 396, 496”, in the B.Sc. Honours in Economics, effective 201920.

4.5.2 Faculty of Science Regulations

4.5.2.1 Required to Discontinue or Forced to Withdrawal Policy (Pending Approval at January Executive of Council)

Executive of Council approved to update the Faculty of Science section of the Undergraduate Calendar, “Following a First Required To Discontinue (RTD) or Forced to Withdraw (MW),” effective 201920.

4.6 Faculty of Social Work

4.6.1 Faculty of Social Work Regulations

4.6.1.1 Revision to Faculty of Social Work Regulations Academic Probation (Pending Approval at January Executive of Council)

Executive of Council approved to introduce a structured, faculty level academic probation policy by revising the Faculty

Regulations section of “Faculty of Social Work Academic Action Regulations”), effective 201920.

4.7 Centre for Continuing Education

4.7.1 Advanced Certificate in Local Government Authority

4.7.1.1 Program Revision

(Pending Approval at January Executive of Council)

Executive of Council approved to amend the requirements for the Advanced Certificate in Local Government Authority, effective 201930.

4.7.2 Certificate in Local Government Authority and Advanced Certificate in Local Government Authority

4.7.2.1 Program Name Change

(Pending Approval at January Executive of Council)

Executive of Council approved to change the name of the Certificate in Local Government Authority to the Certificate in Local Government Administration, effective 201920.

4.7.2.2 Program Name Change

(Pending Approval at January Executive of Council)

Executive of Council approved to change the name of the Advanced Certificate in Local Government Authority to the Advanced Certificate in Local Government Administration, effective 201920.

4.7.3 Certificate in Administration Level I and Level II

4.7.3.1 Program Revision

(Pending Approval at January Executive of Council)

Executive of Council approved to add CCE 099 to the Certificate in Administration Level I and to the Certificate in Administration Level II, effective 201920.

4.7.4 Certificate in Administration Level I

4.7.4.1 Certificate in Administration Level I Electives

(Pending Approval at January Executive of Council)

Executive of Council approved to amend the list of electives for the Certificate in Administration Level I, effective 201920.

4.7.5 Certificate in Administration Level II

4.7.5.1 Revision to the Certificate in Administration Level II

(Pending Approval at January Executive of Council)

Executive of Council approved to amend the requirements for the Certificate in Administration Level II, effective 201920.

4.7.6 Nonprofit Sector Leadership and Innovation Certificate

4.7.6.1 Revisions to the Nonprofit Sector Leadership and Innovation Certificate, in conjunction with the Faculty of Arts and Luther College
(Pending Approval at January Executive of Council)

Executive of Council approved to amend the requirements for the Nonprofit Sector Leadership and Innovation Certificate, effective 201920.

4.8 La Cité universitaire francophone

4.8.1 French and Francophone Intercultural Studies Program

4.8.1.1 Change to the BA with a Major in French and Francophone Intercultural Studies

Executive of council approved that the students completing their BA with a major in French and Francophone Intercultural Studies be permitted to take FRN 352 or ENGL 100, effective 201920.

4.8.1.2 Change to BA Honours in French and Francophone Intercultural Studies Program

Executive of Council approved that the description of the BA Honours Program requirements be revised as follows: "Three other 200-level FRN courses (~~only one~~ only two FRN 220 AA-ZZ can be included)". Effective 201920.

5. COUNCIL NOMINATING COMMITTEE

5.1 Replacement on the Council Committee on Budget
(Pending Approval at January Executive of Council)

Executive of Council approved that Fanhua (Bill) Zeng be approved to serve on the Council Committee on Budget.

Prepared by:

Sarah Stewart, Administrator (Council and Appeals)

On Behalf of:

Glenys Sylvestre, Executive Director (University Governance) and University Secretary

Date: 15 January 2019

ATTACHMENT A

Summary of Registrations in the Levene MBA program

Program	2018			2017			2016		
	Fall	S/S Registered	Winter Registered	Fall Registered	S/S Registered	Winter Registered	Fall Registered	S/S Registered	Winter Registered
MBA - GM	14	19	18	13	16	15	14	5	6
MBA - IB	0	0	1	0	1	3	3	2	3
MBA - ENG	1	1	1	0	0	1	0	0	0
MBA - PSM	0	0	0	0	0	0	0	0	0
TOTAL:	15	20	20	13	17	19	17	7	9

Program	2015			2014		
	Fall Registered	S/S Registered	Winter Registered	Fall Registered	S/S Registered	Winter Registered
MBA - GM	7	3	4	4	2	3
MBA - IB	2	2	2	2	0	0
MBA - ENG	0	0	0	0	0	0
MBA - PSM	0	0	0	0	0	0
TOTAL:	9	5	6	6	2	3

Program	Active Students: 201820, 201810, 201730	Registered Students for 201820
MBA - GM	27	19
MBA - IB	0	1
MBA - ENG	1	0
MBA - PSM	0	0
TOTAL:	28	20

ATTACHMENT B**Proposal for the Creation of a Master Certificate in Labour Relations****1. Approval Sheet**

Name of Program: Master Certificate in Labour Relations	
Line Faculty: Faculty of Business Administration	
Faculty of Business Graduate Program Committee Approval	Date: May 17, 2018
Line-Faculty Council Approval	Date: September 14, 2018
Approval at CCFGSR	Date:
Recommended by CCB	Date:
Recommended by CCAM	Date:
Approval at Executive of Council	Date:
Approval at Senate	Date:

2. Executive Summary

The proposed Master Certificate in Labour Relations aims to provide a curriculum for students that focus on the practices, processes, concepts, and institutional structure of labour and industrial relations. The target audience for the Master Certificate are labour relations practitioners and prospective students who the Faculty might ladder into a degree program. Given Regina's status as the headquarters for the (heavily unionized) Public Service Commission, Crown corporations, municipal and provincial levels of government, manufacturers, and agri-businesses, the Master Certificate has potential to recruit supervisors, managers, and employees from unionized and non-unionized workplaces in the city and from throughout southern Saskatchewan.

The Master Certificate program is in line with the U of R's 2015-2020 Strategic Plan, as well as with the Faculty of Business Administration's (FBA) current strategic plans in that it aligns with respective research clusters ("Social Justice & Community Safety" and "Community and Workplace Wellbeing, Health, and Safety") and Faculty objectives ("Student Enrichment" and "Employment Success", in particular). The courses that constitute the Master Certificate draw from a range of disciplines, experiential learning components, and research-intensive assignments.

The Master Certificate will be administered by the FBA, more specifically by the Kenneth Levene Graduate School of Business, and will be delivered via synchronous methods. The Certificate consists of three existing courses and, thus, will not require additional faculty resources or the development of new courses. Upon completion of this Master Certificate students will be able to pursue a career in the public, private, or non-profit sectors as consultants, labour relations officers, stewards, union representatives, and other fields in both management and labour. The Certificate might also be used to ladder these students into a degree program.

2.1 Overview

In brief, the Certificate is constituted by 2 required courses and one of 4 possible electives. Program graduates will be able to deploy their knowledge in the course of careers in the private, or non-profit sectors as consultants, labour relations officers, stewards, and union representatives. All the courses proposed to be included in this program, as either required or electives, are already offered in the FBA. Therefore the Certificate in Labour Relations program does not require any additional resources. Furthermore, the configuration of courses, as well the focus and purpose of the Certificate fills an existing gap in the FBA. It is sufficiently unique from the Master Certificate in Human Resource Management in that Labour Relations is a standalone field of study and practice beyond the general practice of HRM.

2.2 Program Outcomes

Upon completion of the program students will:

- have developed their written and oral communication skills
- possess a knowledge and skill set related to the processes and institutional foundations of collective bargaining and conflict resolution

3. Detailed Program Description

3.1 Curricular Details

The proposed Master Certificate includes the following courses (all courses existing):

Core Courses (6 credit hours)

GBUS 844 – Labour Relations and Collective Bargaining	3.0 credit hours
GBUS 873 – Negotiations and Conflict Resolution	3.0 credit hours

Electives (3 credit hours – choose one of the following or any relevant graduate level course.

Note: This could include directed readings courses relevant to the Master Certificate in Labour Relations.

GBUS 843 – Strategic Human Resource Management	3.0 credit hours
GBUS 868 - Occupational Health and Safety	3.0 credit hours

GBUS 870 - Leadership: Theory & Practice	3.0 credit hours
GBUS 871 - Group Dynamics in Organizations	3.0 credit hours

TOTAL: 9 credit hours

Course Descriptions:

GBUS 844 – Labour Relations and Collective Bargaining

This course examines the history of union development in Canada, and business reaction to this development. Current structures in the labour movement are assessed, as well as the impact of legislation on the nature of collective bargaining. The course focuses on the character and procedures of arbitration, fact-finding, mediation, and conciliation.

GBUS 843 – Strategic Human Resource Management

This course examines human resources functions from a strategic and institutional perspective. The topics include human resource planning, recruitment and selection, performance measurement and assessment.

GBUS 868 - Occupational Health and Safety

This course focuses on the effective management of occupational health and safety (OHS). Beginning with a survey of the history of OHS and the current legal environment, the course turns to contemporary issues in OHS (e.g., psychological harassment in the workplace). Approaches to developing and improving organizational OHS systems which enhance employee safety and well-being are also discussed.

GBUS 870 - Leadership: Theory & Practice

This course covers key leadership/management skills such as clarifying personal vision, coaching, goal setting, conflict management, stress management, emotional intelligence crisis management, process and system design and communication skills. Major competency models of leadership and management are covered to familiarize students with the research and practice of leadership development.

GBUS 871 - Group Dynamics in Organizations

The course will study roles that exist in organizations and the dynamics of the interactions between these roles. In particular, focus will be on the interplay between the leadership role and decision making, creative problem solving and conflict resolution with group members.

GBUS 873 – Negotiation and Conflict Resolution

This course will introduce students to the theory and practice of negotiation and conflict resolution, including alternative dispute resolution.

Proposed Course Schedule

Not applicable

4. Admission

Applicants are admitted through the Faculty of Graduate Studies and Research (FGSR) and must meet the following [admission standards](#):

- Four-year undergraduate degree with a minimum grade point average equivalent to Canadian 70%
- Applicants are normally required to have at least two years full-time work experience
 - Experience must be obtained after completion of undergraduate degree
 - Internships, work placements and co-operative education placements are not accepted as work experience
- International applicants must submit proof of English proficiency if their language of instruction in their undergraduate degree was not English. (Score cannot be older than 2 years):

- | |
|---|
| <ul style="list-style-type: none"> ○ Canadian Academic English Language Assessment (CAEL): 70 ○ CanTEST: 4.5 with No Band below 4.0 ○ IELTS (Academic Version): 6.5 with a minimum of 6.0 in each band ○ MELAB: 85 ○ PTE Academic:59 ○ TOEFL Paper-based: 580/ Internet-based (DI code: 0830): 80 with a minimum of 20 in each of the four components ○ <i>Institutional ITP TOEFL is not accepted</i> |
|---|

Applicants must have successfully completed all applicable qualifying courses (or their equivalent) with at least 70% in each course.

Qualifying Courses: Any 10 qualifying undergraduate courses

- Accounting or equivalent
- BUS 290 Introduction to Finance or equivalent
- Seven additional qualifying undergraduate courses

Mid-Career option: 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. For more information, contact levene.advising@uregina.ca.

5. Professional accreditation requirements

Not applicable.

6. Program Rationale

6.1 Contribution to the University's and the Faculty's Strategic Plan

The UofR 2015-2020 Strategic Plan emphasizes three key priorities: student success, research impact, and commitment to our communities. Furthermore, the environmental scan brought up concerns regarding *“the balance between professional and non-professional degrees”*, as well as an *“increasing student demand for career directed and professional education”*. Finally, the UofR Vision Statement points to developing *“career-ready learners”* and *“generating meaningful, high-impact scholarship”*, and in the Mission Statement we talk about providing *“meaningful scholarly experiences in pursuit of local and global contributions to knowledge”*. The Master Certificate in Labour Relations would contribute to all of the above because it would give graduates an option to ladder into a graduate program in the FBA and, at the same time, it would increase their career-readiness and capacity for advancement.

6.2 Need for the Program

The Certificate in Labour Relations offers a unique configuration of courses and is distinct from its closest comparator, the Certificate in Human Resource Management. Specifically, labour relations is a field of study and practice oriented towards the management and negotiation of employment conditions within unionized industries and workplaces. Considering that Saskatchewan possesses one of the highest union density rates in Canada, and that the University of Regina is conveniently situated in a densely unionized municipality, the Certificate would be a draw for private and public sector employers and employees looking to advance their knowledge of the practice. Anecdotal evidence from students enrolled in GBUS 844 (Labour Relations and Collective Bargaining) suggests that a Certificate in Labour Relations would be highly marketable in Regina and throughout southern Saskatchewan.

6.3 Comparison to Existing Programs

The Edwards School of Business at the University of Saskatchewan currently offers a week long Labour-Management Certificate Program, which functions as a prairie alternative to a comparable world class program at Queen's University. Both the Centre for Industrial Relations and Human Resources at the University of Toronto and the Professional LLM at the Osgood Hall Law School at York University deliver intensive labour relations programs oriented towards professionals at the graduate level. Labour studies, industrial relations, and labour relations degrees, certificates, and other such programs exist at Athabasca University (undergraduate degree and graduate-level certificate), University of Lethbridge (undergraduate degree, management certificate), Capilano University (undergraduate certificate), Simon Fraser University (undergraduate degree), University of Manitoba (undergraduate diploma), Memorial University (undergraduate degree concentration), Brock University (undergraduate), Laurentian University (undergraduate degree, undergraduate certificate), McMaster University (undergraduate degree), University of Saskatchewan (professional program), Queen's University (graduate and professional program) among others in English and French-speaking Canada. Industrial relations remains a staple in business education in Quebec. The proposed Master Certificate in Labour Relations would enable current and prospective FBA students to attain a specialization in this particular sub-field and practices. This could generate interest in the MSc or

other FBA programs, in addition to summoning an interest in the broader field and programs at the aforementioned institutions.

7. Location of the Program and Justification

Not applicable

8. Delivery of Program

The Certificate would be attainable to students who complete the three courses over a three year period.

9. Cost-Benefit Analysis

Given that the courses in the proposed program are existing offerings offered annually (required courses) or bi-annually (some of the electives) the resource impact of implementing this program is minimal. Further, there is already an existing Levene graduate student lounge where students in the proposed Certificate program can occupy a space. No other human or physical resources would be required. Currently, the required and elective courses are being taught on a regular basis by existing faculty. Recruitment efforts and the draw of this particular Certificate could boost enrollments in these respective courses.

10. Timeline

To be determined.

11. Program Administration

As with other Levene Graduate programs the oversight of the implementation, delivery and ongoing quality assurance of the program will rest with the Associate Dean, Research & Graduate Programs with the FBA, staff in the Levene Office (Manager, Program Advisor) and

the FBA Graduate Program Committee. On an annual basis the FBA Graduate Program Committee will review feedback from students and faculty to assess quality assurance.

Advertising and promotion of the program will be bundled with existing Levene Graduate Program efforts primarily led by the Assistant Dean of the Levene Graduate Program. Low cost promotional efforts directed to undergraduate students, graduate students, and professionals will also occur (e.g., posters, faculty members promoting the program to students).

12. Teach-out Provisions

The program may not succeed either because of lack of enrolment or due to sudden faculty departures. In the case of lack of enrolment, Levene Graduate School of Business course offerings will not be affected because these are existing courses which are delivered because of enrolments in existing programs. The delivery of these existing courses is not dependent upon new enrolments in the proposed Certificate program. In case of sudden faculty departures, remaining faculty will assume instruction of required and elective courses.

13. Appendices

Not applicable

UNIVERSITY OF REGINA
Senate

Item for Information 9.2

Subject: Winter 2019 In-progress Report of Registrations

Background and Description:

The following is a summary status report of the in-progress winter 2019 term as compared to winter 2018.

Unless otherwise specified, the data in this report are based on information that is pulled at the end of the day of the fifth weekday of classes in each term. These counts are made early in the term to accommodate the meetings of Senate. However, this early date makes the counts volatile. Counts made at the end of each term are published on the University's web site by the Office of Resource Planning at: <https://www.uregina.ca/orp/statistics/registration/index.html>.

Headcount (Graphs 1, 2, & 3)

Headcount represents the number of registered students in full and part time studies.

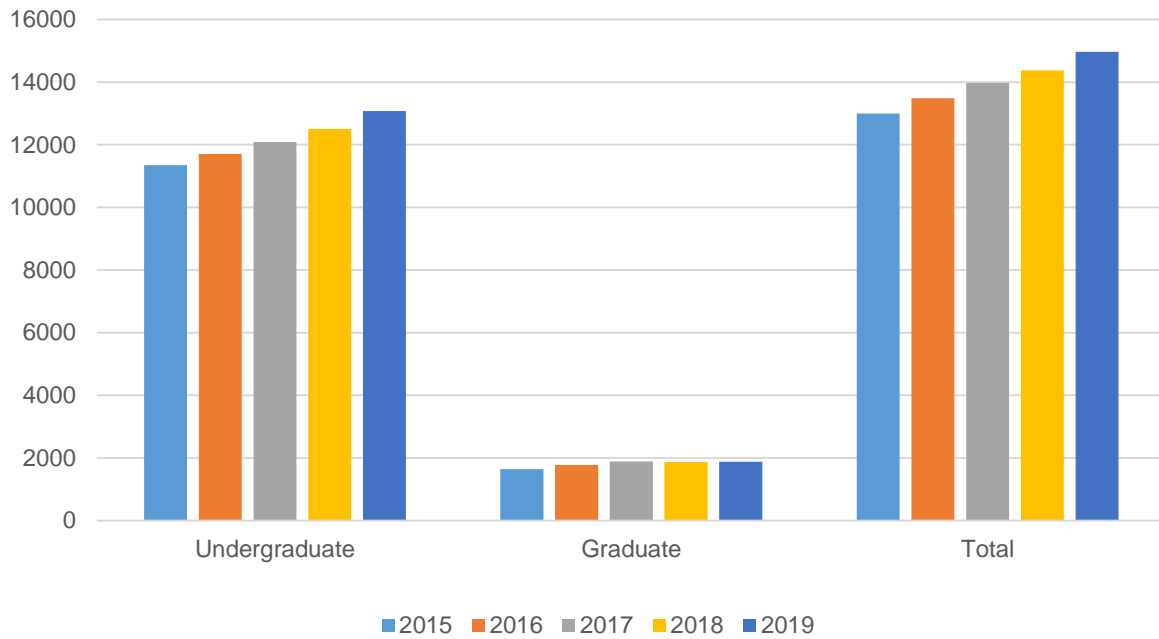
The University system fifth day of class headcount for the winter 2019 term was 14,966, up 590 students or 4.1% from the winter 2018 term. The Undergraduate headcount was 13,082, an increase of approximately 4.6%, and the Graduate headcount was 1,884 at 0.7%.

Increases in headcount can be seen at U of R Proper (4%) Campion College (3%), and First Nations University of Canada (10.4%). Luther College has experienced a slight drop in headcount of 1.6%.

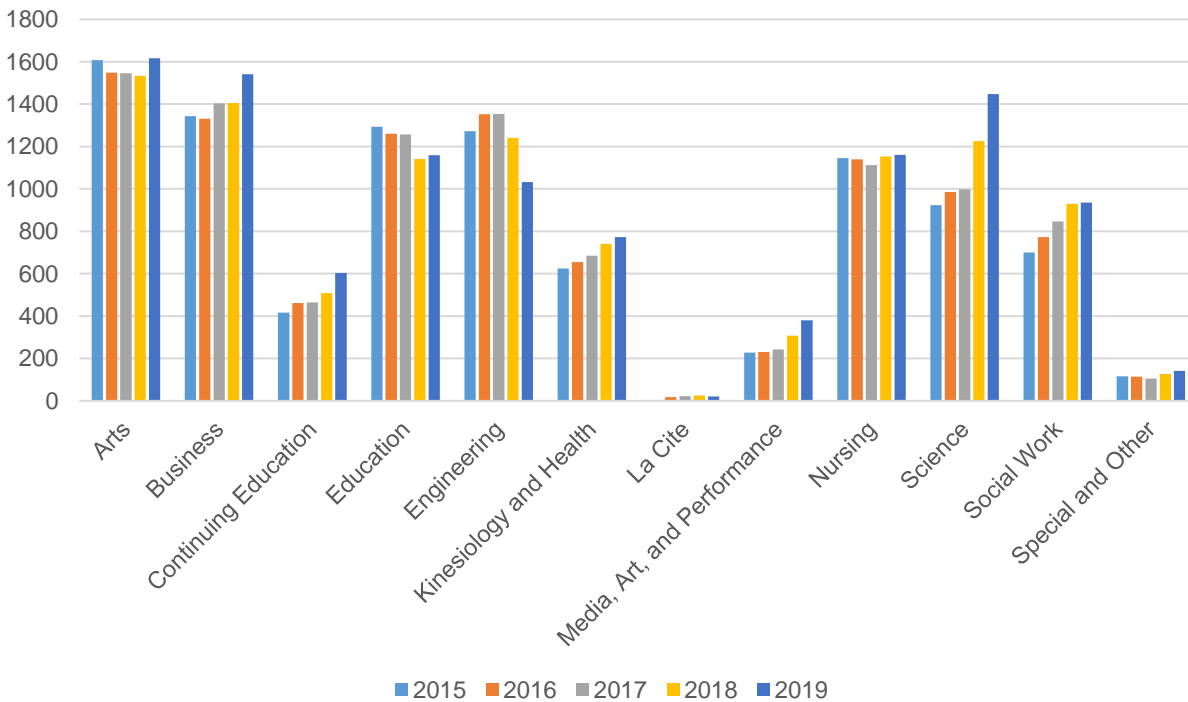
Faculties with notable increases in headcount year over year include Continuing Education (19%), Science (18%), Media, Art, & Performance (11%), Business (10%), and Arts (5%).

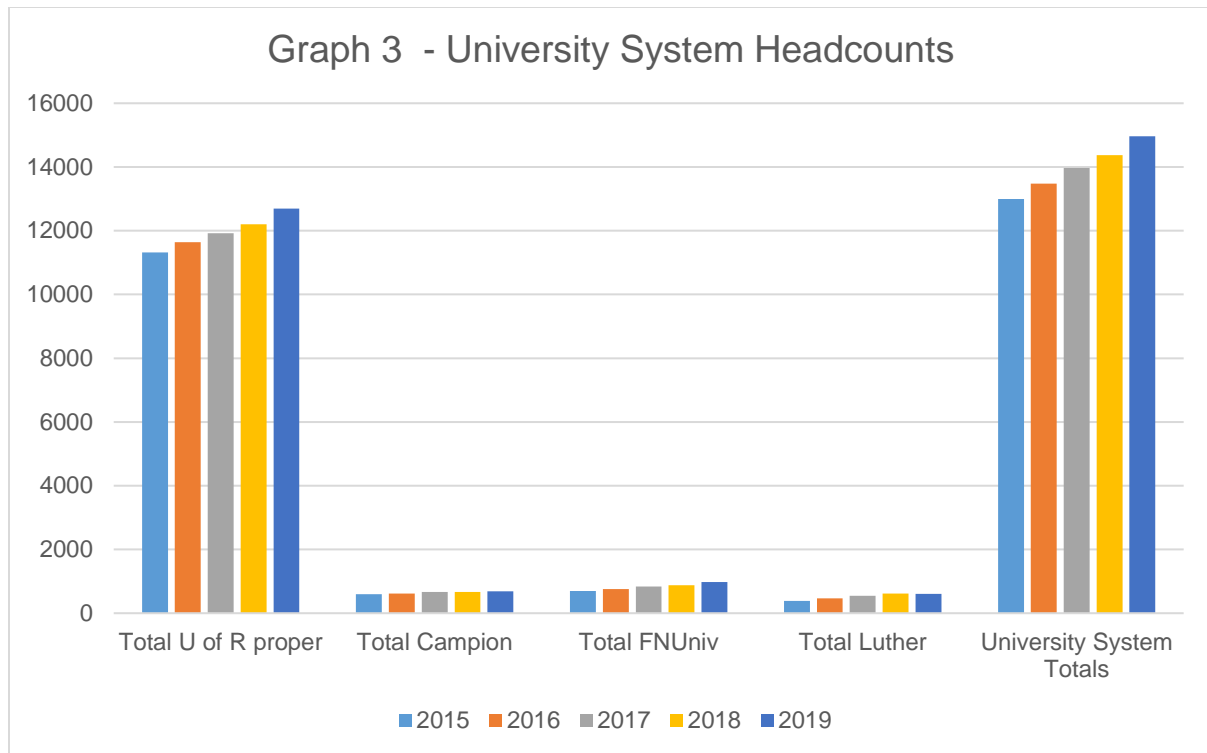
The headcount in the winter term of 2015 was 13,000. From 2015 to the present, we see a five-year increase of 15.1%. Areas of notable increases include Media, Art, and Performance (67%), Science (57%), Continuing Education (45%), Social Work (34%), Kinesiology & Health Studies (24%), and Business (15%).

Graph 1 - University Headcount by Level (14,966)



Graph 2 - Undergraduate Headcount by Faculty (U of R Proper)





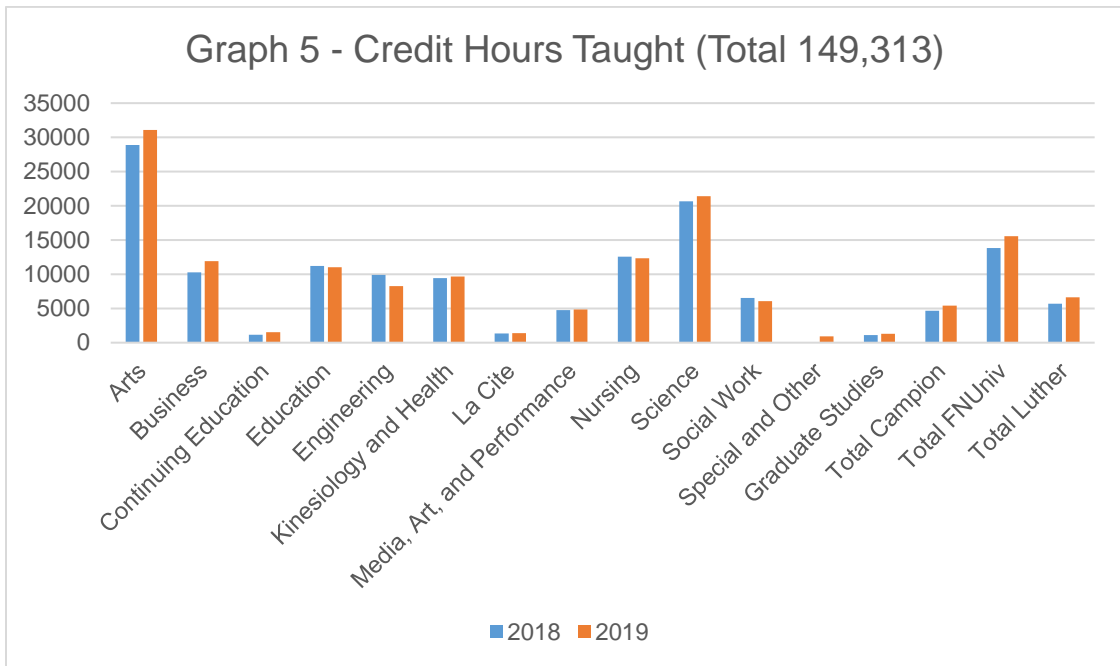
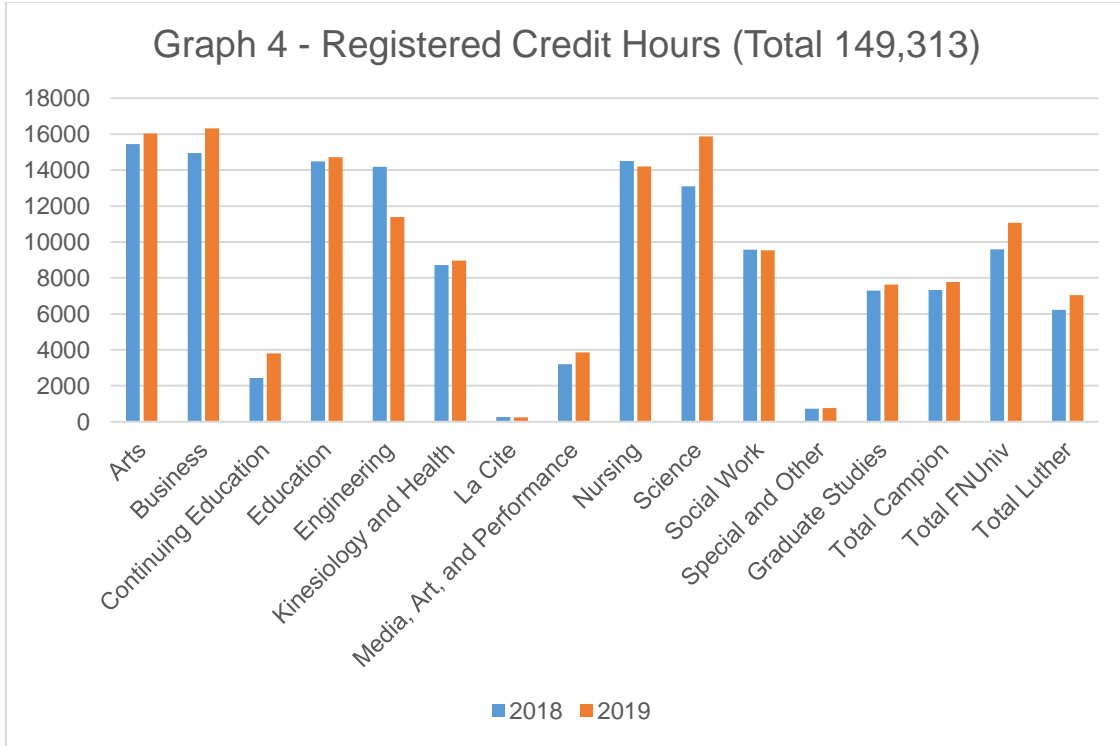
Registered Credit Hours and Credit Hours Taught (Graphs 4 & 5)

Registered credit hours represent the credit hours that students within a given faculty register. Credit hours taught represents the number of credit hours that the instructional staff within a faculty teach.

The total number of registered credit hours and credit hours taught for the winter 2019 term is about 149,313. This represents an increase of approximately 7,250 credit hours (5%) year over year.

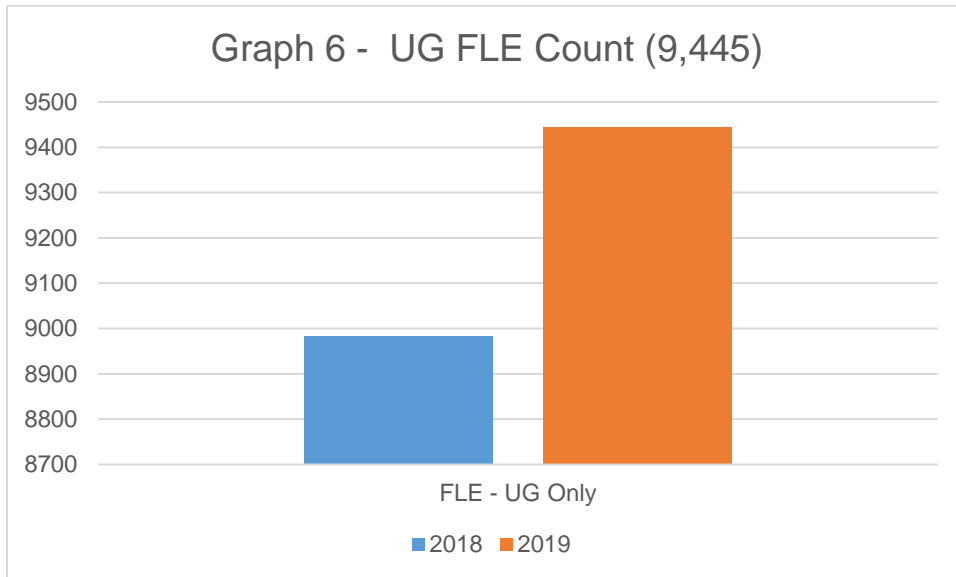
Notable increases in registered credit hours include Continuing Education (56%), Media, Art, & Performance (21%), and Science (21%).

Notable increases in credit hours taught include Continuing Education (30%), Business (16%), Arts (8%), and Media, Art, & Performance (3%).



Full Load Equivalent (Graph 6)

Full load equivalents (FLE) are determined by taking the total number of registered credit hours and dividing by 15, which is considered to be the 100% course load of a full-time student at the undergraduate level. The FLEs generated by undergraduate students are equivalent to 9,445 FLEs which is up by 461 FLEs (5%) from winter 2018.



Population Segments

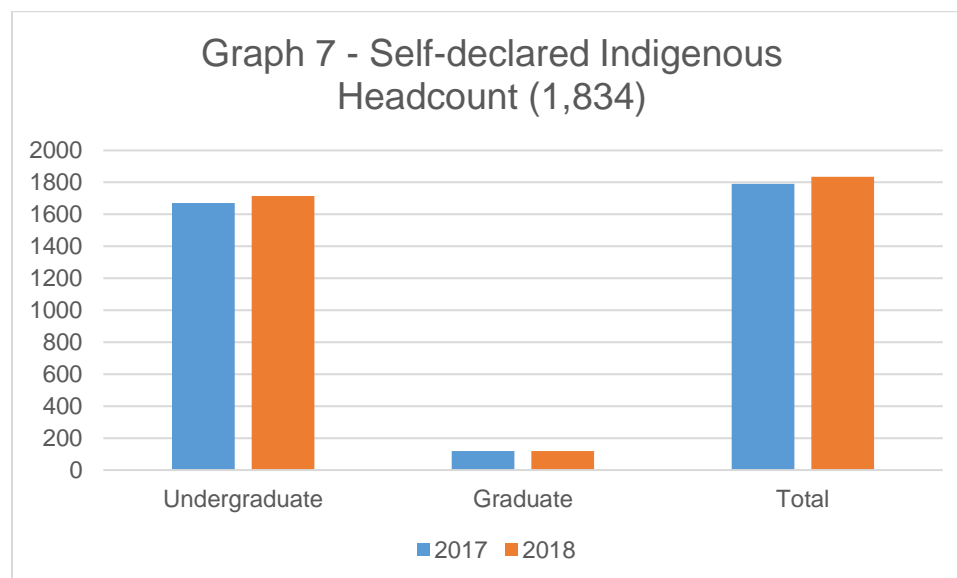
Self-Declared Indigenous Students (Graph 7 & Attachment A)

A five year snapshot of the fifth day of classes is not available for self-declared Indigenous students at this time. The data prepared by the Office of Resource Planning (ORP) show that on the census date for the 2018 winter term the University system had a 33% increase in self-declared Indigenous headcount (**see Attachment A**). This represents growth in the self-declared Indigenous student population from 1384 in the winter 2014 term to 1834 in the 2018 winter term.

The census date comparison of the winter term 2017 and the winter term 2018 shows an increase in the undergraduate self-declared Indigenous student headcount from 1671 to 1714 or 43 students (3%), a flat headcount of graduate Indigenous student of 120 year over year, and an overall increase in the University system Indigenous headcount from 1791 to 1834 or 43 students (2%).

The preliminary headcount of self-declared indigenous students for the winter 2019 term is 1,845 up 2% from 2018.

Official numbers are reported by ORP after the winter census date. More details on the self-declared Indigenous student population can be found on the ORP Website at <https://www.uregina.ca/orp/statistics/registration/winter-2018.html>.



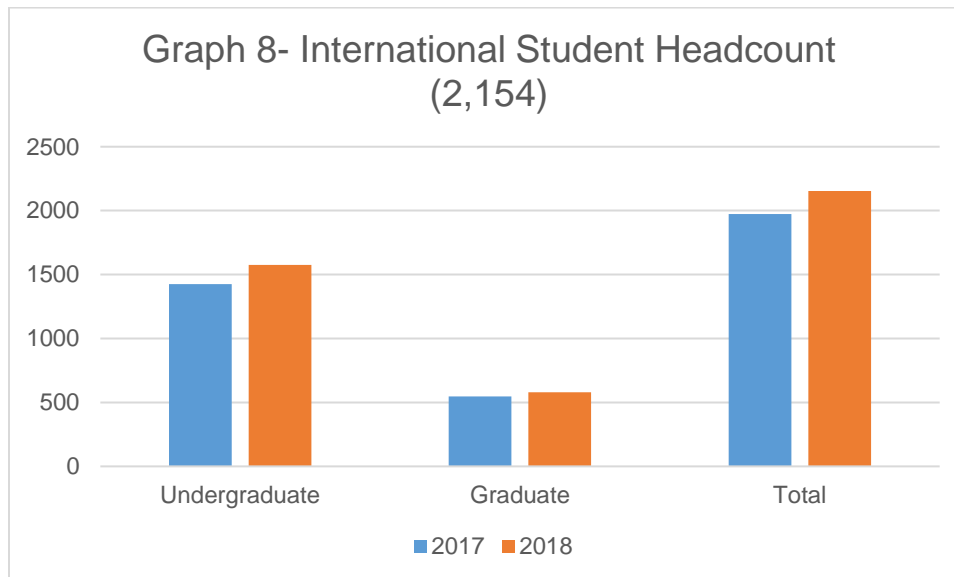
International Students (Graph 8 & Attachment B)

A five year snapshot of the fifth day of classes is not available for international students at this time. The data prepared by ORP show that on the census date for the winter 2018 term the University system had a 29% increase in international student headcount (**see Attachment B**). This represents a growth in the international student population from 1666 in the winter 2014 term to 2154 in the winter 2018 term.

The census date comparison of the winter term 2017 and the winter term 2018 shows an increase in the international student headcount from 1974 to 2154 or 173 students.

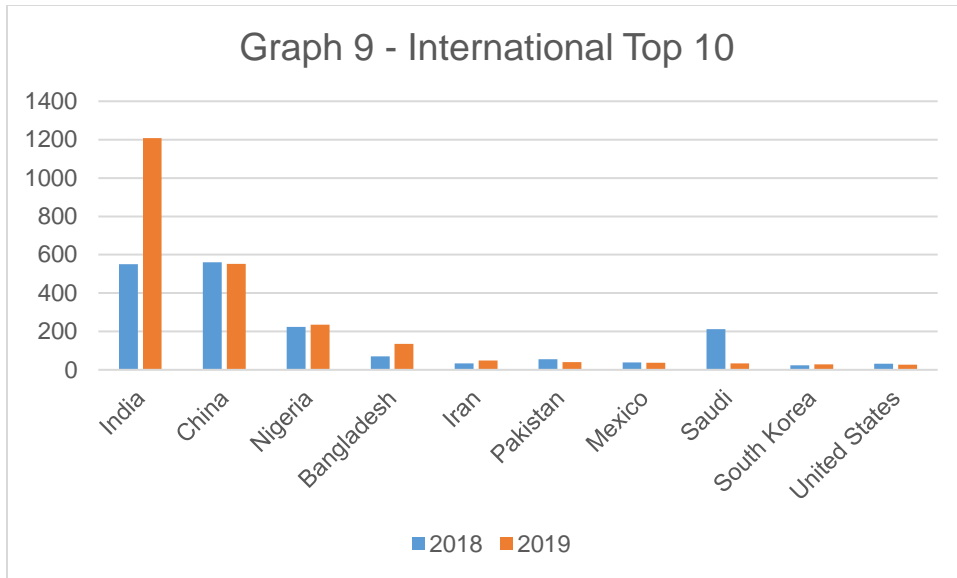
The preliminary headcount of international students for the winter 2019 term is 2,619 up 22% from 2018.

Official numbers are reported by ORP after the winter census date. More details on the international student population can be found on the ORP Website at <https://www.uregina.ca/orp/statistics/registration/winter-2018.html>.



Top International Nations (Graph 9)

India continues to surpass all as the top sending nations with a headcount of 1,208 on the fifth day of classes. This is an increase of just over 650 students from India. Bangladesh is also showing strong growth with a total of 135 students which represents an increase of 65 students over last year.



Alternate Delivery and Off Campus Course Activity

Comparative data are not available for off campus and online course activity. The information provided below is to provide a general idea of the type and volume of course registration activity that students engage in at the U of R.

Web, Televised, and Blended Delivery (Tables 1 & 2)

On the fifth day of classes in the winter term 2019 there were 4,955 undergraduate course registrations and 450 graduate course registrations in courses offered via the web, televised, or through blended deliveries.

Table 1 - UG Alternate Delivery	FNUniv	Luther	U of R	Total
Arts	433	20	1,527	1,980
Business Administration	86			86
Continuing Education			345	345
Education	68		255	323
Kinesiology & Health Studies	68		677	745
La Cite			39	39
Media, Art, and Performance	54		258	312
Nursing			493	493
Science	62	152	82	296
Social Work	104		232	336
Total	875	172	3,908	4,955

Table 2 - GR Alternate Delivery	U of R
Arts	4
Business Administration	34
Education	121
Johnson-Shoyama	224
Nursing	67
Total	450

Off Campus Registration Activity (Table 3)

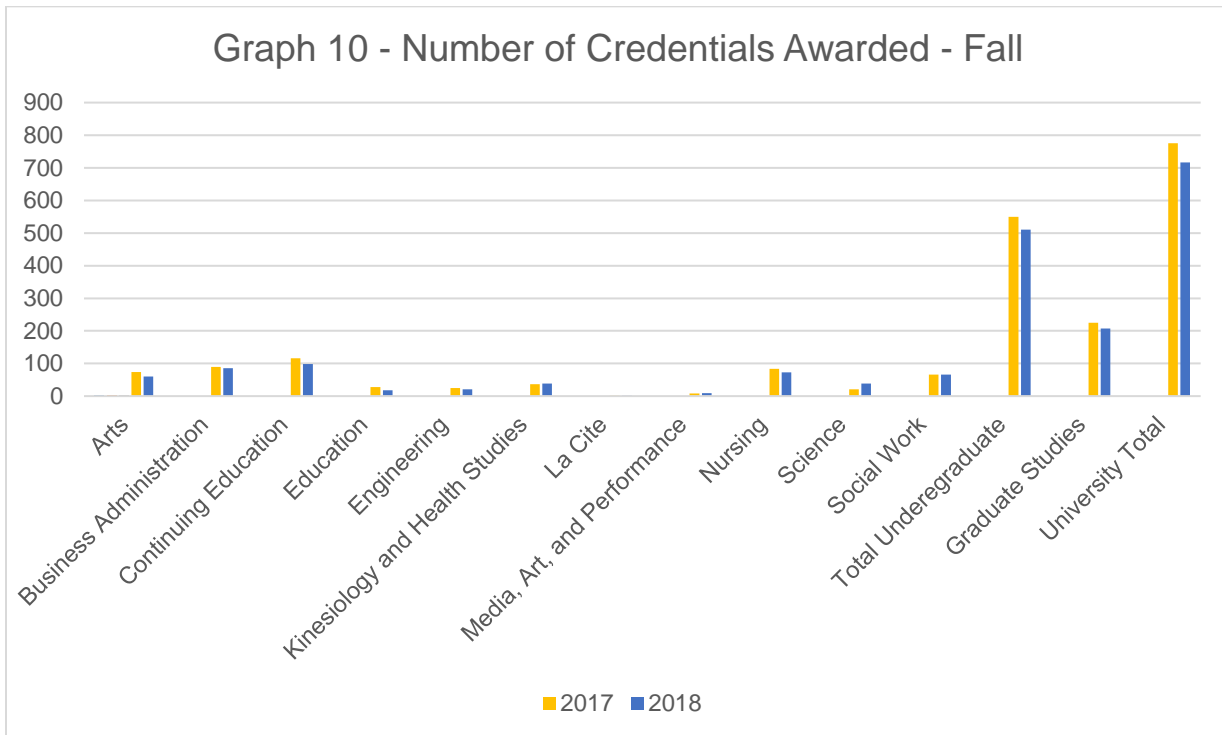
The U of R continues to have strong course registration activity outside the Regina main campus. On the fifth day of classes there were 6,621 class registrations in the winter 2019 term. The largest volumes of offsite course activity can be seen in Nursing (2,151), Arts (1,572), Social work (1,028), Education (848), Science (610), and Media, Art, & Performance (272).

Table 3 - Offsite Course Activity	# of Reg
BAKER LAKE	8
BUFF NARRW	8
CONCOURSE	697
EDUCATION FIELD	63
ESTEVAN	13
FT QUAPPLE	32
GJOA HAVEN	16
ILEALACROS	2
IND HEAD	8
IQUALUIT	67
LA LOCHE	138
LA RONGE	222
MASKWACIS	21
MEADOW LK	3
MELFORT	115
MOOSE JAW	3
MOOSOMIN	12
MUENSTER	1
NIPAWIN	17
NORTH BTFD	93
PINEHOUSE	400
PRINCE ALB	1,968
RED EARTH	75
SASKATOON	1,908
SWIFT CURR	104
WEYBURN	15
WHITE BEAR	1
WHITEHORSE	185
YELLOWKNFE	3
YORKTON	308
YOURHOME	123
Total	6,621

Table 4 - Offsite Course Activity by Faculty	FNUniv	U of R	Total
Arts	775	797	1,572
Business Administration	95		95
Continuing Education		40	40
Education	503	345	848
Grad School of Public Policy		3	3
Kinesiology & Health Studies		2	2
Media, Art, and Performance	67	205	272
Nursing		2,151	2,151
Science	102	508	610
Social Work	270	758	1,028
Grand Total	1,812	4,809	6,621

Graduation and Convocation: Cycle ending fall 2018 (Graph 10 & Attachment C)

The University graduated 717 students in the fall of 2018. This was down by 58 students over the previous spring. **Attachment C** provides information on the number of credentials awarded by faculty, department, or academic unit.



Submitted by the Office of the Associate Vice-President (Student Affairs) and the Office of the Registrar on January 17, 2019.

Attachment A – Self-declared Aboriginal Students – As at the winter 2018 census date

SELF DECLARED INDIGINEOUS HEADCOUNT (for credit)	2014	2015	2016	2017	2018	# Change	% Change	5 year change
University of Regina proper								
Arts	160	182	165	180	177	-3	-2%	11%
Business	34	35	50	60	52	-8	-13%	53%
Continuing Education	16	31	26	34	28	-6	-18%	75%
Education	215	208	226	239	195	-44	-18%	-9%
Engineering	22	23	21	23	28	5	22%	27%
Kinesiology and Health	36	36	38	43	36	-7	-16%	0%
La Cite			2			0	n/a	n/a
Media, Art, and Performance	17	20	18	21	26	5	24%	53%
Nursing	86	101	90	92	87	-5	-5%	1%
Science	17	22	27	30	50	20	67%	194%
Social Work	124	90	113	136	172	36	26%	39%
Special and Other	42	51	46	57	60	3	5%	43%
Total Undergraduate	769	799	822	915	911	-4	0%	18%
Graduate Studies	86	104	103	120	120	0	0%	40%
Total Constituent	855	903	925	1035	1031	-4	0%	21%
Federated Colleges								
Campion								
Arts	11	17	20	22	18	-4	-18%	64%
La Cite				1		-1	100%	n/a
Media, Art, and Performance	1		1	3	2	-1	-33%	100%
Science	10	4	6	9	8	-1	-11%	-20%
Total Campion	22	21	27	35	28	-7	-20%	27%
FN Univ								
Arts	182	167	187	220	208	-12	-5%	14%
Business	54	59	54	49	52	3	6%	-4%
Continuing Education	16	11	23	20	40	20	100%	150%
Education	77	80	75	126	132	6	5%	71%
Engineering	1	2				0	0%	-100%
Kinesiology and Health Studies				1	2	1	100%	n/a
Media, Art, and Performance	12	12	11	12	18	6	50%	50%
Science	7	6	9	12	19	7	58%	171%
Social Work	141	190	220	257	271	14	5%	92%

SELF DECLARED INDIGINEOUS HEADCOUNT (for credit)	2014	2015	2016	2017	2018	# Change	% Change	5 year change
Special and Other	1					0	0%	-100%
Total FN Univ	491	527	579	697	742	45	6%	51%
Luther								
Arts	9	11	9	16	19	3	19%	111%
Media, Art, and Performance	6	4	4	2	4	2	100%	-33%
Science	1	1	1	6	10	4	67%	900%
Total Luther	16	16	14	24	33	9	38%	106%
Grand Total	1384	1467	1545	1791	1834	43	2%	33%

Attachment B – International Students – As at the winter 2018 census date

INTERNATIONAL HEADCOUNT (for credit)	2014	2015	2016	2017	2018	# Change	% Change	5 year change
University of Regina proper								
Arts	193	224	231	236	243	7	3%	26%
Business	281	280	254	264	267	3	1%	-5%
Continuing Education	20	52	94	92	138	46	50%	590%
Education	3	6	7	6	8	2	33%	167%
Engineering	424	436	462	457	409	-48	-11%	-4%
Kinesiology and Health	30	38	46	41	46	5	12%	53%
La Cite			2		1	1	100%	n/a
Media, Art, and Performance	18	21	26	26	46	20	77%	156%
Nursing	10	12	11	14	13	-1	-7%	30%
Science	158	192	215	236	342	106	45%	116%
Social Work	3	3	12	12	15	3	25%	400%
Special and Other	20	9	4	4	12	8	200%	-40%
Total Undergraduate	1160	1273	1364	1388	1540	152	11%	33%
Graduate Studies	487	503	506	548	579	31	6%	19%
Total Constituent	1647	1776	1870	1936	2119	183	9%	29%
Federated Colleges								
Campion								
Arts	1	6	11	16	10	-6	-38%	900%
Media, Art, and Performance		1	1		1	1	n/a	n/a
Science	1		4	6	7	1	17%	600%
Total	2	7	16	22	18	-4	-18%	800%
FN Univ								
Arts	1	1	2	1	1	0	0%	0%
Business	1	1	1		1	1	n/a	n/a
Continuing Education	1			1	1			
Science			1	2	1	-1	-50%	n/a
Social Work	1	1	1	1		-1	-100%	-100%
Total	4	3	5	5	4	-1	-20%	0%
Luther								n/a
Arts	7	9	5	5	3	-2	-40%	-57%
Media, Art, and Performance	1		3	1	2	1	100%	100%
Science	5	8	7	5	8	3	60%	60%
Total	13	17	15	11	13	2	18%	0%
Grand Total	1666	1803	1906	1974	2154	173	9%	29%

Attachment C – Credentials Awarded - Fall

CREDENTIALS AWARDED - FALL	2017	2018
Arts	74	60
Business Administration	90	86
Continuing Education	116	98
Education	28	18
Engineering	25	21
Kinesiology and Health Studies	37	39
La Cite	1	1
Media, Art, and Performance	8	9
Nursing	84	73
Science	21	39
Social Work	66	66
Total Undergraduate	550	510
Graduate Studies	225	207
University Total	775	717