DATE: November 4, 2015

TO: Council Committee on the Faculty of Graduate Studies and Research

FROM: Dr. Armin Eberlein, Dean
Faculty of Graduate Studies and Research

RE: Meeting of the Council Committee on the Faculty of Graduate Studies and Research

AGENDA

A meeting of the Council Committee on the Faculty of Graduate Studies and Research is scheduled for Monday, November 9 in AH 527.

1. APPROVAL OF THE AGENDA

2. APPROVAL OF MINUTES OF September 9, 2015 – circulated with the Agenda

3. BUSINESS ARISING FROM THE MINUTES
   3.1 Follow-up report from the September 23, 2015 Executive of Council Meeting (APPENDIX A)
   3.2 Follow-up report from the October 16, 2015 Senate Meeting (APPENDIX B)

4. REPORT FROM THE VICE-PRESIDENT (RESEARCH)

5. REPORTS FROM FGSR
   5.1 Dean
   5.2 Associate Dean
   5.3 Manager, Graduate Scholarships and Awards
   5.4 Director, Graduate Student Services
   5.5 PhD Committee
   5.6 Scholarship and Awards Committee

6. REPORTS FROM FACULTIES
   6.1 Faculty of Education (APPENDIX C)
   6.2 Faculty of Engineering and Applied Science (APPENDIX D)
   6.3 Faculty of Graduate Studies and Research (APPENDIX E)
   6.4 Johnson–Shoyama Graduate School of Public Policy (APPENDIX F)
   6.5 Faculty of Social Work (APPENDIX G)

7. OTHER BUSINESS

8. ADJOURNMENT

NOTE:
The next meeting of the Council Committee on the Faculty of Graduate Studies and Research is scheduled for Monday, January 11, 2016 at 2:30PM. Location – AH 527
(The deadline for submission of agenda items is Monday, December 21, 2015).
FOLLOW UP REPORT FROM
EXECUTIVE OF COUNCIL MEETING
23 SEPTEMBER 2015

**Items in bold** indicate further approval is required by Senate and/or possibly the Board. Other items reaching final approval at Executive of Council unless otherwise indicated and will go to Senate for information only.

**COUNCIL COMMITTEE ON FACULTY OF GRADUATE STUDIES AND RESEARCH**

- **MOTION 1:** Engineering and Applied Science - program change
- **MOTION 2:** Social Work Thesis – program change
- **MOTION 3:** Social Work Research – program change
- **MOTION 4:** Social Work Field Practicum – program change
- **MOTION 5:** Social Work Admission Requirements – change admission requirements

**ITEM FOR DISCUSSION:** Academic Regulation and Required to Discontinue Status
The following items/reports were presented at Senate for information only and will be reported to the Board for information only.

Faculty of Graduate Studies and Research

- President’s Distinguished Graduate Student Award
- Master of Social Work Thesis
- Master of Social Work Research
- Master of Social Work Field Practicum
- Master of Social Work Admission Requirements
6. Reports from Faculties

6.1 Faculty of Education

MOTION 1: Program Change
That the program requirements for the thesis, project, practicum, and course-based routes of the Master of Education in Educational Administration be changed as outlined below (effective 201610)

Master of Education Degree Program - Thesis Route
EADM 819 3
EADM 8xx* 3
EADM 8xx* 3
One of ED 800, 801, 810, 815, 816, 817 3
Elective 8xx 3
ED 901 15
TOTAL 30 cr hrs
*Electives selected with the approval of the thesis supervisor.

Master of Education in Educational Administration degree program - Project Route
EADM 819 3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826 3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826 3
EADM 8xx 3
EADM 8xx 3
One of ED 800, 801, 810, 815, 816, 817 3
Elective 8xx 3
Elective 8xx 3
ED 900 6
ED 903 0
TOTAL 30 cr hrs

Master of Education in Educational Administration degree program - Practicum Route
EADM 819 3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826 3
One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826 3
EADM 8xx 3
EADM 8xx 3
Elective 8xx 3
Elective 8xx 3
One of ED 800, 801, 810, 815, 816, 817 3
Elective 8xx 3
ED 902* 6
ED 903 0
TOTAL 30 cr hrs
*The practicum in the EADM route will have a value of 6 credit hours and has the expectation of 200 or more field hours to complete the practicum. Time taken to write the report is not to be considered as part of the 200 field hours. The practicum report will be submitted before the end of the semester following completion of the field hour requirement.

Master of Education in Educational Administration degree program – Course-based Route

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EADM 819</td>
<td>3</td>
</tr>
<tr>
<td>One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826</td>
<td>3</td>
</tr>
<tr>
<td>One of EADM 811, 812, 814, 815, 816, 817, 818, 822, 825, 826</td>
<td>3</td>
</tr>
<tr>
<td>EADM 8xx</td>
<td>3</td>
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<tr>
<td>EADM 8xx</td>
<td>3</td>
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<tr>
<td>EADM 8xx</td>
<td>3</td>
</tr>
<tr>
<td>One of ED 800, 801, 810, 815, 816, 817</td>
<td>3</td>
</tr>
<tr>
<td>Elective 8xx</td>
<td>3</td>
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<tr>
<td>Elective 8xx</td>
<td>3</td>
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<tr>
<td>Elective 8xx</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30 cr hrs</td>
</tr>
</tbody>
</table>

Rationale:
The proposed changes increase the number of classes in the compulsory elective category and thus provide students more flexibility in meeting the required program commitments in a timely fashion. Furthermore, a significant consultation process with EADM students and faculty members, provincial stakeholders (STF, Ministry, LEADS), and school systems (RPS, RCSSD, PVSD, NWSD) identified the need for recently developed courses such as Learning and Assessment Leadership (EADM 825) and a higher profile for existing courses such as Ethics (EADM 818), Introduction to HRA in Education (EADM 822), or Leadership Development in Education (EADM 826).

end of Motion 1)

MOTION 2:  New Courses
That the following two new graduate courses be created (effective 201610):
ED 821 – Integration of Indigenous Knowledge in to School Curricula and Educational Practices
ED 822 – Indigenous Epistemology: Traditional Knowledge Systems

ED 821 Integration of Indigenous Knowledge in to School Curricula and Educational Practices (3)
Through readings, interaction with cultural experts, and discussion students will examine oral and written forms of Indigenous knowledge. Students will apply learnings of Indigenous knowledge systems to the integration of Aboriginal content and perspectives into school curricula and educational practice.
Co-requisite: ED 822

ED 822 Indigenous Epistemology: Traditional Knowledge Systems (3)
This course takes place in a cultural camp setting where students will interact with Elders and cultural experts to explore different forms and systems of Indigenous knowledge. Students will practice Indigenous ways of being, learning, and teaching, and compare their learning with the research.
Co-requisite: ED 821
Rationale:
Currently there are many teachers teaching in Aboriginal communities or in schools with a high number of Aboriginal students, who have little knowledge of Aboriginal epistemology or expertise in integrating Aboriginal content into curricula. Based on the community meetings between the First Nations & Métis Partnership in Education and the Regina Public School Board, the position of the Aboriginal community was clear: Teachers need to become aware of Indigenous epistemology and be knowledgeable in the integration of Indigenous content and processes into school curricula and educational practices, as well as be able to critically analyse and reflect on cultural bias, including one’s own values, assumptions, and attitudes. (These courses have previously been taught several times as experimental courses: ED 870AU & ED 870AV.)

end of Motion 2)

MOTION 3: New Course
That ED 824 – Community Development and Leadership be created (effective 201610).

ED 824 Community Development and Leadership (3)
This course will examine and explore theoretical perspectives and practice issues of community development in a number of diverse community settings. Students will discover the practice of working with communities to find solutions to local issues as well as focus on leadership skills that are essential to supporting community growth.

Rationale:
While other courses work with related concepts such as activism, they are not situated in a community development context. In the past two decades, with a decline in government funding for social programs along with a shift to more decentralized governance, there is an increasing focus on building the capacity of local communities to deal with issues such as poverty, homelessness and environmental sustainability. In the university context, we are seeing more emphasis on community based research and community engagement. Taking a broad based approach and within a interdisciplinary framework, this course is designed to introduce K-12 and Adult Education and Human Resource Development practitioners to the necessary knowledge and skills for engaging with and building capacity in their communities. For school based practitioners, the emphasis is on building collaborations outside the school with the community and examining the degree to which leadership practices reflect what is done with and for the community to support growth and social change. (This course has been taught three times as an experimental course: ED 870AP.)

end of Motion 3)

MOTION 4: Course Change
That the calendar description and course title for EAHR 801 – Foundations of Adult Development be changed as outlined below (effective 201610).

Current:
EAHR 801 Foundations of Adult Development
An analysis of adult development in relation and context to organization and institutions. The process of adult development and the role of trainers and educators will be explored from historical, psychological, socio-cultural and biological perspectives with a focus on cultural psychology and situated activity theory.
Proposed:

**EAHR 801 Foundations of Adult Learning and Development**
An analysis of adult learning and development in relation to societal, organizational, and institutional contexts. Theories and practices of adult education, including adult learning and the role of adult educators, will be explored from historical; philosophical; psychological; socio-cultural; critical; and post-modern perspectives.

**Rationale:**
The changes to the course title and description are necessary to update and reflect the current instruction of this course.

(end of Motion 4)

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**MOTION 5: Course Change**
That the calendar description and course title for ED 806 – Different Cultures, Different Schools be changed as outlined below (effective 201610).

Current:

**ED 806 Different Cultures, Different Schools**
In-depth study of the cultural background and contemporary delivery of education in selected countries, with reference to North American schooling.

Proposed:

**ED 806 Comparative and International Education**
This course is a cross-disciplinary study of current international education issues and trends with an emphasis on the development of students' abilities to make historical and international comparisons of educational issues, curriculum, and pedagogy.

**Rationale:**
The changes to the course title and description are necessary to update and reflect the current instruction of this course.

(end of Motion 5)

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**MOTION 6: Course Changes**
That the following calendar descriptions and/or course titles be changed as outlined below (effective 201610).

- **EC&I 830 Seminar on Curriculum and Information Communication Technologies (ICT)**
- **EC&I 831 – Social Media and Open Education**
- **EC&I 832 – Emerging Media Literacies**
- **EC&I 833 – Survey of Distance Education**
- **EC&I 834 – The Nature of Online Education**

Current:

**EC&I 830 Seminar on Curriculum and Information Communication Technologies (ICT)**
This course will critique current issues in the use of computers in schools.
Proposed:
**EC&I 830 Contemporary Issues in Educational Technology**
This course examines current and emerging trends, issues, and developments in educational technology, including issues related to doing research in this field. The course provides an opportunity for students to engage in critical discussions around educational technology as it relates to classroom practice in provincial, national, and global contexts.

Current:
**EC&I 831 Social Media and Open Education**
The course provides an immersive experience where students gain theoretical understanding of social media for teaching, learning and professional development. Blogs, wikis, micro blogging, RSS, social bookmarking and media sharing will be explored. The course also focuses on changing views of knowledge, emerging literacies, and the development of personal learning networks.

Proposed:
**EC&I 831 Social Media and Open Education**
This course provides an immersive experience where students gain understanding of social media for teaching, learning, and professional development; examine the foundations of the open educational movement and connections to networked learning; and explore collaborative tools for resource sharing, communication, and development of a digital identity and personal learning network.

Current:
**EC&I 832 Emerging Media Literacies**
This course will explore and critically evaluate Internet tools and resources to support student achievement of curriculum outcomes as well as provide opportunities for professional learning. Participants will examine their pedagogical practice as they inquire into emerging tools and the learning theories reflected in their use.

Proposed:
**EC&I 832 Digital Citizenship and Media Literacies**
This course examines the complex nature of identity and citizenship in our digital world. Students will interrogate the interconnected areas of media literacy, online identity, and responsible participation in local and global networks as they relate to educational contexts and society at large.

Current:
**EC&I 833 Survey of Distance Education**
This course will examine the socio-economic climate influencing distance education, and will critically evaluate the design and delivery of distance education systems.

Proposed:
**EC&I 833 Foundations of Educational Technology: History, Theory, and Practice**
This course introduces students to the field of educational technology and is intended as the foundational course for students particularly interested in educational technology. The course examines the historical context of educational technology as well as current and emerging theories and practices.

Current:
**EC&I 834 The Nature of Online Education**
This course is designed to introduce graduate students to the field of online education for a variety of educational applications. The course examines trends, issues and challenges in the design and development of courses and resources delivered via the internet.
Proposed:

**EC&I 834 Designing for Online and Blended Learning**
This course examines trends, issues, affordances, and challenges in the design and development of online and blended courses. Learning theories related to digital pedagogy will be explored as they apply to course/learning environment design.

**Rationale:**
The changes to the course title(s) and descriptions are necessary to update and reflect the current instruction of these courses.

(end of Motion 6)

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**MOTION 7: Course Changes**
That the following course titles and/or descriptions and credit hours be changed as outlined below (effective 2016):

<table>
<thead>
<tr>
<th>Current Course</th>
<th>Proposed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC&amp;I 840 – Seminar in Science Education (variable credit 1-3)</td>
<td>EC&amp;I 840 Seminar Topics in Science and Environmental Education (3)</td>
</tr>
<tr>
<td>EC&amp;I 841 – Critical Reviews of Selected Research Literature in Science Education</td>
<td>EC&amp;I 841 Critical Reviews of Selected Research Literature in Science and Environmental Education</td>
</tr>
<tr>
<td>EC&amp;I 842 – Research in Science Education</td>
<td>EC&amp;I 842 Curriculum Development and Research in Science and Environmental Education (3)</td>
</tr>
</tbody>
</table>

Current:

**EC&I 840 Seminar in Science Education (Variable credit 1-3)**
Topics such as research, curriculum development and in-service education will be considered in a seminar setting. Topics to be determined by interests of faculty and students. Students to contribute to seminars.

Proposed:

**EC&I 840 Seminar Topics in Science and Environmental Education (3)**
Topics may include research, curriculum development and in-service practice in science and environmental education, and will be examined in a seminar setting.

Current:

**EC&I 841 Critical Reviews of Selected Research Literature in Science Education**
Critical review of current research and developmental studies in science education, representing qualitative and/or quantitative research in a seminar setting.

Proposed:

**EC&I 841 Critical Reviews of Selected Research Literature in Science and Environmental Education**
Current research and developmental studies in science and environmental education will be critically reviewed in a seminar setting.

Current:

**EC&I 842 Research in Science Education (Variable credit 1-15)**
Students will participate in a three-hour original project or in an on-going faculty project.

Proposed:

**EC&I 842 Curriculum Development and Research in Science and Environmental Education (3)**
Critical analysis and review of current research in science and environmental education curriculum, instruction, and assessment, including aspects of philosophical, political, societal, and cultural perspectives affect these curricula.
**Rationale:**
To update the course titles, descriptions, and credit hours to reflect current teaching practice at the graduate level in Science and Environmental Education.

(end of Motion 7)

**ITEMS for INFORMATION**

**Report on Changes to the “High-demand” Registration Policy effective Fall 2016:**
Effective Fall 2012 the Office of Research and Graduate Programs in Education, in consultation with the Faculty of Graduate Studies and Research, instituted a new registration policy for high-demand graduate classes in Education (e.g. EPSY 823 and EPSY 827).

<table>
<thead>
<tr>
<th>Current Description:</th>
<th>Changes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-demand classes will be identified by the EdGrad office. Such classes will be “non-web enabled” in BANNER (i.e. students will not be able to register via UR Self-service). Prior to the first day of registration for that term, graduate students in Education will be instructed by e-mail to submit their registration request (a paper registration form) during a specified time period. The EdGrad office will review each request in the order in which it was received and will place each student into a registration sequence for that class. The registration sequence will be determined as follows: No changes; course scheduling, notification, and paper registration process will remain as outlined</td>
<td></td>
</tr>
</tbody>
</table>

| 1. Access to high-demand classes is restricted by degree program, for example, high-demand EPSY classes will be available first to current students in the EPSY degree program and accepted Non-degree Education students admitted to take specific graduate courses. | 1. Access to high-demand classes is restricted by degree program, for example, high-demand EPSY classes will be available first to current students in the EPSY degree program and accepted Non-degree Education students admitted to take specific graduate courses. If a high-demand class has seats available and there is no waitlist two weeks prior to the class start then the registration restrictions will be removed. |

| 2. Class space is available on a first-come, first-served basis with preference to students with the highest number of accumulated (not registered) credit hours. | 2. a) Registration priority will be given to students who require the class in their degree program (e.g. students in the Master of Education in Educational Psychology, Practicum Route 1 will have registration priority for EPSY 823 Mental Testing I) with preference to students with the highest number of accumulated (not registered) credit hours. 2. b) Remaining class/waitlist spaces will be available on a first-come, first-served basis with preference to students with the highest number of accumulated (not registered) credit hours. |

| 3. When two or more students have submitted their registration requests at the same time and have the same number of credit hours preference will be given to the student with the highest cumulative (graduate) grade point average. | No change required. |
4. Course prerequisites must be met (e.g. students who want to register in EPSY 827 Mental Testing II must first complete EPSY 823 Mental Testing I). Students who are registered in a pre-requisite course and receive registration approval for a second course based on that registration, and subsequently fail the pre-requisite course will be required to drop the second course. **No change required.**

5. Students must not have holds that prevent registration. Students with registration holds on their account will be removed from the registration sequence. Students who clear their registration holds will be placed at the bottom of the registration sequence in the order in which they notify the EdGrad office that their hold account is clear. **No change required.**

6. When the class is full the remaining students will be placed in sequence on a paper wait list. **No change required.**

**Rationale:**
When the original “High-demand” Registration Policy came into effect in 2012 Fall term none of the high-demand courses were required courses in any program; all high-demand classes were electives. However, this is no longer the case and the changes were required to ensure that if a high-demand class is a required course in a particular degree program that students in that degree program get priority for registration and, if necessary, the waitlist.
6.2 Faculty of Engineering and Applied Science

<table>
<thead>
<tr>
<th>MOTION 1: New Course</th>
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</thead>
<tbody>
<tr>
<td>That a new course ENEV 843 – Urban Traffic Management be created (effective 201610).</td>
</tr>
</tbody>
</table>

**ENEV 843 Urban Traffic Management**
Traffic components and characteristics, traffic stream characteristics, traffic flow theory, data collection and traffic monitoring, fundamental concepts of uninterrupted flow facilities, freeway capacity and level of service, traffic control devices, fundamental concepts for interrupted flow facilities, principles of intersection signalization, analysis of signalized intersections, pedestrian and bicycle facilities.

**Rationale:**
Currently, there is no course in the curriculum to prepare EVSE students for careers related to traffic control and management. The proposed new graduate course aims to fill this gap by providing an opportunity for training graduate students to undertake responsibilities in the area of urban traffic management.

(end of Motion 1)
### 6.3 Faculty of Graduate Studies and Research

<table>
<thead>
<tr>
<th>MOTION 1: Amendment of Terms of Reference of CCFGSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>That the Terms of Reference of the Council Committee on the Faculty of Graduate Studies and Research be amended such that the Director of La Cité universitaire francophone (or designate) be an ex officio member (effective immediately). Attached as APPENDIX G</td>
</tr>
</tbody>
</table>

**Rationale:**
In July 2015, the Board of Governors, on the recommendation of Senate approved the creation of a new academic unit, La Cité universitaire francophone. This new academic unit requires representation on the Council Committee on the Faculty of Graduate Studies and Research (CCFGSR) in order to recommend proposals for new and revised academic programs, as well as be aware and contribute to discussions about academic policies and standards for graduate admission.

(end of Motion 1)

<table>
<thead>
<tr>
<th>MOTION 2: Hood Color for Master of Journalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>That the hood color for the Master of Journalism be a light blue outside trim with white inside trim and lining (effective immediately).</td>
</tr>
</tbody>
</table>

**Rationale:**
The hoods for the Master of Journalism should follow suit with the established standard we have in place to replicate the Bachelor level colors into the masters level hood. So in this case it would be a light blue outside trim and white inside trim and lining.

(end of Motion 2)
6.4 Johnson-Shoyama Graduate School of Public Policy

**MOTION 1: Program Change**
That JSGS 882 – Strategic Management in the Public Sector be added to the list of elective courses for the Masters Certificate in Public Management (effective 2016/10).

**Master's Certificate in Public Management:**
This certificate program provides students with a solid foundation of understanding and skills in public sector management. Students will develop the ability to analyze governing institutions and the processes of modern government, along with some of the basic skills and techniques required to manage effectively in the public sector. It may be of interest to individuals currently working in the public sector who do not have a background in administration and who want to improve their administrative and management skills.

| Required: | JSGS 801 Governance and Administration |
| Choose 2 of: | JSGS 802 Public Finance |
| | JSGS 807 Statistics for Public Managers |
| | JSGS 808 Ethical Leadership and Democracy in Public Service |
| | JSGS 815 Strategic Human Resource Management |
| | JSGS 828 Project Management |
| | JSGS 847 Strategic Planning |
| | JSGS 853 Negotiation and Conflict Resolution |
| | **JSGS 882 Strategic Management in the Public Sector** |

Note: Students cannot receive credit for JSGS 882 if they have completed JSGS 815 or 847.

**Rationale:**
JSGS 815 Strategic Human Resource Management and JSGS 847 Strategic Planning will eventually be replaced with 882. Having both as an option will allow current students to register in 882 for the winter semester while 815 and 847 are no longer being offered.

(end of Motion 1)
6.5 Faculty of Social Work

The following items for information correct typographical errors in motions approved in the meeting of the Council Committee on the Faculty of Graduate Studies and Research on September 7, 2015.

**MSW Research Practicum**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 880 - Quantitative Methods in Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SW 881 - Qualitative and Applied Research Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Four Electives</strong></td>
<td></td>
</tr>
<tr>
<td>SW 803, 810, 811, 812, 816, 820, 821, 831, 835, 840AA-ZZ, 849, 851, 872, 873, 876, 890AA-ZZ</td>
<td>12</td>
</tr>
<tr>
<td><strong>SW 910 - Research Practicum</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>SW 930 – MSW Report Course</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**MSW Field Practicum**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 880 - Quantitative Methods in Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SW 881 - Qualitative and Applied Research Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Four Electives</strong></td>
<td></td>
</tr>
<tr>
<td>SW 803, 810, 811, 812, 816, 820, 821, 831, 835, 840AA-ZZ, 849, 851, 872, 873, 876, 890AA-ZZ</td>
<td>12</td>
</tr>
<tr>
<td><strong>SW 920 – Field Practicum</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>SW 930 – MSW Report Course</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**Course Titles**

- SW 803 – End of Life Issues
- SW 810 – Social Policy Analysis
- SW 811 – Family and Child Policies and Programs
- SW 812 – Theory and Practice in Human Service Organizations
- SW 816 – Aging, Society and Human Service
- SW 820 – Feminist Theory and Analysis
- SW 821 – Selected Topics in Social Policy
- SW 831 – Work, Welfare and Social Justice
- SW 835 – Current Aboriginal Issues in Social Work Practice
- SW 840AA-ZZ – Selected Topics in Direct Social Work Practice
- SW 851 – Social Justice, Human Rights and Social Work
- SW 876 – Perspectives and Models of Social Work for Direct Practice
- SW 872 – Community Organizing and Social Work Practice
- SW 880 – Quantitative Methods in Social Work Research
- SW 881 – Qualitative and Applied Research Methods
- SW 885 – Thesis Proposal
- SW 890AA-ZZ – Directed Readings
- SW 901 – Thesis
- SW 910 – Research Practicum
- SW 920 – Field Practicum
- SW 930 – MSW Report Course
Council Committee on the Faculty of Graduate Studies and Research

**Purpose:** Responsible for advising Council on graduate academic programs, policy, regulations and standards

**Membership:**

Appointed:
- Federated Colleges (one accredited Faculty member from each)
- *Accredited Faculty members (base of 2 from each Faculty (staggered by one year re termination date)
  - Faculties with >100 graduate students -3 members
- *4 Graduate students who are representative of thesis and professional programs at master’s and doctoral levels

*Selection process to be determined by Faculties and GSA, respectively.

Elected:
- 3 members of Senate

*Ex officio:
- President (an *ex-officio* member on all Council Committees)
- Dean, FGSR as Chair
- Associate Dean of FGSR
- Vice-President (Research)
- Provost and Vice-President (Academic)
- University Secretary
- Director, Graduate Student Services, FGSR
- Manager, Graduate Scholarships & Awards, FGSR
- Chairs, Standing Committees of FGSR
- University Librarian or designate
- Registrar or designate
- President, Graduate Students’ Association
- The Associate Dean responsible for Graduate Studies & Research or designate from each faculty offering graduate programs
- The Director or Associate Director of the Johnson-Shoyama Graduate School-Regina campus or designate
- *The Director of La Cité universitaire francophone or designate*

**Terms of Office:**
- 2 years for accredited Faculty members and members of Senate
- 1 year for graduate student representatives

**Quorum:**
- Is set at sixteen (16) voting members

**Resources:**
- FGSR Dean’s Office
Roles and Responsibilities:

Note: All new, or substantially revised, graduate academic programs will normally first be considered by the Council Committee on Budget.

1. To promote and coordinate graduate education at the University.
2. To establish and maintain high academic standards across all graduate programs by:
   a) Ensuring that policies and procedures are available for the assessment of teaching/supervisory faculty members and for curriculum and resources; and
   b) By adopting and implementing regulations governing academic standards for admission, academic performance within the program and degree requirements.
3. To assess major new program proposals forwarded through the Council Committee on Budget.
4. To recommend proposals for new, revised and deleted graduate degree programs to Executive of Council.
5. To review graduate programs in consultation with Academic Units undergoing unit review, while maintaining a continuing review of existing graduate programs and periodically undertaking specific studies including making recommendations concerning continuance, modification, or discontinuance of existing programs.
6. To enact such procedures, regulations and policies as may be necessary to carry out the mandate of the FGSR.
7. To review proposals for new, revised and historical graduate courses.
8. To serve as an advisory body to the Dean of FGSR.

Administrative Matters:

Academic matters constitute the core of a Faculty’s function and the processes within faculties and their corresponding committees effectively administer to the scope of the academic aspects.

The Council Committee on the Faculty of Graduate Studies and Research receives materials that have been critically assessed and approved by individual academic units and as a consequence of the broad representation in the FGSR Council from Academic Units with graduate programs, these submissions are, in turn, duly evaluated by a cross section of academics, paralleling the Executive of Council process. Accordingly, Executive of Council should receive major programs and policies for approval, whereas other matters will be taken to Executive of Council for information. Course forms and similar materials will be approved and forwarded from the Council Committee on the Faculty of Graduate Studies and Research to the Registrar.

1. The Council Committee on the Faculty of Graduate Studies and Research will report directly to Executive of Council and a member of the Faculty Council will serve as a member of the Council Committee on Student Appeals.
2. The Scholarship and Awards Committee and the PhD Committee are standing committees of the Council Committee on the Faculty of Graduate Studies and Research.
3. As necessary, the Ph.D. Committee may be called upon to assist in matters related to FGSR Accreditation.
4. The Council Committee on the Faculty of Graduate Studies and Research is responsible for decision-making on academic policy, procedures and regulations.
5. The Council Committee on the Faculty of Graduate Studies and Research can delegate authority for some matters to the standing committee(s) and will periodically review the work of each committee.
6. As necessary, sub-committees may be formed to deal with non-routine matters; and that from time to time, and as necessary, Faculty members, or others, who are not on the Council Committee on the Faculty of Graduate Studies and Research, may be invited to attend meetings.
7. OTHER BUSINESS