Guide for Graduate Program Development

Faculty of Graduate Studies and Research
Version 2.0
October 2017
## Required Forms for Course Changes (New or Existing)

<table>
<thead>
<tr>
<th>Category of Change</th>
<th>Required Forms</th>
<th>Process</th>
</tr>
</thead>
</table>
| Development of a Base Course for a directed readings or topics series | Graduate New Course Form (New Regular Course) | 1. Approval by Department  
2. Approval by Line-Faculty Council  
3. Approval by CCFGSR  
4. Submission to Executive of Council for information |
| Development of a new course | Graduate New Regular Course Form (New Regular Course) | 1. Approval by Department  
2. Approval by Line-Faculty Council  
3. Approval by CCFGSR  
4. Submission to Executive of Council for information |
| Development of a Topics or Directed Reading Course | Graduate New AA-ZZ Course Form (AA-ZZ Course) | 1. Approval by Department Head / Program Coordinator  
2. Approval by Line-Faculty Associate Dean (Graduate Studies and Research)  
3. Approval by FGSR's Faculty Administrator |
| Changes to an existing course. | Graduate Course Change Form (Course Change) | 2. Approval by Department  
3. Approval by Line-Faculty Council  
4. Approval by CCFGSR  
5. Submission to Executive of Council for information |
| Converting a directed reading course to a new regular course | Graduate Change of Course Subject and or Number Inventory Form (Course Replacement) | 1. Approval by Department  
2. Approval by Line-Faculty Council  
3. Approval by CCFGSR  
4. Submission to Executive of Council for information |
| Making a regular course inactive or historical\(^1\) | Graduate Inactive/Historical Course Form (Course Deletion) | 1. Approval by Department  
2. Approval by Line-Faculty Council  
3. Approval by CCFGSR  
4. Submission to Executive of Council for information |
| Making a Topics or Directed Reading Course inactive or historical | Graduate Inactive/Historical Course Form (Course Deletion) | 1. Approval by Department Head / Program Coordinator  
2. Approval by Line-Faculty Associate Dean (Graduate Studies and Research)  
3. Approval by FGSR’s Faculty Administrator |

\(^1\)“Historical” is a permanent course cancellation and will require approval process. “Inactive” is intended to be temporary but no timeline for reactivation is required.
2 New Program Proposal
FGSR is a resource during the development of new programs. Department Heads / Program Directors are strongly encouraged to consult with FGSR’s Program Development Advisory Panel on an ongoing basis before any formal approval is sought.

2.1 Submission
In order to submit a proposal for a new program to FGSR, the following documentation is required (use the same heading numbering):

1. Approval Sheet with approval signatures by Department Head / Program Director and Line-Faculty Dean (see Check List for New Graduate Programs)
2. Executive Summary (one page)
   - Overview
   - Program Objectives:
     o Describe what benefits the unit, faculty and university hope to receive from the program. The objectives need to describe the specific academic focus of the program. They must demonstrate that the program will initiate, or uniquely reconfigure, an area of knowledge or professional training not currently available at the University of Regina.
   - Program Outcomes: Upon completion of the program, students will be able to:
     o List five to seven outcomes in bullet-form that describe the knowledge, skills, and competencies that students are expected to exhibit upon successful completion. The focus is on the “output” of the program from a student’s perspective.

3. Detailed Program Description:
   - Curricular Details
     o Provide a detailed description of the curriculum, including all course numbers, course titles, credit hours, course descriptions, required and elective courses, prerequisites, etc.
     o Provide a table with recommended program completion path and course sequence
     o If the program has several routes, describe each route
     o State which courses already exist and which courses are new
     o Provide a table that links the courses to the program outcomes
     o Compare the proposed curriculum with similar programs at peer institutions
     o If related undergraduate or graduate programs are currently available at the University of Regina, explain what distinguishes the new program from existing one

4. Admission
   - Indicate the main target groups (incl. their typical academic backgrounds) that are interested in this program.
• List all admission requirements for the program that are over and above FGSR’s regulations. If none, please state “Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research.”
• Indicate program application deadline(s)
• Indicate program intake terms (i.e. Fall, Spring/Summer, Winter)

5. Professional accreditation requirements (if applicable)
• List relevant professional accreditation bodies and which accreditations will be pursued.
• Explain how the program meets professional accreditation requirements (e.g., duration and type of practica, academic background of admitted students) and ensures its graduates are eligible for professional registration.

6. Program Rationale
• Contribution of the program to the University’s strategic plan:
  o Describe how the program contributes to the University’s strategic plan and the University’s strategic research plan.
  o Describe the anticipated impact the offering of this program has on the reputation of the University of Regina.
  o Describe how the program aligns with the Program’s/Department’s and Faculty’s strategic direction.
• Need for the Program:
  o Provide evidence for the need of the program. Helpful tools can be surveys of undergraduate students, employers, associations, media reports, government, letters of support, etc.
  o Indicate employment opportunities for graduates.
  o Describe enrolment trends in similar programs at other institutions.
  o Provide the number and locations of competing programs.
  o Differentiate the proposed program from competing programs at other institutions
  o List any program currently offered at UofR that could be impacted by the introduction of the proposed program.
  o Differentiate between new student demand vs. current students switching majors.
  o If applicable, indicate the potential that the program has to contribute to the research enterprise of UofR.

7. Location of the program and justification (if applicable)
8. Delivery of the program
  o Indicate if the program is offered part-time, full-time, online, blended. Please also justify the suitability of the mode of delivery.
9. Cost-Benefit Analysis
o Describe the human, financial, physical and other resource needs for the establishment of the program (incl. IT, library, space requirements,…).

o Describe hiring needs, availability of expertise amongst current faculty and staff, and impact on teaching load.

o Provide enrolment estimates for the first 5 years with best-case, worst-case and mid-range estimates.

o Provide a recruitment plan.

o Indicate which other academic units are involved in the delivery of the program.

o Provide a table that maps courses to current faculty and new hires.

o Provide a break-even analysis to show the minimum enrollment number at which the revenue generated by the program exceeds its cost.

10. Timeline

o Provide a timeline for the implementation of the program, definition of milestones and action taken if milestones are not met.

11. Program Administration

o Describe who will oversee the implementation, delivery and ongoing quality assurance of the program.

o Provide plans for advertising and informing stakeholders.

12. Teach-out provision

o Describe any plans for dealing with students and faculty should the program not succeed.

13. Appendices

- Course Forms
  o Each new or modified course needs to be detailed in a Course Inventory Form.
  o New courses offered by other departments / faculties also need to be detailed in a Course Inventory Form.
  o Syllabi of any exiting courses that are part of the program need to be provided.

- CVs of participating personnel
  o Include CVs of all faculty members, adjunct and associate members that will be involved in the program.

- Supporting documentation
  o Provide copies of any supporting documentation (e.g. media reports, letters of support).

Note: Check FGSR website to ensure registration policies are followed.
### 2.2 Informing Stakeholders of New Programs

New programs can only be advertised once approved at all levels, including Senate. This needs to be considered during new program development in order to allow sufficient time for advertising. For instance, if a program is approved in the Senate meeting in June, there might not be enough time to effectively advertise the program for fall intake in the same year.

Current students might be interested in joining the new program. Most of the time, this will require a new application by the student. However, in some situations a program transfer may be possible. For instance, students who are currently in a general graduate program (e.g. PhD General Engineering) may want to join a newly introduced, specialized graduate program in their area of research (e.g., PhD Software Systems Engineering). Such students will be able to transfer into the new program within the first two semesters of its effective date without a new application. Afterwards, a transfer is no longer possible and a full application to the new program has to be submitted. In both cases, all program requirements of the new program have to be met. Academic units must inform effected students of the new program and the consequences of a transfer for their degree completion.

<table>
<thead>
<tr>
<th>Category of Change</th>
<th>Required information</th>
<th>Process</th>
<th>Deadline for Submission to FGSR Council Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>New program</td>
<td>Completed template for new programs</td>
<td>Typical process time is 1.5 - 2 years. Stages in the consultative development with FGSR's Program Development Advisory Panel: 1. Approval by Department 2. Approval by Line-Faculty Council 3. Approval by CCFGSR 3.1 Review by CCB and CCAM if requested by CCFGSR 3.2 External review facilitated by FGSR if deemed necessary 4. Approval by Executive of Council 5. Approval by Senate</td>
<td>One year before: 1. September Council Committee Meeting 2. September Executive of Council Meeting 3. October Senate Meeting</td>
</tr>
</tbody>
</table>

**Example:**

**MOTION 1: New Program**

That the Master in Indigenous Education program be created effective 201930.
### Master of Indigenous Education – thesis route

<table>
<thead>
<tr>
<th>Courses</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 817 Research Methods with Indigenous Peoples</td>
<td>3</td>
</tr>
<tr>
<td>EC&amp;I 823 Culturally Relevant Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>ED 821 Integration of Indigenous Knowledge into School Curricula</td>
<td>3</td>
</tr>
<tr>
<td>ED 822 Indigenous Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>Approved elective</td>
<td>3</td>
</tr>
<tr>
<td>ED 901 Thesis</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**Approved Electives:**
- ED 808 Social Justice and Globalization from an Educational Perspective
- ED 870BA Indigenous Statistics
- ED 870AZ Indigenous Qualitative Methods
- EC&I 804 Curriculum Development
- EC&I 808 Instruction: Theory and Practice
- EC&I 820 Multicultural and Anti-racist Relations Issues in Curriculum
- EC&I 822 Anti-Oppressive Education & Teacher Activism
- EC&I 871AM Narrative Inquiry as Pedagogy
- EAHR 870AE Trends and Issues in Aboriginal Adult Education
- FA 810AO Aboriginal Cinema Studies
- FA 890AK Concepts in Indigenous Spirituality

**Rationale:**
The need for the program is supported by the recent Ministry of Education research report “Seeking Their Voices” which outlines, in detail, the challenges experienced by Indigenous learners in Saskatchewan schools. The report recommends greater efforts to indigenize curricula and pedagogy to better ensure the success of indigenous learners. Further, the Education Sector Plan for Saskatchewan identifies improved outcomes for Indigenous students as a priority. The need for the program has also been demonstrated by the number of students who have taken the M.I.E.D courses to date.

(end of Motion 1)

### 3 Program Changes to Existing Program

#### 3.1 Definition of a Change
The following is a (non-exhaustive) list of examples of substantive modifications to existing programs:
- Clarification of program admission requirements
- Change of program credit hours (increase or decrease)
- Change of curriculum structure (> 30% of the total program credit hours)
- Change of courses (> 30% of the total program credit hours)
- Change of program outcomes (other than wording)
- Addition / deletion of routes
- Addition / deletion of course delivery options
- Change of program admission requirements
- Discontinuation / suspension of a program
- Other changes to a program that could be considered substantive (such as adding an internship of no credit hours).

The decision as to whether a change is considered substantive or minor rests with the Dean of FGSR. Programs should consult with FGSR's Program Development Advisory Panel (PDAP) as soon as program changes are considered.

3.2 Submission
The documentation required for submission is the same as for a new program. However, some sub-sections might not be applicable. Each substantive program change will at least require:
- A detailed comparison between the old and new program
- Rationale for the change(s) and expected benefits
- Management of transition from old program to new program, incl.
  - effect on students currently enrolled in the program
  - effect on applicants to the old program
  - plan for informing applicants and current students of the changes
- Course Inventory Form for each course change.

3.3 Informing Applicants of Changes
Substantive changes should be completed and approved at all levels well before any application deadline. If a substantive change is approved after applications have been received, all applicants need to:
- Be informed of the change
- Receive a comparison of the old and new programs
- Be offered the choice to either join the old program to which they applied or to join the new program.

3.4 Informing Current Students of Changes
Academic units have to carefully manage students affected by a substantive program change. This process can only be started after final approval at all levels have been received. Academic units need to make sure all students currently registered in the old program
- are informed of the change
- receive a comparison of the old and new programs
- are offered the choice to either complete their degree following the old program in which they are currently registered or to follow the revised program.

Without written confirmation that a student wants to follow the revised program, the student, by default, remains in the old program in which s/he is currently registered. In order to graduate, students must meet either the old, or the new program requirements. Combining old and new program requirements is not possible. Units can recommend students to be allowed to grandfather a program or follow the new program.
Note: Academic units will need to determine if grandfathering is permitted or if all students are required to move to the new program.

Special attention to this process has to be paid in situations where the substantive change was initiated by an accreditation requirement. Students must be informed of the possible impact their decision might have on their possibility of professional registration or licensing.

<table>
<thead>
<tr>
<th>Category of Change</th>
<th>Required information</th>
<th>Process</th>
<th>Deadline for Submission to FGSR Council Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes to existing program</td>
<td>• Comparison between old and new program</td>
<td>Typical process time is 1 year. Consultative development with FGSR’s Program Development Advisory Panel</td>
<td>One year before:</td>
</tr>
<tr>
<td></td>
<td>• Rationale for change</td>
<td>1. Approval by Department</td>
<td>1. September Council Committee Meeting</td>
</tr>
<tr>
<td></td>
<td>• Effect on students currently in program</td>
<td>2. Approval by Line-Faculty Council</td>
<td>2. September Executive of Council Meeting</td>
</tr>
<tr>
<td></td>
<td>• Description of course changes</td>
<td>3. Approval by CCFGSR</td>
<td>3. October Senate Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 Review by CCB and CCAM if requested by CCFGSR</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3.2 External review facilitated by FGSR if deemed necessary</td>
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<td></td>
<td></td>
<td>4. Approval by Executive of Council</td>
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<td></td>
<td>5. Approval by Senate</td>
<td></td>
</tr>
</tbody>
</table>

**Table containing current course with credit hours and proposed course with credit hours**

**Proposed program changes to include changes in BOLD/ITALICIZED and deletions to be crossed through**

*Please copy current program outline from the Faculty of Graduate Studies and Research website.*

Example #1

**MOTION 1: Program Change**

Rationale:
Graduate students with an undergraduate degree in petroleum engineering need to learn course content related to their new research area. They will do so by taking specific courses they have not taken in their undergraduate program. This change is also consistent with the requirements in other Engineering programs.

(end of Motion 1)

Example #2

**MOTION 2: Program Change**
That the MAdmin (course option) programs be modified effective 201730.

<table>
<thead>
<tr>
<th>Current MAdmin (course) Option</th>
<th>Cr Hrs</th>
<th>Proposed MAdmin (course) Option</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required: (9 cr hrs)</td>
<td></td>
<td>Required: (9 cr hrs)</td>
<td></td>
</tr>
<tr>
<td>GBUS 817</td>
<td></td>
<td>GBUS 817</td>
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<tr>
<td>GBUS 870</td>
<td></td>
<td>GBUS 870</td>
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</tr>
<tr>
<td>GBUS 874</td>
<td></td>
<td>GBUS 874</td>
<td></td>
</tr>
<tr>
<td>Choose 4 of: (12 cr hrs)</td>
<td></td>
<td>Choose 4 of: (12 cr hrs)</td>
<td></td>
</tr>
<tr>
<td>GBUS 843</td>
<td></td>
<td>GBUS 815</td>
<td></td>
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<tr>
<td>GBUS 844</td>
<td></td>
<td>GBUS-843</td>
<td></td>
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<tr>
<td>GBUS 860</td>
<td></td>
<td>GBUS-844</td>
<td></td>
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<tr>
<td>GBUS 865</td>
<td></td>
<td>GBUS 860</td>
<td></td>
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<tr>
<td>GBUS 871</td>
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<td>GBUS 865</td>
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<tr>
<td>GBUS 872</td>
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<td>GBUS 871</td>
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<tr>
<td>GBUS 873</td>
<td></td>
<td>GBUS 872</td>
<td></td>
</tr>
<tr>
<td>GBUS 876</td>
<td></td>
<td>GBUS 873</td>
<td></td>
</tr>
<tr>
<td>Choose 3 of GBUS 8xx electives (9 cr hrs) OR</td>
<td></td>
<td>Choose 3 of GBUS 8xx electives (9 cr hrs) OR</td>
<td></td>
</tr>
<tr>
<td>1 GBUS 8xx elective (3 cr hrs)</td>
<td>AND GBUS 902*** (6 cr hrs)</td>
<td>1 GBUS 8xx elective (3 cr hrs)</td>
<td>AND GBUS 902*** (6 cr hrs)</td>
</tr>
<tr>
<td>--------------------------------</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>30</strong></td>
<td></td>
<td><strong>30</strong></td>
<td></td>
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</table>

**Rationale:**
Adding GBUS 815 to the program electives recognizes the importance of strategy for Leadership students and demand for the course from students. Adding GBUS 875 Women in Leadership allows us to align the MAdmin program with a strategic imperative for the Faculty of Business Administration to support diversity in general and women in leadership in the province.

Removing GBUS 843, GBUS 844, GBUS 872 and GBUS 876 from the Choose 4 of program electives helps to differentiate the MAdmin Leadership program from the MHRM. This will help in marketing the program to potential students and employers, in advising students in the program, and in efficiently using Faculty resources to deliver the program. At the same time, students who wish to take these courses may do so as open electives in the program.

(end of Motion 2)

4  **Discontinuation / Suspension of a Program**

4.1  **Temporary Suspension**
Academic units might decide to suspend the intake of new students into their programs. This can be done on short notice, however, requires majority support of all faculty members in the unit. Intake of new students can only be suspended for a **maximum of one year**. During this year, steps need to be taken to re-open the intake, or the approval process for discontinuation / suspension of a program needs to be initiated.

4.2  **Process for Discontinuation of a Program**
Discontinuation / suspension of a program needs to go through the typical approval process within the Line Faculty. Once approved, a motion with supporting rationale for the discontinuation / suspension of the program is to be submitted to the Council Committee of the Faculty of Graduate Studies and Research. Further approval at the Executive of Council is required before the program can officially be discontinued / suspended.

4.3  **Informing Applicants**
Discontinuation/suspension of a program should be avoided if applications have already been received. If extenuating circumstances require immediate discontinuation, applicants need to be informed as early as possible. The academic unit will refund any application-related costs incurred by the applicant (e.g., postage, transcripts) up to a maximum of $200 per student.
Should a unit decide to take on very few, select students after the program has been discontinued/suspended, the students’ graduate program needs to be setup as a “special case” program.

4.4 Informing Current Students
Current students, who are in a program that is being canceled, must be allowed to complete their degree according to their program outline. In extenuating circumstances that do not allow “teach-out provisions”, students must be provided with options that best meet their interest and minimize the number of credit hours lost.

<table>
<thead>
<tr>
<th>Category of Change</th>
<th>Required Information</th>
<th>Process</th>
<th>Deadline for Submission to FGSR Council Committee</th>
</tr>
</thead>
</table>
| Discontinuation or suspension of a program | • Rationale for discontinuation / suspension  
• Teach-out provision of students currently in the program  
• Description of course changes (see below) | Typical process time is 6 months  
1. Approval by Department  
2. Approval by Line-Faculty Council  
3. Approval by CCFGSR  
4. Approval by Executive of Council  
5. Approval by Senate | One year before:  
1. September Council Committee Meeting  
2. September Executive of Council Meeting  
3. October Senate Meeting  
Example: For a 201830 suspension of program, a motion will need to be submitted to FGSR in September of 2017. |

Example:

**MOTION 1: Discontinuing Program**
That the Master of Advanced Manufacturing and Process Systems be discontinued effective 201810.

**Rationale:**
There has been no enrollment in this program for the past two years.

(End of Motion 1)

5 Examples of Motions

5.1 Individual New Course
MOTION 1: New Course
That ENEV 843 – Urban Traffic Management be created effective 201730.

ENEV 843 Urban Traffic Management (3)
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.

Graduate New Regular Course Form (New Regular Course) Form must be submitted at time of submission of motions.

(end of Motion 1)

5.2 Several New Courses

MOTION 1: New Courses
That the following two new courses be created effective 201820.
MNUR 818 – Advanced Nursing Practice Leadership in Health Promotion
MNUR 820 – Patterns of Health and Illness in Older Adults.

MNUR 818 Advanced Nursing Practice Leadership in Health Promotion (3)
Advanced practice nurses will be prepared with a strong theoretical foundation in health promotion, illness prevention and maintenance of health across populations and communities. Interprofessional approaches to improve population health considering the influence of sociopolitical, environmental, economic and health concepts are included.
*Cross-listed with GERO 893 – Patterns of Health and Illness in the Elderly

Rationale:
This new course is required to facilitate the required competency development for student learning as per the Saskatchewan Registered Nurses Association (SRNA) Registered Nurse (Nurse Practitioner) Standards and Core Competencies (2010). The changes were:
Reduce the emphasis on global health
Increase content on advanced practice leadership in health promotion
Increase content on interprofessional collaboration in a community setting

Although this content was partly in MNUR 804, the course title, content, description and learning objectives emphasized global health. The CNPP Leadership team was advised to create a new course that better reflects the intents required for the CNPP rather than “fix” MNUR 804. Retaining MNUR 804 as is, will allow the MNUR 804 course to continue to be taught with its focus on global health as part of another program, or as an optional credit.

**MNUR 820 Patterns of Health and Illness in Older Adults (3)**
This course offers broad-based knowledge and skills through integrated, interprofessional education related to health and illness in old age. Physiological changes and psychosocial aspects of aging as they relate to common health problems will be examined.

**Rationale:**
Aging is a biological process and it is important for the Gerontology program to incorporate a graduate course that focuses on biological issues in aging. Currently KHS 892/GERO 850 (Physiology of Aging) fulfills that role. However, the KHS 892/GERO 850 is not offered yearly and there have been some resource constraints in the offering of the course. The proposed change allows students to take either KHS 892/GERO 890 (the current requirement) or another biologically oriented course “Patterns of Health and Illness in the Elderly”.

*Graduate New Regular Course Form (New Regular Course) Form must be submitted at time of submission of motions.*

(end of Motion 1)

5.3 Motion for Course Changes

5.3.1 Single Course Change

<table>
<thead>
<tr>
<th>MOTION 1: Course Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>That EAHR 801 – Foundations of Adult Development course title and description change effective 201830.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAHR 801 Foundations of Adult Development An analysis of adult development in relation and context to organization and institutions. The</td>
<td>EAHR 801 Foundations of Adult Learning and Development</td>
</tr>
</tbody>
</table>
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. 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.

*Graduate Course Change Form (Course Change) Form must be submitted at time of submission of motions.*

( end of Motion 1 )

### 5.3.2 Several Related Courses Changes

**MOTION 1: Course Changes**

That the following course titles and/or descriptions change effective 201730.

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC&amp;I 830 Seminar on Curriculum and Information Communication Technologies (ICT)</td>
<td>EC&amp;I 830 Contemporary Issues in Educational Technology</td>
</tr>
<tr>
<td>This course will critique current issues in the use of computers in schools</td>
<td>This course investigates 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.</td>
</tr>
<tr>
<td>EC&amp;I 831 Social Media and Open Education</td>
<td>EC&amp;I 831 Social Media and Open Education</td>
</tr>
<tr>
<td>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,</td>
<td>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</td>
</tr>
</tbody>
</table>
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.

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.

Rationale:
The changes to the course title and description are necessary to include recent changes in the area of Educational Technology. The proposed description adds more detail and emphasizes the research component in the course.

Graduate Course Change Form (Course Change) Form must be submitted at time of submission of motions.

(end of Motion 1)

5.4 Converting a Directed Reading Course to New Regular Course

MOTION 1: Course Change
That the directed reading course SW 840AI be converted to a regular course SW 855 effective 201810.

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 840AI Social Work and the Environment (3) This course explores emerging theoretical perspectives and skills necessary for critical ecological social work practice. Links between environmental, social, structural and justice issues will be made through critiques of western industrialization and consumerism. Implications for direct practice will occur through reflection, dialogue and the development of holistic practice frameworks.</td>
<td>SW 855 Social Work and the Environment (3) This course explores emerging theoretical perspectives and skills necessary for critical ecological social work practice. Links between environmental, social, structural and justice issues will be made through critiques of western industrialization and consumerism. Implications for direct practice will occur through reflection, dialogue, and the development of holistic practice frameworks.</td>
</tr>
</tbody>
</table>

Rationale:
SW 840AI has been offered successfully twice. Therefore, there is a need to designate a permanent course number.
Graduate Change of Course Subject Form (Course Replacement) Form must be submitted at time of submission of motions.

(end of Motion 1)

5.5 Making Courses Inactive or Historical

MOTION 1:
That the following courses be made inactive effective 201820.
FR 803 Critique littéraire contemporaine
FR 804 Traduction avancée du français vers l'anglais: théorie et pratique

Rationale:
These courses have not be taught for many years.

Please note: “Inactive” is intended to be temporary but no timeline for reinstatement is required. “Historical” is a permanent course cancellation and will require approval process.

Graduate Inactive/Historical Course Form (Course Deletion) Form must be submitted at time of submission of motions
6 Appendices

6.1 Check List for New Graduate Programs

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>-----------------</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line Faculty</td>
<td>-----------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Approval</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line-Faculty Council</td>
<td>Date:</td>
</tr>
<tr>
<td>Approval at CCFGSR</td>
<td>Date:</td>
</tr>
<tr>
<td>Recommended by CCB</td>
<td>Date:</td>
</tr>
<tr>
<td>Recommended by CCAM</td>
<td>Date:</td>
</tr>
<tr>
<td>Approval at Executive of Council</td>
<td>Date:</td>
</tr>
<tr>
<td>Approval at Senate</td>
<td>Date:</td>
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</tbody>
</table>