UNIVERSITY OF REGINA SENATE
Saturday, 8 February 2014 at 1:30 p.m.
Board Room, Fifth Floor, Administration/Humanities Building
University of Regina

AGENDA

Introductions

1. Approval of the Agenda

2. Approval of the Minutes of 18 October 2013 - circulated with the agenda

3. Business Arising from the Minutes

4. Optional Reports
   4.1 Chancellor
   4.2 President
   4.3 University Secretary
   4.3.1 Winter 2014 In-progress Report on Registration and Graduation - For Information, Appendix I, pp. 1-5
   4.3.2 2014 Senate Election – For Information, Appendix II, p. 6

5. Reports from Senate Committees

6. Items for Approval/Information from Executive of Council, Appendix III, pp. 7-30

7. Briefs, Submissions or Recommendations from Elected or Appointed Senate Members
   7.1 Senate Representative to the Board – Verbal Update

8. Academic and Administrative Reports
   8.1 “Highlights from the CUSC 2013 Survey of First-Year Students” presentation by Kate McGovern, Senior Institutional Research Analyst, Office of Resource Planning

9. Other Business
   9.1 Next Meeting of Senate – 9:00 a.m., Wednesday, 4 June 2014.

10. Adjournment

Annette Revet
University Secretary
UNIVERSITY OF REGINA
Senate

Item for Information

Subject: Winter 2014 In-progress Report on Registration and Graduation

Background and Description:

The following is a summary status report of the in-progress winter 2014 term as compared to the winter 2013 term for preliminary winter count registrations. Also included is data comparing fall 2013 graduates by Faculty or Centre to the graduates of fall 2012.

Note: It is incorrect to interpret these numbers as “final” for winter 2013.

1. Undergraduate Registrations: Winter 2014

- Snapshot dates for comparisons were made on or about the fifth weekday of classes in each term. The date of the data extraction used for the current winter term was January 13, 2014.
- Current undergraduate registration numbers within the University, including its federated colleges, is 11,193 and represents a 3.24% increase over last year.
- The most notable increase in registration numbers at the University of Regina proper can be seen with the Faculty of Nursing (29.46%), the Faculty of Engineering and Applied Science (16.42%), and the Faculty of Kinesiology and Health Studies (10.81%). The most notable increase of registration numbers with the federated colleges can be seen at First Nations University (18.13%).
- We can also see a notable increase in the number of Special students (45.86%). This is primarily a result of an increase in the number of visiting student registrations from 60 to 100 over this same period last year.
- There are 8,148.13 full-load-equivalent undergraduate students which represents an increase of 4% over last year. The average credit load per student shows a very slight increase of 1.2%.
- Undergraduate International student (on study visas) registrations increased by 18.51% over the winter term 2013 compared to 2012. This represents a gain of 184 registrations. See note.
- Undergraduate Aboriginal (self-declared) student registrations increased by 14.72% over the winter term 2013 compared to 2012. This represents a gain of 94 registrations. See note.

Note: The University of Regina Senate made a request at the 2013 Fall meeting to report on current Aboriginal and International Student Numbers. These changes have been requested to the data extract, but not yet completed. It is anticipated that current numbers will be available for the 2014 fall report.

2. Graduate Registrations: Winter 2014

- Snapshot dates for the current winter term is January 13, 2014.
- The current graduate registration with the University is 1598. This is 4.32% over the same period last year.
- There were 440 International graduate registrations in the Winter 2013 term which represents an increase of 12.95% over the Winter 2012 term.
- There were 74 Aboriginal (self declared) graduate registrations in the Winter 2013 term which represents an increase of 37.84% over the Winter 2012 term.
Table 1 – Winter 2014 Preliminary Registration Counts

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>+/-</th>
<th>2014 % Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>10830</td>
<td>11193</td>
<td>363</td>
<td>3.24%</td>
</tr>
<tr>
<td>Graduate</td>
<td>1529</td>
<td>1598</td>
<td>69</td>
<td>4.32%</td>
</tr>
<tr>
<td>Total</td>
<td>12359</td>
<td>12791</td>
<td>432</td>
<td>3.38%</td>
</tr>
<tr>
<td>Undergraduate Credit Hours</td>
<td>116842.5</td>
<td>122222.0</td>
<td>5379.5</td>
<td>4.40%</td>
</tr>
<tr>
<td>Full Load Equivalents (UG only)</td>
<td>7789.5</td>
<td>8148.13</td>
<td>358.63</td>
<td>4.40%</td>
</tr>
<tr>
<td>Average Credit Load (UG only)</td>
<td>10.79</td>
<td>10.92</td>
<td>0.13</td>
<td>1.20%</td>
</tr>
</tbody>
</table>

Note: This table represents only preliminary winter 2014 registration in credit courses.

3. Graduation and Convocation: Cycle ending fall 2012
   • During the cycle ending fall 2013, the University graduated 583 students. This is down 19 students over the corresponding period last year.
   • Credentials awarded: 154 Graduate (Master Certificates, Masters degrees, and PhDs) 429 Undergraduate (Bachelor degrees, certificates, and diplomas)

Table 2 – Fall Convocation 2013 - Credentials Awarded

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2012</th>
<th>2013</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>94</td>
<td>103</td>
<td>9</td>
</tr>
<tr>
<td>Business Administration</td>
<td>104</td>
<td>108</td>
<td>4</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>94</td>
<td>87</td>
<td>-7</td>
</tr>
<tr>
<td>Education</td>
<td>23</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>17</td>
<td>7</td>
<td>-10</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>14</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Kinesiology and Health Studies</td>
<td>24</td>
<td>19</td>
<td>-5</td>
</tr>
<tr>
<td>Science</td>
<td>26</td>
<td>18</td>
<td>-8</td>
</tr>
<tr>
<td>Social Work</td>
<td>51</td>
<td>49</td>
<td>-2</td>
</tr>
<tr>
<td><strong>Total from Undergraduate Studies</strong></td>
<td><strong>447</strong></td>
<td><strong>429</strong></td>
<td><strong>-18</strong></td>
</tr>
<tr>
<td><strong>Total from Graduate Studies</strong></td>
<td>155</td>
<td>154</td>
<td>-1</td>
</tr>
<tr>
<td><strong>University Total</strong></td>
<td>602</td>
<td>583</td>
<td>-19</td>
</tr>
</tbody>
</table>

Submitted by the Office of the Associate Vice-President (Student Affairs) Date: January 17, 2014
Appendices for 5 Year Enrolments and Population Segmentation

Five-Year Enrolment Details

The following counts were made on or about the fifth weekday of classes in each term: January 13, 2014 for this winter. These counts are made early in the term to accommodate the meetings of Senate. However, this early date makes the counts volatile. Final counts are published on the University’s web site by the Office of Resource Planning at http://www.uregina.ca/orp/. Undergraduate Full Load Equivalents are grouped by the students’ faculties of primary registration. They are proportional to revenue and tell us about demand on the likes of library resources, instructors and classrooms. It should be noted that students often take courses in faculties other than the ones in which they are registered. Headcounts are also grouped by faculty and tell us about demand for things such as advising, recreation, parking and food services.

Table 3 – 5 Year Enrolment Snapshot

<table>
<thead>
<tr>
<th>HEADCOUNT (for credit)</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2014 % Increase/Decrease</th>
<th>5 Year Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Regina Proper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1757</td>
<td>1803</td>
<td>1862</td>
<td>1790</td>
<td>1614</td>
<td>-10.90%</td>
<td>-8.86%</td>
</tr>
<tr>
<td>Business</td>
<td>1406</td>
<td>1387</td>
<td>1467</td>
<td>1459</td>
<td>1435</td>
<td>-1.67%</td>
<td>2.02%</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>338</td>
<td>442</td>
<td>478</td>
<td>487</td>
<td>389</td>
<td>-25.19%</td>
<td>13.11%</td>
</tr>
<tr>
<td>Education</td>
<td>1178</td>
<td>1373</td>
<td>1364</td>
<td>1277</td>
<td>1280</td>
<td>0.23%</td>
<td>7.97%</td>
</tr>
<tr>
<td>Engineering</td>
<td>702</td>
<td>790</td>
<td>793</td>
<td>920</td>
<td>1102</td>
<td>16.52%</td>
<td>36.30%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>331</td>
<td>333</td>
<td>326</td>
<td>294</td>
<td>250</td>
<td>-17.60%</td>
<td>-32.40%</td>
</tr>
<tr>
<td>Kinesiology and Health</td>
<td>368</td>
<td>452</td>
<td>530</td>
<td>561</td>
<td>629</td>
<td>10.81%</td>
<td>41.49%</td>
</tr>
<tr>
<td>Nursing</td>
<td>N/A</td>
<td>N/A</td>
<td>342</td>
<td>668</td>
<td>947</td>
<td>29.46%</td>
<td>63.89%</td>
</tr>
<tr>
<td>Science</td>
<td>639</td>
<td>688</td>
<td>767</td>
<td>838</td>
<td>890</td>
<td>5.84%</td>
<td>28.20%</td>
</tr>
<tr>
<td>Social Work</td>
<td>693</td>
<td>741</td>
<td>887</td>
<td>826</td>
<td>835</td>
<td>1.08%</td>
<td>17.01%</td>
</tr>
<tr>
<td>Special and Other</td>
<td>175</td>
<td>63</td>
<td>84</td>
<td>72</td>
<td>133</td>
<td>45.86%</td>
<td>-31.58%</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>7587</td>
<td>8072</td>
<td>8900</td>
<td>9195</td>
<td>9504</td>
<td>3.25%</td>
<td>20.17%</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>1404</td>
<td>1442</td>
<td>1562</td>
<td>1529</td>
<td>1598</td>
<td>4.32%</td>
<td>12.14%</td>
</tr>
<tr>
<td>Total Constituent</td>
<td>8991</td>
<td>9514</td>
<td>10462</td>
<td>10724</td>
<td>11102</td>
<td>3.40%</td>
<td>19.01%</td>
</tr>
</tbody>
</table>

| Colleges               |      |      |      |      |      |                          |                          |
| Campion                | 768  | 756  | 661  | 627  | 609  | -2.96%                   | -26.11%                  |
| First Nations          | 624  | 474  | 511  | 551  | 673  | 18.13%                   | 7.28%                    |
| Luther                 | 548  | 529  | 509  | 457  | 407  | -12.29%                  | -34.64%                  |
| Grand Total            | 10931| 11273| 12143| 12359| 12791| 3.38%                    | 14.54%                   |
Population Segments

These counts include only students taking courses for credit. They do not include students taking non-credit courses such as those in the ESL program. The numbers of Aboriginal students reflect only those who self-declare their ancestry. This systematically under represents the actual number of Aboriginal students. For example, almost one third of the students registered in First Nations University are not counted here. The reports that found the following values are made in the middle of each term, when enrolments stabilize, but after Senate reporting for the period.

Note: The University of Regina Senate made a request at the 2013 Fall meeting to report on current Aboriginal and Student Numbers. These changes have been requested to the data extract, but not yet completed. It is anticipated that current numbers will be available for the 2014 Fall report.

Table 4 – International Student Enrolments

<table>
<thead>
<tr>
<th>INTERNATIONAL</th>
<th>Fall Terms</th>
<th>Winter Terms</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Regina Proper</td>
<td>2012</td>
<td>2013</td>
<td>2012</td>
</tr>
<tr>
<td>Arts</td>
<td>176</td>
<td>n/a</td>
<td>172</td>
</tr>
<tr>
<td>Business</td>
<td>286</td>
<td>259</td>
<td>290</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>6</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>261</td>
<td>228</td>
<td>333</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>18</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Kinesiology and Health</td>
<td>15</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Nursing</td>
<td>9</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>121</td>
<td>101</td>
<td>126</td>
</tr>
<tr>
<td>Social Work</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Special and Other</td>
<td>9</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>907</td>
<td>810</td>
<td>994</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>444</td>
<td>383</td>
<td>440</td>
</tr>
<tr>
<td>Total Constituent</td>
<td>1351</td>
<td>1193</td>
<td>1434</td>
</tr>
</tbody>
</table>

| Colleges | | | | | | |
| Campion | 3 | 6 | 3 | -3 | -100.00% |
| First Nations | 3 | 1 | 3 | 2 | 66.67% |
| Luther | 9 | 8 | 8 | 0 | 0.00% |
| Grand Total | 1366 | 1208 | 1448 | 240 | 16.57% |
### Table 5 – Aboriginal (self declared) Student Enrolments

<table>
<thead>
<tr>
<th>ABORIGINAL</th>
<th>Fall Terms</th>
<th></th>
<th>Winter Terms</th>
<th></th>
<th>+/-</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Regina Proper</td>
<td>2012</td>
<td>2013</td>
<td>2012</td>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>184</td>
<td>n/a</td>
<td>158</td>
<td>150</td>
<td>-8</td>
<td>-5.33%</td>
</tr>
<tr>
<td>Business</td>
<td>39</td>
<td>37</td>
<td>35</td>
<td>-2</td>
<td>-5.71%</td>
<td></td>
</tr>
<tr>
<td>Continuing Education</td>
<td>14</td>
<td>13</td>
<td>65</td>
<td>52</td>
<td>80.00%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>189</td>
<td>192</td>
<td>175</td>
<td>-17</td>
<td>-9.71%</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>22</td>
<td>18</td>
<td>20</td>
<td>2</td>
<td>10.00%</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>20</td>
<td>23</td>
<td>24</td>
<td>1</td>
<td>4.17%</td>
<td></td>
</tr>
<tr>
<td>Kinesiology and Health</td>
<td>29</td>
<td>19</td>
<td>31</td>
<td>12</td>
<td>38.71%</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>58</td>
<td>31</td>
<td>58</td>
<td>27</td>
<td>46.55%</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>25</td>
<td>11</td>
<td>24</td>
<td>13</td>
<td>54.17%</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>142</td>
<td>111</td>
<td>121</td>
<td>10</td>
<td>8.26%</td>
<td></td>
</tr>
<tr>
<td>Special and Other</td>
<td>30</td>
<td>8</td>
<td>12</td>
<td>4</td>
<td>33.33%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td><strong>752</strong></td>
<td><strong>621</strong></td>
<td><strong>715</strong></td>
<td><strong>94</strong></td>
<td><strong>13.15%</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>67</td>
<td>46</td>
<td>74</td>
<td>28</td>
<td>37.84%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Constituent</strong></td>
<td><strong>819</strong></td>
<td><strong>667</strong></td>
<td><strong>789</strong></td>
<td><strong>122</strong></td>
<td><strong>15.46%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campion</td>
<td>23</td>
<td>17</td>
<td>20</td>
<td>3</td>
<td>15.00%</td>
<td></td>
</tr>
<tr>
<td>First Nations</td>
<td>440</td>
<td>369</td>
<td>429</td>
<td>60</td>
<td>13.99%</td>
<td></td>
</tr>
<tr>
<td>Luther</td>
<td>11</td>
<td>13</td>
<td>12</td>
<td>-1</td>
<td>-8.33%</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1293</strong></td>
<td><strong>1066</strong></td>
<td><strong>1250</strong></td>
<td><strong>184</strong></td>
<td><strong>14.72%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Subject: 2014 Senate Election

Background and Description:

The 2014 Senate election will be held on Thursday, May 29, 2014 and the counting of ballots will take place on May 30th as defined by The University of Regina Act. A call for Nominations went out in late fall 2013 through the Degrees magazine and through an email to all members of Senate. In order to allow for enough time to mail out ballots (if required), nominations will be received by the University Secretariat until 4:00 p.m. on Tuesday, April 15, 2014.

Nominations have been called for the following districts:

- District 1 (Moosomin - Estevan)
  Incumbent is not eligible for re-election

- District 2 (Weyburn – Indian Head)
  Appointed Incumbent is eligible for election

- District 3 (Assiniboia – Bengough)
  Incumbent is eligible for re-election

- District 4 (Swift Current – Gravelbourg)
  Vacant

- District 7 (Melfort – Wynyard - Davidson)
  Appointed Incumbent is eligible for re-election

- District 11 (Regina)
  Two incumbents are eligible for re-election

- District 12 (Saskatoon)
  Incumbent is eligible for re-election
  Incumbent is not eligible for re-election

We may require volunteers to serve as scrutineers during the counting of ballots.

For more information, or to access nomination forms, visit our website at http://www.uregina.ca/president/governance/senate/elections.html or call the University Secretariat office at (306) 585-4436.

January 7, 2014
ITEMS FOR APPROVAL

1. FACULTY OF ARTS

1.1 Admission Requirements (Pending Approval)

MOTION: To revise the transfer admission requirements for the Faculty of Arts such that applicants who have attempted a minimum of 15 credit hours of post-secondary education will have their admission based on their performance on those credit hours, and, that those who have attempted fewer than 15 credit hours will have their admission based solely on their completion of the Faculty’s secondary school requirements.

Applicants who have attempted 15 to 24 credit hours or more of approved post-secondary education must have a minimum UGPA of 60.00% on all post-secondary courses attempted. Students who have attempted fewer than 15 credit hours of post-secondary education will be admitted based on the high school admission criteria (see §2.4.1).

Applicants to the BA in Resource & Environmental Studies must be graduates of the SIAST Resource & Environmental Law Diploma and will be admitted based on this completed diploma.

Graduates of specific diploma programs with which the faculty has articulated transfer agreements will be admitted to the Bachelor of Health Studies based on the diploma with a minimum average of 60%. See §§9.9.16.5-9.9.16.6 for a list of agreements.

Students who have successfully completed SIAST’s Aboriginal Police Preparation Program with an average of at least 68%, with no grade lower than 60% will be accepted into the Faculty of Arts Bachelor of Arts in Police Studies based on completion of this program.

Mature applicants refer to §2.4.6.

Students intending to major in Economics will need one of Math B30, Pre-Calculus 20, Pre-Calculus 30 or Foundations of Mathematics 30.

Students applying to the Certificate in French as a Second Language must take placement tests and place at the FR 113 level and reach the Intermediate Low level on the TCOF.

Students applying to the combined major of Economics and Business Administration must complete at least two courses in Economics with a minimum GPA of 60% on all attempted Economics courses before being permitted to declare this major.

1 Applicants with a UGPA between 50-59.99% will be accepted with conditions on their registration. Applicants with a UGPA of less than 50% may petition the Faculty for admission. A letter of petition may either be supplied to the Admissions Office with the application, or sent directly to the Associate Dean of Arts by students applying directly to the Faculty, or to the Academic Dean of the College, by students applying to register at Campion, Luther, or First Nations University of Canada.

(end of Motion)

Rationale: The Faculty’s admission requirements for transfer students have normally aligned with the University’s academic performance standard. Now that the latter applies upon the completion of 9 credit hours, a gap between the two exists and results in a disincentive for students to commence their post-secondary studies at the University of Regina. This proposal narrows the gap, equalizes the treatment of “at-risk” students and in doing so provides such students with the supports needed to be successful at the University of Regina.
To understand the gap, consider a student who takes six courses (18 credit hours) at another institution & performs marginally (e.g., 57%). Our admission requirements would ignore those grades and base the decision on the applicant’s high school grades only. The U of R then affords the student an additional nine credit hours to establish an average of 60%. Such a student wouldn’t be placed on probation until after nine courses had been attempted (27 credit hours). A student who started at the U of R, with the same UGPA, would be nearing the end of their time on probation and risking a forced withdrawal while the transfer student is now afforded a further 24 credit hours to establish good academic standing. Additionally, the transfer student would not be flagged as being ‘at-risk’ and so may not be connected to the University of Regina’s support services until they’ve dug a rather deep hole already.

By making applicant’s post-secondary grades the basis for admission at 15 credit hours, the Faculty equalizes the treatment of students in similar academic situations, regardless of where they commenced post-secondary studies. Because the Faculty routinely admits students with a UGPA less than 60% with conditions on their registration that mimic those of students placed on academic probation, the Faculty will also be better able to identify ‘at-risk’ transfer students and support their success.

2. JOINT REPORT FROM THE FACULTY OF ARTS AND CENTRE FOR CONTINUING EDUCATION

2.1 Revised Requirements for the Certificate and Diploma in Liberal Arts (Pending Approval)

MOTION: To revise the requirements for the Certificate and Diploma in Liberal Arts to align with the Faculty of Arts core requirements (Sections 9.9.15, 9.9.16 and 9.31 and 18.2.7.8 of the UG Calendar).

9.9.15 LIBERAL ARTS CERTIFICATE

The Certificate is designed to recognize students who, during their first year of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade.

9.9.16 LIBERAL ARTS DIPLOMA

The Diploma is designed to recognize students who, during their first two years of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade. The Diploma also encourages students to find a field of study that most excites their curiosity and to begin developing a deeper understanding of that field.

9.31 LIBERAL ARTS

9.31.1 Liberal Arts Certificate

9.31.2 Liberal Arts Diploma

9.31.3 Lists A and B

9.31.1 LIBERAL ARTS CERTIFICATE

The Certificate is designed to recognize students who, during their first year of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade.

The Certificate is available to any student registered at the University of Regina. To be eligible, students must have completed (and/or received transfer credit) for 10 University of Regina courses (30 credit hours). The 10 courses must include at least the following:

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Liberal Arts Certificate, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ASTR, BIOL, CHEM, GEOL or PHY that has a</td>
<td></td>
</tr>
</tbody>
</table>
A natural science course with laboratory work (for a list of eligible courses see §9.3.1.1)

3.0 One of ENGL 110; PHIL 100; SOST 110

3.0 Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288, GEOG 100, 120

3.0 Two courses in different subject areas from List A (see §9.31.3)

3.0 Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), JS, PSCI, PSYC, SOC, SOST or WGST

3.0 Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 310AA-ZZ, GEOG 344, HIST 310; JS 350, 351; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies courses.

3.0 Two courses in different subject areas from List B (see §9.31.3)

3.0

12.0 Four elective courses

30.0 Total: 60% PGPA required

Eligibility further requires that students have:

- taken at the University of Regina at least 50% of the 10 courses used to satisfy the requirements for the certificate; and

**9.31.2 LIBERAL ARTS DIPLOMA**

The Diploma is designed to recognize students who, during their first two years of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade. The Diploma also encourages students to find a field of study that most excites their curiosity and to begin development a deeper understanding of that field.

The Diploma is available to any student registered at the University of Regina. To be eligible, students must have successfully completed (and/or received transfer credit for) 20 University of Regina courses (60 credit hours). Eligibility further requires that students have:

- successfully completed (or received transfer credit for) a set of courses capable of satisfying the requirements for any minor defined within the Faculty of Arts portion of the Undergraduate Calendar;
- taken at the University of Regina at least 50% of the 20 courses used to satisfy the requirements of the diploma;
- attained a PGPA of at least 60% in the 20 courses used to satisfy the requirements of the diploma; and

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Liberal Arts Diploma, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 461, GEOG 205 or SOST 201, ECON 224</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, FA, FILM, MU or THEA</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One course in logic or math</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of: ENGL 110; PHIL 100; SOST 110</td>
<td></td>
</tr>
</tbody>
</table>
### 3.0 Two language courses (or one six-credit class) in any language other than English.

Any two courses in the same language other than English

### 3.0 One course from List A* (see §9.31.3)

### 3.0 One course from List B* (see §9.31.3)

### 3.0 One course in fine arts*

### 3.0 One natural science course with a laboratory* (for a list of eligible courses see §9.9.1.1)

### 3.0 Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120

### 3.0 Any course in HIST or CLAS 100 or IDS 100

### 3.0 Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), JS, PSY, SOC, SOST or WGST

### 3.0 Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 310AA-ZZ; HIST 310; JS 350, 351; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies courses.

### 3.0 One course in a new subject in Arts, Fine Arts, or Science, excluding JS or JRN.*

### 18.0 – 24.0 Any minor concentration offered by the Faculty of Arts §9.9

### 3.0-9.0 One to three elective courses

### 60.0 Total: 60% PGPA required

Note: The six courses marked * must all be in different subjects. Some requirements may be met by courses in the major and minor subjects.

#### 9.31.3 Lists A and B

**List A** includes courses from: catholic studies, classical studies, environmental studies, health studies, humanities, intercultural leadership, interdisciplinary studies, international studies, languages (including 200- or 300-level English courses), linguistics, prairie studies, philosophy, religious studies, science and technology studies, and women’s and gender studies.*

**List B** includes courses from: anthropology, catholic studies, economics, environmental studies, geography, health studies, history, indigenous studies, Indian health studies, intercultural leadership, interdisciplinary studies, international studies, prairie studies, political science, psychology, sociology or social studies, and women’s and gender studies.*

(end of Motion)

**Rationale:** The requirements for these programs now align with the Faculty of Arts core requirements.

### 3. JOINT REPORT FROM THE FACULTY OF EDUCATION AND CENTRE FOR CONTINUING EDUCATION

#### 3.1 Certificate in Adult Education and Training (Pending Approval)

**MOTION:** That:
- Admission to the Certificate in Adult Education and Training (CAET) program be suspended effective January 2014;
• The sunset clause for completion of the program by current students in the Certificate in Adult Education and Training (CAET) be the Fall of 2015; and,
• The Certificate in Adult Education and Training (CAET) be retired effective January 2016.

(end of Motion)

Rationale: Admission is suspended because of continued low enrollment that is not sustainable. In order to manage the retirement of the CAET and not disadvantage students, the Faculty of Education and the Centre for Continuing Education are proposing the suspension of new admissions into the program effective January 2014.

An audit of the CAET program reveals approximately 20 active students in the program with an additional 30 inactive students. To facilitate the completion of this program, two complete rotations of the 5 courses comprising the certificate will be offered over a two year cycle between January 2014 and December 2015. A letter will be provided to students in the CAET program.

The CAET Program has encountered a number of different circumstances which have impacted the Certificate:
• In 2009 the Faculty of Education retired the Bachelor of Adult Education and Training (BAET), the program that CAET students traditionally laddered into.
• The SIAST Faculty Certification Program (SIAST FCP) has been running for a number of years and has drawn students who would be enrolling in the CAET. The SIAST FCP offers similar courses to the CAET program.
• Student enrolments in the CAET have been diminishing, and for the last few years the Faculty of Education and the Centre for Continuing Education (CCE) have been sharing the loss on undersubscribed CAET courses. These current numbers are not sustainable.
• The CCE Certificate Review identified significant competition in the market place, further reducing the student base from which to draw.

As a result of the foregoing, the Faculty of Education and CCE have mutually agreed to retire the CAET.

4. FACULTY OF GRADUATE STUDIES AND RESEARCH

4.1 Faculty of Arts – Master of Journalism Program – Proposal

MOTION: That the Master of Journalism Program Proposal, be approved, as outlined at http://www.uregina.ca/president/governance/council/eofc-meetings.html

The Master of Journalism Proposal, including the justification for this program is available online under the October 30, 2013 Executive of Council meeting agenda or by contacting the University Secretariat for a copy (note it is 142 pages).

(end of Motion)

4.2 Faculty of Arts – Test Scores for Masters of Arts English Graduate Applicants
MOTION: That the test scores for Master of Arts English graduate applicants be raised to the following minimums: TOEFL Paper-based, from 580 to 600, with TWE (written paper component) of 5; and Internet-based, from 80 to 100; (Minimum scores of 25 in each of the four areas) IELTS Academic, from 6.5 to 7.5 (overall, and for each band), be approved.

(end of Motion)

Rationale: There are two streams within the MA English: the Regular Academic stream and the Creative Writing stream. There are many international students applying to the MA English, especially within the Creative Writing stream. Raising the language admission test scores will bring the English Department on par with other institutions such as York University.

4.3 Faculty of Fine Arts – Test Scores for Department of Film Graduate Applicants

MOTION: That, in the Department of Film, that the minimum International English Language Testing System (IELTS – Academic Version) score be raised to 7.0, the TOEFL (paper) to 600 and the TOEFL (Internet) to 93.

(end of Motion)

Rationale: The recommended minimum scores on the above tests have not proven sufficient for applicants to meet minimum academic requirements of the MFA and MA programs. This addresses departmental concerns about admitted students who have struggled with English comprehension and expression.

5. FACULTY OF KINESIOLOGY AND HEALTH STUDIES

5.1 Creation of Certificate in Indigenous Health Practice (Pending Approval)

MOTION: That the Certificate of Indigenous Health Practice be approved as follows:

Program Structure
Propose "Certificate in Indigenous Health Practice"
This certificate is intended for students currently enrolled in a professional health science program (such as medicine, nursing, occupational therapy, physical therapy), an allied health science program (such as kinesiology, social work), or graduates of similar programs. It is offered by the First Nations University of Canada through the Faculty of Kinesiology and Health Studies.

Admission
Concurrent enrolment in an undergraduate health program (excluding the Bachelor of Health Studies at the University of Regina), professional health program, or confirmation of graduation from such programs.

Requirements
Students must obtain a minimum average of 65% in the following program requirements:

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>INHS 100</td>
</tr>
<tr>
<td>3.0</td>
<td>INHS 101</td>
</tr>
<tr>
<td>3.0</td>
<td>INHS 210</td>
</tr>
<tr>
<td>6.0</td>
<td>INHS 360 (Community Placement Practicum) NEW</td>
</tr>
<tr>
<td>3.0</td>
<td>INHS 365 (Community Placement Seminar) NEW</td>
</tr>
</tbody>
</table>
Practicum classes would be supervised out of the Prince Albert campus (three new community-based INHS courses have recently been approved by FNUniv and the Faculty of Arts; the northern community connections are critical); negotiation can happen as needed for programs that have a practical component (Social Work, Nursing, Kinesiology, etc) based on the details of those placements to ensure integrity of the Indigenous community focus and the concurrent degree requirements.

**Graduation**

In order to be eligible to graduate with the Certificate in Indigenous Health Practice, students must have completed all required coursework with a minimum program GPA of 65% and evidence one of the following:

1. Concurrent graduation from an undergraduate health program;
2. Concurrent graduation from a professional health program; or
3. Confirmation of previous graduation from one of the above.

Rationale:
The Certificate in Indigenous Health Practice (IHP) will be developed by First Nations University of Canada (FNUniv) in collaboration with the Faculty of Kinesiology and Health Studies (KHS) at U of R. It is designed to provide students currently enrolled in allied health programs (Social Work, Kinesiology), professional health science programs (medicine, nursing, occupational therapy, physical therapy) and practicing health professionals, with an additional credential that will prepare and qualify them to practice effectively in health settings with Indigenous populations.

There is increasing awareness of the need to prepare health practitioners in our country to practice effectively in community and clinical settings with patients of Indigenous origin. Professional educational programs in areas such as Medicine, Nursing, Occupational Therapy and others do not provide the specialized training in this area urgently required by the health system.

Recently, the National Expert Commission (NEC) in partnership with the Canadian Nurses’ Association released a report entitled *A Nursing Call to Action*. This followed a national consultation and an Aboriginal Health Roundtable hosted by the Governor General in March 2012. The report had specific discussions regarding Aboriginal health noting that “No group in Canada suffers greater discrimination and ill health than our Aboriginal people” (CNA, 2012). Experts at the Round Table urged the NEC to examine community-centred health care and wellness programs and indicated that nurses need to be able to support health in all of its spiritual, mental, emotional, social and physical dimensions (CAN, 2012).

Among the most critical of the NEC report’s recommendations was the following: *Prepare the Providers* – A new system needs new services providers. The NEC recommends curricula enhancement that is inclusive of Aboriginal content. They also recommend recruitment of Aboriginal nurses and licensed nurse practitioners. The NEC notes that the solutions must be community-based and holistic in nature.

In addition to the landmark NEC report, the Royal College of Physicians and Surgeons has been undertaking similar and important work. They have an Aboriginal Health Advisory Committee (AHAC) that has been discussing Indigenous content in medical school curricula and its consistency across Canadian medical schools as well as training for medical professionals already practicing.

With its history of excellence in providing programming with Indigenous knowledge at its basis, FNUniv is ideally positioned to provide a certificate that will fill this critical educational gap in health education. To mount this new certificate in partnership with KHS, FNUniv will draw on its experience in the health field through its long association with Nursing education and the Bachelor of Health Studies program. Holistic, community-based programming is at the heart of
FNUniv’s academic mission, and the institution has the needed infrastructure to provide distance-education offerings to serve students across the country.

The FNUniv has identified Aboriginal health as a priority over the past several years, and health programs will continue to be a strategic priority for the institution. With the phasing out of the Nursing Education Program of Saskatchewan (NEPS), FNUniv is reorienting its health programming to create offerings that will specifically serve the needs of Indigenous students and communities. A new degree program in mental health and addictions is under development, and FNUniv is expanding its offerings of health-related certificates at its Northern Campus, including the Certificate of Health Studies (CHS) associated with the Bachelor of Health Studies (BHS). The Certificate in Indigenous Health Practice (CIHP) is designed to capitalize on FNUniv’s experience through Nursing in professional health education, while providing a credential that will help health practitioners to serve effectively in Indigenous communities. This goal speaks directly to FNUniv’s core mission of improving the quality of life of First Nations people.

The Faculty of Kinesiology and Health Studies and the FNUniv have been partners in the delivery of the Bachelor of Health Studies since 2006. The introduction of the Certificate in Indigenous Health Practice (CIHP) will build on this foundation, and continue to align the faculty with the University’s strategic priorities. This certificate may be of interest to students in the allied health fields, studying kinesiology, sport and recreation management and therapeutic recreation.

FNUniv anticipates that this program will be attractive to a variety of students pursuing health-related programming. The proposed curriculum is not onerous, and could easily be incorporated into an undergraduate pre-professional pathway, and degree program within open electives. This certificate could appeal to a wide variety of health professionals across Canada, but we are currently focused on local student representation. Given the rapidly growing Aboriginal population and the recent emphasis on addressing the complex Aboriginal health issues in our province (and across Canada), the program will attract students a large number of students either for face-to-face instruction or on-line delivery. The program will appeal to Indigenous students as well as students of non-Indigenous origin.

External letters of support have been obtained from the following organizations: Canadian Nurses’ Association, Royal College of Physicians and Surgeons (Aboriginal Health Advisory Committee), Aboriginal Nurses’ Association of Canada. FNUniv also has a letter pending approval from the community advisory committee from the Northern Medical Services, University of Saskatchewan. We feel this is a clear indication of the support and demand for this unique certificate. Interest in supporting this program directly has also been expressed by industry partners such as Aspen Medical, a firm that is partnering with the Government of Saskatchewan to expand private health care provision to remote First Nation communities in the province. Internally, there has been discussion with advisors regarding inclusion of the INHS courses as part of student programming when a health field has been identified (eg. Science for pre-professional pathways, Social Work, Nursing, Kinesiology and Health Studies).

FNUniv has four qualified Nursing faculty at its Prince Albert Campus who are available to teach the courses required in this program (face to face or via distance), and Indigenous Health Studies faculty at its Regina campus. There is also a Community Outreach Officer based in Regina. The courses are all developed, and conversion of those courses into on-line delivery format is underway. There are no new resources required to mount this certificate beyond basic marketing and recruitment costs.

The CIHP will be offered through KHS. FNUniv has a well-established working relationship with KHS through the BHS and CHS and this is a logical place to house the certificate.

The CIHP will be comprised of 18 credit hours, nine of which will come from three Indigenous Health Studies (INHS) courses: INHS 100 (Introduction to Indigenous Health Studies), INHS 101 (Introduction to Indigenous Health Studies II), and INHS 210 (Contemporary Indigenous Health Issues). These courses, which will be available face-to-face or in distance-delivery
format, will provide students with comprehensive knowledge of Indigenous health issues ranging from pre-contact, contact, assimilation, colonization, racism, cultural safety, chronic and infectious diseases, addictions, violence and abuse, environmental health issues, policy and program issues and health transfer issues. The remaining 9 credit hours will be allocated for community placement hours which would be an opportunity to do placements in First Nations communities across Saskatchewan, or in other rural and remote locations within, or beyond, the Saskatchewan borders.

The CIHP will respond to societal demands for improved health care of people of Indigenous origin, and will benefit communities and individuals across the country. As demonstrated by the letters of support received from professional health education faculties, demand for this certificate will be strong in Saskatchewan and across the country, as distance delivery options become available. The program aligns with the strategic priorities of FNUniv and the U of R with regard to promoting educational opportunities for Indigenous people, and to working in partnership with communities. FNUniv has an established record of providing high-quality, holistic, community-based health education, and has the faculty resources and courses needed to deliver the certificate. KHS has a history of working collaboratively with FNUniv to deliver health-related programming that serves large numbers of students and leads to successful employment in health careers.

6. FACULTY OF NURSING

6.1 Admission Requirements (Pending Approval)

<table>
<thead>
<tr>
<th>MOTION:</th>
<th>To revise the admission requirements specific to the Faculty of Nursing, as follows:</th>
</tr>
</thead>
</table>
| NURSING (U of R) | Applicants who have attempted 24 credit hours of approved post-secondary education will be admitted based on the following criteria:  
- Completion of either each the required high school course admission subjects (see §2.4.1.1) or a post-secondary equivalent or higher  
- A minimum 65% UGPA on all postsecondary courses presented  
- If seeking admission while currently attending another Nursing program, a minimum UGPA of 65% and a positive recommendation on a clinical placement reference form  
- Applicants who have attempted fewer than 15 credit hours of approved post-secondary education will be considered for admission based on high school admission criteria (see §2.4.1)  
- All applicants who have completed post-secondary course work must be considered in good standing at the U of R or their former academic institution as of the start date of the program to retain their seat  
| In addition to the university’s standard ELP requirements, students who meet the University’s English Language Proficiency requirements via an exam must achieve specific exam standards. See §2.2.3 for details. All successful applicants must provide the results of a criminal record check and vulnerable sector search, proof of Standard First Aid, Transfer, Lifting, and Repositioning (TLR©) and CPR Health Care Provider and an up-to-date immunization record prior to the commencement of the program. |

(end of Motion)

Rationale: The proposed changes to admission requirements will accomplish the following goals:

1) Students with a significant number of credit hours of poor post-secondary education (previously up to 23 credit hours) will no longer be admitted based solely on high school.
2) Any students with post-secondary course work will now at least have to be in good standing at the start of their first term.
3) Older students who don't want to go back to high school could qualify for admission based on one full term of post-secondary work.
4) Nursing is a competitive entry program. With the words "will be admitted based on the following criteria", applicants have been under the impression that, if they meet the criteria, they will be admitted. Since this is not the case, changing these words to be "considered for admission" is intended to more accurately reflect the current process.

6.2 Conditional Admission Requirements (Pending Approval)

**MOTION:** To add the following criteria for conditional admission to the admission requirements specific to the Faculty of Nursing:

<table>
<thead>
<tr>
<th>Conditional Admission</th>
<th>High School: Applicants who are currently enrolled in high school will be subject to the University of Regina’s Early Conditional Admission process. Refer to: Early Conditional / Future Students, University of Regina</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-Secondary: Applicants who are enrolled in post-secondary courses at or beyond the admission deadline may be offered conditional admission if they have completed 15 or more credit hours and are registered in the required admission subjects. Applicants who have been admitted conditionally must satisfy all conditions outlined by the program and be considered in good standing at the U of R or their former academic institution as of the start of this program to retain their seat.</td>
</tr>
</tbody>
</table>

Conditional Post Secondary Admission – we would like to see post secondary conditional admission added as a policy and process for admissions and published on the Sask. Nursing website.

(end of Motion)

Rationale:
- For admissions to be able to consider students eligible for conditional admission who may be finishing admission requirements in the Winter & Spring/Summer. (ie. A student taking BIOL 140 in winter because they are missing BIOL 30).
- For admissions to take into account courses/credit hours students have taken in the winter and/or spring/summer to ensure that they are still in good standing.

7. FACULTY OF SOCIAL WORK

7.1 Academic Admission for BSW Program at Yukon College

**MOTION:** That the academic admission requirements for the BSW Program at Yukon College for students admitted September 1, 2013 and onwards, be accepted as follows:

Program Details:

ACADEMIC ADMISSION REQUIREMENTS – BSW Program at Yukon College
Admitted September 1, 2013 onwards
Students must complete a minimum of 30 university credit hours prior to admission to the BSW and obtain a minimum GPA of 65%.

The following courses must be completed as part of the 30 university credit hours:

- English 100 level: 3 credits*
- English 100 level, or higher: 3 credits*
- Social Work 200: 3 credits
- General University Studies: 21 credits

*A 70% combined average is required for these English courses

(end of Motion)

**Rationale:** The Yukon College recognizes that their students take general university courses from a variety of post secondary institutions located primarily in Western Canada. They have signed articulation agreements with several colleges and universities. The proposed changes will facilitate easier access of Yukon College students to general university courses. The proposed 70% average is intended to ensure that students achieve high standards in the English language courses.

### 7.2 Change from Indian to Indigenous (Pending Approval)

**MOTION:** That, effective September 1, 2014, the name of the School of Indian Social Work be changed to the School of Indigenous Social Work, the name of the Bachelor of Indian Social Work be changed to the Bachelor of Indigenous Social Work and that the name of the Certificate of Indian Social Work be changed to the Certificate of Indigenous Social Work.

(end of Motion)

**Rationale:** These changes will bring the SISW in line with other FNUniv units and departments. The changes to the UG calendar and course descriptions (ISW will now be INSW) will be appropriately changed to reflect the name changes.

### 8. COUNCIL COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS

#### 8.1 Strategic Plan for Undergraduate Awards

**MOTION:** That the University of Regina Strategic Plan for Undergraduate Awards be approved, as outlined in ATTACHMENT A, pages 26 to 30.

**Rationale:** Last year, the Council Committee on Undergraduate Scholarships struck a subcommittee to research and prepare an undergraduate awards strategy for recommendation. Currently, there is no formally approved undergraduate awards strategy in place to guide either award program development and renewal or set award program measurable objectives and outcomes.
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 http://www.uregina.ca/president/governance/council/eofc-meetings.html or contact the University Secretariat.

1. FACULTY OF ARTS

1.1 Arts- Revised Advising Requirements

Executive of Council approved the Faculty of Arts requirements for student advising be revised.

1.2 Arts- Core Curriculum – GEOG 344

Executive of Council approved to include GEOG 344, Aboriginal Geographies of Canada, in the Faculty of Arts Core Curriculum indigenous knowledge category.

1.3 Arts- Revision to BGISc Program Requirements

Executive of Council approved to change the Bachelor of Geography Information Science (BGISc) program requirements to conform to the recently approved changes to the BA in Geography.

1.4 Arts- Revision to the BA Combined Major in Geography and Economics

Executive of Council approved to revise the requirements for the BA Combined Major in Geography and Economics to conform with the new requirements for the BA Major in Geography.

1.5 Arts- Revision to Pre-Journalism Requirements

Executive of Council approved to revise the Pre-Journalism requirements to reflect the Faculty’s core requirements.

1.6 Arts- Revisions to BA Honours Major in Psychology

Executive of Council approved to revise the requirements of the BA Honours Major in Psychology to require that the honours paper be completed over a minimum of two semesters.

1.7 Core Requirements

Pending approval at Executive of Council to revise Faculty of Arts Fine Arts core requirements to include additional subjects taught by the Faculty of Fine Arts.

1.8 Revision to BA Major in Classical and Medieval Studies

Pending approval at Executive of Council to revise the BA Major in Classical and Medieval Studies to require one of HIST 261 or 262 (instead of HIST 264, which is no longer offered), and to allow students to take the other of the two as an ‘approved elective’in either Section B: Cognate Courses in the Ancient World or Section C: Cognate courses in the Medieval World (Section 9.32.6 of the UG Calendar).

1.9 Minor in Classical Studies
Pending approval at Executive of Council to revise the minor in Classical Studies to add HIST 261 and 262 as acceptable courses for its completion (Section 9.32.5 of the UG Calendar).

2. **FACULTY OF EDUCATION**

2.1 Elementary Program Changes

Pending approval at Executive of Council that, in order to pass ECS 301, a student in the Pre K-5 cohort must also pass “EFLD 310, and a student in the Middle Years cohort must also pass EFLD 317; and, in order to pass ECS 311, a student in the Pre K-5 cohort must also pass EFLD 311 and a student in the Middle Years cohort must also pass EFLD 318.

2.2 Secondary Program Changes – TEAP Profile

Pending approval at Executive of Council, that Aesthetics and Religious Education minors be dropped as secondary offerings on the Teacher Education Admission Profile (TEAP).

2.3 Secondary Program Changes – Pre-Internship Field Component

Pending approval at Executive of Council, that in order pass ECS 350, a student must also pass the pre-internship field component.

2.4 Secondary Program Changes – Pre-Internship Field Component

Pending approval at Executive of Council that the contact hours of the following pre-internship courses be revised from 3 to 2.5 hours.

2.5 Education Curriculum Changes – Revisions of Grades in “IN” in Internship

Pending approval at Executive of Council that section 11.7.3 of the UG Calendar, Grades of “IN” in Internship be revised as follows: FROM: Students who receive a grade of incomplete (IN) in pre-internship or internship will receive a failing grade of “F” if additional requirements have not been completed or arranged within one year of the first attempt of pre-internship or internship. A student who does not successfully complete internship must have permission of the Director of Professional Development and Field Experiences and of the Faculty of Education Student Program Centre (in consultation with others, as appropriate) before continuing in the program. A grade of “incomplete” for internship will normally mean that an additional semester of internship will be required. A grade of “fail” will normally mean that the student will be required to discontinue under faculty regulations. The latter ruling is subject to appeal and review. TO: Students who receive a grade of Incomplete -“IN” or Failed -“F” in either pre-internship or internship; and who voluntarily withdraw or are required to withdraw for academic and/or professional reasons must reapply within one year from the date of the first attempt to the Professional Development and Field Experience Office, for approval to complete or reattempt pre-internship and/or internship. Failure to reapply within the time limit will result in a permanent grade of Failure-“F” on a transcript, and the student will be required to discontinue under faculty regulations which are subject to appeal and review.

2.6 Major Electives for Secondary Social Studies Major

Pending approval at Executive of Council that the major approved electives for the Secondary Social Studies major include 200-level or higher courses in Anthropology, Economics, Geography, History, Indigenous Studies, Political Studies or Sociology.

2.7 Pre-Intern Professional Development Profile and Cooperating Teacher’s Report
Pending approval at Executive of Council that the proposed change to the Pre-Intern Professional Development Profile and Cooperating Teacher’s Report include an evaluation by the Faculty Advisor as identified on the report.

3. **FACULTY OF ENGINEERING & APPLIED SCIENCE**

3.1 Revision to Selection of a Major

Executive of Council approved to revise the major selection.

3.2 Revision to Software Systems Engineering Program Curriculum

Executive of Council approved to revise the SSE program curriculum, effective Spring/Summer 2014.

3.3 Revision to Electronic Systems Engineering Program Curriculum

Executive of Council approved to revise the ESE program curriculum, effective Spring/Summer 2014.

3.4 Revision to Environmental Systems Engineering Program Curriculum

Executive of Council approved to revise the EVSE program curriculum, effective Spring/Summer 2014.

3.5 Rules for the Co-operative Education Internship Program

Executive of Council approved the Progress and Withdrawal rules for inclusion in the Co-operative Education Internship Program.

3.6 Environmental Systems Engineering Program Changes

Pending approval at Executive of Council to replace ENEV 322 with BIOL 223 in the Environmental Systems Engineering program (Section 12.10.4 of the UG Calendar), effective Fall 2014.

4. **FACULTY OF FINE ARTS**

4.1 Changes to the Bachelor of Fine Arts, Film Major

Executive of Council approved to change the Bachelor of Fine Arts, Film Major.

4.2 Changes to Core Film Studies Course Requirements

Executive of Council approved to change the four core film studies course requirements in the Bachelor of Arts and Bachelor of Arts Honours, Fine Arts Major, Film Studies Concentration.

4.3 Incorporation of FA 202

Pending approval at Executive of Council that the following changes be approved:
- That FA 202, Indigenous Issues in the Arts, be added as a required course in the Bachelor of Arts, Fine Arts Major, Creative Technologies concentration program. The course will be added to the Culture and Society Critical Competency portion of the degree, and 3.0 credit hours will be removed from the open elective portion of the program;
• That FA 202 (3 CH) in the Critical Competencies, Culture and Society category of the BA be added in Fine Arts Film Studies concentration degree and that 3 CH be removed from the open elective category;

• That FA 202 (3 CH) be added in the Critical Competencies, Culture and Society category of the BA Honours in Fine Arts major – Film Studies concentration degree, and that 3 CH be removed from the Open Elective category;

• That FA 202 (3 CH) be added in the Critical Competencies, Culture and Society category of the Bachelor Fine Arts Film Production degree and that 3 CH be removed from the Fine Arts elective category;

• That FA 202 be required in all music programs except the Bachelor of Music Education and the three-year BA (Music Special Three-Year) and be required in the Critical Competency Requirement subsection Culture and Society. Total culture and society CH will remain at 6;

• That FA 202 be made a required Critical Competency for the Bachelor of Arts, Theatre and Performance Major, Bachelor of Arts, Theatre and Performance Major (Acting Concentration), Bachelor of Arts, Theatre and Performance Major (Design/Stage Management Concentration). Further, that FA 202 be situated in the Culture and Society array and that ALL 3 programs delete a “Critical Competency course or Fine Arts Elective” to facilitate this addition:

• That FA 202, Indigenous Issues in the Arts, be a required course in all Visual Arts degree programs (excluding the 3-year special program taken concurrently by Arts Education students). The course may be counted in the Culture and Society Critical Competency portion of the degree. Total CH in the Culture and Society portion of each degree will remain the same as currently constituted.

4.4 Revision to the Natural and Social Sciences Requirement

Pending approval at Executive of Council that the phrase “Computer Science courses will not be counted in this area” be deleted from the Analytical thinking in the Natural and Social Sciences requirements of all degree programs offered by the Faculty of Fine Arts.

4.5 Revision to the Research Skills and Methodology Competency

Pending approval at Executive of Council that ARTH 301 Art Theory and Art Criticism, CTCH 203 Introduction to Media and Communication, CTCH 303 Technology & Culture, and THST 250 Script Analysis be added to the Research Skills and Methodology competency requirements in all Fine Arts Degree Programs.

4.6 Amendments to BA Theatre and Performance

Pending approval at Executive of Council that the BA Theatre and Performance (Acting Concentration) be amended.

4.7 Amendments to BA Theatre and Performance

Pending approval at Executive of Council that the BA Theatre and Performance (Design/Stage Management Concentration) be amended.

4.8 Amendments to BA Theatre and Performance

Pending approval at Executive of Council that the BA Theatre and Performance be amended.

4.9 Bachelor of Arts (BA) Fine Arts Major, Culture of Display Concentration

Pending approval at Executive of Council that the following Cultures of Display be approved as a new area of concentration in the Bachelor of Arts, Fine Arts major, offered by the Department of Visual Arts.
5. FACULTY OF GRADUATE STUDIES AND RESEARCH

5.1 Engineering & Applied Science – Process Systems Engineering Program - Curricula Revisions

Executive of Council approved the revision of the Program Curricula of Process Systems Engineering Program (PSEng) to remove ENPC 821 (as a compulsory course) and ENGG 600 and replace with ENPC 902.

5.2 Engineering & Applied Science - Master of Engineering (Co-op) Program in Industrial Systems Engineering - Minimum Requirements

Executive of Council approved that an amendment of the minimum requirements for Master of Engineering (Co-op) Program in Industrial Systems Engineering to replace ENGG 600 with an Engineering Project course (ENIN 902) in the program while maintaining the total credit hours of 42.

5.3 Fine Arts - FA 801 Seminar in Interdisciplinary Theory and Criticism II

Executive of Council approved that FA 801 Seminar in Interdisciplinary Theory and Criticism II be removed as a requirement in the following programs: MFA Interdisciplinary Studies; MA Interdisciplinary Studies; MFA Media Production; MA Media Studies; MFA Visual Arts.

5.4 Fine Arts - FA 803 Interdisciplinary Seminar in Research Methodologies

Executive of Council approved the new course FA 803 Interdisciplinary Seminar in Research Methodologies (3) be created and added as a requirement of the following programs: MFA Interdisciplinary Studies; MA Interdisciplinary Studies; MFA Media Production; MA Media Studies; MFA Visual Arts.

5.5 Fine Arts - Creative Technologies as an area of concentration

Executive of Council approved that Creative Technologies code of “CTCH” be added as an area concentration to the MA and MFA programs in Interdisciplinary Studies in Fine Arts.

5.6 Fine Arts - FA 802 Seminar/Studio in Interdisciplinary Theory and Practice

Executive of Council approved FA 802 Seminar/Studio in Interdisciplinary Theory and Practice be removed as a requirement in the following programs: MFA Interdisciplinary Studies; MA Interdisciplinary Studies.

5.7 Fine Arts - MFA (Interdisciplinary Studies) Revisions

Executive of Council approved the changes to the MFA (Interdisciplinary Studies).

5.8 Fine Arts - MA (Interdisciplinary Studies) Revisions

Executive of Council approved the changes to the MA (Interdisciplinary Studies).

5.9 JSGSPP- JSGS 807 Statistics for Public Managers

Executive of Council approved the addition of JSGS 807 Statistics for Public Managers as an elective course for the JSGS Master’s Certificates in Public Management, Public Policy Analysis and Economic Analysis for Public Policy.

5.10 Fine Arts – FA 810AA-ZZ Course in the MFA and MA
Pending approval at Executive of Council that students are required to take one FA 810AA-ZZ course in the MFA and MA degree programs be approved.

5.11 Fine Arts – Elective to the MFA Media Production Degree

Pending approval at Executive of Council that a 3 credit hour elective be added to the MFA Media Production degree, for a total of 9 credit hours in elective courses be approved.

5.12 Fine Arts – Changes to MFA (Media Production)

Pending approval at Executive of Council that the requirements of the MFA (Media Production) be changed.

5.13 Fine Arts – Elective to the MA Media Studies Degree

Pending approval at Executive of Council that a 3 credit hour elective be added to the MA Media Studies degree, for a total of 6 credit hours in elective courses.

5.14 Fine Arts – Elective to the MA Media Studies

Pending approval at Executive of Council that the requirements of the MA (Media Studies) be changed.

6. FACULTY OF NURSING

6.1 Revisions to the SCBScN Program Curriculum

Pending approval at Executive of Council that the SCBScN program be revised, effective for Fall 2014.

7. FACULTY OF SCIENCE

7.1 Definition of a Natural Science Elective

Executive of Council approved to add “must have a lab component” to the natural science requirement listed under section 16.91.1 of the Undergraduate Calendar and Course Catalog.

7.2 Change to BSc and BSc (Honours) Program with Majors in Geography, Economics or Psychology

Executive of Council approved to change “***Geography, Economics and Psychology courses are considered to be within the Faculty of Science only for BSc and BSc (Hons) students who are majoring in Geography, Economics or Psychology respectively” under section 16.9.1.1 of the Undergraduate Calendar and Course Catalog to “For BSc and BSc (Hons) students majoring in Geography, Economics and Psychology: courses within the major requirements are considered to be within the Faculty of Science. Additional courses in these disciplines will continue to be treated as Arts electives.”

8. FACULTY OF SOCIAL WORK

8.1 Program Changes for BSW Program at Yukon College

Executive of Council approved the program changes for the BSW Program at Yukon College for students admitted prior to August 31, 2013, be accepted.
8.2 Social Work - Program Changes for BSW Program at Yukon College

Executive of Council approved the program changes for the BSW Program at Yukon College for students admitted September 1, 2013 and onwards, be accepted.

8.3 Extension of Moratorium on Awarding of PLAR Credit for SW 348

Executive of Council approved the moratorium awarding PLAR credit for SW 348 – SW Practicum I be extended from July 1, 2013 to December 31, 2013 in order to establish a policy and guidelines for granting PLAR credit for SW 348 in the future.

8.4 Credit for SW 348, Practicum I

Pending approval at Executive of Council that students applying for credit for SW 348, Practicum, must:
   - Have a minimum of the equivalent of 2 years of full-time waged or unwaged human service experience, which has been completed in the past 10 years;
   - Have successfully completed the prerequisites for the course (currently SW 390, SW 346, and SW 100, 6 additional SW credit hours, plus a minimum grade point average of 70% in the Social Work portion of their BSW) prior to credit being granted;
   - Contact the appropriate Practicum Placement Coordinator prior to the relevant practicum application deadline to discuss their intent to apply for PLAR credit and, if needed, participate in the placement planning process; and,
   - Clearly demonstrate in their PLAR application how they have met the objectives and competencies for SW 348.

8.5 Change of Name of SW Qualifying

Pending approval at Executive of Council to change the name of SW qualifying to Pre-Social Work, effective May 1, 2104.

8.6 Limitations to Pre-Social Work Program

Pending approval at Executive of Council that students be limited to completing SW 100 and SW 202 while in the pre-Social Work program, effective May 1, 2014.

8.7 Grade Point Average (GPA) Calculation for Admission to BSW Program

Pending approval at Executive of Council that the grade point average (GPA) calculation for admission to the BSW program include grades earned in courses applicable to the applicant's BSW program. This includes failing grades from U of R courses if the course(s) would have been used toward the program.

9. CENTRE FOR CONTINUING EDUCATION

9.1 Revisions to Certificate in Public Relations

Executive of Council approved change the elective requirement for the PR program from two 1.5 credit hour electives to one 3.0 credit hour PR elective.

9.2 Unit Name Change for Career and Professional Development

Executive of Council approved Career and Professional Development" become the official name of the unit formed by the merger of Credit Studies Division and Business & Professional Development.

10. REGISTRAR’ S OFFICE
10.1 Academic Recovery Program Sub-committee Recommendations

Executive of Council approved the proposal and accompanying regulations.

11. UNIVERSITY SECRETARIAT

11.1 Policy – Awarding the Title Emeritus

Executive of Council approved the policy EMP-105-010 Awarding of the Title Emeritus. Once approved by Executive of Council, the policy will be recommended to the Board of Governors for their approval.

Prepared by:
   D’arcy Schauerte

On behalf of:
   Annette Revet, University Secretary

DATE:   17 January 2014
ATTACHMENT A
REPORT TO SENATE

The University of Regina Strategic Plan for Undergraduate Awards
September 16, 2013

VISION

The University of Regina strives to offer a comprehensive award program that recruits top students to the University, recognizes the accomplishments of our students and supports retention efforts to ensure students have the support needed to complete their studies at the University.

PREAMBLE

Scholarships, awards, bursaries and prizes (referred to collectively as ‘awards’) are key components of a successful student recruitment and retention program. Awards are developed to attract prospective students, reward current students and provide financial assistance to students in need. A strong awards program supports the University’s enrolment goals and can help promote the University provincially, nationally and internationally. Scholarships are also one of the indices commonly used by Maclean’s, the Globe and Mail, and other publishers to rank Canadian universities. These rankings, in turn, can influence student, parent, community and government perceptions of the quality of an institution.

The University Strategic Plan, mâmawohkamâtowin, highlights a number of key goals and objectives that provide the foundation for the development of a viable awards program:

• A1 – Promote and reward the pursuit of excellence in teaching, research, public service, and administration. Make the University widely known for excellence.
• B2 - Make the transition into university seamless; enhance accessibility and flexibility; expand early-awareness and transitional programming; and ensure that appropriate supports are in place for students with special needs
• B3 - Improve the university experience for students, promote their well-being, and foster a stronger campus community and spirit. Provide more scholarship and bursary support, and allocate the funding necessary to attract and retain highly qualified graduate students
  o Increase the amount of scholarship and bursary funding available to our students.
• C1 - Raise the profile and increase the presence of the University regionally, nationally, and internationally. Promote community involvement of University personnel by redoubling our efforts to showcase the pursuit of excellence in teaching, research, and administration
  o Work with guidance counsellors and school principals to recruit more Regina and Saskatchewan students, including the highly accomplished.
  o Engage with and address the needs of Saskatchewan cities, towns, and rural and northern communities.
• C2 - Enhance collaboration with and among First Nations University of Canada, Campion and Luther Colleges
  o With on-campus partners, collaboratively develop strategies to attract First Nations and Métis, francophone, and international students, including international Aboriginal students.
The Strategic Plan for Undergraduate Awards is intended to assist the University with creating and maintaining a sustainable awards program that assists the University in achieving the goals outlined in the University’s overall Strategic Plan that will benefit all students within the University.

CURRENT STATE

Here are some highlights from the 2011-2012 award disbursement report:

- 83% of current funding is allocated to continuing students while 15% is for entering student awards
- 63% of awards are classified as scholarships, 24% as bursaries and 13% as awards
- 73% of University of Regina undergraduate awards have an award value less than $2,000
- When considering special cohorts of students Student Athletes received significantly more funding than the average student (average of $2903 per student). This represents 20% of the total funding available to undergraduate students. Aboriginal students and international students (visa) received the lowest amount of funding compared to the size of the student population (4% and 1% respectively)

OBJECTIVES

1. Increase the number of entrance scholarships to support recruitment efforts and enable the University of Regina to remain competitive with western Canadian universities.
2. Realign the current student award program to focus more on the need-level of students (see Appendix A).
3. Increase existing donated award values to be in alignment with current tuition levels
4. Encourage more donor funded renewable entrance awards that cover tuition fees for four years
5. Increase funding for aboriginal and international students

Goal #1: Ensure all students admitted with an 85% or higher admission average, receive an automatic entrance scholarship.

Goal #2: Over the next four year, re-balance operating funds for current student awards to increase available funds for continuing student bursaries and reduce funds for merit based continuing student awards (see Appendix A for additional information).

Goal #3: Work with External Relations to set minimum donations amounts for named awards that are more in alignment with current tuition fee levels and to encourage the establishment of renewable awards.

Goal #4: Encourage more bursaries, through donations, to be established for aboriginal students.

Goal #5: Encourage more scholarships, through donations, to be established for international students.

Goal #6: Explore alternative funding models such as tuition set-aside or tuition discounting program to help increase available funding.

Goal #7: To achieve equality among all student groups, conduct annual reviews of student groups identified in the annual disbursement report to ensure funding is allocated in a fair and equitable manner, as determined by total funds disbursed and the average funds received per student, and make recommendation for re-balancing of operating funds as needed.
Goal #8: Provide annual reports to Executive of Council on award disbursements and new awards established.

Appendix A: Supporting Need-Based Awards

The following provides additional information to support the objective in the Undergraduate Award Strategy to increase funding and support for need-based awards for undergraduate students at the University of Regina.

Historically, need-based awards have not been a priority for the undergraduate awards program. The emphasis was placed on merit based awards as a means to encourage retention for returning students. A review of the literature and recent studies conducted by the Office of Resource Planning at the University of Regina shows the need for a change in priorities. This research indicates that a greater emphasis should be placed on need-based awards to encourage student retention.

Retention is the ability to retain students from one year to the next with the ultimate goal of program completion. There are many factors that contribute to student retention which can be categorized into two main categories: student factors (referred to as persistence) and institutional factors (referred to as retention). Persistence includes elements such as personal experiences, life situations, prior academic preparedness, finances and educational commitment. Retention includes elements such as academic performance, program/course offerings, financial support, student services and student engagement.

Vincent Tinto’s research on the importance of student engagement (1975, 1993, 1997) resulted in several new approaches to increase student commitment to the institution. This included the delivery of campus services, supports and extra-activities. This has been followed by several other researchers including, but not limited to Cabera, Kuh, Bean, Astin, Castaneda and Nora. One of the key and consistent findings was the impact of student work hours on their ability to participate in campus activities. Student’s who worked more than 15 hours per week off campus, were less likely to be engaged on campus and demonstrated less commitment to the University. Institutions found that students were working more hours to reduce their debt load or to cover unmet need (McElroy, 2005; Canadian Millennium Scholarship Foundation, n.d; Canadian Millennium Scholarship Foundation, 2007).

This research complements recent data released by the Office of Resource Planning at the University of Regina. The 2012 study on graduating students demonstrates that undergraduate students are turning to employment income as a primary source for funding their education (86%); working an average of 26 hours per week (University of Regina, 2013). This is above the average for comparable institutions and the recommended hours to encourage campus engagement and academic success. Although our students are working more to pay for their studies, student debt is increasing with graduates reporting an average debt amount of $18,986 (University of Regina, 2013).

The 2012 CUSC data also demonstrates that University of Regina students spend less time interacting with other students, volunteering on campus and attending campus athletic and social events (CUSC, 2012). This could be related to the number of hours student work per week to support their education.

If the goal of the student award program is to assist with recruitment and student retention, targeted and strategic allocations of funding needs to occur to ensure the greatest impact is achieved. The data provided
by University of Regina students through the CUSC and the Post-secondary Graduate Survey indicate there is a relationship between the number of hours worked per week and the lack of campus engagement. Providing students with need based funding will enable students to continue their studies, reduce the number of work hours and increase their ability to become more engaged with campus activities.

References:


