DATE: May 2, 2006

TO: All Members of the Council Committee on Undergraduate Admissions and Studies

FROM: Bev Liski, Staff Assistant

RE: NOTICE OF MEETING

The Council Committee on Undergraduate Admissions and Studies will meet on Tuesday, May 9th at 10:30 a.m. in the Board Room, Fifth Floor, Administration/Humanities Building.

AGENDA

1. APPROVAL OF AGENDA

2. APPROVAL OF MINUTES OF LAST MEETING – April 7, 2006

3. BUSINESS ARISING FROM THE MINUTES

4. OLD BUSINESS

5. NEW BUSINESS
   5.1 Report from the Faculty of Arts, Appendix I, p. 2
   5.2.1 Recommendation Item from the Planning and Priorities Committee re Certificate in Intercultural Leadership, Appendix II, p. 15
   5.2 Report from the Faculty of Engineering, Appendix III, p. 16
   5.3 Report from the Faculty of Education, Appendix IV, p. 18
   5.4 Report from the Faculty of Business Administration, Appendix V, p. 19

6. ITEMS FOR INFORMATION
   6.1 Date of Next Meeting – Tuesday, June 13, 2006, 10:30 a.m., Graduate Studies Board Room, NR 110.3

7. CONCLUSION
I: The Academic Program Development Committee has approved the following and offers for consideration:

A. Intercultural Leadership Program
   Rationale for creation of the program: See pages 4-14.
   **MOTION:** To CREATE a Certificate in Intercultural Leadership as outlined on pages 4-14.

B. Arts Core requirements
   Rationale for inclusion of new courses on Lists A and B:
   Courses in interdisciplinary programs, including interdisciplinary studies (IDS) and women’s studies (WMST), have been typically placed on both Lists A and B of the Arts core requirements. New courses created in Intercultural Leadership (ILP), International Studies (INTL) and Health Studies (HS) should be considered for inclusion on these lists. The concentration-specific courses in the International Studies Program (ASIA, DEV, ES) are not being considered at this time since non-International Studies majors are unlikely to take these courses.

   Course descriptions for the INTL and HS courses can be found on pages 68 and 73 of the Undergraduate Course Catalog.
   **MOTION:** To include Intercultural Leadership (ILP), International Studies (INTL) and Health Studies (HS) courses on both Lists A and B in the Arts core requirements.

C. Department of International Languages
   Rationale to include RLST 333 in the Spanish major: While not reflected in the current course description, RLST 333 focuses on the Central and South American context, as seen in the detailed course description.

   **RLST 333: Liberation Theology**
   The 20th century has seen a growing religious commitment to positive social transformation, especially in Christianity. This left-wing form of the resurgence of religion in the public sphere has been little commented on. Since the end of the 19th century, but especially since the 1960’s, Christianity’s characteristic concern to alleviate individual suffering has changed into a concern to transform society in order to eliminate the social causes of suffering. Liberation theology, which emerged in Latin America in the late 1960’s, is a style of Christianity emblematic of this transformation. In the course we will examine this, and other liberative forms of Christianity (such as feminist theology), primarily through a close study of a foundational text, *A Theology of Liberation*, by the
APPENDIX I

Peruvian Catholic priest and theologian, Gustavo Gutiérrez. **Professor:** Peter Bisson

**MOTION:** To REVISE the SPANISH majors, minor and certificate to include the following as one of the approved electives:
RLST 333: Liberation Theology

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D. **International Studies Program**

Rationale to revise the approved electives list: New courses in HJ (see page 67 of the UG Course Catalog) and the detailed description of RLST 333 (see above) have been considered.

**MOTION:** To REVISE the approved electives in the INTERNATIONAL STUDIES majors and certificates as follows:

**DELETE from International Politics, Security and Organization group (International Affairs concentration):**
HJ 353: Social Justice, Peace and International Development

**ADD to International Development group (International Affairs concentration):**
HJ 353: Social Justice, Peace and International Development
HJ 355: Food, Hunger, and Social Justice
HJ 357: Ecology and Justice

**ADD to International Economics and Political Economy group (International Affairs concentration):**
HJ 355: Food, Hunger, and Social Justice
HJ 357: Ecology and Justice

**ADD to Latin American Studies group:**
RLST 333: Liberation Theology

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**II:** The Academic Program Development Committee has approved the following and offers for information:

A. **Intercultural Leadership Program**

CREATED the following courses as outlined on pages 11-12:
ILP 100, ILP 300, ILP 301, ILP 400.

B. **Department of English**

REVISED the following course:
ENGL 110
Critical Reading and Writing II
3:3-0
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A study of a designated aspect of a literary genre, a national literature, a theme, or a special topic. This course continues the development of student proficiency in critical reading and writing begun in ENGL 100 through the study of a range of non-literary and literary texts, and the study of composition, with emphasis on research writing and connections between modes of reading and writing. A study of a special topic in literature, which may include non-literary texts, in conjunction with a continuation of the writing program begun in ENGL 100.

Note: This is a change in description. Effective for Winter 2007.

C. Women’s Studies Program

REvised the following course:

WMST 201
Women, the Environment and Change
3:3-0

This course is an interdisciplinary and cross-cultural exploration of issues revolving around women, the environment and change. Some topics explored will be a feminist view of the social, historical and cultural roots of the environmental crisis, environmental rights and ethics, and women's participation in environmental movements to name a few. *** Prerequisite: WMST 100 or completion of 15 credit hours or permission of the coordinator. ***

Note: This is a change in prerequisite.

D. Department of Political Science

CREATE the following course:

PSCI 312
American Political Thought
3:3-0

This course examines the intellectual origins and development of the American constitutional tradition from the colonial period to modern times. Topics include thinkers and works from the Founding and Jacksonian era, Lincoln and the slavery crisis, the populist and progressive movements, New Deal liberalism, and contemporary rights issues.

Prerequisite: PSCI 240 or 321

Intercultural Leadership Program
Letter of Intent

Introduction and Background

The Intercultural Leadership Program has been conceived as a partnership between the Crown Investments Corporation of Saskatchewan, the University of Regina, and the First Nations University of Canada. The program is intended to prepare undergraduate students (Indigenous and non-Indigenous) for employment and leadership positions with the Saskatchewan crowns and other organizations. The guiding principles of the program are:
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To provide significant opportunities for the recruitment and development of future leaders within the Crown corporations and more generally in Saskatchewan. The joint initiatives undertaken will be designed to target learning at different stages of people’s careers and aimed at ensuring a future workforce that reflects Saskatchewan's diversity.

The program developed will prepare students for leadership in an intercultural context to serve in both the public and private sectors of Saskatchewan and beyond. A major emphasis of the program will be the discovery of both the similarities and differences between the students' own cultural backgrounds and those of other students. Students will explore leadership from different world-views through developing knowledge of the ideas, values, and backgrounds of other students. Emphasis will also be placed on the value of community resources, including the role of Elders, and the importance of leadership in a community context. This cross-cultural understanding is pertinent to envisioning the broad picture necessary for developing leadership for change.

The program objectives are:

- To empower students to evaluate their current leadership skills, and set goals in relation to the use of these skills and the development of new skills;
- To accelerate the rate at which students are prepared to take leadership roles in the context of the changing Saskatchewan demographics and emerging labour force;
- To prepare students to make the distinction between leadership and management, to be able to integrate theory and practice, and to practice self-awareness and critical thinking; and
- To provide CIC with an opportunity to identify high-potential undergraduates and further develop them through part-time employment, summer employment, and co-op placements.

A set of assumptions serve as the foundation for building a successful Intercultural Leadership Program that will be of value to its stakeholders. The program assumptions include:

- Participation in the program will improve rates of employment for graduates and lead to a more diverse group of leaders in Saskatchewan's workforce;
- Indigenous and non-Indigenous students will have the opportunity to explore their values in an intercultural context, recognizing that all life experiences are understood as a part of developing the leader within;
- Stakeholders will recognize the cultural values of the participants, and learn to respect them as individuals;
- Both academic and crown corporation partners will champion the program in a way that builds and fosters positive relationships for the purpose of achieving results;
- The program is holistic in its approach and will encourage students to find a comfortable balance between school, work, and other life priorities; and
- The program will be viewed as a long-term strategy that requires appropriate resources to be effective.

Appendix A below presents the proposed academic program in detail. Key components of the program include:
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- Students will need to qualify for admission to the University of Regina, and then will be evaluated for admission to the program based on a portfolio outlining their leadership potential.
- The program will contain formal academic learning and a mechanism for experiential learning, both through work experience and through interaction in a First Nations community.
- A key focus of the development of leadership skills in this program is the emphasis on leading in an intercultural context.
- Students will graduate with a 30-credit-hour certificate in Intercultural Leadership. Students may take this program as a stand-alone program, as a complement to another degree, or as an after-degree certificate.

Program Fit with University and Faculty Planning Priorities

The Intercultural Leadership Program supports several aims and goals of the University of Regina planning document, *Reaching our Potential: Planning for Progress 2002-2006*. On page 13 of the document, in the background section on student demographics, the growing proportion of the university-age population who are First Nations and Metis people is noted, along with the statement (page 10) that “(t)he message for Saskatchewan’s universities is clear. If we are to contribute fully to the prosperity of the province, we must enhance educational and employment opportunities for Aboriginal people.” *Reaching our Potential* also draws on the earlier planning document, *Shaping our Future*, to reiterate the goal of making the University of Regina a preferred place to study by giving students “enviable learning experiences,” which this program certainly will do. Finally, the planning document emphasizes the responsibility and desire of the University of Regina to work with the Aboriginal people of Saskatchewan (page 27).

The Intercultural Leadership Program also meets several aims of the Faculty of Arts 2003 Planning Document, *We Who Serve*. This document emphasizes the unique relationship of the Faculty of Arts with its surrounding community, and its desire to meet the needs of that community, and emphasizes the need to meet the challenges and possibility of the changing demographics of the province (page 6). Recommendation G-2 of the document points to Indigenous peoples as an area of Faculty planning emphasis, and section D of the document states that “providing post-secondary educational opportunities for Indigenous peoples must be a major part of the mandate of the Faculty of Arts” (page 13), and also that “the Faculty of Arts can play an important role in educating non-Indigenous people about Indigenous issues and, in particular, the interaction of Indigenous peoples with majority society” (page 7). Finally, recommendation B-3 states (Page 11) that

> When it is feasible, we will develop innovative undergraduate programs that are interdisciplinary and involve clusters of courses. We will also explore new degree programs in partnership with other faculties or institutions.

The proposed program meets all of these goals, in that it is a partnership of the Faculty of Arts and First Nations University and the Saskatchewan Crowns to create an interdisciplinary program that creates unique post-secondary opportunities for Indigenous peoples and a chance for non-Indigenous students to learn about Indigenous issues.
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Student Demand and Anticipated Program Growth

As always with new programs, student demand is difficult to predict. However, there are a few factors that allow us reasonably to expect that there will be strong student demand for this program. First, it is a partnership with the Saskatchewan Crown Corporations. As a result of this support, it will have strong funding for student recruitment, and for the creation of interesting and unique courses. Secondly, as part of their contribution, the Crowns have promised to contribute toward the work experience portion of the program by offering students part-time employment, summer employment, and coop placements. Third, the strong support by First Nations University also bodes well for strong recruiting of Indigenous students.

Resources Required to Support The Program

This program will require funding for publicity development and selection of students, curriculum development, an academic coordinator, and an APT-level administrator to provide support, faculty members to teach courses (both core courses and some of the elective courses), as well as money to run the more complex courses such as the Cultural Camps (see Appendix A). As part of their contribution to this program, the Crown Investments Corporation of Saskatchewan (CIC) has provided external funding for the first 5 years. This funding is signed, and the first payment delivered, and should be sufficient to get the program started with a strong student component, as well as to carry through the first years of delivery. A longer term arrangement (more than 5 years) will require more funding. The new program director (to be determined) will have to work to create this more permanent funding, but initial discussions reveal that CIC is receptive.

In-kind contributions from First Nations University of Canada and the University of Regina Faculty of Arts will include the admission, advising, and graduation of students as well as the oversight of the program and its funding. In addition, space will have to be found for the program, although initially that should not be a serious issue.

Governance Structure

This program will be governed by the University of Regina and First Nations University of Canada jointly. The initial Partnership Working Group (Dean of Arts (University of Regina), VP Academic (First Nations University), 2 Faculty of Arts academics, 2 First Nations University Representatives, 4 Saskatchewan Crown Representatives) will evolve into an advisory board (with the Dean replaced by the Associate Dean (Undergraduate), the VP Academic no longer on the board, and with one Faculty of Arts academic representative). The advisory board will provide support for the coordinator. Academic oversight will be in the normal manner for programs within the University of Regina that are partnerships with First Nations University.

In conclusion, this program is a unique partnership of First Nations University of Canada, the University of Regina, and the Crown Investment Corporation of Canada. It will serve the needs of students and the province by providing a unique opportunity for Indigenous and non-Indigenous students to learn from each other and about themselves and their leadership potential, and it will provide strong leaders for the people of Saskatchewan. We recommend its approval,
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with the goal of beginning the publicity and construction of the new courses in the summer of 2006, with the first offering of the 100-level course in January 2007.

Joanna Goodpipe, First Nations University of Canada
Harvey King, Faculty of Arts, University of Regina
Draft, April 19, 2006

Appendix A
Academic Program

Successful completion of the Intercultural Leadership Program will result in the granting of a certificate in Intercultural Leadership. This certificate can be earned by itself, either after another diploma/degree or as a first certificate, or it can be earned at the same time as another degree (simultaneous graduation), or it can be earned along the way to a degree (laddering). In order to successfully complete the program, the student must complete 30 credit hours in the courses described below (with a minimum 65% average), as well as the work experience component of the program.

1. Selection Criteria

Students will qualify for the program as per admission requirements to the University of Regina in the usual ways (including mature admission). They will apply for admission to the program and will be selected based on their potential to develop into leaders in an intercultural context, and their commitment to leadership development and life-long learning.

Since communication skills are a key factor for participating in the program, applicants will be assessed using a written essay and oral interview. They will provide a two-page statement that includes a definition of leadership from their personal perspective. Further, they will be asked to state their purpose for participating in the program and what they would like to achieve through it. Finally, students will be asked to provide a portfolio of their leadership experiences.

2. Academic Program Criteria

Based on the program assumptions, three criteria are established on which the academic program is based: formal learning, experiential learning, and self-assessment.

Formal Learning

Formal learning ensures that students obtain specialized knowledge in an area of study, theoretical knowledge, or technical experience. Through formal learning, students are exposed to different ways of thinking, different cultures, and a variety of academic disciplines. The broad nature of university education makes graduates flexible people who can communicate well, solve problems creatively and effectively, and think logically and critically. According to Human Resource Development Canada, 70% of job openings in 2007 will require formal education, and
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the most promising jobs will be for university or college graduates. These findings also reflect the crown corporations’ staffing requirements, as approximately 68% of permanent and non-permanent positions currently require a post-secondary education.

Formal learning is a key component to the Intercultural Leadership Program as it involves guided learning though the use of lectures, facilitated group interaction, mentorship and reflection. Courses selected for the program will provide students with a well-rounded exploration of sociological, psychological, and cultural issues that can be linked to leadership.

Experiential Learning

Human resource development research suggests that as much as 80 to 90% of learning in a work environment takes place through work experience in addition to formal education. Most experienced managers also agree that the best employee development comes from executing tasks and have found that preparation prior to undertaking new tasks makes the learning easier. The Intercultural Leadership Program will include effective leadership development through part time employment, summer employment and/or cooperative education work terms. Mentoring or coaching while "on-the-job" will be considered as an aid to leadership development. Mentors must possess good coaching skills and not be threatened at the prospect of a younger student making strides. We will ensure that mentors and coaches share the values and characteristics consistent with the organization's picture of a leader that will enhance personal growth and development in those they support and coach.

The second component of experiential learning in this program is the opportunity to learn in a First Nations Community. In this component of the program students will experience aspects of the traditions of First Nations People and learn from Elders.

Self-Assessments

Assessments are an important part of any developmental program and the Intercultural Leadership Program is no exception. Simply stated, assessments help students better understand both their areas of strengths and areas requiring further development. Assessment can help make a higher state of self-awareness. With this heightened state, students can make better choices and, perhaps for the first time, understand their impact on others around them. Formal self-assessments will occur in the introductory course in this program. Students will have an opportunity to identify and assess core fundamental leadership skills required to lead in an intercultural context. These skills include:

- Community building
- Critical thinking
- Effective communication skills
- Championing diversity
- Respecting & appreciating others
- Valuing life-long learning

Students will take another significant step in the assessment process by completing an assessment tool such as the Dimensions of Leadership Profile^TM Assessment Tool. The outcome of the introductory course is a personal development plan by which students will be expected to set 3 to 5 objectives that must be completed within the balance of the Intercultural Leadership program.
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#### 3. Description of Certificate in Intercultural Leadership

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ILP 100</td>
</tr>
<tr>
<td>3.0</td>
<td>ILP 300</td>
</tr>
<tr>
<td>3.0</td>
<td>ILP 301</td>
</tr>
<tr>
<td>3.0</td>
<td>ILP 400</td>
</tr>
<tr>
<td>3.0</td>
<td>Three approved electives (See draft list below – the coordinator will maintain a list that changes to reflect changes in the course offerings at the Universities.)</td>
</tr>
<tr>
<td>3.0</td>
<td>Work Experience at an approved host organization, or relevant prior work experience. See note below on approved work experience and/or substitutes.</td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
</tr>
<tr>
<td>3.0</td>
<td>Free Elective</td>
</tr>
</tbody>
</table>

30 Credit Hours in total

**Notes:**

1. Residence Requirements: Student must complete at least 15 credit hours at the University of Regina (including its federated colleges).
2. Minimum program average for graduation: 65%.
3. Work Experience: Some form of work experience will be required of all students. The work experience will have to be pre-approved, and entail at least 100 hours of relevant work experience plus a pass/fail paper marked by the coordinator.
   - This work experience could be gained through a Co-op semester (1 credit hour in Arts, 0 elsewhere), the Work Experience Internship Program (3 credit hours), the First Nations University Aboriginal Youth Program (0 credit hours), various other internships (some with credit, some without), or some form of volunteer work in a First Nations community (which may be covered under the Work Experience Internship Program).
   - If a student has relevant prior work experience, they may petition the coordinator for substitution of another course. Such a submission would have to be in the form of a brief essay explaining why the work experience was relevant to the leadership program.
   - If the work experience does not carry at least 3 credit hours, the coordinator will suggest approved substitutions of courses to ensure students finish with 30 credit hours.

#### 4. Description of Leadership Courses

The following are brief, proposed descriptions of the ILP courses. The budget for this program allocates some money for the hiring of instructors to construct full, detailed course descriptions.
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ILP 100 3:3-0
Introduction to Intercultural Leadership
[short title: Intro-Intercultural Leadership]
An introductory seminar examining leadership theory and the skills required for future leaders to lead organizations and communities in the context of the changing demographics and emerging labour force in Saskatchewan. Students will assess their attitudes, biases, beliefs and current leadership skills and create a personal leadership development plan.
* Acceptance into the Intercultural Leadership Program is required for registration. Refer to the application process and selection criteria outlined at www.xxx *

ILP 300 3:3-0
Intercultural Understanding Course
An examination of aspects of Canadian history from a First Nations and a newcomer perspective. Students will revisit their personal leadership development plan from ILP 100 to evaluate their progress.
* Prerequisites: ILP 100 and completion of one approved elective. *

ILP 300 is a new course developed for this program that the students will take as a cohort. It will be co-taught by a faculty member from the First Nations University of Canada and a faculty member from the Faculty of Arts at the University of Regina. It will introduce aspects of Canadian History from a First Nations and a newcomer perspective. Students will revisit their personal leadership development plan from the ILP 100 course to evaluate their progress.

ILP 301 3:0-3
Cultural and Leadership Camp
A four day off-campus residential experience in a First Nations community. Students will experience First Nations traditions, study effective principles and techniques of leadership, and will work to reach their full potential by engaging mind, body and spirit while working on their personal leadership development plan.
* Prerequisite: ILP 100 and completion of two approved electives. *

All students will attend a 4-day cultural and leadership camp that will take them off campus to a First Nations Community where they will experience aspects of the traditions of First Nations People (two days) as well as two days studying effective principles and techniques of leadership (e.g., moving forward, persevere, possessing integrity, teamwork and self-discipline). The camps will be organized by First Nations University of Canada in partnership with Elders and professional trainers and will be conducted in accordance with First Nations protocols. The camps are designed to empower students to reach their full potential by engaging mind, body and spirit and to rate their progress based on their personal leadership development plan. The camps will take place in open and closed settings. Both male and female Elders will oversee the camps. Students who successfully complete the two aspects of the camp will receive certificates of camp completion.

ILP 400 3:3-0
Leadership Capstone Course
This capstone seminar will integrate theory and work experience. It will include the preparation and delivery of a workshop on leadership for high school students.
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* Prerequisites: ILP 300 *

This course will be taken by all students as a capstone seminar and will integrate theory and work experience. A major component for each student will be the preparation and delivery of a workshop on leadership for high school students. This workshop will be an important learning experience for the leadership students and will introduce future University students to the program.

AWEI 300IL  3:0-3
Intercultural Leadership Work Experience Internship
[short title: ILP Work Exper. Internship]
The Work Experience Internship consists of a thirteen-week part-time placement at a host organization partner, in which the student intern performs work on designated projects.
* Permission from the AWEI Selection Committee and acceptance into the Intercultural Leadership Program is required to register. *
* Note: More information and the internship postings can be found at: www.uregina.ca/arts/WEIP/
* Note: Students must fill out the Workers' Compensation Agreement form prior to registering.

5. Initial List of Approved Electives

(Please note that this list is preliminary, and is not to be viewed as exhaustive.)

After careful advising, students will take three courses from the following list. These courses are mostly at the 100 and 200-level to minimize the need for prerequisites. At this point in the program the leadership students will be taking courses with other students in the Universities, so bringing them into contact with different points of view.

HJ 332 Justice and Indigenous Peoples
Intended to help human service workers understand the background of current issues, including aboriginal rights, land claims, and self-government. Explores aboriginal history, colonization, settlement, displacement, and constitutional issues here and abroad.
Prerequisite: HJ 201 and completion of 30 credit hours

INDG 100 Introduction to Indigenous Studies I
This course introduces the subject of Indigenous studies with a survey of Indigenous peoples in Canada from their origins, through European influence, and to the end of the historic treaty period.

INDG 101 Introduction to Indigenous Studies II
This course is a survey of Indigenous peoples in Canada during the post treaty period to include political organizations, social and economic change, the land claims process, and issues of self-determination.
Prerequisite: INDG 100
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INDG 224 Indigenous Political Systems of North America
This course examines the structures, processes, organizations, and dynamics of selected North American Indigenous political systems.
Prerequisite: INDG 101

INDG 301 Contemporary Indigenous Issues in Canada
This course examines issues confronting contemporary aboriginal societies, comparing and contrasting the present concerns and aspirations of aboriginal people in Canada.
Prerequisite: a 200-level INDG course

PHIL 272 Contemporary Moral Issues
A philosophical consideration of such contemporary moral issues as racism, sexism, abortion, the right to privacy, adultery, homosexuality, capital punishment, pacifism, the obligation to obey laws, and social justice.
Prerequisite: PHIL 100 or completion of 15 credit hours

PSCI 230 Canadian Politics
An examination of the political structures and important forces shaping political decision-making in Canada. Emphasis is placed on national institutions and events.
Prerequisite: PSCI 100

PSYC 220 Social Psychology
This study of human behaviour in its social context dealing with the impressions we form of others and emphasizing the influence of group membership and interactions upon important psychological processes.
Prerequisite: PSYC 101 and 102

SOC 208 Inequality and Social Justice
This course introduces students to sociological perspectives on issues of inequality and social justice. It analyses the origins and consequences of social inequalities and the mechanisms by which they are perpetuated and challenged.
Prerequisite: a 100-level social science course

SOC 211 Multi-Culturalism
This course introduces students to the sociological analyses and theories of ethnic and cultural diversity. It emphasizes contemporary Canadian society and multiculturalism as social policy and social practice. Specific topics might include Aboriginal cultures in Canadian society, issues arising between concepts of human rights and specific cultural practices, and immigration.
Prerequisite: SOC 100

SOC 217 Rural Societies
This course introduces students to classic and contemporary sociological perspectives on rural life. Topics include issues such as the impact of the global economy on rural societies, rural and urban migration, and social cohesion and social conflict with rural communities.
Prerequisite: a 100-level social science course
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WMST 201 Women, the Environment and Change
The course is an interdisciplinary and cross-cultural exploration of issues revolving around women, the environment and change. Some topics explored will be a feminist view of the social, historical and cultural roots of the environmental crisis, environmental rights and ethics, and women's participation in environmental movements to name a few.
Pre-requisite: WMST 100 or permission of Coordinator.

WMST 372 Mapping Gender: Symbolic, Mythic and Ritual Discourses
This course is a comparative investigation of gender ideology. The endeavour will be to analyze the operations of gender ideology through the signing systems of symbol, myth and ritual in multiple geographical, historical and cultural locations, e.g., ancient Greece and Rome, medieval Europe, New Guinea, the Middle East and so forth.
Pre-requisite: WMST 100 or RLST 100 or permission of Coordinator.
APPENDIX II

RECOMMENDATION ITEMS FOR THE COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS & STUDIES

1. The Planning and Priorities Committee, following discussion with the Dean, Faculty of Arts and the Associate Dean (Undergraduate Affairs), Faculty of Arts, and a Faculty member (School of Business & Public Administration), First Nations University of Canada:

MOTION: The Planning and Priorities Committee recommends that the Council Committee on Undergraduate Admissions and Studies be notified that PPC has met, reviewed and discussed the proposed Intercultural Leadership Program and is satisfied it is consistent with the goals and emphases of the University of Regina. For the next five years, resource requirements will be addressed through the CIC Partnership Agreement.

cc: Tom Chase, Dean of Arts
Harvey King, Associate Dean (UG) Arts
Joanna Goodpipe, FNUC

Prepared April 27, 2006 for May 9 2006 Council Committee on Undergraduate Admissions & Studies
DATE: April 28, 2006

TO: Bev Liski
    Registrar’s Office

FROM: Satish Sharma
      Associate Dean of Engineering

RE: University Admissions and Studies Committee

Please include the attached engineering curriculum changes in the agenda of the next meeting of the Council on Admissions and Studies. The attached changes have been approved by the Faculty of Engineering. The course change inventory forms related to the changes have already been mailed to you by Melody.

Thank you.

Satish Sharma
For Information

Delete the following courses: ENGG 101, ENGG 140, ENEL 437, ENEV 353, ENPE 001, and ENPE 485

Add labs to ENEL 400
Revised pre-requisite for ENSE 471: (from CS 230 to) CS 215
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Memorandum

Date: April 28, 2006

To: Bev Liski, Staff Assistant, Office of the Registrar

From: Dr. Nick Forsberg, Associate Dean of Student Services and Undergraduate Programs, Faculty of Education

Re: REPORT FROM FACULTY OF EDUCATION COUNCIL TO COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS & STUDIES

The following motion was approved at the Faculty of Education Council Meeting held Thursday, April 27 in ED191.

Motion #1

Proposed Selection Policy for Transfers

Transfer Requirements:
That Students who have attempted 24 or more credit hours of university courses (at the University of Regina, or another university) or university transfer and have a minimum UGPA of 65.00% will be considered for selection into a Faculty of Education Program based on university courses, be approved.

That Students who have attempted fewer than 24 credit hours of university or university transfer courses will be considered for selection into a Faculty of Education Program based on high school admission criteria and university courses, be approved.

/ll
cc. Dr. M. McKinnon, Dean, Faculty of Education
DATE: Friday, May 5, 2006

TO: Bev Liski
    Registrar’s Office

FROM: Rob Giberson
      Associate Dean, Operations and International Programs

RE: University Admissions and Studies Committee

Please include the following Faculty of Business Administration motions in the agenda of the May 9, 2006 Admissions and Studies meeting for consideration by the committee.

Rob Giberson
APPENDIX V

Faculty of Business Administration
Motions for Discussion and Approval

The Faculty of Business Administration is bringing forward for consideration a series of motions that can be grouped into three distinct areas.

- **ONE motion pertains to amending the Excellence Program to expand eligibility to students from across Canada.**

- **ONE motion pertains to changing our degree and diploma admission and re-admission averages from 65% PGPA to 70% PGPA.**

- **SIX motions pertaining to establishing a Faculty of Business Administration Qualifying program to replace the Pre-Business Program that allows, as in all other Faculties and Colleges, direct admission to the Faculty.**

**Background:**

The faculty is responding to two distinct issues. One is student demand for the degree and diploma program that the Faculty is not capable of sustaining. The second is the desire of the Faculty to revert to a four year program such that we:

- Recruit directly from high schools.
- Increase the number of students that apply to first year business by removing the uncertainty of a first year pre-business program.
- Counsel business students by our specialized advisors.
- Manage first year retention.
- Build a greater “business school” experience for our students.

In the medium term, we believe the net enrolment effect for the University should be positive with more and higher quality first year students in the University and a similar number of students in years 2, 3 and 4 (but of a higher quality) in the Faculty of Business Administration.

**What Is Not Happening:**

The Qualifying Program follows the requirements of the current Pre-Business program. Students will still need to complete the current 10 course requirement to enter the degree program. There are no changes contemplated to reduce the number of Arts and Science courses in the program. Contrary to concerns that have been raised, the Faculty has NO intention to eliminate English or any other course from the degree. Our preference, as demonstrated by past behaviour, is to maintain strong language skills and a liberal arts focus in the degree.
APPENDIX V

The following eight motions were presented and unanimously approved at the Faculty of Business Administration May 5, 2006 Academic Staff and Faculty meetings.

Motion 1: Excellence Program Motion

To qualify for entrance as an Excellence Student current Canadian high school students require an Early Conditional Admission average of 85% or higher. International high school students can be considered on an individual basis.

Rationale: Currently the Excellence Program excludes students from outside the province that otherwise meet our academic standard to be an Excellence Student.

Motion 2: (Re-)Admission Average Motion

Raise the admission and re-admission average for the Faculty of Business Administration’s degree and diploma programs from 65% (program GPA) in the Qualifying Program to 70% (program GPA) effective the start of term 2006-2007. Students admitted to the Faculty after the start of the fall term 2006-2007 (for Winter 2007) would require a 70% program GPA.

Rationale: A change in admission PGPA in order to manage student demand for the Faculty’s programs relative to the resources with which it has been provided.

Motion 3: Direct Entry Motion

Eliminate the Pre-Business Program and replace it with direct entry into the Faculty of Business Administration Qualifying Program. The Business Administration Qualifying Program to take effect the start of term 2006-2007 (fall 2006). Elimination of the Pre-Business program to take effect for term 2007-2008 (fall 2007).

Rationale: The motion establishes the Qualifying Program to replace the existing Pre-Business Program. It is the base from which to allow high school students direct entry to the Faculty. Students would be in the qualifying program until such time as they meet the requirements to transfer into the degree or diploma program. The programs run parallel for one year to allow students an opportunity to transfer into the new program.
APPENDIX V

Motion 4: Direct Entry Motion

That admission to the Bachelor of Business Administration Degree and Diploma programs in the Faculty of Business Administration as a Qualified Student is to be based on completing the courses listed in Faculty of Business Administration - Qualifying Program (as currently listed in the Pre-Business Programs) within 60 credit hours of enrolling in the Faculty of Business Administration - Qualifying Program and with a program GPA of 70% or greater. Students that do not complete the qualifying requirements of the degree or diploma within 60 credit hours of being admitted to the Faculty of Business Administration Qualifying Program will be required to transfer out of the Faculty.

Rationale: Provides students with 60 credit hours to qualify for the degree or diploma program before they are required to transfer out of the Qualifying Program.

Motion 5: Direct Entry Motion

Excellence Program students enter the Faculty of Business Administration as Qualified Students directly into the Bachelor of Business Administration program.

Rationale: A continuation of the current status of these highly qualified students to directly enter the degree program from high school.

Motion 6: Direct Entry Motion

That students entering the Faculty of Business Administration from high school with Early Conditional Admission averages of 65% to 84.99% be admitted as Qualifying Students in the Faculty of Business Administration.

Rationale: Establishes that high school students, other than Excellence students, enter the Faculty as qualifying students. Qualifying students will be restricted from priority registration into BUS courses by program code. They will only be able to take BUS courses if they can acquire them during open registration as is the current case for Pre-Business students.
APPENDIX V

**Motion 7: Direct Entry Motion**

Students who have completed high school and have fewer than 15 credit hours of approved post-secondary work will be admitted to the Faculty of Business Administration Qualifying Program based on final high school criteria with a 65% average or higher.

Rationale: Required to align our admission policy with current UofR practice in other faculties.

**Motion 8: Direct Entry Motion**

That students who have completed 15 credit hours or more of approved post-secondary work with a UGPA of 65% or higher be accepted as Qualifying Students in the Faculty of Business Administration.

Rationale: Required to align our admission policy with current UofR practice in other faculties.