DATE: May 1, 2007

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

FROM: Bev Liski, Associate Registrar, Convocation & Publications

RE: NOTICE OF MEETING

The Council Committee on Undergraduate Admissions and Studies will meet on Monday, May 7, 2007 at 1:30 p.m. in the Board Room, 5th Floor, Administration/Humanities Building.

AGENDA

1. APPROVAL OF AGENDA

2. APPROVAL OF MINUTES OF LAST MEETING – April 9, 2007

3. BUSINESS ARISING FROM THE MINUTES

4. OLD BUSINESS

5. NEW BUSINESS

5.1 Report from the Faculty of Fine Arts, Appendix I, p. 2

5.2 Report from the Faculty of Education, Appendix II, p. 4

5.3 Report from the Faculty of Kinesiology and Health Studies, Appendix III, p. 6

5.4 Report from the Student Development Centre, Student Affairs, Appendix IV, p. 8

5.5 Discussion re Deadline and Format for Submission of Material for CCUAS Agenda (verbal report – B. Liski)

6. ITEMS FOR INFORMATION

6.1 Date of Next Meeting – June 11, 2007, 1:30 p.m., Ad/Hum 5th Floor Board Room

7. CONCLUSION

/bjl
REPORT OF THE
FACULTY OF FINE ARTS
TO THE
COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES
May 7, 2007

Subject to the approval of the Faculty of Fine Arts at its meeting of May 9, 2007

1. ITEMS FOR APPROVAL

1.1 UNIV 101

Motion: That UNIV 101, a three-credit hour course, be accepted as an open elective in the Faculty of Fine Arts as a pilot for the 200730 term.

1.2 DEPARTMENT OF THEATRE:

The following changes apply to the 3-year and 4-year Bachelor of Arts (4-year Theatre Arts and 3-year Special BA Theatre) programs in the Undergraduate Calendar:

a) Motion: That the requirement "2 Theatre at the 400-level Bachelor of Arts (Theatre Arts)" must be fulfilled by taking classes from the studies area.

b) Motion: That the requirement "2 Theatre at the 300 or 400 level Bachelor of Arts (Three Year Special)" must be fulfilled by taking classes from the studies area".

Rationale: These degrees are Bachelor of Arts not Fine Arts degrees and therefore these senior classes should reflect the intention and nature of the degree.

c) Motion: That Acting majors must achieve a mark of at least 70% in all movement and voice classes in order to continue in the BFA Acting program.

Rationale: Currently the calendar requires a minimum mark of 70% in Performance classes but there is no mention of voice or movement classes. Movement and voice classes are central to the acting program and to the development of the actor and as such the class (and the mark) should carry weight in determining the progress of the student. This had been historical practice but the calendar no longer reflects this practice.

d) Motion: That Acting Majors must achieve a mark of at least 70% in all performance in production classes in order to continue in the BFA Acting Program.

Rationale: Currently the calendar requires a minimum mark of 70% in Performance classes but there is no mention of performance in production. Performance classes are central to the acting program and to the development of the actor and as such the class (and the mark) should carry weight in
determining the progress of the student. This had been historical practice but the calendar no longer reflects this practice.

e) **Motion:** That Acting Majors must achieve a mark of at least 70% in all Acting classes in order to continue in the BFA Acting Program.

*Rationale:* Currently the calendar requires a minimum mark of 70% in Performance classes which is a hold over from the older “performance” degree and the calendar does not reflect the terminology of the current acting program. Acting classes are central to the program and to the development of the actor and as such the class (and the mark) should carry weight in determining the progress of the student.

f) **Motion:** That Theatre 121 be added to the Theatre courses that can be taken as part of the Theatre Electives (6 Theatre chosen from 120, 130, 140, 222, 231, 241, 243, 244, 251, 252, 261, 262) required for the Bachelor of Arts (Three-Year Special) degree.

*Rationale:* This class did not exist when the program was established. Currently students can take the course as an option but must do so by receiving special permission from the Department Head. The class and its content are suitable for the degree.

2. **ITEMS FOR INFORMATION**

2.1 The prerequisite for Theatre 333 will be changed from THEA 231 to none.

*Rationale:* To facilitate web registration and to reflect current class content and pedagogy.

2.2 The following change to the calendar description and the deletion of the prerequisite for Theatre 231 will be as follows:

THEA 231 Elementary Costume Design 3:3-0
Introduction to costume design principles of line and form. Continuation of construction and cutting techniques begun in THEA 130 applied to design of production costumes. Prerequisite: THEA 130  *Note: Offered in winter semester.

changed to:

An introduction to costume design through studio practice. The class will place an emphasis on developing the vocabulary of the designer, developing a visual response to the text, and costume rendering will be explored. *Note: Offered in Winter semester only.

*Rationale:* The change reflects current curricula and pedagogy of the class. It reflects a pedagogical shift away from the acquisition of technician’s skills towards the development of the skills of the designer. Costume construction and cutting are no longer taught as part of Theatre 231 therefore the necessity of having these skills is not essential to the class. This will also facilitate web registration
The Faculty of Education respectfully submits and offers for consideration the following item which is pending approval at the next Faculty of Education Council Meeting to be held May 9, 2007.

1. ITEM FOR APPROVAL

1.1 Proposed First Nations University of Canada, Indigenous Education Department, BEd After Degree Secondary Indigenous Education, Visual Arts Major (to be contained within §12.13.6.3)

Motion

That the proposed First Nations University of Canada, Indigenous Education Department, BEd After Degree Secondary Indigenous Education, Visual Arts Major as follows, be approved.

Prerequisites*:
1. Approved degree in Visual Arts**
2. EPS 100
3. Most arts and science courses to fulfill minor requirements

Classes in education visual arts major:
1. EAES 201 (as per change for 2007 to replace EAES 308)
2. EVIS 326
3. EVIS 328
4. One of EAES 410 or EAES 411

Notes*:
1. BEAD applicants are required to have achieved at least a 65.00% PGPA on their (approved) previous degree.
2. In order to proceed to internship, students must have a GPA of 70.00% in their major and to graduate, must have a Program GPA of 65.00%.
* These are the existing requirements of the current Indigenous Education BEAD program.

** Visual Arts Major to include the following courses:

- INAH 100
- ARTH 100
- INA 210
- INA 220
- INA 230
- Two approved INA 300 level
- One approved INAH 200/300 level

<table>
<thead>
<tr>
<th>The BEd After Degree Secondary Indigenous Education: Visual Arts Major (60 credit hours)</th>
<th>EPS 100 required for admission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1 (Fall)</strong></td>
<td><strong>Semester 2 (Winter)</strong></td>
</tr>
<tr>
<td>EINE 205 (3)</td>
<td>EAES 201 (3)</td>
</tr>
<tr>
<td>EPS 200 (3)</td>
<td>EAES 410 or 411 (3)</td>
</tr>
<tr>
<td>E (minor curriculum course) (3)</td>
<td>EPS 350 (3)</td>
</tr>
<tr>
<td>EVIS 326 (3)</td>
<td>EPSY 350 (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
<td>EVIS 328 (3)</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td><strong>Semester 4</strong></td>
</tr>
<tr>
<td>ED 350 (3)</td>
<td>EFLD 400 (internship) (15)</td>
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<tr>
<td>EFLD 051 (0)</td>
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<tr>
<td>EIAD 355 (3)</td>
<td></td>
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<tr>
<td>EINE 305 (3)</td>
<td></td>
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<tr>
<td>EPSY 322 (3)</td>
<td></td>
</tr>
<tr>
<td>Approved HJ 3__ (3)</td>
<td></td>
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<tr>
<td>Elective = Approved elective</td>
<td></td>
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</tbody>
</table>

**Rationale:** Although the number is small, our Department of Indigenous Education has had requests from First Nations University students graduating from our Indian Fine Arts program to enter our secondary education program and complete a visual arts education major. We want to be able to accommodate our students. As such, in conjunction with the Aesthetic Education subject area, we have designed a major that would be offered by our department. The major would be attached to our existing BEAD program. The visual arts major would be in addition to the major and minor in Indigenous/Native Studies and the minor in Indigenous Languages currently offered through our program by our department. This visual arts major proposal was prepared in conjunction with Dr. N. Yakel and Dr. A. Kipling Brown from the Arts Education Program.

/III cc: Dr. M. Tymchak, Dean, Faculty of Education
Dr. A. Weenie, First Nations University of Canada, Indigenous Education
Dr. L. Goulet, First Nations University of Canada, Indigenous Education
APPENDIX III
Faculty of Kinesiology and Health Studies
Report to
Council Committee on Undergraduate Admissions and Studies
May 2007

1. ITEMS FOR APPROVAL – Bachelor of Kinesiology Changes

1.1 MOTION: KHS 349 (Sport Tourism)

That KHS 349 (Sport Tourism) be approved as a Recreation and Sport Administration major elective.

Rationale: Although it is common practice, we have not formally approved the addition of KHS 349 (Sport Tourism) to the list of RSAD major electives.

1.2 MOTION: KHS 243 (Program Development for Service Organizations)

That KHS 243 (Program Development for Service Organizations) be approved as an Adapted Physical Activity major elective.

Rationale: When the BKin was developed, KHS 243 moved from being a core required course for all students, to a RSAD required major course only. Over the past couple of years, a number of students in APA have expressed an interest in taking KHS 243 and using it to fulfil an APA major elective requirement as they felt that it would be valuable given what they intend to pursue with their degree once completed. The addition would also help to balance the options between ‘social science’ and ‘bioscience’ major elective choices.

Committee discussion included at minimum, to allow KHS 243 as a major elective for APA, however consideration should be made to look at all majors in future discussions.

2. ITEMS FOR INFORMATION

2.1 KHS 350 – Addition of 1 hour lab

A one hour laboratory experience has been added to KHS 350 (Research Methods in KHS).

2.2 KHS 168AA (Human Anatomy A)

The following pre-requisite has been adopted for KHS 168AA: one 30-level science from Biology, Chemistry or Physics, and for high school students, a minimum secondary average of 75%; and,

The grading mode of KHS 168AA has been changed from pass/fail to normal.
APPENDIX III

Rationale: When KHS 168AA was originally approved we did not determine an appropriate pre-requisite. After discussion with the faculty, it was recommended that we have at minimum one 30-level science (Biology, Chemistry or Physics) and a minimum secondary average of 75%.

Permission must be granted by the principle of the high school to ensure that the students have the academic record that would support the additional coursework, and as such, students interested in taking KHS 168AA and KHS 168AB will likely meet, or exceed, these minimum guidelines.

In addition, the original approval of KHS 168AA included a grading mode of pass/fail. Upon further review, it was recognized that students would then only be including 1.5 credit hours of graded work in their average (KHS 168AB). To rectify this, it was necessary to change the grading mode for KHS 168AA to normal (percentage grad). Exactly half of the content must then be taught in KHS 168AA, and a grade of 50% or greater required in order for students to move into KHS 168AB (Human Anatomy B).
1. ITEM FOR APPROVAL

The Student Development Centre, Student Affairs, offers the following for consideration.

Motion: That a new three credit hour course “University 101: Strategies for Academic Success” be approved as follows:

This course introduces students to methods for successful communication across the disciplines by emphasizing elements of effective writing and academic research. The course is designed to have a positive impact on academic performance and retention. Students will work closely with their instructor as there will be a maximum of 25 students in each class. The course will be graded numerically. The Library is supportive of this course. This is a pilot course for the 2007 fall and 2008 winter term. The results will be reviewed at the end of 2007-2008 academic year.

Rationale: This course focuses on providing first-year students with tools to construct their own successful university experience. University 101 introduces students to methods for successful communication across the disciplines by emphasizing elements of effective writing and academic research. Students are encouraged to consider themselves as part of the research project that constitutes “the university.” Their participation in the course forms the foundation for their future success within the university, and for the development of the University 101 course in the future. As they begin to recognize, challenge, and understand the expectations of the university, students write themselves into the university community. University 101 emphasizes extensive student-instructor feedback, since students in all disciplines can benefit from learning independence and collaboration in research, reading, and writing tasks.

Topics for lectures include the following: rhetorical considerations for effective writing (audience, writer, subject), process-oriented writing and revision, critical reading skills, time management skills, approaches to group collaboration, research tools, bibliographies and citation methods.

A number of required units will be available via this internet site. Students will complete the following activities using Web CT online tutorials and instructions: Academic Integrity, Learning Styles, Critical Reading, and Research Skills. Students will also participate in online Discussion Forums for which they will receive a grade.

A few other Canadian institutions which offer similar courses for credit are the University of Toronto, University of Windsor and Simon Fraser University.
APPENDIX IV

TEXTS

This text covers topics such as critical thinking, reasoning, learning styles, research skills, and time management.


This text is authored by students, staff, faculty and administration at the University of Regina. It is intended to be dynamic, with new editions published each year. Students’ written pieces (from previous course offerings) form a significant portion of the text, and there are sections on University Policies and Procedures, Affective Grammar, Academic Integrity, and Key Terms.

METHODS OF LEARNING ASSESSMENT

<table>
<thead>
<tr>
<th></th>
<th>Assignments</th>
<th>Recommended Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing Assignment: Personal Letter incorporating rhetorical elements (subject, audience, and writer) and establishing conflict, dialogue, and reflection</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Group Oral Presentation: Class Debate</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Research Process: Annotated Bibliography incorporating critical summaries and proper citation formats</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Writing Assignment: Research Essay</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Participation and In-class Assignments and Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>Final Examination</td>
<td>25%</td>
</tr>
</tbody>
</table>

Attendance is a mandatory requirement and students who have missed more than 3 classes without sufficient reason will not be permitted to write the final examination.

All phases of the three writing assignments must be completed (pre-writing chart, previous versions and revisions) in order to receive a final grade. This requirement will help to prevent plagiarism and encourage academic integrity.

Students must pass the Final Examination in order to receive a passing grade in the course.
## APPENDIX IV

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPIC</th>
<th>LAB/SEMINAR TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to University Expectations of Students, Instructors, Institution ‘Being’ a Student (Philosophical, Sociological, Political, and Educational Implications)</td>
<td>Campus Involvement and Resources University Calendar and Academic Advising</td>
</tr>
<tr>
<td>2</td>
<td>Technology and Learning – Tools and Approaches Personal Development, Learning Styles, Time Management</td>
<td>Guest Speaker: Time Management Quiz: Learning Styles</td>
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<tr>
<td>3</td>
<td>Learning by Writing – Pre-writing Charts Process-oriented Writing Writing for self, audience, and subject</td>
<td>Personal Writing – Reading Others’ Work</td>
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<tr>
<td>4</td>
<td>Pre-writing Charts – Why and How</td>
<td>Group Workshop on Personal Writing</td>
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<tr>
<td>5</td>
<td>Revision (versus Proofreading) Writing and Peer Feedback Grammar and Style</td>
<td>Group Workshop on Peer Review</td>
</tr>
<tr>
<td>6</td>
<td>Library – Reading Strategies Search Tools What is APA? MLA?</td>
<td>Library Orientation (Saskatchewan Online Library Orientation exercises) RefWorks – How to Cite</td>
</tr>
<tr>
<td>7</td>
<td>Library – Bibliographies and Research Academic Integrity</td>
<td>Using Citations Effectively</td>
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<tr>
<td>8</td>
<td>Group Debate Project Collaboration and Group Work Skills</td>
<td>Critical Thinking Skills How to Ask Questions</td>
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<tr>
<td>9</td>
<td>Group Debate Project Online Group Research and Collaboration</td>
<td>Critical Reading Skills Problem Solving</td>
</tr>
<tr>
<td>10</td>
<td>Group Debate Presentations</td>
<td>Group Debate Presentations</td>
</tr>
<tr>
<td>12</td>
<td>Informative Writing – Pre-writing Charts Integrating Rhetorical Motivations (Writer, Subject, Audience)</td>
<td>Developing a Conflict</td>
</tr>
<tr>
<td>13</td>
<td>Informative Writing Compare/Contrast Personal and Informative Writing</td>
<td>Exam Preparation Skills</td>
</tr>
</tbody>
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