DATE: May 4, 2011
TO: All Members of the Council Committee on Undergraduate Admissions and Studies
FROM: Bev Liski, Associate Registrar, Academic Policy Services and Ceremonies
RE: NOTICE OF MEETING

AGENDA

1. APPROVAL OF AGENDA

2. APPROVAL OF MINUTES OF LAST MEETINGS
   2.1 February 28, 2011
   2.2 April 4, 2011

3. BUSINESS ARISING FROM THE MINUTES
   3.1 Action resulting from Approval of Motions from CCUAS Taskforce on Regulations Concerning Forced Withdrawal, Appendix I, p. 2

4. OLD BUSINESS
   4.1 Sub-committee to Review Work Load around Examination Period, Appendix II, p. 4

5. NEW BUSINESS
   5.1 Report from the Faculty of Nursing, Appendix III, p. 5
   5.2 Report from the Faculty of Science, Appendix IV, p. 6
   5.3 Report from the Centre for Continuing Education, Appendix V, p. 9

6. ITEMS FOR INFORMATION
   6.1 Date of Next Meeting and Deadline for Submission of Agenda Material

   The next meeting will be held on Monday, June 6, 2011 at 10:30 a.m. in AH 527.
   The deadline for receipt of agenda items is Friday, May 27th.

7. CONCLUSION
APPENDIX I

Action resulting from Approval of Motions from CCUAS Taskforce on Regulations Concerning Force Withdrawal

As a result of motions submitted by the CCUAS Taskforce on Regulations Concerning Forced Withdrawals, which have now been approved by Executive of Council, the following action is required:

1. Review of Grading Assignments

We have heard that the NP grade was meant to alert the university to radical problems with the attendance of a student. The grade of NP or “no paper” seems to have been meant to be used when a student abandoned a course without dropping it. However, we have heard testimony that students with acceptable attendance are receiving NPs.

For example, some faculty members assign NP when a student’s passing average is overwhelmed by a course requirement that some test or examination must be passed in order to pass the course. We have also been told that some students who are faced with a high probability of failing courses are opting for the NP grade rather than a failing grade. These students appear to be under the impression that an NP grade is superior to a failing numerical grade. These students may unwittingly fall prey to s. 5.12.5.2. Moreover, students with no attendance throughout the term have been known to write a final examination in order to establish their attendance by receiving a numerical grade. Thus, the grade of NP is not working as a special indication of an egregious lack of commitment to university studies.

The committee is convinced that the grade of NP and this regulation has little positive use within the university. We have also concluded that, due to the behaviours sketched in the previous paragraph, the grade code does not currently identify any class of students which should be of special interest and who are not also or, perhaps, better, caught by numerical grades that reflect the actual percent earned. For example, five zeros might be more informative than five NPs. We recommend, therefore,

(17) THAT the CCUAS strike a task force to examine and make suggestions regarding the peculiarities of grading assignments that have emerged since the introduction of the current use of percentages and codes.

The committee has debated extensively the room and role for faculty-level flexibility with respect to the regulations recommended in this report. The interdependent regulations suggested throughout this document are crafted to attain and balance various goals of the university. Faculties are welcome to enact additional regulations and institute procedures that operate at thresholds identical to, or higher than, those set out in these regulations concerning university-level actions. Nevertheless, while in cases of appeal the university or its faculties may respond favourably to an argument against the application of the university’s forced withdrawal regulations, faculties are expected to abstain from actions, policies and procedures that would make relief from the minimum standards set out in these regulations automatic. By passing the motions herein, the governing bodies of the university-as-a-whole are endorsing the minimal standards set out in these motions for application to all parts of the university offering for-credit courses.
APPENDIX I

Faculties are also urged to avoid any academic action that would cause the expulsion of student from the university without access to the safeguards and alternatives available at the university-level. For example, students should have a chance to transfer from one faculty to another before being expelled from the university.

2. Fresh Start Program

We now turn our attention to the Fresh Start Program. Currently s. 5.12.5.9 reads as follows:

Students who are readmitted to a faculty as of 200620 or later, and who have not registered in courses (added and/or dropped) for six consecutive terms prior to readmission, will have all previously failed courses excluded from the calculation of the Undergraduate Grade Point Average (UGPA). The same process was observed for students who were readmitted following the former one-year RTD based on accumulated failed credit hours (regulations in effect from 1989-2001).

This program is seen by many as a part of the university’s position on forced withdrawal. The committee supports the existence of the program. But there is a lack of clarity among many on how this program should be applied. In its current form, the program also has some peculiar results. For example, a student can be readmitted to one faculty and immediately move to another upon application of the changes to their UGPA. For these reasons the committee suggests the program be amended as follows:

(23) THAT students who are admitted or readmitted to an undergraduate faculty may have all previously failed courses excluded from the calculation of their Undergraduate Grade Point Average (UGPA) if,

1) they have not registered in courses in any significant sense for six consecutive terms prior to (re)admission,
2) they immediately upon (re)admission complete a minimum of 12 credit hours in a row with no failures and an average over these credit hours of 60% or higher, and,
3) they petition their faculty for application of this relief upon completing the conditions above.

This relief is available regardless of the reason for the absence but is not automatic. This relief is available only to students (re)admitted as of 200620 or thereafter.

Currently this relief is conditional on both readmission and two years without registration activity. These requirements are problematic. Students are not required to seek readmission if they transfer to a new faculty. Thus, some of those who transfer after an appropriate time-out lose access to the program. Moreover, even tentative registration activity such as adding and dropping courses without ever attending a class or receiving a grade can unnecessarily preclude access to this Fresh Start Program. The committee expects that faculties will use good judgement to apply this relief appropriately when petitioned to do so.

The committee believes that these changes to the Fresh Start Program will improve the program. However, we believe that the University would be well served by a review focusing on this program.

We recommend, therefore, that CCUAS strike a commission to review the Fresh Start Program.
APPENDIX II

Sub-committee to Review Workload Around Examination Period

Preamble: On September 10, 2010, the following matter was raised with the Council Committee on Undergraduate Admissions and Studies and a sub-committee was subsequently established to review the issues. The committee has not yet met.

Action Required: Since the committee’s creation, Tyler Willox has ceased to be a member of CCUAS and therefore needs to be replaced. One volunteer is needed to serve on the committee.

Excerpt from September 10, 2010 CCUAS Minutes

5.1 Item for Discussion from the Associate Vice-President (Academic) re Council Discipline Committee Issue

It was explained that the issue pertained to a recent appeal by a student regarding a take home examination. The student was advised in the last week of the class that there would be a take home exam and that they would have three days to submit it. The exam was a 5000 word essay. There was no reference in the syllabus that this would be required although the instructor had alluded to a take-home exam in the middle of the term and had mentioned students would have five days to complete it. No other specific requirements were provided.

Regulations with regard to final examinations state that “No final examinations for on-campus credit courses will be scheduled in the last three hours of scheduled classes, nor in the day(s) between the end of lectures and the first day of the final examination period, without prior written approval from the instructor’s dean, with a copy to the Registrar. The due date of take-home and mid-term examinations and quizzes worth more than 10% in the total evaluation of the course, fall within the terms of this statement; but due dates for term papers, projects, essays, and practical exams (laboratory, presentations, recitals, exhibitions) do not.” Beyond this statement, there are no regulations specifically governing take-home exams. These should be clearly articulated in the UG calendar.

Some classes don’t have scheduled examinations.

In the case of this student, it appears the take-home examination was actually another assignment, which was not clear in the syllabus and had no specified due date. Plus, a 5000 word essay with a three-day turn-around time seems excessive.

The University should be monitoring take-home examinations and there should be none during the final examination period. The examination date should be when it’s due. The option should be open to the instructor but there should be clear guidelines. The purpose of take-home examinations is different than sit-down examinations. If there is a scheduled time for take-home examinations, they should not need to be fitted into the examination schedule. Section 5.6.3 of the UG Calendar needs to be reworded to accommodate take-home examinations.

Metcalf – Jesse

Moved that a sub-committee of four members be established to review the work load around the examination period as it relates to take-home examinations. Further the difference between an examination and a term paper or assignment needs to be defined. The committee will comprise John Metcalfe, Tyler Willox, Mary Jesse, and Heather Ryan. CARRIED
APPENDIX III

FACULTY of NURSING

Date: 25 April 2011

To: B. Liski, Assistant Registrar, Academic Policy Services and Ceremonies

From: S. Dresen, Acting Dean

Re: Report to the Council Committee on Undergraduate Admissions & Studies

I  ITEMS FOR INFORMATION

The creation of the following courses as electives in the Bachelor of Science in Nursing (BScN) Program.

CNUR 207  3:0
Integrative Health Care
Learners will explore the variety of healing systems that inform and comprise client care in an interprofessional context. They will critically analyze current complementary and alternative health care options and explore their relationship with conventional therapies in the prevention and treatment of illness and disease and the promotion of health. Methods of coordination of multi-disciplinary and culturally specific health practices in an integrative health care system will be discussed.

CNUR 208  3:0
Spirituality and Health
Learners will explore interdisciplinary literature validating the role of spirituality in health promotion. Learners also will explore challenges, opportunities and best practices for offering culturally-safe spiritual care in an ethno-culturally diverse health care environment.

Rationale
The content, while not included in required nursing courses, contains material of interest to nursing students. These courses are intended to be available as electives to nursing students and possibly to students in other health science disciplines.

Sheila E. Dresen
APPENDIX IV

Faculty of Science Report to  
Council Committee on Undergraduate Admissions and Studies (CCUAS)  
May 9th, 2011

Items for Information

The Faculty of Science has approved the following course creations and offers them for information only (as a follow up to the creation of the Geology Co-op Program – pg 5 of the February 2010 CCUAS minutes):

GEOL 051 0:0-0
Geology Co-op Work Term 1
Four month Co-op work term approved by the department and arranged by the Co-op coordinator.

GEOL 052 0:0-0
Geology Co-op Work Term 2
Four month Co-op work term approved by the department and arranged by the Co-op coordinator.  
***Prerequisite: GEOL 051***

GEOL 053 0:0-0
Geology Co-op Work Term 3
Four month Co-op work term approved by the department and arranged by the Co-op coordinator.  
***Prerequisite: GEOL 052***

GEOL 054 0:0-0
Geology Co-op Work Term 4
Four month Co-op work term approved by the department and arranged by the Co-op coordinator.  
***Prerequisite: GEOL 053***

Addition Information:

Taken from the February 2010 CCUAS agenda (pg 18).

Geology B.Sc. or B.Sc. (Honours) degree with Co-op designation

Co-operative Education incorporates productive work experience as a regular and integral part of a student's learning process. The goal of the Co-op programme is to provide hands-on employment experience for students enrolled in the BSc. Geology or BSc. (Honours) Geology programmes. The BSc. or BSc. (Hons.) degrees with Co-op designation includes 120 credit hours of courses and three work terms (each of four months duration, with the option to pursue a fourth work term at the student’s request). The Co-op work terms may occur at private businesses, research institutions, government laboratories or universities, and may or may not include a fieldwork component. Each work term is graded on a pass / fail basis. Students must obtain a passing grade for each work term, in order for this to count towards the Co-op designation.

Admission criteria:

- At time of application, students must have completed at least 33 credit hours but not more than 65 credit hours, including their current semester of study, towards a BSc. / BSc. (Hons.) degree in Geology. Further, students must have completed Geol 201, Geol 210 and Geol 220 to be qualified for the Co-op programme.
• Students must achieve a GPA of at least 70 % overall and in all courses required for the major.

• You must be a full-time student in the semester prior to starting a work-term.

To continue in the Co-op programme, students must:

• Maintain a GPA of at least 70 % overall and in courses required for the major.

• Enroll in at least 12 credit hours in each academic semester between work terms.

Typical pattern (but not the only pattern) for entry into the BSc. / BSc. (Hons.) Geology Co-op programme:

• Complete three academic semesters (typically fall, winter and fall), including the required courses for Co-op admission, with a GPA of at least 70 %.

• Apply for entry into the Co-op programme in academic term #3.

Here are three examples of possible sequences of academic terms and work terms:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEP-DEC</th>
<th>JAN-APR</th>
<th>MAY-AUG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic 1</td>
<td>Academic 2</td>
<td>Away</td>
</tr>
<tr>
<td>2</td>
<td>Academic 3</td>
<td>Academic 4</td>
<td>Work Term 1</td>
</tr>
<tr>
<td>3</td>
<td>Academic 5</td>
<td>Work Term 2</td>
<td>Academic 6</td>
</tr>
<tr>
<td>4</td>
<td>Work Term 3</td>
<td>Academic 7</td>
<td>Academic 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEPT-DEC</th>
<th>JAN-APR</th>
<th>MAY-AUG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic 1</td>
<td>Academic 2</td>
<td>Away</td>
</tr>
<tr>
<td>2</td>
<td>Academic 3</td>
<td>Work Term 1</td>
<td>Academic 4</td>
</tr>
<tr>
<td>3</td>
<td>Work Term 2</td>
<td>Academic 5</td>
<td>Work Term 3</td>
</tr>
<tr>
<td>4</td>
<td>Academic 6</td>
<td>Academic 7</td>
<td>Academic 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEPT-DEC</th>
<th>JAN-APR</th>
<th>MAY-AUG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic 1</td>
<td>Academic 2</td>
<td>Away</td>
</tr>
<tr>
<td>2</td>
<td>Academic 3</td>
<td>Work Term 1</td>
<td>Work Term 2</td>
</tr>
<tr>
<td>3</td>
<td>Academic 4</td>
<td>Academic 5</td>
<td>Work Term 3</td>
</tr>
<tr>
<td>4</td>
<td>Work Term 4*</td>
<td>Academic 6</td>
<td>Academic 7</td>
</tr>
<tr>
<td>5</td>
<td>Academic 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The academic and work term sequences shown above are not the only possible sequences. However, students in the Geology Co-op programme must plan their academic terms so that they can complete the requirements of the BSc. or BSc. (Hons.) degree in Geology.

Time to completion of a BSc. / BSc. (Hons.) degree in Geology with Co-op

Depending on the timing of the work terms (Spring / Summer, Fall, Winter) the Co-op programme will take one or two semesters longer than a typical BSc. or BSc. (Hons.) program, assuming that students take 15 credit hours of courses during all academic semesters (including the Spring / Summer).

Course requirements and planning your degree

It is unusual, if not impossible, to be able to complete all work terms during Spring / Summer semesters exclusively. Therefore, it is very important that students plan carefully. Students must be prepared to take courses during at least one Spring / Summer semester. A maximum of two summer work terms are permitted.
APPENDIX IV

Work terms

Work terms are arranged with assistance from the University of Regina Career Centre (http://www.uregina.ca/coop/). Jobs are posted, students apply for job postings, and there is a system of interviews and “matching” between employers and students. The Career Centre also offers workshops for students on topics including resume writing, interview preparation, and job searching tools and techniques. With permission, double work terms (of eight months duration) may be arranged. Student will typically take 3 work terms, with an option to take a fourth with the permission of the Geology Department’s Co-op coordinator.

Important University of Regina Co-op rules

• A maximum of one course (3 credit hours) may be taken during a work term.

• Students must register and pay the Co-op fee for each work term.

• The Co-op programme must end with an academic semester, and cannot end on a work term.

Work term report

All students must submit a work term report within two weeks of completing a work term. The report will be 10-12 pages long (not including references or title page), double-spaced, and printed in sans serif (e.g., Times New Roman), 12 point font, on standard letter-size paper and using 2.5 cm margins all around.

Reports will be graded according to the following scale: Excellent, Good, Satisfactory, Poor, Unacceptable or Fail. Reports graded Poor or Unacceptable will be returned to the student and must be revised and re-submitted within three weeks. The revised report must receive a grade of Satisfactory or better for the work term to receive a grade of Pass. Reports with a grade of Fail will not be re-written, and students will not receive a Pass for the associated work term.
MEMORANDUM

DATE: 9 May 2011

TO: Bev Liski, Associate Registrar (Academic Policy, Services and Ceremonies)
for Council Committee on Undergraduate Admissions and Studies (CCUAS)

FROM: Harvey King

RE: Item for Approval – ESL + 1 Program

CCE Council had reviewed and recommended approval of the following motion.

**Motion:** That the ESL + 1 Program be created. Students admitted to this program may take an undergraduate credit course from the authorized course list while enrolled in ESL 050. Students must pass both ESL 050 and the credit course in order to receive credit for the credit course.

To be admitted to the program, students must be qualified to take ESL 050 and must be conditionally admitted to a credit academic program in the Faculties of Arts (Economics only), Business Administration, Engineering and Applied Science, Science or the Centre for Continuing Education.

**Proposed Calendar Entry Adjustments:**

**2.2.5 ENGLISH AS A SECOND LANGUAGE (ESL 050)**

The University of Regina offers a full program in English as a Second Language (ESL). A passing grade in the ESL program's final course, ESL 050 (with academic writing elective) or a minimum average score of 55 on the ESL placement exam, are considered to be acceptable demonstrations of proficiency in English. Students who are enrolled in ESL 050 may be offered conditional admission to an academic program if they meet academic admission requirements.

Students who qualify to take ESL 050 (via passing ESL 040 or by achieving an appropriate score on the ESL placement exam) and who are offered conditional admission to a credit undergraduate academic program at the University of Regina (in the Faculties of Arts (Economics only), Business Administration, Engineering and Applied Science, Science or the Centre for Continuing Education) will qualify for participation in the ESL + 1 program. ESL students participating in this program may take an undergraduate credit course from the authorized course list while enrolled in ESL 050. Students must pass both ESL 050 and the credit course in order to receive credit for the credit course. See §18.4.2.1 for further details.

ESL 050 is offered by:
English as a Second Language Program
Centre for Continuing Education
University of Regina, Regina, Saskatchewan S4S 0A2
Telephone: 306-585-4585; Email: esl@uregina.ca
APPENDIX V

Students who have successfully completed an English as a Second Language program at another Canadian university (or equivalent) that qualifies them to meet the English Language Proficiency policy of that institution, may be considered to have met our policy. The student must supply proof of course completion and evidence that the course(s) completed meet the English proficiency policy of that institution.

18.4.2 ENGLISH AS A SECOND LANGUAGE PROGRAM

For ESL course descriptions, see the Undergraduate Course Catalog or UR Self-Service.

18.4.2.1 Performance Regulations for ESL 050

1. A pass in the Core and the Literature/Academic Writing elective guarantees the student a full pass.
2. No conditional passes will be given.
3. Students who are enrolled in ESL 050 and who are applying to a degree credit program will be granted conditional acceptance if their previous education qualifies them academically for admission. Admission will be confirmed or revoked upon receipt of the final grade in ESL 050.
4. Students who receive a Fail grade may repeat the course once. A second repetition requires permission from the ESL committee.

If students meet all other academic requirements, they may register for a full academic program in the semester following the successful completion of ESL 050. No further English proficiency tests are required.

18.4.2.2 ESL + 1 Program

Students who qualify to take ESL 050 (via passing ESL 040 or by achieving an appropriate score on the ESL placement exam) and who are offered conditional admission to a credit undergraduate academic program at the University of Regina (in the Faculties of Arts (Economics only), Business Administration, Engineering and Applied Science, Science or the Centre for Continuing Education) will qualify for admission to the ESL + 1 program.

1. ESL students admitted to this program may take an undergraduate credit course from the authorized course list while enrolled in ESL 050.
2. Admission will be completed or revoked upon receipt of the final grade in ESL 050. Students must pass both ESL 050 and the credit course in order to receive credit for the credit course.
3. Students must consult with the ESL department and the Faculty that has conditionally accepted them to ensure their course choice is appropriate for their program, and that the credit for the course can be used in the program. The Faculty of Engineering and Applied Science requires that students receive permission from a Faculty advisor before registration in a credit course.
4. Students are responsible for having the appropriate academic prerequisites for any courses they take.
5. Advising support and tutorial support will be provided, but it is the responsibility of the student to ensure that they can handle the workload of the ESL course and the credit course.
6. Students who drop the ESL 050 course, will be dropped from the credit course, and will be liable to lose their visa.

18.4.2.3 ESL Skills Classes

....

18.4.2.4 ESL Program Dates

....

18.4.2.5 ESL Tuition Fees

....

Note:
APPENDIX V

The first intake of students would be Winter 2012, with students able to apply during the Fall 2011 semesters.

The Faculties of Arts (Economics majors only), Business, Engineering and Science and the Centre for Continuing Education have reviewed this proposal and approved it for their undergraduate students. The Faculty of Graduate Studies has also approved this program for students in their bridging program who are required to take specific undergraduate courses before entry. (Please note such students are actually admitted to an undergraduate program.)

Rationale and Description of the Proposed ESL + 1 Program:

1. Brief Description of the Program and Benefits

This program will “align our array of program offerings to respond to the needs and interests of current and prospective students” and support our internationalization strategy stated in Goal A3 of the University of Regina Strategic Plan by allowing students who are conditionally accepted to the University of Regina (undergraduate or graduate) and who are enrolled in the highest level of ESL, ESL 050, to take an undergraduate credit course from an approved list. Students would be required to pass ESL 050 in order to complete their admission to the University of Regina, and would be required to pass both ESL 050 and the credit course in order to receive credit for the undergraduate course. The potential student body for this program includes all ESL 050 students who are planning to complete at least one term of university-credit courses, either at the University of Regina or elsewhere. There were 143 ESL 050 students in the 2008-2009 academic year and 173 students in the 2009-10 academic year, almost all of whom indicated in surveys that they intended to pursue further university studies.

This program will benefit those students who are planning to proceed to university studies in three ways. First, it will give them motivation to succeed in ESL 050, as they would see a tangible benefit at hand to that success. Second, students will gain an understanding of Canadian university classroom interactions and expectations in the supportive environment of the ESL Program before they take on a full load of classes, helping their successful integration into university. Third, such students would be able to start accumulating credit hours in advance of their formal start to their programs. Students required to take the ESL program frequently find the process of completing ESL before entering their credit program a long and daunting path, and having an earlier beginning to the credit side will be very encouraging to them, as well as decreasing their time and living expenses to finish their program.

The student success generated from this program will benefit the University of Regina in several ways. First, the students’ knowledge of university classroom interactions and expectations will mean fewer problems with academic issues during the transition from ESL to the credit program, meeting Goal B2 of the University Strategic Plan, “Make the transition into University seamless”. Second, it will work to recruit and convert international students to the University of Regina by encouraging them to stay at the University of Regina once they complete ESL. Finally, by making the University of Regina more attractive to new language learners, it would increase our ESL registrations and applications by both international and domestic second language learners to our credit programs.

Demand for such a program has come from our students and from our Saudi Arabian Cultural Bureau partners. We can also see from the many similar successful programs from across Canada (see Section 5 below) that such a program can work.

2. Admission Requirements and Process

Students must apply for this program, either as part of their application to the University of Regina ESL program, or during their ESL 040 semester, with the normal ESL and university application deadlines applying. In order to take the credit course as part of the ESL 050 semester, students must be accepted into this program. In order to be accepted into the program, students must be:

- Eligible to be enrolled at the ESL 050 level. This requirement is met either by passing ESL 040, or by taking the challenge or placement tests and achieving the ESL 050 level.
APPENDIX V

- Conditionally accepted to the University of Regina, either in an undergraduate or graduate program in a Faculty or in the Centre for Continuing Education. (Conditionally accepted students have previous education that qualifies them academically for admission to the University, but who are missing the English Language Proficiency requirements as indicated in Section 2.2 of the University Calendar.)

The ESL Program and UR International will work to smooth the application process for students. Eligible students will be informed during the acceptance process of this option, and all students will get admission letters from UR International that will both be appropriate for visa qualification and clearly explain all required steps and processes. Students in ESL 040 will be notified of the option early in the semester, with the steps outlined to them in optional UR International workshops.

The first intake of students would be Winter 2012, with students able to apply during the Fall 2011 semesters. The Faculties of Arts (Economics majors only), Business, Engineering and Science and the Centre for Continuing Education have reviewed this proposal and approved it for their undergraduate students. The Faculty of Graduate Studies has also approved this program for students in their bridging program who are required to take specific undergraduate courses before entry.

3. Proposed Program Format and Requirements for Completion

Any student who is conditionally accepted to the University and who is qualified to take ESL 050 can enroll in this program, including graduate students (although they may only take approved courses, which are all undergraduate). The following conditions are part of the program:

- Students will be required to consult with the ESL Advisor to ensure that they understand the workload required in this program, and to be informed of the support services for the program.
- Students may register only in a credit course approved by the relevant faculty for use by students participating in this program.
- Students will also be required to discuss their credit course choices with the Faculty that has conditionally accepted them, to ensure that the course is useful for their program, and to ensure they are not repeating a course they already have credit for. The Faculty of Engineering and Applied Science requires that students receive permission from a Faculty advisor before registration in a credit course.
- Students are responsible for having the appropriate academic prerequisites for any courses they take.
- Support services will include the provision of a homework club, led by a graduate student(s) trained in the appropriate supplemental instruction for ESL students and able to help the students access supplemental instruction or tutoring in the appropriate Faculty/department. These support services will be provided by ESL and will build on the work done by Simone Hengen from ESL as part of her Teaching and Learning Grant, and from her work on an earlier version of this program. In addition, UR International will provide support via their new tutoring drop-in centre.
- If a student drops the ESL 050 course, students will be dropped from the credit course, and will be liable to lose their student visa.
- Students must pass both the ESL 050 course and the credit course to receive credit for the credit course.
- If a student passes ESL 050, but fails the credit course, they will still meet the English Language Proficiency requirements for entrance to the University of Regina, but of course will not receive credit for the undergraduate course.

Current Approved Course List

ACAD 100
AMTH 001 or 002 or 003
MATH 103 or MATH 110
STAT 100 or 160
ECON 100 or ECON 201
CS 100 or 110 or 115

(These courses have been reviewed and approved by Arts, Science, and Continuing Education.)
APPENDIX V

It is anticipated that in initial stages, students in this program will work with advisors to find appropriate classes in terms of both type of class and scheduling. (Students will be advised that the AMTH courses are not accepted for credit, and that ACAD 100 is only approved for credit in specific faculties.) As the program grows, it may be necessary for CCE (through its Credit Studies Division) to work with the faculties to look at offering night or weekend classes to supplement regular offerings.

Follow-up

The program and student results will be reviewed semester by semester by the Director of UR International, the Head of ESL, the Director of the Centre for Teaching and Learning and relevant individuals from the Faculties to examine student success and potential improvements. A full review will occur after two years.

4. Resource Implications

Resource implications would include the following:

- Recruitment, advising and processing of students. Unless numbers swell dramatically, these activities would be part and parcel of existing recruitment, advising and processing, creating no resource implications.
- Supplemental support for the students via the homework club. In the initial phase, the club would be provided for free to all students in the ESL + 1 program. ESL/CCE will cover the costs out of its cost-recovery budget, with an anticipation that the program will recruit more ESL students of a higher academic calibre (more revenue, lower costs). This financing method will be reviewed yearly.
- The extra credit students will be absorbed into current classes. Should numbers warrant, CCE will investigate putting on night or weekend courses on a cost-recovery basis.

5. Select List of Similar Programs Across the Country

- University of Winnipeg Academic 5: students take Intro to Business I. They earn credit for this AND for the Academic 5 course (6 credit hours earned in total). It also includes an adjunct course, with an instructor who attends the Intro to Business course with the students. (http://www.uwinnipeg.ca/index/elp-14week)
- Memorial Intensive Bridging Program: conditionally admitted students in advanced ESL can take one credit course, if they meet a minimum level on various tests. Currently can take only Linguistics. (http://www.mun.ca/esl/12week/)
- Saint Mary’s University Bridging Program: conditionally admitted students with a minimum level on various ELP tests may take the EAP program + 1 or 2 credit courses. (http://www.smu.ca/academic/lesl/iep_ubp.html)
- University of Alberta Bridging Program: Conditional Admission to one of 5 faculties plus a specific ELP level on various tests. May take up to one course for credit. There is a wide range of courses available to take, but mostly Sciences and Math (but others too). (https://www.registrar.ualberta.ca/ro.cfm?id=1167)
- Students at UPEI can take 1 or 2 or 3 credit courses, starting at a very low level compared to almost anywhere else. Details are limited on their webpage. (http://webstercentre.upei.ca/eap)
- Students at Kwantlen Polytechnic University can take one University course in ESL Level 2 and 2 University courses in ESL Level 3. (http://www.kwantlen.bc.ca/aca/els/elst/lvl_2.html)
- There is also a somewhat unusual and interesting University Bridge Program in BC run by a School District out of the Adult Campus: http://www.inted.sd42.ca/files/UniversityBridgeProgram_web.pdf. Students need to have an 80% average from their home High School graduation.