DATE: April 5, 2013
TO: All Members of the Council Committee on Undergraduate Admissions and Studies
FROM: Jamie Mellor, Academic Policy Services and Ceremonies
RE: NOTICE OF MEETING

AGENDA

1. APPROVAL OF AGENDA

2. APPROVAL OF MINUTES OF LAST MEETING, February 8, 2013

3. BUSINESS ARISING FROM THE MINUTES

4. OLD BUSINESS

4.1 Reports from Task Forces, Commissions or Sub-committees
   4.1.1 Commission to Review Fresh Start Program
   4.1.2 University Regulations Sub-committee

4.2 Awarding of Institutional Honours, Mention Bilingue

5. NEW BUSINESS

5.1 Report from the Faculty of Engineering and Applied Science, Appendix I, p. 2

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

5.3 Report from the Faculty of Education, Appendix III, p. 11

5.4 Report from the Faculty of Nursing, Appendix IV, p. 15

5.5 Proposal for Academic Recovery Program, Appendix V, p. 23

6. ITEMS FOR INFORMATION

6.1 Date of Next Meeting and Deadline for Submission of Agenda Material

   The next meeting of the CCUAS will be held Friday, May 10, 2013 at 1:30 p.m. in
   NR 110.3. The deadline for submission of agenda items is 4:30 p.m., Thursday,
   May 2\textsuperscript{nd}.

7. CONCLUSION
To: Council to the Council
   Committee on Undergraduate Admission and Studies

From: Jamie Mellor, Registrar’s Office

Date: April 5, 2013

Re: Report from Faculty of Engineering and Applied Science Council to the Council Committee on Undergraduate Admission and Studies

The meeting of the Council Committee on Undergraduate Admissions and Studies scheduled for Monday, March 4, 2013 was cancelled due to lack of agenda items.

On approval of the chair, a report from the Faculty of Engineering and Applied Science was distributed electronically to committee members with a request to vote that it be received for information. The committee concurred that it be sent for information to the April 12 meeting.

The report is as attached.
To: Academic Policy Services and Ceremonies, Registrar’s Office
From: Dr. Satish Sharma, Associate Dean (Academic)
Faculty of Engineering and Applied Science
Date: February 15, 2013
Re: Report from Faculty of Engineering and Applied Science Council to the Council Committee on Undergraduate Admission and Studies

The Faculty of Engineering and Applied Science submits and offers for information only the following item.

I. ITEM FOR INFORMATION

1) MOTION to revise ENEL 380 catalog to include seminars:

**ENEL 380
Control Systems**
Introduction to the principles of control systems. System modeling, effects of feedback, stability of systems, time and frequency response, compensation, analysis and design techniques.
***Prerequisite: ENIN 233 or ENEL 281 and ENEL 280***

*Rationale: This is a housekeeping issue – it will provide students with additional assistance in meeting course objectives.*
Date: 22 March 2013
To: B Liski, Registrar
From: K O’Brien, Program Co-ordinator, Faculty of Arts
Re: Report from Faculty of Arts Council to the Council Committee on Undergraduate Admission and Studies

I ITEMS FOR APPROVAL

The Faculty of Arts recommends approval of the following motions.

A. Core requirements

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Core requirements summary, see details above</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, GEOG 205 or SOST 201, ECON 224</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, FA, FILM, MU or THEA</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Two language courses (or one six-credit class) in any language other than English</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in HIST or CLAS 100 or IDS 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411,</td>
<td></td>
</tr>
</tbody>
</table>
Rationale

The textual studies component of the core curriculum stresses “close reading, analysis, and critical interpretation of texts.” This sounds precisely like the focus of the two RLST classes that introduce biblical material: RLST 245 ("Bible: Old Testament/Tanakh") and RLST 248 ("Introduction to the New Testament"). I attach both syllabi. Both classes attend to the processes by which texts are created, preserved, emended, circulated, and deemed authoritative, as well as focusing on close reading, on historical questions, issues of genre, and of course interpretive issues. We are proposing therefore that RLST 248 and 248 be listed as meeting the requirements of the textual component of the Arts core curriculum.

B. Department of English

MOTION to revise the BA Honours Major in English, as outlined below.

| 9.16.2 Honours Major in English |

English majors are advised to complete the 200-level ENGL requirements before proceeding to the 300-level ENGL courses.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA English Honours major, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honours Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 211</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 212</td>
<td></td>
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<tr>
<td>3.0</td>
<td>One of ENGL 221, 222, or 223</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of ENGL 301 or 302 349</td>
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<tr>
<td>3.0</td>
<td>ENGL 348</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Two of ENGL 349, 390 or 399</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature to 1600</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature from 1660-1790</td>
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</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature from 1791-1900</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 399</td>
<td></td>
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<td>3.0</td>
<td>Four of ENGL 400-489, 499</td>
<td></td>
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<tr>
<td>3.0</td>
<td>ENGL 490 and 491; or two of ENGL 400-489, 499</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Three Six of 200-, 300- or 400-level ENGL, or ARC 200, HUM 260 or LING 200, 210, 212, 213</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX II

<table>
<thead>
<tr>
<th>3.0</th>
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<tbody>
<tr>
<td>60.0</td>
<td>Subtotal: 75% major GPA required</td>
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<tr>
<td><strong>Arts Core Requirements</strong></td>
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<tr>
<td>27.0</td>
<td>Same as stated above for the BA in English</td>
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<tr>
<td><strong>Open Electives</strong></td>
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<tr>
<td>33.0</td>
<td>11 elective courses</td>
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<tr>
<td><strong>Total: 70% PGPA &amp; 60% UGPA required</strong></td>
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</tr>
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</table>

**Rationale**
The BA Honours Major in English has been revised so that its requirements are now better aligned with the existing BA Major in English and no longer include courses rarely offered.

**I. ITEMS FOR INFORMATION**
The Faculty of Arts approved the creation, revision and deletion of the following courses and offers them for information.

A. New courses
1. **Indian Health Studies**

   **INHS 250**
   
   **3:2-1**
   
   **Indigenous Language Concepts of Health**
   An exploration of Indigenous words, terms, phrases and concepts for health, illness and well-being, within Indigenous languages. This course will include understanding, recognizing and practicing words for describing anatomy, health, well-being, imbalances (mental, emotional, physical, spiritual), healing treatments or therapies, healing ceremonies, and herbal medicines.  
   ***Prerequisite/ Corequisite: INHS 200 and 3 credit hours in an Indigenous Language***

**Rationale**
This course is one of three new course additions considered essential for the delivery of a Bachelor of Health Studies Concentration in Indigenous Health and Well-Being. The other courses are INHS 350 and INHS 450. The creation of this course follows many years of discussion between diverse stakeholders, academics, and Indigenous Elders, regarding a post-secondary response to health issues within Indigenous communities, and the need to prepare students with basic understanding, recognition and practice with using Indigenous language based words, terms, phrases and concepts for health, illness and well-being. This course builds upon prior course work (INHS 200- Traditional Health Concepts) that introduces Indigenous health concepts within the English language, and upon a course in an Indigenous language. This course will provide a language-based entry point for students to engage with Indigenous community members, in more culturally appropriate, sensitive and safe ways.

   **INHS 350**
   
   **3:1-2**
   
   **Applications of Indigenous Concepts of Health**
   This course will apply Indigenous concepts of health and well-being by working with community-based health leaders, student understandings of Indigenous knowledge, and discussions of: ethical practice, protocols, health governance,
APPENDIX II

integration of traditional healing services, cultural continuity, better practices, trauma interventions (e.g. for historical trauma, post-traumatic stress disorder, and intergenerational trauma), healthy coping strategies, community strengths and socio-economic supports; and through supervised projects within Indigenous communities.

***Prerequisite: INHS 250***

**Rationale**

This course is one of three new course additions considered essential for the delivery of a Bachelor of Health Studies Concentration in Indigenous Health and Well-Being. The other courses are INHS 250 and INHS 450. INHS 350, the fifth in a suite of seven Indigenous health courses, builds upon prior degree course content, especially Indigenous health concept and language courses, to give students the opportunity to apply knowledge, and practice skills, under the supervision of the instructor and community health leaders, by assisting with the development of community-based health programs or research.

**INHS 450 3:1-2**

**Community Based Traditional Healing Practices**

Taught through exposure to traditional teachings and practices within community settings, students will develop an advanced understanding of traditional healing, sacred knowledge and practices, and helping and facilitation roles. Students will be guided and challenged to respectfully explore these practices, while maintaining the integrity of their own beliefs.

***Prerequisite INHS 350***

**Rationale**

This course is one of three new course additions considered essential for the delivery of a Bachelor of Health Studies Concentration in Indigenous Health and Well-Being. The other courses are INHS 250 and INHS 350. This course builds upon prior coursework that explores Indigenous values, philosophies, and spirituality (INHS 100, 200, 250, 350), and a course in an Indigenous language. This course will provide an advanced capstone experience for students to engage with Indigenous community members and sacred knowledge, in culturally appropriate, sensitive and safe ways.

**B. Revised Courses**

1. **Department of History**

   **HIST 390 3:3-0**

   **Selected Topics - an AA-ZZ series.**

   Special topics in particular fields of History.

   ***Prerequisite: One HIST course or completion of 30 credit hours***

   **HIST 390DC 3:3-0**

   **United States Presidential Inauguration**

   This course, to take place in Washington, D.C. under the auspices of the Washington Center, involves readings, discussions, written assignments, lectures and seminars pertaining to the inauguration of the President of the
United States, on 21 January, 2013. Students will witness the inauguration and participate in the events surrounding it.

***Prerequisite: One HIST course or completion of 30 credit hours***
*Note: This course is offered on a Pass/Fail basis*

**Rationale**
HIST 390DC was to be offered to students on a pass/fail basis. Since the ‘base course’ – 390 – does not afford such an option, this motion is required as a remedy.

2. **Department of Political Science**

**PSCI 390**

3:3-0

Selected Topics - an AA-ZZ series.

Courses in selected topics.

***Prerequisite: Any 200-level PSCI course or the completion of 30 credit hours.***

**PSCI 390DC**

3:3-0

United States Presidential Inauguration

This course, to take place in Washington, D.C. under the auspices of the Washington Center, involves readings, discussions, written assignments, lectures and seminars pertaining to the inauguration of the President of the United States, on 21 January, 2013. Students will witness the inauguration and participate in the events surrounding it.

***Prerequisite: Any 200-level PSCI course or completion of 30 credit hours***
*Note: This course is offered on a Pass/Fail basis*

**Rationale**
PSCI 390DC was to be offered to students on a pass/fail basis. Since the ‘base course’ – 390 – does not afford such an option, this motion is required as a remedy.

C. **Department Names Changes**

**Proposal**
The Department of Geography and the Coordinator of the Environmental Studies Program propose to merge with the Environmental Studies Program (ENST) and become the Department of Geography and Environmental Studies.

**Background**
Geography is the broad study of place and how humans interact with our natural environment. It is both a social science and a natural science and includes aspects of human settlement, population, economy, topography, climate, vegetation, and water.

Environmental Studies is the focussed study of how human beings connect with the physical structures, institutions and economies we build, the politics, language and culture by which we communicate, and the planet and its intricate variety of living and non-living elements and processes.

The ENST Studies program was developed in 2006 – 2007 within the Department of Geography. In 2009 the ENST Studies program was implemented as a standalone program within the Faculty of Arts. The Environmental Studies program is an
interdisciplinary program, which draws on resources from a number of different departments and faculties. Aside from ENST 400 (Environmental Impact Assessment) which is taught by a sessional, all of the courses to be taken by Environmental Studies students are already offered regularly by various departments. Most of the core and elective courses are current Geography courses. The program has a coordinator who handles all of the program’s administration. The first year 2009 -2010 Dr. Hodder from the Department of Geography served as acting ENST program coordinator and from 2010 on Dr. Hardenbicker from the Department of Geography serves as the ENST program coordinator.

This merger will formalize the cooperation between Geography and ENST that already exists.

Rationale for the Merger
1. It will strengthen the Geography program:
   - Merging with ENST will provide increased learning opportunities for Geography students.
2. It will strengthen the Environmental Studies program:
   - ENST’s curriculum does not have an honours program nor does it offer a B.Sc. degree. Merging with Geography will facilitate the development of both options.
   - Several courses offered individually or jointly by Geography and ENST are of interest to majors in both. A merger will facilitate efficiencies in course sequencing.
3. A larger unit will be more attractive to students:
   - Having 2 separate units that offer environment-related courses could be confusing for students who are searching for an academic home.
   - There is strong student interest in environmental issues. Over the past two years, the enrolment growth trends in environmental studies are stronger than in geography.
   - A merged department has the potential to attract even more students because we would become the focus for teaching and research in environmental issues.
   - The combined interests of both groups will encourage the restructuring of our curriculum to meet new market potentials and student demands
4. A combined department will make better use of faculty resources:
   - ENST presently has 29 majors with 0 FTE instructors and Geography has 41 majors with 9.5 FTE instructors. The merged department will have a more credible majors: faculty ratio.
5. Although this is new to the UofR, it is not a novel concept. There are 5 departments at universities across Canada named Geography and Environmental Studies (or similar).

Implementation
The merged unit will have a structure similar to the Police Studies Program in the Department of Justice Studies.
- The merged unit will have a single department head and secretary that are responsible for the administration of the entire unit.
APPENDIX II

- The ENST program has been carefully assembled through several years of consultation and cooperation with other units. The ENST coordinator will continue to provide program oversight and development.
- The Environmental Studies Coordinator will retain academic autonomy and responsibility for curriculum development in the ENST program. New ENST courses will be developed in consultation with Geography's Curriculum Committee.
- The ENST program will become a major degree program in the merged department, leading to the BA Major in Environmental Studies. Once merged, we will work at developing other degree options.
- Geography will continue to offer the BA Major, BA Honours Major, BSc Major, and BSc Honours Major in Geography.
ITEMS FOR INFORMATION

The Faculty of Education Council recommends the following to CCUAS for approval:

Bachelor of Education – Secondary Program

1. **Motion 1:**
   That the pre-requisite for ECS 310 be the following: ECS 300 for Secondary Education students or successful completion of pre-internship in the Elementary Program. (EFLD 407 or EFLD 411)

   **Rationale:**
   To accommodate Elementary Education students to access ECS 310 as part of their program.

2. **Motion 2:**
   That the course names of EPSY 322, EPSY 323, EPSY 324, EPSY 326, EPSY 328, EPSY 329 and EPSY 330, and their course descriptions be changed accordingly.

   **Rationale:**
   The new course names and course descriptions will reflect the philosophy and intent of Inclusive Education, in the Inclusive Education Certificate as well as the minor in Inclusive Education.

   EPSY 322 Students with Special Needs
   An overview of working with students with special needs. Attention is paid to both, the characteristics of these students and the implications of these characteristics for classroom practice.

   to

   **EPSY 322 Students with Exceptional Needs in the Inclusive Classroom**
   An introduction to universal design for learning and differentiated instruction for the inclusive classroom and school. Course content also includes an overview of characteristics and instructional implications associated with specific disabilities.

   EPSY 323 Designing Learning Environments for Students with Special Needs
   A dynamic non-categorical approach to assessment, instruction and evaluation of students with special needs within the regular classroom.

   *** Prerequisite: EPSY 322 ***

   to

   **EPSY 323 - Designing Learning Environments for the Inclusive Classroom**
   A dynamic non-categorical approach to assessment and instruction for students with diverse learning styles and disabilities within the regular classroom.

   *** Prerequisite: EPSY 322 or EPSY 400 ***
APPENDIX III

Report from Faculty Council to CCUAS – April 4, 2013

EPSY 324 Individual Assessment and Instructional Adaptation for Students with Special Needs
A case study approach to assessment, instruction and evaluation of individual students with special needs. The emphasis is effective collaborative case management.
*** Prerequisite: EPSY 322 ***
to

EPSY 324 Individual Assessment and Differentiated Instruction in the Inclusive Classroom
A case study approach to assessment, instruction and evaluation of individual students with diverse needs. The emphasis is on effective collaboration to meet individual student needs.
*** Prerequisite: EPSY 322 or EPSY 400 ***

EPSY 326 Change, Collaboration and Consulting: Students with Special Needs
The course explores managing educational change systematically through consulting, collaborating, and conferencing. Current research and effective practice will be presented in a balanced integration of theory and practice.
*** Prerequisite: EPSY 322 ***
to

EPSY 326 Change, Collaboration and Consultation to Support Inclusive Education
The course explores theories and processes for planning, implementing and sustaining educational change. Course content includes processes for collaborating and consulting with teachers, families, paraprofessionals and other professionals to support inclusive education.
*** Prerequisite: EPSY322 or EPSY 400 or instructor permission ***

EPSY 328 Communication Disorders and Students with Special Needs
This course focuses on a range of communication disorders (including identifying characteristics). Educational implications are discussed and practical classroom management strategies presented.
*** Prerequisite: EPSY 322 ***
to

EPSY 328 Communication Disorders in the Inclusive Classroom
This course focuses on a range of communication disorders (including identifying characteristics). Educational implications are discussed and practical classroom management strategies presented.
*** Prerequisite: EPSY 322 or EPSY 400 ***

EPSY 329 Enhancing Classroom Management: Students with Special Needs
A dynamic, systemic approach to the development of a positive classroom environment. The course will address the growing numbers of students and teachers in conflict over behavioural expectations. Current research and effective practice will be examined in an effort to find workable manageable strategies to prevent and resolve such conflict.
*** Prerequisite: EPSY 322 or permission of the subject area ***
to

EPSY 329 Enhancing Inclusive Classroom Management
A dynamic, systemic approach to the development of a positive classroom environment. The course will address a range of theoretical and practical approaches for prevention and intervention for behavioural issues in the inclusive classroom with an emphasis on positive behavioural supports and interventions.
*** Prerequisite: EPSY 322 or EPSY 400 or instructor permission ***

EPSY 330 Autism and Pervasive Development Disorders: Students with Special Needs
An overview of the nature of autism and pervasive developmental disorders, the associated characteristics, and strategies for instruction and behavioural interventions.
*** Prerequisite: EPSY 322 ***
to

EPSY 330 Autism Spectrum Disorders in the Inclusive Classroom
An overview of the nature of autism spectrum disorders, the associated characteristics, and strategies for instruction and behavioural support.
3. **Motion 3:**
That EPSY 332AA is to be named EPSY 333 – Functional Behaviour Assessment and Positive Behaviour Support and is no longer a reading/special topics course.

**Rationale:**
EPSY 332AA is now an established course under the number EPSY 333 with a new course description. Students will not receive credit for both EPSY 332AA and EPSY 333.

**EPSY 332AA Functional Behaviour Assessment & Positive Behaviour Support**

The current methods of conducting Functional Assessments (FA) and creating Positive Behaviour Supports (PBS) for persons who engage in challenging behaviours will be demonstrated. Examples provided across a wide range of students (for example, students with autism, ADHD, ODD, PDD, gifted students, etc.).

**to**

**EPSY 333 Functional Behaviour Assessment & Positive Behaviour Support**

This course provides the theoretical basis and extensive discussion and demonstration of current methods for conducting Functional Behaviour Assessments (FBA) and creating Positive Behaviour Supports (PBS) for persons who engage in challenging behaviours. Attention is paid to demonstrating how FBA and PBS planning can be effectively applied in inclusive education settings for students with a range of needs and characteristics.

***Prerequisite: EPSY 322 or EPSY 400 ***

**ITEMS FOR APPROVAL**

**Bachelor of Education - Elementary Program**

4. **Motion 4:**
To remove an Approved elective from the BEAD template in the NTEP program.

**Rationale:**
To make the program requirements consistent between the U of R campus and other TEP program offerings of 60.0 credit hours.

**Prerequisite Course:** ENGL 100 is to be taken as part of a first degree or will be required prior to degree completion.

<table>
<thead>
<tr>
<th>NUNAVUT TEACHER EDUCATION PROGRAM (NTEP)</th>
<th>BEd (BEAD) ELEMENTARY PROGRAM (63 hours) 60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>WINTER</td>
</tr>
<tr>
<td>EPS 215 (3)</td>
<td>EPS 225 (3)</td>
</tr>
<tr>
<td>E___ 215 (3)</td>
<td>E___ 215 (3)</td>
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<td>E___ 215 (3)</td>
<td>E___ 215 (3)</td>
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<tr>
<td>E___ 215 (3)</td>
<td>E___ 215 (3)</td>
</tr>
<tr>
<td>EFLD 405 (internship) (15)</td>
<td>EADM 310 (3)</td>
</tr>
<tr>
<td></td>
<td>EPSY 322 (3)</td>
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<tr>
<td></td>
<td>Approved senior elective (3)</td>
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<td></td>
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<tr>
<td><strong>NOTE:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Approved elective(s) are to include but not limited to Inuit culture or Inuktut language, Inuit Art History, EDCS 100, EDCS 200, EDCS 300, Inuit Traditional Stories, Inuit Studies, or other approved courses that support teaching fields.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX III

Report from Faculty Council to CCUAS – April 4, 2013

5. **Motion 5:**
That ECS 310 shall be named as a required course in semester four of the Middle Years BEAD template.

**Rationale:**
All Elementary students in all program routes are required to take ECS 310 in order to cover Educational Administration and Educational Law content as prescribed in the renewed program.

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFLD 405 (internship) (15)</td>
<td>EPSY 217 (3)</td>
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<td>EPSY 400 (3)</td>
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<td>ERDG 425 OR ELNG 200 (3)</td>
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<td>INDG 100 or Education elective (3)</td>
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<td></td>
<td>Education elective (3)</td>
</tr>
<tr>
<td></td>
<td>ECS 310 (3)</td>
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</tbody>
</table>
Date: April 3, 2013

To: Jamie Mellor
Academic Policy Services and Ceremonies

From: Robin Evans, Associate Dean
Faculty of Nursing

RE: Report from Faculty of Nursing Council to the Council Committee on Undergraduate Admissions and Studies (CCUAS)

I ITEMS FOR APPROVAL

A. Policy Addition

Policy and Procedures for Student Performance of Professional Responsibilities and Professional Unsuitability

Rationale: This policy further clarifies and provides elaboration of the non-academic misconduct policy in the U of R undergraduate calendar, specific to the expectations of the Faculty of Nursing and the practice of nursing students.

For example, the first bullet under Section 5.13.3.3, non-academic misconduct, includes “a violation of any professional code of conduct applicable to any faculty or department”. This proposed policy delineates what form this violation might take in the Faculty of Nursing, and the subsequent procedures that will be followed in such cases and the range of potential consequences.

This policy is meant to be an adjunct to the policies already in place for low-level resolution of performance issues. It would be utilized in situations where patient safety is at risk; where the student, despite repeated feedback, counselling, and support, does not demonstrate awareness of his/her limitations; or does not show any systematic growth in the program, including the clinical context. In addition, the policy would apply to behaviours and actions so
grievous that it would not be appropriate to address using the current low level resolution processes.

See attached Appendix “A”

B. Admission Requirements
Change: Applicants that have completed BIOL 100 or BIOL 140 (or equivalent) are exempt from the BIOL 30 admission requirements.

Rationale: Current admission requirements include BIOL 30. This is not changing. Admissions was previously advised to exempt students from this requirement only if they had completed BIOL 100 or equivalent. The Faculty has decided that BIOL 140 is also an acceptable course to meet the BIOL 30 requirement.

II ITEMS FOR INFORMATION

A. Revision of Courses

CNUR 101 3:0-6
Practice Education: Stable Populations
This course will focus on holistic care in long term care setting. Learners will have the opportunity to develop beginning skills to participate in, support, and advocate for resident-directed care.
***Prerequisite: BIOL 111, CNUR 100, CNUR 102, CNUR 103 and CNUR 106***
*Note: BIOL 111, CNUR 100, CNUR 103, CNUR 106 can be taken concurrently*

CNUR 304 6:3-21
Theory & Practice Education: Mental Health Partnerships
This course will focus on complex alterations in mental health of adults and adolescents. Learners will have the opportunity to explore and apply primary health care principles and advanced assessment skills, and provide holistic care to adults and adolescents in the varying levels of intervention (health promotion, restoration, rehabilitation and support) while integrating nursing knowledge and critical thinking, pathophysiology, pharmacology, microbiology, nutrition and health education.
***Prerequisite: CNUR 206 and CNUR 300***
*Note: CNUR 300 can be taken concurrently*
Introduction

The nature of the study and practice of nursing places individuals in a place of trust in relation to clients and in a close relationship with fellow students, colleagues and staff in the university and clinical settings. Student performance in clinical settings that does not meet the expectations of the experience has the potential to cause physical and/or emotional harm to the client, significant others, and/or other health care providers, and to damage the reputation of the educational program and institution. It may also harm the reputation of the profession of nursing. The purpose of this policy is to outline guidelines with regards to student performance of professional responsibilities and the suitability of a student for the profession of nursing. The purpose of the professional unsuitability review committee (PURC) is to make recommendations about student performance and the suitability of a student for the profession of nursing.

Unprofessional conduct by students may have direct repercussions on the program, University, partners, clinical settings, and individual clients and their significant others. Therefore, such behaviour is a serious matter for the University.

Rationale

As future nurses, students must adhere to a set of nursing expectations, values, and ethics, which include respect for inherent dignity and worth of the person, the pursuit of social justice, service to humanity as well as integrity, confidentiality and competence in professional practice. In addition, students must adhere to legal statutes and requirements governing the practice of nursing.

The Faculty of Nursing recognizes its responsibility to students, to support their appropriate efforts to gain knowledge, and the right of students to due process. The Faculty of Nursing respects the rights of students, and in instituting and administering this policy will do so in accordance with human rights legislation.

This policy applies to those students in the SCBScN program.

The Basic Guidelines

The Faculty of Nursing may require a student to discontinue from their program of studies when the student is found to be unsuited for the profession of nursing, through consideration of competence or professional fitness. This policy will normally be implemented in unusual situations. Implementation of the policy related to unsafe practice, found in the Student Handbook is the usual way of dealing with the student who exhibits unsafe practice. The Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses and Sections 25 and 26 of the Registered Nurses Act, 1988 will be considered in every situation in which the performance of a student in the practice of nursing is being investigated.
POLICY AND PROCEDURES

Grounds for Action

Action may be taken any time a student is suspected of consistent or significant unsatisfactory performance of professional responsibilities, beyond that which is normally addressed through the policy related to unsafe practice. Such unsatisfactory performance of professional responsibilities, or display of professional unsuitability by a student may take many forms including, but not limited to:

a) demonstrated unethical behaviour that contravenes any section of the Canadian Nurses Association Code of Ethics (2008);

b) demonstrated conduct that, if participated in by a registered nurse, would result in suspension or expulsion, or other disciplinary actions from the regulatory body. Examples include but are not limited to the following:
   - abused a client verbally or physically,
   - misappropriated a client’s personal property,
   - wrongfully abandoned a client,
   - misappropriated drugs;

c) consistently practiced incompetently in any clinical setting, following implementation of all reasonable supports and performance improvement plans, or to the extent where the lack of knowledge, skill, or judgment or disregard for the welfare of a client demonstrates that the student is unfit to continue in the practice of nursing;

d) jeopardized professional judgment through self-interest or a conflict of interest;

e) demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitive, irresponsible, or destructive;

f) acquired a criminal conviction which was determined to bring disrepute to the profession, or which, in the opinion of the Faculty, demonstrated poor judgment, lack of integrity, or (other) unsuitability for the profession;

g) any condition which impairs essential performance required for the health profession such as those included in the SRNA document “Becoming a Registered Nurse in Saskatchewan: Requisite Skills and Abilities (2011);

h) been under the influence of alcohol or drugs while participating in client care, any other professional activity, or any activity related to the practice of nursing.
Committee

A standing committee will be established within the Faculty of Nursing which will be known as the Professional Unsuitability Review Committee (PURC). The purpose of this committee will be to hear and determine matters of competence and/or professional fitness for the practice of nursing, and make recommendations to the Dean of the Faculty of Nursing.

Six persons will be appointed to the PURC. Membership on the committee will be appointed by the Dean (or designate) and include:
- Chair tenured faculty member or instructor appointed for a five (5) year term, which may be renewable;
- A full time academic member of the SCBScN program representing the Faculty of Nursing;
- A full time academic member of the SCBScN program representing SIAST;
- One third or fourth year student from the SCBScN program;
- One representative of the Nursing profession appointed by the Saskatchewan Registered Nurses’ Association (SRNA), preferably with experience in dealing with SRNA disciplinary matters; and
- One representative from another health related regulated profession at the University of Regina, ie Social Work or Clinical Psychology.

Procedure

The Dean of the Faculty of Nursing shall insure the following procedures are guided by the principles of natural justice.

If an instructor, faculty member, clinical practica coach or student identifies a student demonstrating unsatisfactory performance of professional responsibilities or professional unsuitability in accord with the above guidelines, the following process shall be initiated:

a) The complainant shall document in writing to the Dean of the Faculty of Nursing (or designate) the incident(s) and behaviors which are assessed to be indicative of unsatisfactory professional development or professional unsuitability.

b) The Dean (or designate) will request a meeting with the complainant and the student at the earliest convenient time to clarify all acts of the matter and attempt a resolution.

c) If, after this meeting the Dean (or designate) deems it warranted, she or he will:

i) refer matters, which in her/his opinion involve conduct or circumstances described under the section “grounds for action”, to the PURC in a written
report, setting out the name of the student involved, the alleged facts and
the alleged ground(s) warranting consideration. The PURC must be
provided the information which supports the request to assess the student’s
suitability for the profession of nursing at least five (5) working days prior
to the date of the hearing. In no circumstances will a referral be based
solely on anonymous allegations or materials. Anonymous materials are
defined as those where “authorship has not been disclosed”.

ii) notify the student by registered letter (to the last known address of the
student as found on the U of R records) and by email to the U of R email
account at least five working days prior to the date of the review panel
hearing, providing a copy of all documentation which supports the request
to assess the student’s suitability for the profession of nursing. This letter
should include a statement advising the student that he or she may be
accompained by an advocate. At the student’s request, additional
information may be sent by regular mail, email, or facsimile;

iii) consider whether just cause exists to suspend the student while the
matter is being determined and if so, to issue an interim suspension to the
student

iv) Once a reference has been made to the PURC, the proceedings may
continue notwithstanding that the student has subsequently voluntarily
withdrawn from the program, Faculty, or has refused to participate in the
proceedings.

d) Notice to the Student

i) The Chair of the PURC shall inform the student in writing by
registered letter (to the last known address of the student as found
on the U of R records) and by email to the U of R email account,
within five (5) working days of receipt of the referral, of the
grounds for referral to the PURC, as well as the membership of the
PURC and the date, time, and place for the hearing by the PURC
of the matters set out in the referral.

ii) The Notice from the Chair shall include a statement that if the
allegations contained in the reference are established to the
satisfaction of the PURC the student may be required to withdraw
from the program and/or Faculty.

iii) A faculty member shall not be disqualified from sitting as a
member of the PURC hearing if the faculty member has had
previous contact with the student or has prior personal knowledge
of the matter, as long as he/she is not connected with the
immediate facts of the case.

iv) The student may provide a written response to the grounds. Such
written response should be provided to the PURC within five (5)
working days of the hearing date, or at the discretion of the Chair.
e) Hearing Procedures

i) The student may appear in person and may choose to be represented by a Student Advocate. A student may request an additional support person who may accompany him/her to the hearing.

ii) The hearing will be closed to all persons except the members of the PURC, Faculty Representative(s), the student, and the designated representative(s) of the student. The proceedings will be officially audio recorded.

iii) The student or her/his representative(s) will have the right to have access to copies of all documents submitted to the PURC for consideration at least five (5) working days prior to the hearing and to submit other evidence.

iv) The student will not be required to give evidence. If the student elects to do so, then the student may be questioned by members of the PURC.

v) Consensus is the recommended strategy for any finding or for the recommendation of the appropriate disposition of the matter.

vi) Members of the PURC shall be bound by confidentiality for any information received in Committee. Information will only be disclosed as is reasonably necessary to implement the investigation and any recommendations.

f) After hearing all evidence, the PURC will meet in closed session with its members only to:

   i) consider the evidence;
   ii) make its finding using a balance of probabilities standard;
   iii) if the allegations are proven, determine the appropriate recommendations of the matter

   v) If the allegations are not proven, dismiss the matter and/or make any other recommendation the PURC deems appropriate.


g) Disposition of the Matter

The PURC will determine recommendations to be forwarded to the Dean which may include:

i) that no further action be taken;

ii) that the student remain in the program with conditions prescribing future conduct by the student. Such conditions to remain in effect for any period of time the PURC
recommends and the Dean (or designate) deems appropriate;

iii) reprimand the student in writing;
iv) removal of the student from the course;
v) suspend the student from the program or Faculty for a specified period of time;
vi) require the student to withdraw from the Faculty indefinitely;
vii) attach conditions which must be fulfilled before any application for re-admission to the program or Faculty can be considered;
viii) expel the student from the Faculty with no right to apply for re-admission to the Faculty.

After due deliberation the Dean will convey his/her decision in writing with reasons. The student will be advised that any appeal should be directed to the Senate Appeals Committee under the University of Regina Act, Section 33. The decision will also be conveyed to the Associate Dean of the Undergraduate program, the Dean of SIAST, and the Program Head of SIAST Wascana or Kelsey Campus.

A record of any finding of professional unsuitability and/or related disposition shall be forwarded to the University Secretary and kept on the student’s permanent academic file within the University. All information relating to the hearing before the PURC shall be kept in the student’s official University file.

Action taken under this policy does not preclude action under the University’s Discipline or Academic Regulations or Harassment Policies or other applicable policy/procedure.
Preamble

The University of Regina’s Strategic Plan (2009-2014) states, under B. Our People: Engagement, Diversity, Success, and Esteem, in B2 that “we will invest in early-awareness and transitional programming to stem the loss of capable students who need assistance and encouragement to succeed here”. Consequently, Student Affairs created the Student Retention Initiatives Committee while a subcommittee of CCUAS, the CCUAS Taskforce on Regulations Concerning Probation and Forced Withdrawal (RTD Regulations Sub-committee), submitted a motion (15) “that upon completion of the detailed design of a mandatory remediation program, a subcommittee of CCUAS be struck to develop related regulations allowing students to avoid forced withdrawal”. This motion, along with supporting explanations, was approved by CCUAS on April 2, 2011, and submitted to Executive of Council and the Senate where it received approval.

Student Affairs was tasked with the development of the mandatory remediation program, now called the Academic Recovery Program (ARP), and the Academic Recovery Working Group was established. Members of this working group include John Smith, AVP Student Affairs; John Metcalfe, former Registrar; Kevin Bolen, Director, Student Employment and Engagement; Naomi Deren, Manager, Student Success Centre; and Ann Curry, Senior Research Officer, URI. Consultations by members of this group included with the Centre for Continuing Education, the faculties, First Nations University of Canada, Student Success Office, Registrar’s Office, Aboriginal Student Centre, Financial Services, and discussions with Arts about their academic support courses. The final draft of the Academic Recovery Program was approved by the working group in January 2013, and is now being presented to CCUAS.

MOTION: That the Academic Recovery Program (ARP) and supporting Policies and Regulations, as detailed below, be approved:

[Note that ‘equated credits’ are the number of contact hours (time spent in class) in remedial, compensatory, and developmental courses/workshops which aid the student in attaining their degrees and which, for the purposes of this program, may help them maintain full-time status.]

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>CREDIT COURSES</th>
<th>CREDIT HOURS</th>
<th>SEMESTER TWO</th>
<th>CREDIT COURSES</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td></td>
<td>Up to 2 other 3 credit hour courses (6); INDG 104 may be recommended for Aboriginal students as one of these courses</td>
<td>TOTAL: Up to 6 CREDIT HOURS</td>
<td></td>
<td>ACAD 100 (Academic Discourse)(3)</td>
<td>TOTAL: 6-9 CREDIT HOURS</td>
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<table>
<thead>
<tr>
<th>NOTE: ARTS 010 (Critical Reading Course for International Students) is mandatory; to be renamed for sections offered in ARP</th>
<th>TOTAL: 3 non-credit hours</th>
<th>EQUATED CREDIT COMPONENTS SUPPORT WORKSHOPS</th>
<th>EQUATED CREDIT COMPONENTS SUPPORT WORKSHOPS</th>
<th>EQUATED CREDIT COMPONENTS SUPPORT WORKSHOPS</th>
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<tbody>
<tr>
<td>1a. REQUIRED WORKSHOPS (1-1.5 hours/week); ACADEMIC</td>
<td>1a. and 1b. =2 - 3 hours per week</td>
<td>1a. and 1b.</td>
<td>1a. and 1b.</td>
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<tr>
<td>• Academic culture (SSC)</td>
<td>• Academic culture (review- SSC)</td>
<td>• Academic culture (review- SSC)</td>
<td>• Academic culture (review- SSC)</td>
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<tr>
<td>• Professors’ expectations (SSC)</td>
<td>• Professors’ expectations (review - SSC)</td>
<td>• Professors’ expectations (review - SSC)</td>
<td>• Professors’ expectations (review - SSC)</td>
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<tr>
<td>• Note-taking and reading (SSC)</td>
<td>• Note-taking and reading (review – SSC)</td>
<td>• Note-taking and reading (review – SSC)</td>
<td>• Note-taking and reading (review – SSC)</td>
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<tr>
<td>• Conquering your first semester (SSC)</td>
<td>• Subjective test-taking (review – SSC)</td>
<td>• Subjective test-taking (review – SSC)</td>
<td>• Subjective test-taking (review – SSC)</td>
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<tr>
<td>• Subjective test-taking (SSC)</td>
<td>• Study skills (review – SSC)</td>
<td>• Study skills (review – SSC)</td>
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<tr>
<td>• Study skills (SSC)</td>
<td>• Teamwork (review – GLC)</td>
<td>• Teamwork (review – GLC)</td>
<td>• Teamwork (review – GLC)</td>
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<tr>
<td>• Math and science (for students majoring in related fields); (SSC)</td>
<td>• Group presentations (review- SSC)</td>
<td>• Group presentations (review- SSC)</td>
<td>• Group presentations (review- SSC)</td>
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<tr>
<td>• Objective test-taking (SSC)</td>
<td>• Classroom skills (SSC)</td>
<td>• Classroom skills (SSC)</td>
<td>• Classroom skills (SSC)</td>
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</tr>
<tr>
<td>• Plagiarism (Archer Library)</td>
<td>• Library tour</td>
<td>• Library tour</td>
<td>• Library tour</td>
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<tr>
<td>• Library Tour</td>
<td>• Plagiarism (Archer Library)</td>
<td>• Plagiarism (Archer Library)</td>
<td>• Plagiarism (Archer Library)</td>
<td></td>
</tr>
<tr>
<td>• Critical thinking (SSC)</td>
<td>• Objective test-taking (review – SSC)</td>
<td>• Objective test-taking (review – SSC)</td>
<td>• Objective test-taking (review – SSC)</td>
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<tr>
<td>• Teamwork (SSC)</td>
<td>• Critical thinking (review- SSC)</td>
<td>• Critical thinking (review- SSC)</td>
<td>• Critical thinking (review- SSC)</td>
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<tr>
<td>• Group presentations (SSC)</td>
<td>• Concept translation specific to area of study (SSC)</td>
<td>• Concept translation specific to area of study (SSC)</td>
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<tr>
<td>• Concept translation specific to area of study (SSC)</td>
<td>• Quick group writing (SSC)</td>
<td>• Quick group writing (SSC)</td>
<td>• Quick group writing (SSC)</td>
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<tr>
<td>1b. REQUIRED WORKSHOPS (1-1.5 hours/week); LIFE/CULTURE SKILLS</td>
<td>1b. REQUIRED WORKSHOPS (1-1.5 hours/week); LIFE/CULTURE SKILLS</td>
<td>1b. REQUIRED WORKSHOPS (1-1.5 hours/week); LIFE/CULTURE SKILLS</td>
<td>1b. REQUIRED WORKSHOPS (1-1.5 hours/week); LIFE/CULTURE SKILLS</td>
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<tr>
<td>• Career exploration and counselling (CC)</td>
<td>• job-searching now (for summer – CC)</td>
<td>• job-searching now (for summer – CC)</td>
<td>• job-searching now (for summer – CC)</td>
<td></td>
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<tr>
<td>• Classroom behaviour/speaking skills (SSC)</td>
<td>• UofR supports review (SSC)</td>
<td>• UofR supports review (SSC)</td>
<td>• UofR supports review (SSC)</td>
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<tr>
<td>• Learning styles (SSC)</td>
<td>• Resume/interviewing update (CC)</td>
<td>• Resume/interviewing update (CC)</td>
<td>• Resume/interviewing update (CC)</td>
<td></td>
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<tr>
<td>• Identifying UofR</td>
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<table>
<thead>
<tr>
<th>1b. ELECTIVE WORKSHOPS</th>
<th>1b. ELECTIVE WORKSHOPS</th>
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<tbody>
<tr>
<td>• Speaking/pronunciation/listening for international students</td>
<td></td>
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<tr>
<td>• Aboriginal Centre offerings</td>
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<tr>
<td>• Career Centre offerings</td>
<td></td>
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<tr>
<td>• Faculty workshops/seminars</td>
<td></td>
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<tr>
<td>• Cross-cultural communications x3 (GLC)</td>
<td></td>
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<tr>
<td>• Loans/bursaries/scholarships (SA/FA)</td>
<td></td>
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<tr>
<td>• Budgeting basics (SSC)</td>
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<thead>
<tr>
<th>1. PERSONAL PROFESSIONAL DEVELOPMENT (3 hours/week)</th>
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<tbody>
<tr>
<td>a) portfolio – (1.5 hours per week)</td>
</tr>
<tr>
<td>• Reflective journal</td>
</tr>
<tr>
<td>• Semester plan</td>
</tr>
<tr>
<td>• Work contract</td>
</tr>
<tr>
<td>• Other under direction of counsellor</td>
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<tr>
<td>b) supplemental instruction – (1.5 hours per week)</td>
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<thead>
<tr>
<th>2. PERSONAL PROFESSIONAL DEVELOPMENT (3 hours/week)</th>
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<tbody>
<tr>
<td>a) portfolio – (1.5 hours per week)</td>
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<tr>
<td>• Reflective journal</td>
</tr>
<tr>
<td>• Semester plan</td>
</tr>
<tr>
<td>• Work contract</td>
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<tr>
<td>• Future program plan</td>
</tr>
<tr>
<td>• Letter requesting being taken off academic probation</td>
</tr>
<tr>
<td>b) supplemental instruction – (1.5 hours per week)</td>
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<thead>
<tr>
<th>3. Advising (2 hours/week)</th>
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<tbody>
<tr>
<td>• Cohort meets weekly for a 2-hour session</td>
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<tr>
<th>1b. ELECTIVE = as recommended by Intake Counsellor</th>
<th>1b. ELECTIVE = as recommended by Intake Counsellor</th>
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<tr>
<td>2. = 3 hours per week</td>
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<tr>
<td>3. = 2 hours per week</td>
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ACRONYMS

- SSC – Student Success Centre
- ASC – Aboriginal Student Centre
- GLC – Global Learning Centre
- SA/FA – Student Awards/Financial Aid
- CC – Career Centre

POLICIES/REGULATIONS within ACADEMIC RECOVERY PROGRAM

1. The Intake Counsellor must approve all credit course selections made by program participants in conjunction with their academic advisors. Students are limited to up to three 3 credit hour courses per semester of the program, including the mandatory credit course offerings.
2. Students must succeed in all components of the program each semester in order to continue their studies at the University of Regina.
3. Students who are not successful in semester one or two of the program will be removed from the program and forced to withdraw from the University.
4. With the permission of the Intake Counsellor, students may begin the program in Semester 2.
5. If students pass the program, re-admission to the University will follow the regulations in the Calendar (5.12.6); additionally, faculties may choose to apply their own conditions for re-admission.

RATIONALE

In accordance with the motion from the CCUAS Taskforce on Regulations Concerning Probation and Forced Withdrawal (RTD Regulations Sub-committee) and concerning forced withdrawal from the University for academic reasons, the University of Regina would like to offer these students a two-semester opportunity to improve their situation, both academically and in their commitment to university itself. If students choose this option, they will have their academic probation extended, avoid having to leave the university, and will meet the requirements to be considered full-time students for government student assistance or visa purposes. This option is a serious retention initiative since it is realized that a three-semester absence from the University could likely mean that these students would not ever return, especially at-risk Aboriginal, international, or first-generation students. This program is intended for all students placed on forced withdrawal, meaning it must meet a variety of needs as well as appeal to the various client groups within the broader group.

ASSUMPTIONS

- Given that these students are forced to withdraw from University for a variety of reasons, establishing what the reasons are is pivotal to developing a successful program for the students
- Given that there are different client groups (e.g., Aboriginal, international, domestic, first-generation University students), the program must have built-in flexibility to meet real needs
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- Given the different client groups, a variety of options within the program must be available to the students to appeal to and engage them in what it means to be part of the university community and to improve their chances of success
- To re-build confidence and to develop skills to achieve success, academically and in their personal lives and careers, opportunities to practise are essential
- Many of our current resources at the UofR can contribute to building the program offerings
- A variety of professionals/units should be involved in supporting the success of these students
- While 9 - 12 credit hours per term are normally necessary to maintain funding for Aboriginal and third-party funded students as well as those on student loans, and to protect the immigration status of international students, the use of ‘equated credit’ as maintained by the University for the purpose of this program may help students on probation legally remain at the University [Note: Students on probation and receiving Student Loans are only required to take 60% of 9 credit hours ]
- The Student Success Centre (SSC) will be the administrative home of this program under the guidance of the Intake Counsellor (advisor/counsellor).

COMPONENTS

There are four components to the program in each of the two semesters:

- **Academic** – two to three 3-credit hour courses equalling 6 - 9 hours of in-class time per week
- **Support workshops** – 2 - 3 equated credit hours per week (includes academic skill-building and life skills)
- **Personal professional development** – 3 equated credit hours per week (includes peer support groups, reflective journal, and portfolio; under counselling guidance)
- **Counselling/advising** – 2 equated credit hours per week (intake counselling and weekly group counselling sessions)

Note that all components are **mandatory** and that 15 to 20 hours of homework are also expected per week.

**Component Description**

1. **Academic (credit/non-credit hours)**
   - The core of this component for Semester 1 will be ARTS 010 (Critical Reading for International Students), currently not for credit; sections to be re-named for ARP participants
   - The core of this component for Semester 2 will be ACAD 100 which works on developing reading, writing, and research skills; it also has an on-line tutorial aspect which develops grammatical and writing accuracy, fluency, and style. Centre for Continuing Education will work with us to ensure the course is appropriate for our client group.
   - All students will take up to two other 3-credit hour courses as advised by their faculty advisors and approved by the Intake Counsellor.
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- Aboriginal students may take INDG 104 in Semester 1 which aims to help students develop the aptitudes and attitudes to be successful as one of their credit courses in Semester 1 in addition to ARTS 010.

2. **Workshops (equated credit)**

   This component has both common workshops for all client groups as well as those which can be streamed for particular groups so that the real needs of the client groups can be met. Each workshop is expected to be one to 1.5 hours in length. Participants will be presented with a ‘menu’ of required versus elective options from which they can choose their workshop schedule. Most workshops will be offered more than once to allow for varying class schedules among participants. At the beginning of each semester, the workshops and schedule will be set once the participants are identified and their class schedules are set. Note that the workshops are mandatory, yet maintain the flexibility to meet student needs.

3. **Personal Professional Development (equated credit)**

   While this is a mandatory component of the program, the expectation is that the students will take responsibility for implementation/participation with the guidance of the Intake Counsellor and tutor (who will report issues to the counsellor for discussion at advising sessions).

   a) The focus will be on developing a portfolio over the length of the semester which demonstrates activities, their assessment of their progress, their challenges which remain to be overcome, their strategies for success and, at the end of the second semester, a letter to the University explaining why they should be taken off Academic Probation. Students will be put in pairs to carry out this activity so that peer support is available to them; pairs can be changed as necessary. Compulsory elements for the portfolio include:
      - A reflective journal entered weekly commenting on the above points; minimum 100 words
      - A semester plan to be concluded at the end of the first meeting week
      - A work contract to be signed at end of first meeting (to be developed by Intake Counsellor after initial intake meeting and exploration of individual challenges with each student)
      - A future academic program completion plan to be completed by the end of the first semester (to be revised at the end of the second semester).

   Students may include other information/documents to demonstrate their initiative and participation. A set time will be established for the students to meet to carry out this assignment with 1.5 hours allocated per week. Possible meeting locations could be the Aboriginal Student Centre or the Global Learning Centre. The Intake Counsellor will monitor these meetings (see below). A sign-in sheet will be used to monitor attendance.

   b) A form of Supplemental Instruction will be scheduled for 1.5 hours per week. Senior students from Arts and Science will meet with the students to look at their course outlines ( NOT ACAD 100, INDG 104, or ARTS 010 for which the instructors will take responsibility) and talk about the assignments, probable expectations, possible resources, etc. Given that our students are not a cohort taking the same courses, a variety of senior students will be needed to discuss general
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issues in small groups with our students. If a student needs remedial work/tutoring, that is something the Intake Counsellor can arrange as needed. Again, a period of 1.5 hours per week will be scheduled for this activity (perhaps two optional times to accommodate student schedules).

4. Advising/Counselling (equated credit)
   - This component is meant to support, guide, encourage, and ensure engagement/participation of the students throughout the semester. The Intake Counsellor will meet with the whole group for two hours once a week to debrief them on their activities and work to date as well as deal with issues/challenges that may have arisen in order to provide future direction.

   During this session, the Intake Counsellor will split the participants into groups of four where they will discuss the past week and their activities/progress/challenges. The Intake Counsellor will circulate among the groups for the first hour to check on portfolio development and note any concerns from the participants. In the second hour, the Intake Counsellor will discuss the main issues that came up in the groups, help them find solutions through discussion, and answer any questions

Assessment

   - Pre-program participant assessment to be done by Student Success Centre (SSC)
   - Academic component – assessment done by instructors
   - Workshop component – for the academic workshops, the ACAD 100/ARTS 010 instructors should also run these; pass/fail for each workshop based on participation; for the life skills workshops, the presenter can also give a pass/fail for each workshop. Assessment forms for each workshop will have to be developed, signed off by instructor/presenter, and kept in student’s portfolio
   - Personal professional development portfolio – Intake Counsellor and tutor to sign off as pass/fail when portfolio is checked to see if all requirements have been met.
   - Advising/counselling component – Intake Counsellor marks as pass/fail based on attendance and participation.

Students must be successful in ALL components of this program in order to be taken off Academic Probation and allowed to continue their regular studies. Additionally, ‘levels’ of success can be established, meaning that continuing at the University may have faculty conditions attached.

Administration and Costs

The Academic Recovery Program will have as its administrative home the Student Success Office in Student Affairs. It will be important to have an early notification system in place, meaning that students in their second semester of probation would be required to meet the Intake Counsellor in that semester and become informed about the ARP. Much of the programming already exists in a variety of units at the University, but development of others will be under the direction of the Student Success Office in
APPENDIX V

cooperation with the appropriate unit. Students will remain in their faculties throughout the length of the ARP; cooperation between the Intake Counsellor and the faculty advisors will ensure that the best path for re-entry to the University is assured.

The ARP will be a cost –recovery program, with regular tuition applied for credit courses and a program fee assessed at the time of enrolment to cover non-credit programming. The ARP is open to all students who are placed on Mandatory Withdrawal from the University of Regina, its Federated Colleges (Campion, Luther, and First Nations University of Canada.)
APPENDIX V

APPENDIX A

SAMPLE SCHEDULE

MONDAY:
- ARTS 010
- INDG 104
- Personal Professional Development workshop

TUESDAY:
- ECON 100
- CS 100
- Learning Styles workshop

WEDNESDAY:
- ARTS 010
- INDG 104
- Personal Professional Development workshop

THURSDAY:
- ECON 100
- CS 100
- Professors’ expectations workshops

FRIDAY:
- Academic culture workshop
- Advising session
- Remedial work/tutoring as necessary