DATE: Monday, April 6, 2015  
TO: All Members of the Council Committee on Undergraduate Admissions and Studies  
FROM: Coby Stephenson, Calendar Production/Convocation Coordinator  
RE: NOTICE OF MEETING  

AGENDA

1. APPROVAL OF AGENDA
2. APPROVAL OF MINUTES OF LAST MEETING, February 9, 2015
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
      4.1.3 U of R Dual Credit Task Team
5. NEW BUSINESS
   5.1 Report from the Faculty of Arts Appendix I pg 2-12
   5.2 Report from Centre for Continuing Education Appendix II pg 13-19
   5.3 Report from Faculty of Nursing Appendix III pg 20-24
   5.4 Report from Faculty of Social Work Appendix IV pg 25
   5.5 Report from Academic Recovery Program Appendix V pg 26-31
   5.6 Report from Registrar’s Office Appendix VI pg 32-33
   5.7 Report from UR International Appendix VII pg 34-35
6. FOR INFORMATION
   6.1 Meeting dates and deadline for submission of agenda material

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>DEADLINE FOR AGENDA ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, May 8, 2015</td>
<td>9:00 – 11:00 a.m.</td>
<td>AH 527</td>
<td>4:30 p.m., April 30, 2015</td>
</tr>
<tr>
<td>Monday, June 8, 2015</td>
<td>2:00 – 4:00 p.m.</td>
<td>AH 527</td>
<td>4:30 p.m., May 28, 2015</td>
</tr>
</tbody>
</table>

7. Adjournment
Appendix I

Date: 31 March 2015

To: C Stephenson, Calendar Production & Convocation Coordinator

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.  Department of Politics and International Studies

MOTION to revise the International Studies core requirements in the BA Honours Major, BA Major and Certificate in International Studies to allow students to complete either ECON 202 or ECON 211.

(201530)

9.27.5.2 BA IN INTERNATIONAL STUDIES & 9.27.5.3 BA HONOURS IN INTERNATIONAL STUDIES

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.0</td>
<td>Subtotal: International Studies core</td>
<td></td>
</tr>
</tbody>
</table>

9.27.5.4 CERTIFICATE IN INTERNATIONAL STUDIES

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>IS 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of IS 300, 301, 302, 303*</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>IS 400</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of ECON 202 or 211</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>PSCI 240</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of RLST 100, 211, or 241</td>
<td></td>
</tr>
</tbody>
</table>

ECON 202 3:3-0
Introductory Macroeconomics
Basic economic concepts are used to explain how economies operate at a national or regional level, with a focus on production, income, interest rates, prices, inflation, and unemployment. Principles are introduced for understanding and evaluating the methods by which governments can smooth fluctuations in overall economic activity.

*** Prerequisite: 15 credit hours or ECON 100 or Pre-Calculus 20 (or equivalent) ***

ECON 211 3:3-0
Development Economics
Problems and challenges facing developing countries in their attempts to improve living standards.
*** Prerequisite: 15 credit hours or ECON 100 ***

Rationale
Addition of ECON 202 – Introductory Macroeconomics – will expand the options available to International Studies majors and students enrolled in the certificate program without compromising the quality of their program. ECON 202 will provide IS students with a good foundation in the major concepts and perspectives of the economics discipline that are directly relevant to their program. It will also serve to meet the prerequisites for some ECON courses that are approved electives in International Studies. Furthermore, the necessity of adding ECON 202 as an alternative to ECON 211 – Development Economics – has become more pressing because some interdisciplinary graduate programs in International Studies require a background in Macroeconomics.

B. Department of Religious Studies

MOTION to add CATH 200 to the list of classes that can contribute to the BA Major, Honours Major, and Minor in Religious Studies. (201530)

9.29.2 BA MAJOR IN RELIGIOUS STUDIES

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Religious Studies major, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course from 203-211 (“Eastern” religions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course from 215-241 (“Western” religions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course from 203-241</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST 300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course (excluding 180-189, 280-289, 380-389)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course (excluding 180-189, 280-289, 380-389)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course (excluding 180-189, 280-289, 380-389)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course (excluding 180-189, 280-289, 380-389)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course (excluding 180-189, 280-289, 380-389) or one of ANTH 305, CATH 200, INDG 232, 332, 415, PHIL 242, &quot;SOC 209, WGST 372&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course (excluding 180-189, 280-289, 380-389) or one of ANTH 305, CATH 200, INDG 232, 332, 415, PHIL 242, &quot;SOC 209, WGST 372&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 RLST course (excluding 180-189, 280-289, 380-389) or one of ANTH 305, CATH 200, INDG 232, 332, 415, PHIL 242, &quot;SOC 209, WGST 372&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* At least four of these courses must be at the 300- or 400-level.

36.0 Subtotal: 65% major GPA required

Arts Core Requirements

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Arts Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, CTCH,</td>
</tr>
</tbody>
</table>
### 9.29.3 Honours Major in Religious Studies

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Religious Studies 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>RLST 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course from 203-211 (&quot;Eastern&quot; religions)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course from 215-241 (&quot;Western&quot; religions)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course from 203-241</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST 300</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course (excluding 180-189, 280-289, 380-389)*</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course (excluding 180-189, 280-289, 380-389)*</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course (excluding 180-189, 280-289, 380-389)*</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course (excluding 180-189, 280-289, 380-389) or one of ANTH 305, CATH 200, INDG 232, 332, 415, PHIL 242, SOC 209, WGST 372*</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course (excluding 180-189, 280-289, 380-389) or one of ANTH 305, CATH 200, INDG 232, 332, 415, PHIL 242, SOC 209, WGST 372*</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course (excluding 180-189, 280-289, 380-389) or one of ANTH 305, CATH 200, INDG 232, 332, 415, PHIL 242, SOC 209, WGST 372*</td>
<td></td>
</tr>
</tbody>
</table>

---

Refer to §9.9.1.1 for further details.

**30.0 Subtotal**

**Open Electives**

**54.0** 18 elective courses

**120.0 Total: 60% PGPA & UGPA required**

---

*Requirement met in major.*
### 9.29.4 MINOR IN RELIGIOUS STUDIES

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Religious Studies Honours major, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>RLST 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course from 203-211 (&quot;Eastern&quot; religions)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course from 215-241 (&quot;Western&quot; religions)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST 300</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>300- or 400-level RLST course (excluding 380-389)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST course (excluding 180-189, 280-289, 380-389) or one of ANTH 305, CATH 200, INDI 232, 332, 415, PHIL 242, SOC 209, WGST 372</td>
<td></td>
</tr>
<tr>
<td>18.0</td>
<td>RLST Minor – 65% GPA required</td>
<td></td>
</tr>
</tbody>
</table>

### CATH 200 3:3-0

**Introduction to Catholic Studies**

A comprehensive introduction to the Catholic Studies Minor Program, this course equips the students with the tools that they will need to understand the history, culture, and theology of Catholicism. Both the historical and intellectual breadth of Catholic thought and the methodologies to interpret it and understand it are explored.

*** Prerequisite: Completion of 15 credit hours. ***
Rationale

CATH 200 is taught by a RLST faculty member, and reflects the kind of content that often occurs in our classes. Specifically, it is a descriptive foray into Catholic culture (including history, thought, ideology, etc.), and as such is not especially different from our classes on any specific religious tradition. The class describes rather than promotes the range of cultural phenomena embraced by Catholicism, and prepares students for further study of this tradition. It is not oriented to indoctrination or religious practice. As a result of this course's overlap with the methods, topics, and approaches of our other classes, the RLST department has concluded that it should be one of the classes eligible to count toward a RLST major or minor.

C. Department of International Languages

MOTION to revise the BA Major in German to require LING 100 and to change the number of approved electives from five to four. 201530

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA German major, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>LING 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 111</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 112</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 211</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 212</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 311</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 312</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 411</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 300- or 400-level course</td>
<td></td>
</tr>
</tbody>
</table>

5.0

3.0 Four approved electives, one of which must be at the 300- or 400-level

3.0

39.0 Subtotal: 65% major GPA required

Arts Core Requirements

Rationale

It is thought that knowledge of morphology, syntax, semantics, phonetics, and first and second language acquisition, amongst other subjects offered in LING 100, is fundamental to the study of language. No such course exists in the Department of International Languages.
II  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.  Department of International Languages

   **SPAN 113  3:3-1**
   **Introductory Spanish: Accelerated**

   Accelerated coverage of introductory Spanish for students with some Spanish knowledge, but insufficient mastery to enter SPAN 211, eg. high school classes, family background (without reading or writing experience), or poor results in/a long gap after, SPAN 111 and 112.
   *** Prerequisite: Placement test and permission of the Department ***
   * Note: Students may earn credit for only one of SPAN 112 or 113, or 110. *
   * Formerly numbered SPAN 290AD. Students may receive credit for only one of SPAN 290AD or SPAN 113. *

   **Rationale**

   This course is designed to increase student numbers in second year (and higher) Spanish classes by allowing students with some prior Spanish experience to quickly fill in any gaps in their first-year foundation, and then move into second-year classes. Currently more than 200 students per year register in the 8 (on average) sections of SPAN 111 offered per year; however few are enrolled in SPAN 211 (and higher). In every SPAN 111 section there are a few students with prior experience which would make this proposed class more appropriate for them; these students would then at a minimum take SPAN 211 as their second language credit. It is also seen as more likely that they would consider taking more Spanish classes after that, boosting numbers in other higher level classes.

   Since there are always multiple sections of SPAN 111 offered, the addition of this course does not need to increase the total number of courses offered; there will simply be a slight shifting in the first-year course offerings. Other fields which similarly have more than one "starting-level" class, depending on background experience, are French, maths, physical sciences, and music.

   The target populations for SPAN 113 are:

   1. Students who have taken SPAN 30: while these theoretically should be placed in SPAN 112 or even 211, the fact is that the lack of a Spanish high school curriculum in Saskatchewan means that they have not covered material as well as they should have. Though they are usually familiar with much of the material covered in both SPAN 111 and 112 (basic vocab and grammar concepts, several verb tenses), they have often not mastered it well, and there are many gaps. Also, frequently it has been several years since they took SPAN 30, and they have forgotten much of what they learned. An accelerated class will give these students the opportunity to ensure good coverage of the required introductory material, in one class instead of two (111 and 112); this will give them the foundation and confidence to move on to SPAN 211, which would be their second language credit.

   2. Heritage speakers of Spanish born in Canada: Many of these students speak Spanish with their families; they may be fairly fluent orally in home use, master some basic grammar without thinking about it, and have a range of vocabulary on familiar topics. However, they usually have no experience reading or writing in Spanish, or studying grammar formally, and they do make grammar errors. Many of these students have a desire to study their mother tongues in a more formal way; some may wish to do Spanish Majors or Certificates. It is not appropriate to place them in the usual introductory classes (111, 112), due to their knowledge of much of the basic vocabulary and their ability to express themselves well orally and understand the language. In fact they are bored in
these classes; they often skip classes, don’t study, and do not necessarily improve in their weak areas. (At the same time, other students resent their presence.) However, if they have no Spanish literacy, they usually have difficulty if they are placed in intermediate Spanish classes: they are not familiar with the grammar concepts, are not used to focusing on correct spelling/structures, and tend towards very colloquial speech patterns. In either case, they do not usually continue in Spanish classes. These students would benefit from a class giving them an introduction to these basic concepts, which will make them more successful in, and interested in doing, continued Spanish study.

3. Students who have engaged in self-study, intensive travel, etc. who are familiar with some of the vocabulary and grammar concepts, and who are therefore able to advance more quickly. (These students are rarer, but do exist.) This may also be the case for students from countries where Spanish is familiar, such as Brazilians.

4. Students who have studied SPAN 111 and 112 (or equivalents), but wish to review before continuing to higher levels. Frequently students have taken SPAN 111 and 112 at some point in the past, or at another university, and later wish to continue Spanish study but they have not retained enough (and/or perhaps did not do well enough in those classes) to be successful in SPAN 211. Rather than repeat both SPAN 111 and 112, which would be expensive, time-consuming and not necessary, they could review the concepts more quickly by taking SPAN 113 (substituting the SPAN 113 credit for their SPAN 112 credit).

* Note: SPAN 113 is a 3-credit class, skimming over the same material as SPAN 111 and 112, for students who are already familiar with much of it. It should be clearly distinguished from SPAN 110, which is a 6-credit course, thoroughly covering all the material in SPAN 111 and 112 in double the amount of time, for students with no prior Spanish experience and for whom all the material is completely new: no knowledge of grammar, no vocabulary, no idea of pronunciation, etc.

**SPAN 314**

**Spanish Skills Development Through Reading, Writing and Conversation: Advanced**

Complementary to the grammar-focused courses, the goal of this course is to increase vocabulary, grammar mastery, and Spanish expression through reading, writing and discussion, based on a variety of readings. Directed to students with a high-intermediate level of Spanish comprehension and expression. Assignments tailored to individual students’ needs.

*** Prerequisite: SPAN 311, taken prior or concurrently, or permission of the Department, based on language assessment. ***

* Note: Students may receive credit for only one of SPAN 314, 214, 290AC or 390AD. *

**Rationale**

This is not a new course, but rather a regularization of SPAN 390AD, which has been offered in 201330 and 201430. It was originally offered to provide a way for students who were already at a higher level than that envisioned for the just-introduced SPAN 214 to take a course with a similar purpose: the development of vocabulary and general language skills—both oral and written—in contrast to other Spanish courses, which focus on grammar, or on specific literary or cultural themes. As SPAN 214 immediately became a required course in the Spanish program, and must be taken prior to SPAN 311, it was not expected that there would continue to be a need for SPAN 390AD. However, it has proved to continue to be useful for two categories of student: 1. students who transfer here after taking Spanish classes elsewhere, and who are already at the level of SPAN 311, in terms of the grammar classes, and 2. heritage speakers of Spanish, who as far as their grammar class placement, may be in SPAN 113, 211 or even 311, depending on their exact background, but who still can benefit from a more general skills-development course. As many of these students already have a level of vocabulary, comprehension and expression significantly higher than the majority of students in SPAN 214 (most of whom would have taken only SPAN 111 and 112, have no other Spanish experience, and struggle to express themselves or
to understand an article), it is appropriate for them to work at a higher level, and to have higher standards apply to their work. There is also more individual variation among these students, and it is ideal to have a class which can address their specific needs through instruction and assignments. This also provides these students, who start their program at a higher level than SPAN 111, another Spanish course which they can use towards a degree.

The course has been, and will continue to be, slotted together with SPAN 214. A common body of materials (mostly articles and short stories) are used for the most part and class activities are quite manageable with the students together. Heritage speakers who may have little experience with grammar study, spelling, and learning less-familiar vocabulary benefit from seeing the understanding the SPAN 214 students may have on these points; while the level of discussion of the articles is raised by the comprehension and expression level of the more advanced SPAN 314 students.

SPAN 314 students are assigned extra work, such as reading, writing summaries and/or doing presentations on more or more-advanced stories and articles than the SPAN 214 students, and if any particular area is weak, such as spelling, they can be directed to focus on improving and will be evaluated in that area.

B. Revised Courses

1. Department of International Languages

SPAN 214  3:3-0
Spanish Skills Development Through Reading, Writing and Conversation
Complementary to the grammar-focused courses, the main goal of this course is to increase vocabulary and understanding of grammar concepts through reading, discussion and written exercises based on a variety of short stories and articles at the intermediate level. Development of both written and oral comprehension and expression.
***Prerequisite: SPAN 211 (can also be taken concurrently) or permission of the Department ***
*Note: Formerly numbered SPAN 290AC. Students may receive credit for only one of SPAN 290AC or SPAN 214*
* Note: Students who have completed, or are, concurrently, registered in SPAN 311 or who have been assessed as having a level of Spanish ability well above that expected in SPAN 214 should see the Spanish Coordinator for permission to register in SPAN 314. *

Rationale
The purpose of SPAN 214 is to help students develop skills at the intermediate level, prior to going on to advanced classes, so it makes no sense for students to be able to take the class after taking more advanced classes, and would be very problematic for the class to have more advanced students doing exactly the same work with the same standards. As SPAN 214 is now a prerequisite for SPAN 311, students starting out in the Spanish program now take it before SPAN 311; however, some students transfer here after taking Spanish courses elsewhere, and others may have started their Spanish studies at the U of R before SPAN 214 was introduced: these more-advanced students may wish to take a skills-development class and/or may require the credit to complete their Spanish program, but SPAN 214 is at too low a level for them. Others such as heritage speakers usually have a high level of Spanish comprehension and expression compared to the other students at this level, and therefore the SPAN 214 course is also at too low a level for these students; while they do need to develop their vocabulary and other skills, the readings are much easier for them to understand, and they can express their ideas much more easily than other students of this level, most of whom will have taken only SPAN 111 and 112, and have no other Spanish experience. These are the reasons why it is necessary to more explicitly prevent some students from registering in the SPAN 214 class inappropriately. (These higher-level students are given the possibility of taking a skills-development course—SPAN 314—which is held simultaneously with SPAN 214, but which has additional expectations and higher standards of assessment.)

SPAN 390  3:3-0
These courses are designed to increase students’ skills in reading, writing, comprehension and communication.
** Permission of the Department may be required to register in some offerings. **
*** Prerequisite: Depends on specific offering. SPAN 212 - 342 minimum. Consult Department
Rationale
This may have been an error either from when the courses were originally written up, or when the
renumbering was done, because the description of SPAN 290 AA-AA says "SPAN 112 minimum" and the
description of SPAN 490 AA-ZZ says "SPAN 312 minimum". Therefore it would make more sense for the
minimum for SPAN 390 to be SPAN 212, not 312; in fact SPAN 312 has not been required as a
prerequisite for any SPAN 390 class offered so far.

SPAN 415     3:3-0
Hispanic Culture III
Study of current issues in Hispanic culture, including cultural and political trends, and topics of
controversy, such as economic development, gender and ethnic relations, the influence of
globalization, etc.
***Prerequisite: SPAN 312 and 320 or permission of the department 311 (formerly 300). ***
This course is called Hispanic Culture III, and was originally the advanced course in the series SPAN 215, 315, 415. SPAN 315 numbering was changed to 320 many years ago, but it—or equivalent preparation—should still be a prerequisite to SPAN 415, as well as both of the 3rd-year level grammar courses. SPAN 415 was never offered until winter 2014, and the error in renumbering the prerequisites was not noticed until that time.

**SPAN 211**  3:3-1  
**Intermediate Spanish I**  
Further development of oral and written skills through the intensive review and expansion of basic grammatical concepts and the expansion of vocabulary and culturally appropriate communication through oral activities, readings and compositions.  
*** Prerequisite: SPAN 112, 113, or 110 or permission of the Department ***  
*Note: Formerly numbered SPAN 200. Students may receive credit for only one of SPAN 200 or 211.*

**SPAN 112**  3:3-1  
**Introductory Spanish II**  
A continuation of the skill development started in SPAN 111. Emphasis on a variety of verb tenses and moods, as well as expansion of basic vocabulary.  
*** Prerequisite: SPAN 111 or Grade 12 Spanish, or permission of Department. ***  
* Note: Students may receive credit for only one of SPAN 112 and SPAN 113 or SPAN 110.*  
* Students may not receive credit for both SPAN 112 and SPAN 110. *  
* Note: Formerly numbered SPAN 101. Students may receive credit for only one of SPAN 101 or 112.*

**SPAN 113** covers the same material as SPAN 112 (and 111). Students in general will take only one or the other. (A student who has taken SPAN 111 would continue to SPAN 112 and would not get permission to take SPAN 113.) In the case that a student has taken SPAN 111 and 112 far in the past, or has done very poorly in them, and wishes to improve her/his standing prior to continuing to SPAN 211, it will later be possible to take SPAN 113 to review first-year material; however, the credit for SPAN 113 will replace that for SPAN 112.

**2. Department of Women’s and Gender Studies**

**WGST 204 302**  3:3-0  
**Women, Gender and Science**  
This course is an interdisciplinary, cross-cultural and historical exploration of diverse issues revolving around the relationship between Gender and Science. Topics explored may include a feminist exploration of women's historical and contemporary placement within science, the diverse ways women view science and are viewed within science, among others.  
*** Prerequisite: WGST 100, or permission of coordinator ***  
* Note: Formerly numbered WMST 380AI and WGST 302. Students may not receive credit for only one of both WGST 302 and WMST 380AI or WGST 204. *

**Rationale**  
This course has tended to be undersubscribed, although very important to have as part of our course offerings. The course has been developed to be *not only useful to WGST, but also to other Arts, and Science Students* and therefore should have been set up at the 200 level rather than the 300 level.

**3. Department of Politics and International Studies**

**PSCI 240**  3:3-0  
**World Politics**
A comprehensive introduction to international politics. This course is designed to help students establish a basic understanding of the history of war and peace, international relations theory, human security, international political economy, international law, and international organizations. ***Prerequisite: IS 100 or PSCI 100***

**Rationale**

PSCI 240 is a required course for International Studies majors. IS 100 – Introduction to International Studies – prepares students adequately to study PSCI 240 – World Politics. Requiring IS majors to take PSCI 100 before they can enroll in PSCI 240 adds another requirement to their degree that is unnecessary since IS 100 is an adequate preparation for PSCI 240.

4. Department of Justice Studies

**JS 481 3:3-0**

Advanced Seminar in Social Justice and Human Rights

This course focuses on special topics in the area of social justice and human rights. The focus is on key and contemporary issues in the field allowing students to explore that topic in great depth throughout the semester. ***Prerequisites: JS 100, any 300-level JS class and completion of 60 credit hours or permission of Department Head***

This course examines the social, economic, political and legal implications of discrimination based on such things as: age, ethnicity, gender, sexuality, ability, and religion. The course assesses possible areas for social justice advocacy alongside potential legal/judicial remedies to ensure rights and self-determination. ***Prerequisite: completion of 60 credit hours and any 300-level JS course or permission of Department Head.***

*Note: Formerly numbered HJ 426. Students may receive credit for only one of HJ 426 or JS 481.*

**Rationale**

The intention is to amend the course description to afford faculty members the opportunity present their subject matter expertise.

C. Deleted Courses

None.
MEMORANDUM

DATE:  25 March 2015
TO:  Coby Stephenson, Calendar Production and Convocation Coordinator for Council Committee on Undergraduate Admissions and Studies (CCUAS)
FROM:  Harvey King
RE:  CCE Council Informational Items and Motions for Consideration

CCE’s Council reviewed and recommended approval of the following items at their March 24th convening which are now presented here for CCUAS consideration.

MOTIONS:

• Revisions to Liberal Arts Certificate and Diploma
  MOTION: Include RLST 245 and RLST 248 to the textual studies requirement for both the Liberal Arts Certificate and Diploma, and add CTCH, MUCO, MUEN, MUHI, MUTH, THAC, THSDS and THSTS to the fine arts requirement for the Liberal Arts Diploma, effective 201530.

INFORMATIONAL ITEMS:

• Changes to CCE’s Student Appeals Committee’s Terms of Reference
  Presented changes made to reflect unit name change due to organizational restructuring and slight modification to procedural process

• Required to Discontinue (RTD) Policy Change
  The ESL Program made the changes as outlined to their Probation and RTD policies in their student and instructor handbooks, effective May 2015

• Advanced English for Academic Purposes (EAP)
  Name change for the 050, final level of the regular ESL program, to Advanced English for Academic Purposes or Advanced EAP

Gary Morin will be present at the April 10th CCUAS meeting to address any issues of discussion around these items.

Harvey King, Ph. D.
Director
MOTIONS FOR CONSIDERATION:

- Revisions to Liberal Arts Certificate and Diploma

**MOTION:** Include RLST 245 and RLST 248 to the textual studies requirement for both the Liberal Arts Certificate and Diploma, and add CTCH, MUCO, MUEN, MUHI, MUTH, THAC, THSDS and THSTS to the fine arts requirement for the Liberal Arts Diploma, effective 201530.

**Rationale:**
To align the Liberal Arts Certificate and Diploma offered through CCE with the Faculty of Arts requirements for these programs.

**Effective:** 201530

### Liberal Arts Certificate

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Liberal Arts Certificate</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of ENGL 110; PHIL 100; SOST 110; <strong>RLST 245 or 248</strong></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 ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 310AA-ZZ, GEOG 344; HIST 310; JS 350, 351; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies courses.</td>
<td></td>
</tr>
<tr>
<td>12.0</td>
<td>Four elective courses</td>
<td></td>
</tr>
<tr>
<td><strong>30.0</strong></td>
<td><strong>Total: 60% PGPA required</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Liberal Arts Diploma

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Liberal Arts Certificate</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.0</strong></td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td><strong>3.0</strong></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><strong>3.0</strong></td>
<td>Any course in ART, ARTH, FA, FILM, MU, THEA, CTCH, MUO, MUEN, MUHI, MUTH, THAC, THDS or THST</td>
<td></td>
</tr>
<tr>
<td><strong>3.0</strong></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><strong>3.0</strong></td>
<td>One of ENGL 110; PHIL 100; SOST 110, RLST 245 or 248</td>
<td></td>
</tr>
<tr>
<td><strong>3.0</strong></td>
<td>Two language courses (or one six-credit class) in any language other than English</td>
<td></td>
</tr>
<tr>
<td><strong>3.0</strong></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><strong>3.0</strong></td>
<td>Any course in HIST or CLAS 100 or IDS 100</td>
<td></td>
</tr>
<tr>
<td><strong>3.0</strong></td>
<td>Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST</td>
<td></td>
</tr>
<tr>
<td><strong>3.0</strong></td>
<td>Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 310AA-ZZ, GEOG 344; HIST 310; JS 350, 351; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies courses.</td>
<td></td>
</tr>
<tr>
<td><strong>18.0-24.0</strong></td>
<td>Any minor concentration offered by the Faculty of Arts</td>
<td></td>
</tr>
<tr>
<td><strong>3.0-9.0</strong></td>
<td>One to three elective courses</td>
<td></td>
</tr>
<tr>
<td><strong>60.0</strong></td>
<td>Total: 60% PGPA required</td>
<td></td>
</tr>
</tbody>
</table>
ITEMS FOR INFORMATION ONLY:
The following motion was approved by CCE Council and present here as an informational item only.

- Changes to CCE’s Student Appeals Committee’s Terms of Reference

FYI: The following changes were made to reflect unit name change due to organizational restructuring with a slight modification to the procedural process

## Student Appeals Committee

### Membership:

**Standing Committee:**
- One representative from CCE Council
- One (credit) instructor from Credit Studies Division Career & Professional Development
- One instructor from English as a Second Language (ESL) Program
- One (credit) student representative from Credit Studies Division Career & Professional Development
- One student representative from the current U of R student body and who is a graduate of the ESL Program

- A chair will be elected from among the instructors
- Standing members are expected to attend all meetings
- One-year term is expected of the member, with an option to extend their commitment by another year if desired
- Past participation as a Committee members does not preclude the individual from filling a vacancy at some future date

**Ex Officio Members:**
- Director, Centre for Continuing Education
- Head, Credit Studies Division Career & Professional Development
- Director, English as a Second Language Program
- Program Coordinator, Credit Studies Division Career & Professional Development

- Ex-officio members are non-voting and serve as resource persons

### Terms of Reference:

The CCE Student Appeals Committee will hear all appeals and applications by students in connection with decisions regarding:

**Credit Studies Division Career & Professional Development Division’s “Credit” Certificate Programs** and English as a Second Language Programs:

1. Requirement to discontinue
2. Re-admission after discontinuance
3. Exemptions from program requirements
4. Readjustment of grades (retroactive withdrawals - readjustment of fees is handled by the Registrar’s Office), not including reassessment of grades
5. Decisions of the Director of CCE in relation to disciplinary actions for academic and non-academic misconduct relating to Credit Studies Division and ESL students

**Non-Credit Professional Programs:**

1. Non-academic misconduct
2. Readmission after discontinuance because of non-academic misconduct
3. Requirement to discontinue due to not fulfilling the requirement of 80% attendance of a seminar/class

Decisions that will be delegated by the Committee to the Director of CCE in the first instance:

1. Appeals dealing with additional repeats of courses
2. Appeals for readmission of students who have received a first RTD
3. Appeals of “Academic Probation” status
4. Appeals for retroactive permission of course sequencing
5. Appeal to exclude courses from the calculation of the UGPA

Procedures of the CCE Student Appeals Committee:
1. Students have a right to a fair hearing in accordance with the rules of natural justice, before the Committee. This includes the right to be notified of the hearing, the right to present arguments (or have a representative do so), and the right to question representatives about the matter in question during the hearing. Students will be informed of these rights in writing.

2. Letters of appeal from the student must be submitted to the Committee. Submissions will be routed through the Head of the student’s academic unit (either Career and Professional Development Credit Studies Division or ESL or Manager of Business and Professional Development) Chair, Student Appeals Committee, % CCE’s Director’s Office who will acknowledge these in writing. The date and time of the next meeting of the Committee will be included in the acknowledgement or set in a subsequent letter.

3. Committee members receive, as part of the agenda, a copy of letters of appeal and other pertinent materials, a copy of the student’s academic record and, if applicable, a copy of the student’s program to date. Committee members will have an opportunity to ask questions of the student during the hearing.

4. The decision of the Committee is based on the written and printed agenda materials and any additional information provided at the meeting by the student, the student’s representative or Committee members.

5. The Committee will decide the outcome of the appeal and set the terms and conditions upon which the appeal will be decided.

6. Decisions on admission or re-admission are final. Readjustment of grades (retroactive withdrawals - readjustment of fees is handled by the Registrar’s Office), not including reassessment of grades. Other decisions may be appealed to the Council Committee on Student Appeals, except for decision on academic or non-academic misconduct, which may be appealed to the Council Discipline Committee.

Calendar Change:
Note: The following minor changes have already been incorporated into the 2015-2016 UR Undergraduate Calendar.

18.1.2.2 Appeal Guidelines and Procedures

The CCE Student Appeals Committee (or its delegate) will hear all appeals and applications by students in connection with academic action decisions, including probation, discontinuance, readmission after RTD, MW, and exceptions from program requirements. The committee does not hear appeals of grades; consult §5.10 Reassessment of Grades.

Appeals are to be made in writing within two weeks of notification of the academic action and addressed to the Chair, Student Appeals Committee, % Director’s Office, Centre for Continuing Education, Room 404 101 College Building, University of Regina, Regina SK S4S 0A2. Late appeals will not be heard.

Appeal guidelines and information about the supporting documentation that may be needed by the Student Appeals Committee are available at www.uregina.ca/cce. Appeals of CCE decisions may be heard by the Council Committee on Student Appeals (§5.14.2). The decision of CCE with respect to admission and conditions for continuation is final.

Students may appeal the imposition or severity of a penalty for misconduct (academic or non-academic) to the Council Discipline Committee. Requests for a hearing must be submitted as per the
procedure outlined in § 5.14. Refer to §5.13 Student Behaviour for definitions and guidelines related to Academic and Non-Academic Misconduct.

- **Required to Discontinue (RTD) Policy Change**

  **FYI:** The ESL Program made the changes as outlined to their Probation and RTD policies in their student and instructor handbooks, effective May 2015

  **Background:** In the ESL program, students were historically permitted to repeat a level 3 times with little formal process of intervention and support, before they were required to discontinue from the program for a period of one semester. This meant that a student could pay the ESL tuition but not attend classes for up to 3 semesters in a row, or fail a class 3 times, before intervention or action was mandated.

  **Rationale:** In order to be more aligned with new CIC regulations, and to formalize our intervention procedures, the ESL program proposes the following changes, with additions highlighted in yellow and deletions crossed out and in red font, and be reflected in our student and instructor handbooks.

  **Proposed Changes:**

  Probation and Being Required to Discontinue (RTD) in the ESL Program:

  - After two failures at the same level (including an official ‘drop’ after mid-terms), a student will be given a Challenge Placement Test, paid for by the ESL Program, as an objective measurement of his or her level of English. **If the Challenge Placement Test places the student at a lower level than their most recent level failed, they will be required to repeat that lower level. If students do not register for the challenge/placement test after two consecutive failures, they may not register for the ESL program.**

  Please note: it is the student’s responsibility to contact the ESL office to find out when the challenge/placement test will be held.

  - **If the student scores at a sufficient level on the Challenge Placement Test,** the student will have permission to repeat the level a third and final time. The student is strongly encouraged to when repeating a level for a third time, student *must* meet with the Student Advisor/Counsellor during the first week of classes, and every second week after that to discuss his or her study habits, goals, and future plans while continuing their studies in the ESL Program.

  - If the student fails the level for a third time, he or she will be Required to Discontinue (RTD) from the ESL Program for one semester of independent study. Failures do not have to be in consecutive terms.

  Re-admission to the ESL Program:

  - After **one semester of self-study being required to discontinue from the program,** the student can apply to take the placement test again and he or she will be admitted to the ESL Program at the level indicated by the test result, even if he or she studied at a higher level before the RTD. The student *must* meet with the Student Advisor/Counsellor during the first week of classes, and every second week after that to discuss his or her study habits, goals, and future plans while continuing their studies in the ESL Program.

  - If a student fails a level for the fourth time, they must leave the ESL program for at least one year. They must petition to be readmitted, as noted above, and must also retake the challenge test as noted above. Once they have returned to the ESL program at the appropriate level, they will be treated as if they are starting over in the program with respect to repeating courses.
• Advanced English for Academic Purposes (EAP)

FYI: The name change for the 050, final level of the regular ESL program, to Advanced English for Academic Purposes or Advanced EAP was approved by ESL’s Academic Committee on 17 February and by CCE Council on 24 March, 2015.

Background: Historically, the final level of ESL has been named level 050. However, this title does not reflect the intention of the course, which is to be a preparatory level for University studies. Also, recently the ESL program approved of a policy change to allow new students to enter our final, academic preparatory level of ESL with an IELTS score of 6.0, with no band below 5.5. This change has also been accepted by CCE council, Exec Council, and Senate.

Rationale: In order to reflect the academic focus of the final level of the ESL program, demonstrate a clear indication of the link to undergraduate studies, and aid in marketing and recruitment of high level students, the ESL program has changed the name of the top level to Advanced EAP. This title is one that will be well recognized internationally. The content and curriculum of the 050 classes will not change as a result of the name change, and ESL +1 is still possible within this program title.

New Calendar Wording: – already reflected in the 2015-2016 Undergraduate Calendar

2.2.5 ENGLISH AS A SECOND LANGUAGE

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, Advanced English for Academic Purposes – Advanced EAP (level 050 with academic writing elective) or a minimum average score of "Level 055" on the ESL placement exam, are considered to be acceptable demonstrations of proficiency in English for entry into credit studies at the University of Regina. Students who are enrolled in Advanced EAP (level 050) may be offered conditional admission to an academic program if they meet academic admission requirements.

Students who qualify to take Advanced EAP (via passing ESL 040 or by achieving an appropriate score on the ESL placement exam or by obtaining an overall IELTS Band score of 6.0 with no band score less than 5.5) 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 Advanced EAP. Because students must pass Advanced EAP to be admitted to the University, students must pass both Advanced EAP and the credit course in order to receive credit for the credit course. Students who initially fail Advanced EAP but pass the credit course, and who subsequently successfully retake Advanced EAP and are admitted to the University, may then receive credit for the previously completed credit course. See §18.4.3 for further details. Advanced EAP (level 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

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.
Date: March 31, 2015  
To: Coby Stephenson, Registrar’s Office  
From: Robin Evans, Associate Dean Undergraduate, Faculty of Nursing  
Re: Report from the Faculty of Nursing Council to the Council Committee on Undergraduate Admission and Studies

## ITEMS FOR APPROVAL

The Faculty of Nursing Council has approved the following performance regulations, curriculum and program changes and hereby recommends them for approval.

### Motion 1 (submitted as a joint motion from Enrolment Services and the Faculty of Nursing): Revision to the Faculty of Nursing Admission Regulations

To add “Saskatchewan Polytechnic (formerly SIAST) Practical Nursing diploma program graduates (since 2008) and NorQuest Practical Nursing diploma program graduates (since 2003) are considered to have met all admission requirements for the SCBScN program. These applicants must have a minimum 65% grade point average” as an admission regulation for the Faculty of Nursing for the 2016 Fall intake.

### 2.4.2 ADMISSION FROM CANADIAN UNIVERSITIES AND COLLEGES (INCLUDING TRANSFERS FROM OTHER UNIVERSITY OF REGINA FACULTIES)

| NURSING (U of R) | Applicants who have attempted 15 or more credit hours of approved post-secondary education will be considered for admission based on the following criteria:  
|                 | • Completion of the required high school admission subjects (see §2.4.1.1) or a post-secondary equivalent  
|                 | • A minimum 65% UGPA on all postsecondary courses presented  
|                 | • If currently attending another Nursing program, a minimum UGPA of 65% and a positive recommendation on a clinical placement reference form  
|                 | In addition to the university’s standard ELP requirements, students who meet the University’s English Language Proficiency requirements via an exam must achieve specific exam standards. See §2.2.3 for details.  
|                 | All successful applicants must provide the results of a criminal record check and vulnerable sector search, proof of Standard First Aid, Transfer, Lifting, and Repositioning (TLR©) and CPR Health Care Provider and an up-to-date immunization record prior to the commencement of the program. |
|                 | Applicants who have attempted fewer than 15 credit hours of approved post-secondary education will be considered for admission based on high school admission criteria (see §2.4.1) |
All applicants who have completed post-secondary course work must be considered in good standing at the U of R or their former academic institution as of the start date of the program to retain their seat. Applicants who are enrolled in post-secondary courses at or beyond the admission deadline may be offered conditional admission if they have completed 15 or more credit hours and are registered in the required admission subjects. Applicants who have been admitted conditionally must satisfy all conditions outlined by the program and be considered in good standing at the U of R or their former academic institution as of the start of this program to retain their seat.

Saskatchewan Polytechnic (formerly SIAST) Practical Nursing diploma program graduates (since 2008) and NorQuest Practical Nursing diploma program graduates (since 2003) are considered to have met all admission requirements for the SCBScN program. These applicants must have a minimum 65% grade point average.

Rationale: This information appears in the FAQs but does not appear in the Undergraduate Calendar and we cannot find a record of this having been approved by the U of R Senate. This motion will correct this omission and legitimize the process that is currently being followed for these students. The curricula from each of these programs has been reviewed and is deemed to provide the same background as the high school subjects or post secondary equivalents.

**Motion 2 (submitted as a joint motion from Enrolment Services and the Faculty of Nursing):**
Revision to the Faculty of Nursing Approved Tests of Proficiency in English

To revise the acceptable minimum standard for the TOEFL paper-based test effective for the 2016 Fall intake.

### 2.2.3.1 Faculty of Nursing

In addition to the university’s standard ELP requirements, students who meet the University’s ELP requirement via an exam must achieve the following exam standards:

- **CanTEST:** A minimum score of 4.5 in each of Listening, Reading and Writing and a 5.0 or higher in Speaking
- **CAEL:** A minimum score of 70 with a minimum sub-score of 70 in Speaking and minimum sub-scores of 60 in all other components
- **IELTS (Academic):** An overall band score of 7.0 with a 7.0 or higher in Speaking
- **MELAB:** A minimum score of 85 with a minimum sub-score of 3+ in Speaking
- **TOEFL:** Internet-based (iBT): A minimum overall score of 90 with minimum sub-scores of 20 in Reading and Writing, 26 in Speaking and 22 in Listening.
- **TOEFL:** Paper-based - A minimum overall score of 580 with a minimum sub-score of 50 in each of Listening and Speaking and a minimum sub-score of 5.0 in each of Writing and Reading. TWE score of 5.

Contact information for these tests is provided on the University's application form guide and on the University website at [www.uregina.ca/futurestudents](http://www.uregina.ca/futurestudents).
Rationale: According to the website https://www.ets.org/toefl/pbt/about, the paper based testing (pbt) method will be phased out in the near future, however, there are still testing dates scheduled into 2015 so a minimum standard is required for admission for the immediate future. The current policy requires a minimum sub-score in each of Listening, Speaking, Writing and Reading. According to the website for the pbt TOEFL, candidates will only get an overall score and a TWE score (30 minute essay writing requirement) rather than the 4 components. Therefore the policy needs to be changed to be consistent with the results provided by the test. The minimum accepted score for the TWE is based on the needs required for the nursing profession.

Motion 3: Revision to SCBScN program curriculum

To delete CNUR 405 in the SCBScN program effective for the 201530 term.

**CNUR 405 3:3-0**

**Interprofessional Partnership Project**
Integrating with their learning activities in Transition to Practice I and/or II, learners will complete a population health service project with at least one other profession or discipline: knowledge gained will be disseminated with colleagues and faculty in the course.

***Corequisite: CNUR 403 or CNUR 404 must be taken concurrently***

Rationale: This course has presented many difficulties as it exists over the last year; the course has been offered 3 times thus far. Students must take this course concurrently with either CNUR 403 or CNUR 404. In each of these practica courses, they are working the equivalent of full time for the duration of the experience. Requiring them to take CNUR 405 at the same time has proven to result in a workload that students report as unmanageable. At the same time, the interprofessional aspect of the project within the course has been viewed by students, the program, and clinical agencies as valuable. Therefore, while the course is being eliminated, the interprofessional aspect of the project is being combined with a project in another course that more readily lends itself to the intents of the project.

Motion 4: Revision to SCBScN program curriculum

To revise the SCBScN program requirements effective for the 201530 term, as follows.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BScN, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>CNUR 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 101</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 102</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 103</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 106</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 107</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 201</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 202</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 203</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 204</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 205</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 206</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 209</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 300</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CNUR 301</td>
<td></td>
</tr>
</tbody>
</table>
Rationale: CNUR 405 is deleted. Other changes reflect credit hour changes in courses. Both CNUR 403 and 404 are preceptored experiences where one nursing student works with one Registered Nurse in the clinical setting. Given the unequal distribution of hours and weeks in CNUR 403 and 404, it is becoming increasingly more difficult to find preceptors willing to work with students for the nine weeks required for CNUR 404; many cite the length of time as overwhelming. In addition, the shorter time frame of four weeks for CNUR 403 does not give students sufficient time to build skills for independence or to identify and resolve student performance issues. Placements often recruit students from the practica to work after graduation; they report that the 4 week practicum is too short to prepare the student for the clinical setting after graduation. The credit hours for CNUR 403 and 404 have been revised to reflect the change in the hours associated with the courses. The deletion of CNUR 405 will bring the total credit hours in the SCBScN program to 120, which is consistent with other undergraduate programs at the U of R.

II ITEMS FOR INFORMATION

The Faculty of Nursing offers the following course revisions, effective 201530 term, for information:

**CNUR 103** 3:3-3
Foundations of Care II: Professional Nursing
This course introduces the concept of primary health care, and continues the focus on health and the health care system as the basis for understanding the profession of nursing. Learners will have the opportunity to develop nursing skills necessary to practice in an interprofessional direct care environment.

***Prerequisites: BIOL 111 or KIN 262 and CNUR 102***
*Note: BIOL 111 or KIN 262 can be taken concurrently*

Rationale: This course was missed when the review was done of pre-requisites that had BIOL 111 as a pre-requisite but not KIN 262. These courses are equivalent.

**CNUR 403** 36:0-36
Focused Practice
This course will provide learners the opportunity to consolidate theory and prepare for assuming the role of registered nurse in a focused practice area. This course is taken in a four six week block.
***Prerequisite: Must have completed 108 credit hours of the nursing program or be in progress of completing 108 credit hours with a minimum 65% average in required CNUR courses and a minimum 65% PGPA to register***

**CNUR 404  96:0-3436**
**Transition to Practice II**
This course will provide opportunities for learners to integrate theory and practice in an acute care setting with an emphasis on evidence-informed practice and leadership, in preparation for assuming the role of a registered nurse. This course is taken in a nine/six week block.

***Prerequisite: Must have completed 108 credit hours of the nursing program, or be in progress of completing 108 credit hours with a minimum 65% average in required CNUR courses and a minimum 65% PGPA to register***

*Rationale: The addition of “with a minimum 65% average in required CNUR courses and a minimum 65% PGPA” ensures that students will meet the average grade requirements to graduate from the program prior to registering for CNUR 403 or CNUR 404; neither of the grades from these courses will contribute to either the final CNUR or PGPA average as they are both pass/fail. The removal of “II” in the course name of CNUR 404 is done because there is no longer a Transition to Practice I (this was the previous name of CNUR 403); this is a housekeeping change only.*
MEMORANDUM

DATE: April 1, 2015

TO: Council Committee on Undergraduate Admissions and Studies (CCUAS)

FROM: Dr. Miguel Sanchez, Associate Dean

RE: Motions for consideration – April 10, 2015 CCUAS meeting

On March 24, 2015 an electronic vote went out to members of the SW Faculty Council for motion 2014-21 and 2014-22; they approved and recommended the following motions:

ITEMS FOR APPROVAL

**SW Motion 2014-21:**
That the Undergraduate Calendar section 17.3.2 Transfer Credit be revised to note that degrees from theological institutions will be assessed on a course-by-course basis in accordance with Section 2.8.2 of the Undergraduate Calendar. Effective immediately.

Rationale:
Undergraduate general studies courses taken at Bible colleges, theological colleges, and seminaries that are member institutions of the Association of Universities and Colleges of Canada (AUCC), affiliated with an AUCC member institution, or accredited by the Association of Biblical Higher Education (ABHE) or the Association of Theological Schools (ATS) will also be considered for credit, but the University does not give credit for courses in theology or ministerial preparation. Section 17.3.2 in the Undergraduate Calendar currently reads: Students holding a three-year or four-year degree from a recognized institution will be granted credit for the general university studies section of the BSW, provided the equivalents to each of the required courses have been completed.

**SW Motion 2014-22:**
Section 17.3.2 of the Undergraduate Calendar be revised to say: Students holding a three-year or four-year degree from a recognized institution will be granted credit for the general university studies section of the BSW, provided the equivalents to each of the required courses have been completed. Note: degrees from Bible colleges, theological colleges and seminaries will be assessed on a course-by-course basis in accordance with section 2.8.2 of the Undergraduate Calendar. Effective immediately.

Rationale:
Undergraduate general studies courses taken at Bible colleges, theological colleges, and seminaries that are member institutions of the Association of Universities and Colleges of Canada (AUCC), affiliated with an AUCC member institution, or accredited by the Association of Biblical Higher Education (ABHE) or the Association of Theological Schools (ATS) will also be considered for credit, but the University does not give credit for courses in theology or ministerial preparation. Section 17.3.2 in the Undergraduate Calendar currently reads: Students holding a three-year or four-year degree from a recognized institution will be granted credit for the general university studies section of the BSW, provided the equivalents to each of the required courses have been completed.
Appendix V

University of Regina Academic Recovery Program
Pilot Year 2013-14 Report

Introduction
The University of Regina Academic Recovery Program (ARP) was piloted in Fall 2013 and was offered again in Winter 2014. The implementation of the program has been very successful, and we have seen high success rates among program participants. We found that all of the elements included in the program design aided student development. The provisional policies in place helped guide processes, and complemented the program. We have identified some issues with the calendar policies and addressed these with proposed calendar revisions.

Implementation/Program
Implementing the ARP was both challenging and rewarding. It was implemented as follows:

- The Intake Counsellor or Teaching Assistant met with students as a group three times a week (7 hours a week)
  - Advising (2 hours)
  - Workshops and portfolios (3 hours)
  - Homework session (2 hours)
- Course specific tutoring was provided and greatly appreciated by the students.
- Students had to complete minimum 10 tasks on their own time (use writing service, math service, meet with professor, Global Learning Centre, etc) as a way to personalize the program, get students to take advantage of supports, and to give them independence and hold them accountable for completion. Some struggled with completing this task and left things to the last minute.
- Students took up to two credit courses, and depending on the semester ACAD 100 may be one of those courses.
- Students took Arts 010.

Implementation was very smooth, and some of the positives include:
- Faculty advisors were responsible for registering students for classes or emailed the Intake Counsellor a list of approved classes. Both methods worked well. Advisors were very accommodating in terms of finding time to meet with students in the program to discuss course selection.
- The components that seemed to have the biggest impact on student success include:
  - Journaling
  - Homework time
  - Subject specific tutoring
  - Taking Arts 010 first, before ACAD
  - Arts 010 and ACAD 100 are crucial components to the program
- Contacting continuing AP students (last semester) and promoting the program in a supportive way was very helpful. These students were already making arrangements to register in ARP Winter Semester in December, making the transition much easier.

Some of the challenges included:
- Finding room on campus can be difficult although not impossible. Students said it was difficult to get the classes they wanted to work around ARP times.
- It is difficult to plan for classroom space and TAs when we do not know the number of students who will participate in the program.
- It is difficult to hire tutors in advance as course changes happen up until the add/drop deadline.
- The tight deadlines in the winter semester pose a problem. The faculties do not have academic action done until the add/drop deadline, and therefore do not make recommendations until this is
complete. This is a major issue in the January as students start in the program one or two weeks into classes.

- Many students are consistently late for the ARP sessions. We will have to impose stricter rules around this.
- Students complained that some of the additional activities were a waste of time.
- Some students need more English language skills support than we can currently provide.

Some of the changes we are making to the program based on identified gaps include:

- Development and inclusion of new mandatory workshops as follows:
  - Reflective journaling
  - Goal setting
  - Expanding on time management and procrastination
  - Expanding reading and note taking
- In the future we may include the use of a textbook that focuses on learning skill development. The Student Success Centre has an inventory of textbooks of this nature.

### Intake

We were very pleased with the initial intake numbers. In Fall 2013 we considered the number of eligible students to be 202. We included students who recently received an MW (Fall 2012 or Winter 2013) semester, a second MW, or were in their last semester of Academic Probation (AP) and contacted all of them. Of these we found many from Fall 2012 had already made alternate plans, and the students in their last semester of AP were not at all interested. The main reason that students who received an MW in the Winter were not interested in applying was the cost.

We had 15 applicants, and 11 of these students attempted the first semester. Two were denied because of low averages and two withdrew because of family and financial commitments. Seven of the 11 students successfully completed and continued to semester two.

We learned that it is important to contact students about the program in their final semester of AP, and gently encourage them to apply for ARP if need be for the next semester.

In Winter 2014 we had 46 applicants, and of these 18 were accepted making a total of 24 students registered in the semester. One student dropped out in January for medical reasons leaving a total of 23 students. We also had one student complete semester two in the spring/summer semester, making the total who attempted semester two 24.

### Success Rates

We consider the successful completion rates of students to be a tremendous success. Of the 24 students who completed the semester two, 14 students who began the program in Winter 2014 were successful and will continue ARP in the Fall 2014, and five students who began the program in Fall 2013 were successful and will return to their faculty.

### Academic Recovery Program Success Rates

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th>Attempted Semester One</th>
<th>Successful Semester One</th>
<th>Success Rate</th>
<th>Attempted Semester Two</th>
<th>Successful Semester Two</th>
<th>Success Rate</th>
<th>Overall Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>15</td>
<td>11</td>
<td>7</td>
<td>64.64%</td>
<td>7</td>
<td>5</td>
<td>71.43%</td>
<td>45.45%</td>
</tr>
<tr>
<td>Winter 2014</td>
<td>46</td>
<td>17</td>
<td>14</td>
<td>82.35%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Faculty advisors did much more promotion in the winter which was very beneficial. The intake counsellor started to meet with potential students for the Winter 2014 semester in October 2013. Information about program now goes out in MW letters from faculty.

The success rate in the winter was extremely high. This is a real accomplishment given the challenges that the winter semester timelines impose.
Student Performance
As mentioned previously, seven out of 11 students were successful in Fall 2013 (65% success rate) and 19 out of 24 were successful in Winter (and Spring/Summer) 2014 at this time (79% success rate). For most students, being successful meant successfully passing the ARP course and achieving at least a 60% in each credit course. Three of the successful students did not achieve a 60% in one credit course, but due to faculty discretion were allowed to remain in the program (because great improvements were made).

We believe that the students who started in Winter 2014 were more successful because of two reasons. One, we hired more subject-specific tutors and the students utilized the tutors more. Reason two is because students dropped courses when they believed they would not be able to achieve a 60%. This is a success because students were more willing to take responsibility for their actions.

We also saw many other successes, including:

- One student in her second semester of ARP received 80%+ in both of her credit courses.
- One student raised her GPA 10% over the two semesters.
- Many students said they feel more confident, are able to ask for help and talk to professors, and found out about resources and supports they did not know about before and will continue to use.
- One student took English for the third time and passed with a 65% (previous 40s).
- In Winter 2014, 21 students finished the program (two deferred exams). Of this group, nineteen of the students increased their GPA.
- Of the five who will be returning to their faculty in the fall, four now have GPAs over 60% and are not on university probation.

Policy and Processes
Although the provisional policy did guide the processes, the sub-committee of CCUAS has identified some issues that the current policy does not address, and have made suggestions on how to best deal with those. We have also made suggested calendar revisions.

Some issues and possible ways to address include:

- Currently, students in the program still have an MW showing on their transcript. We agreed that this should not be the case and that it should be removed from their transcript once they are admitted into the program.
- We questioned whether requiring students to achieve a 60% in each class is the right method to judge success and decided that a 60% average each semester would be sufficient proof of success.
- We agreed that students can automatically continue in faculty upon successful program completion without having to write a petition letter.
- There was discussion about allowing students to go back to their regular program after the first semester if they did really well in their credit courses (ex. receives all 80s). We have decided that this will be discretionary on the recommendation of ARP and review of the Faculty.
- For students who do the ARP during the third semester of their MW, it will be at the discretion of the faculty whether or not they have to complete the second semester of ARP.
- For students who successfully complete the first semester of ARP, but decide not to complete the second, their original MW will begin.
- The calendar wording does not currently address students who opt to take the program but have not received an MW. It is necessary to add a note to the calendar indicating that these students will not be required to complete two semesters.

Future item for discussion
- One thing we would like to look at is the possibility of offering these students a “Fresh Start” if successful, or removing their failing grades from their average calculation. In many cases students have changed faculties and classes they have attempted and failed are no longer relevant and a burden on GPA.
Updates as of January 2015
In the Fall 2014 semester, 43 students in total (31 new and 12 returning) took part in the program. Overall, 26 of the students were successful (55.81% success rate). We are pleased this success rate as our original goal was a 55% success rate.

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th>Attempted Semester One</th>
<th>Successful Semester One</th>
<th>Success Rate</th>
<th>Attempted Semester Two</th>
<th>Successful Semester Two</th>
<th>Success Rate</th>
<th>Overall Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>15</td>
<td>11</td>
<td>7</td>
<td>64.64%</td>
<td>Winter 2014</td>
<td>7</td>
<td>5</td>
<td>71.43%</td>
</tr>
<tr>
<td>Winter 2014</td>
<td>46</td>
<td>17</td>
<td>14</td>
<td>82.35%</td>
<td>Fall 2014</td>
<td>12</td>
<td>8</td>
<td>66.60%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>55</td>
<td>31</td>
<td>16</td>
<td>51.61%</td>
<td>Winter 2015</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2015</td>
<td>47</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We have found that students who successfully complete ARP are successful upon their return to their original program. Of the five original students who successfully completed ARP in Winter 2014, four of them have increased their GPA quite substantially. For example, one student entered the program with a 58.5 and after the first semester back has a 63.85 GPA. Another student entered the program with a 51.5 GPA and after the second semester back has a 65.61 GPA.

<table>
<thead>
<tr>
<th></th>
<th>Initial GPA (upon entry to ARP)</th>
<th>End of ARP Semester 1 GPA</th>
<th>End of ARP Semester 2 GPA</th>
<th>TGPA 1st semester back to faculty</th>
<th>GPA after 1st semester back to faculty</th>
<th>TGPA 2nd semester back to faculty</th>
<th>GPA after 2nd semester back to faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>58.5</td>
<td>60.36</td>
<td>61.9</td>
<td>77.33</td>
<td>63.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td>51.5</td>
<td>58.57</td>
<td>62</td>
<td>72.67</td>
<td>65.46</td>
<td>66.33</td>
<td>65.61</td>
</tr>
<tr>
<td>Student 3</td>
<td>56.71</td>
<td>58.06</td>
<td>61.35</td>
<td>68.33</td>
<td>62.4</td>
<td>70</td>
<td>63.92</td>
</tr>
<tr>
<td>Student 4</td>
<td>53.78</td>
<td>56.56</td>
<td>58.47</td>
<td>65.25</td>
<td>59.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 5</td>
<td>58.52</td>
<td>60.54</td>
<td>60.25</td>
<td>67</td>
<td>60.52</td>
<td>46.33</td>
<td>59.48</td>
</tr>
</tbody>
</table>

Note – Students 2, 3, and 5 took courses in Spring/Summer 2014.
It is also important to note that the program has been operating fully on a cost-recovery basis.

Proposed Motion:
That CCUAS approve the revised Academic Recovery Program Regulations as presented.

Proposed Undergraduate Calendar revisions:

5.12.10 Academic Recovery Program

The Academic Recovery Program is a two-semester program that gives students who have experienced difficulties in university an opportunity to strengthen their study skills, evaluate their education and career direction, and build strategies to aid with future academic and personal goals. Students will take credit courses and participate in other activities designed to help them succeed academically. These include participating in support workshops, creating a personal and professional development portfolio, and participating in guided study sessions. Students will have access to additional tutoring and support as well as academic success advice from experts.

Program Eligibility
The Academic Recovery Program is open to anyone who needs extra support at the University of Regina. For example, students on Academic Probation are encouraged to apply for the program.

Admission
Students are required to apply for the program by completing and submitting a formal application, along with the prescribed fee, to the Student Success Centre. A personal statement by the student
describing why they would be a good candidate for the ARP must accompany the application.

The program will be offered in the Fall and Winter semesters, and will follow the dates outlined in the University of Regina Undergraduate Calendar. Students can be admitted into the Fall or Winter semesters. Students admitted into the Winter semester will complete the program in the Fall semester.

The deadline for submission of applications and acceptance into the program is the start of the term. Students must submit a program application form http://www.uregina.ca/student/ssc/academic-recovery-program/ARP_Application_Form.pdf and have a meeting with the Intake Counsellor to determine admissibility. ADMISSION IS NOT AUTOMATIC.

Cost and Funding
This program costs $900 per semester for six hours of equated credit, plus regular tuition and course fees for credit and non-credit courses. The equated credit will be considered as credit hours for funding purposes.

Acceptance
The decision for acceptance to the program will be made by the Intake Counsellor, following discussion with the student’s faculty or college.

Upon acceptance, students are required to complete and enter into an agreement regarding requirements of the program.

Time Commitment
Each week students will attend:

| ARTS 010 (semester 1) and ACAD 100 (semester 2) | 3 hours |
| 0-2 electives: | 0-6 hours |
| Academic support workshops: | 2-3 hours |
| Group Advising: | 2 hours |
| Personal professional development: | 3 hours |
| **Total:** | **10-17 hours a week plus homework and study time** |

Completion of the Academic Recovery Program
1. Students must fulfil all requirements of the program to successfully complete the ARP, as follows:
   - A minimum of 60% is required in each credit course.
   - The non-credit portion must be passed, including successful portfolio development and adherence to the attendance policy.
2. Students who are in the process of appealing a Required to Discontinue (RTD) or a Must Withdraw (MW), have two options:
   - They can complete the appeal process, or,
   - Abandon the appeal process and apply for admission to the ARP.
   - If students opt to pursue their appeal and it is successful, students will proceed in their program according to the conditions of the appeal; however, if the appeal is unsuccessful, students may decide to apply to the ARP.
3. When students are successfully admitted to the ARP program their MW status will be suspended. The MW status will be reinstated in the event the student discontinues the program and/or is unsuccessful in the program on the date of withdrawal or the end of the term the student is deemed to be unsuccessful.
4. Successful completion of the ARP, which includes the meeting of all conditions set out by the faculty/college and ARP, will result in students being able to automatically continue in the program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW). Conditions may be placed on the student’s continuance by the faculty/college or the ARP. These conditions will
be determined when students enter the ARP.
5. Students who continue their studies following successful completion of the ARP and whose GPA continues to fall below the faculty minimum acceptable average will be allowed an additional 15 credit hours of probation.
6. Unsuccessful completion of the ARP will result in enforcement of the original MW, which can occur either in the fall or winter term.
7. Students may complete the ARP only once.

Policies and Regulations within the Academic Recovery Program
1. The Intake Counsellor must approve all credit course selection 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 enter the ARP as the result of an MW and do not successfully complete Semester 1 or 2 of the program will have their MW reinstated and be forced to withdraw from the university.
4. Students who enter the ARP as the result of an MW and successfully complete Semester 1, but do not enrol in Semester 2, will have their MW reinstated and be forced to withdraw from the university.
5. Students have not received an MW and enrol in ARP will not be required to complete both semesters.
6. Students may begin the program in either the Fall or Winter semesters.
7. If students successfully complete the ARP, they will automatically be readmitted to the program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW). Faculty/college specific conditions may be placed on the students upon entry into the ARP.

For specific program details, refer to http://www.uregina.ca/student/ssc/academic-recovery-program/index.html or contact:

Student Success Centre
University of Regina
Toll Free: 877-660-0822
Phone: 306-585-4076
student.success@uregina.ca
Appendix VI

Date: April 1, 2015
To: Council Committee on Undergraduate Admissions and Studies
From: James D’Arcy
Re: 2016/17 Academic Schedule

ITEMS FOR APPROVAL

MOTION:
To recommend approval of the 2016/17 Academic Schedule to Executive of Council.

Background:
The 2016/17 Academic Schedule is presented for approval. There are no particular issues to report.
DRAFT - FOR CCUAS - DO NOT DISTRIBUTE

Academic Schedule

Part of term (POT): 1 2 3 4 5 6 7 1 1
Held in: May-Aug May June May-June July August July-Aug Sep-Dec Jan-Apr

Term Dates

Start of term 9-May-16 9-May-16 9-May-16 9-May-16 9-May-16 9-May-16 9-May-16 7-Sep-16 5-Jan-17

Class Dates

Start of classes 9-May-16 9-May-16 6-Jun-16 9-May-16 4-Jul-16 2-Aug-16 4-Jul-16 7-Sep-16 5-Jan-17

Examination Dates


Class Add/Drop Dates (§3.11)

End course-add period 25-May-16 10-May-16 7-Jun-16 12-May-16 5-Jul-16 3-Aug-16 7-Jul-16 20-Sep-16 18-Jan-17
End of no-record drop period 25-May-16 10-May-16 7-Jun-16 12-May-16 5-Jul-16 3-Aug-16 7-Jul-16 20-Sep-16 18-Jan-17

Tuition and Fee Payment Dates

Due date for tuition and fee payment 9-May-16 9-May-16 6-Jun-16 9-May-16 4-Jul-16 2-Aug-16 4-Jul-16 7-Sep-16 5-Jan-17
End of penalty-free payment period 31-May-16 31-May-16 30-Jun-16 31-May-16 29-Jul-16 31-Aug-16 29-Jul-16 4-Oct-16 1-Feb-17

Tuition & Fee Refund Dates

End of 100% refund period 25-May-16 10-May-16 7-Jun-16 12-May-16 5-Jul-16 3-Aug-16 7-Jul-16 20-Sep-16 18-Jan-17
End of 50% refund period 13-Jun-16 12-May-16 9-Jun-16 19-May-16 7-Jul-16 8-Aug-16 14-Jul-16 4-Oct-16 1-Feb-17

Other Important Dates & Deadlines

Victoria Day - No classes 29-May-16 23-May-16 23-May-16
Canada Day - No classes 1-Jul-16 2-Jul-16 1-Jul-16
Last day to apply to graduate for Fall 2016 Convocation 2-Aug-16
Saskatchewan Day - No classes 1-Aug-16 1-Aug-16 1-Aug-16
Labour Day - No classes 5-Sep-16
Student Orientation 6-Sep-16
Thanksgiving Day - No classes 10-Oct-16
Fall Convocation 16-Oct-16
Remembrance Day - No classes 11-Nov-16

Christmas Break (University closed)

University closes at 3:00 p.m. 23-Dec-16
University opens at 8:15 a.m. 3-Jan-17
Student Orientation 4-Jan-17
Last day to apply to graduate for Spring 2016 Convocation 31-Jan-17

Winter Break (no classes)

Family Day (Monday) 20-Feb-17
Winter Break start (Tuesday) 21-Feb-17
Winter Break end (Saturday) 25-Feb-17
Good Friday - No classes 14-Apr-17
Spring Convocation June 7, 8 & 9, 2017
Appendix VII

Date: April 1, 2015
To: Council Committee on Undergraduate Admissions and Studies
From: Livia Castellanos, Director – UR International
Re: Cambridge International Examinations – A Level Transfer Credit

ITEM FOR DISCUSSION

This item is being presented for discussion to determine interest in and the best approach to looking at how the Cambridge International – A Level Transfer Credit can be incorporated at the University of Regina.

Background:

What is the A level examination?

This is the upper secondary qualification that gives access to higher education in the UK and is awarded after a total of thirteen years of education. The two year course is split into two levels: Advanced Subsidiary (AS) and Advanced Level (A2).


Course syllabuses can be found at the following website:

Current U of R admission information

General Certificate of Education (GCE)
- Minimum of two Advanced Level (A-level) passes and three GCSE or IGCSE Ordinary Level (O-level) passes
- Courses taken at the Advanced Subsidiary level (AS) will also be considered.
- Grades A, B, or C are acceptable for admission purposes.

Faculty Specific Requirements:
- Science: Mathematics and one of Chemistry, Biology or Physics at the A level
- Engineering: Mathematics, Chemistry and Physics at the A level
  - Kinesiology and Health Studies: Mathematics and one of Biology, Chemistry and Physics
- Business Administration: Mathematics
- Nursing: Mathematics and Biology (A level) and Chemistry (A level)

http://www.uregina.ca/futurestudents/admissions/international/gce.html
### What are other Universities offering?

<table>
<thead>
<tr>
<th>Subject</th>
<th>UBC</th>
<th>U of A</th>
<th>U of C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>100 level Biol (8 credits)</td>
<td>Biol 107</td>
<td>Biol 241 and 243</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chem 111 and 113</td>
<td>Chem 101 and 261</td>
<td>Chem 201 and 203 or 209 (Engg only)</td>
</tr>
<tr>
<td>Economics</td>
<td>Econ 101 and Econ 102</td>
<td>Econ 101 and 102</td>
<td>Econ 201 and 203</td>
</tr>
<tr>
<td>English</td>
<td>Engl 110 and 100 level Engl</td>
<td>Engl 100 (6 credits)</td>
<td>Six credits in junior English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math 100</td>
<td>Special Exam for Math 114</td>
<td>Math 251</td>
</tr>
<tr>
<td>Mathematics (Further)</td>
<td>Math 100 and Math 101</td>
<td>Stat 141 and Math 125 Special Exam for Math 114/115</td>
<td>Math 253</td>
</tr>
<tr>
<td>Physics</td>
<td>Phys 100 and Phys 101</td>
<td>Phys 124 and 126</td>
<td>Statistics 213 and 217</td>
</tr>
</tbody>
</table>

### What benefits does this provide to the U of R?

1. Remain competitive with other Universities in Saskatchewan and Canada.
2. Decrease in processing time of transfer credit.
3. Attract better quality domestic and international students. The examinations are offered at high schools all across the world, including Canada.