

Meeting Date: Thursday, May 9, 2019

Location: RC 286

Time: 9:00 a.m.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes for April 11, 2019 meeting** – *circulated with the agenda*
3. **Business Arising from the Minutes**
4. **Reports from Faculties and other Academic Units**
 - 4.1 Faculty of Business Administration, [Appendix I](#), pages 2-4
 - 4.2 Joint Report from Faculty of Nursing and Centre for Continuing Education, [Appendix II](#), pages 5-6
 - 4.3 Academic Integrity Assessment Committee, [Appendix III](#), pages 7-9
 - 4.4 The Registrar's Office, [Appendix IV](#), page 10
5. **Adjournment**

4.0 Reports from Faculties and othe Academic Units

4.1 Faculty of Business Administration

Items for Approval

The Faculty of Business Administration Council approved the following program changes and presents the changes to CCUAS for approval.

MOTION 1: Saskatchewan High School Course Requirements for Admission

That the Saskatchewan High School Course Requirements list for entry into the Faculty of Business Administration programs be amended to add Entrepreneurship 30 and Accounting 30 to the list of course options in the “30-level language, social science, or fine/performing arts course” category. Effective **201930**.

Rationale:

The Faculty of Business Administration takes five courses into consideration for Saskatchewan high school graduates. They are as follows:

- English Language Arts A30 and B30
- Foundations of Mathematics 30 or Pre-Calculus 30
- One 30-level language, social science, or fine/performing arts course chosen from Accounting 30, Arts Education 30, Christian Ethics 30, Cree 30, Drama 30, Economics 30, Entrepreneurship 30, French 30, Geography 30, German 30, History 30, Latin 30, Law 30, Mandarin 30, Music 30, Native Studies 30, Psychology 30, Social Studies 30, Spanish 30, Ukrainian 30, Ukrainian Language Arts 30, Visual Art 30.
- One additional 30-level course from the list above or one of Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Earth Science 30, Foundations of Mathematics 30, Geology 30, Pre-Calculus 30, or Physics 30.

The above motion will add Entrepreneurship 30 and Accounting 30 as options under the 3rd bullet (One 30-level language, social science, or fine/performing arts course). We have often been asked why we don't include Entrepreneurship 30 and Accounting 30 on our list of high school courses as they are relevant to the business area. It should be noted that the Faculties of Arts, Education and Kinesiology & Health Studies include both Entrepreneurship 30 and Accounting 30 in their high school course lists. In addition, MAP includes Accounting 30 on its list. We do not know of any valid reason why our list should continue to exclude these courses.

(End of Motion 1)

MOTION 2: Saskatchewan Polytechnic Transfer Credit Agreement

That the University of Regina Calendar item concerning the Saskatchewan Polytechnic Transfer Credit Agreement be amended to replace the words “~~with a minimum PGPA of 72.00%~~” with “and have met the Faculty of Business Administration’s post-secondary admissions criteria.” **Effective 201930**.

Rationale: For a period of several years, Saskatchewan Polytechnic business classes had a passing grade of 60% rather than the usual 50%. Therefore, while most post-secondary institutions have 50 marks of passing grades (100-50), SaskPoly had only 40 passing grades (100 – 60) at this time. The Faculty of Business Administration’s current admissions policy concerning graduates of post-secondary institutions is that they require a 65% GPA. We have required students from SaskPoly to have a minimum GPA of 72% for admission which is the equivalent to a 65% in this circumstance [60 + (65-50)40/50 = 72]. Saskatchewan Polytechnic has now changed its passing grade back to 50% so it is necessary to make the above revision.

Items for Information

The Faculty of Business Administration presents the following course changes for information.

Course Changes

BUS 235AB (202010)

Small Business Start-up & Mgt

Inactive or Historical: Historical (this was replaced with BUS 303)

All courses and/or templates that this course is being removed from: n/a

BUS 408AA (202010)

International Study Trip-China

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: Approved Electives for the Major and Certificate in Chinese

BUS 408AC (202010)

Business in Mexico

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: n/a

BUS 408AD (202010)

Leadership Study Trip-Germany

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: n/a

BUS 408AE (202010)

Intl Study Trip Finlnd/Estonia

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: n/a

BUS 435AR (202010)

Expérience au Québec

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: n/a

BUS 435AS (202010)

Theory and App of Leadership

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: n/a

BUS 435AU (202010)

Research in Mktg & Gen Mgmt

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: n/a

BUS 435AV (202010)

Written Case Analysis

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: n/a

BUS 473AC (202010)

Managing Occup Health & Safety

Inactive or Historical: Historical (this was replaced with BUS 354)

All courses and/or templates that this course is being removed from: n/a

BUS 473AD (202010)

Judgment and Decision-Making

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: n/a

BUS 474AA (202010)

Intl Marketing Field Study

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: Major in International Business

BUS 476AA (202010)

Negotiation

Inactive or Historical: Historical (this was replaced with BUS 301)

All courses and/or templates that this course is being removed from: n/a

BUS 476AC (202010)

Entrp: Creativity Design Innov

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: n/a

BUS 492AA (202010)

Personal Finance

Inactive or Historical: Historical (this was replaced with BUS 291)

All courses and/or templates that this course is being removed from: n/a

BUS 492AB (202010)

Computer Based Financial Mgmt

Inactive or Historical: Historical (this was replaced with BUS 392)

All courses and/or templates that this course is being removed from: n/a

BUS 492AC (202010)

Security Analysis

Inactive or Historical: Inactive

All courses and/or templates that this course is being removed from: Prerequisite for BUS 492AD.

BUS 492AD (202010)

UR Investing

Inactive or Historical: Historical (this was replaced with BUS 393)

All courses and/or templates that this course is being removed from: n/a

BUS 492AE (202010)

Derivatives and Risk Mgmt

Inactive or Historical: Historical (this was replaced with BUS 494)

All courses and/or templates that this course is being removed from: n/a

(End of Report from the Faculty of Business Administration)

4.2 Faculty of Nursing and Centre for Continuing Education

Items for Approval

The following motions were approved at the April 9, 2019 Faculty of Nursing Faculty Council and the April 10, 2019 Centre for Continuing Education Council meetings and are submitted for approval to CCUAS:

Motion 1: Creation of a Certificate in Foundations for Nursing

To approve the template for the Certificate in Foundations for Nursing as noted below, effective for the **201930** intake.

Certificate in Foundations for Nursing	
Credit Hours	Required Courses
3.0	ENGL 100
3.0	STAT 100
3.0	INHS 100
3.0	BIOL 222
3.0	BIOL 140
3.0	One of KIN 170, KIN 180 or KIN 275
18 Credit hours	Total: 65.00% PGPA required

Rationale: There have been a number of students over the years who, once admitted to the SCBScN program, experience challenges with a full course load. Challenges include a less than solid foundation in the fundamentals required for courses, life circumstances, and/or language difficulties. Such students are often successful if they extend their program length to beyond four years.

This certificate is intended for individuals who may be interested in applying to the SCBScN program who want to lighten their course load in their first year, develop a solid foundation for the SCBScN, demonstrate success in courses specific to the SCBScN; and/or satisfy their curiosity about Nursing. The certificate could also be of interest to Indigenous students, new Canadians or International students. In addition, the certificate can be accessed by potential applicants who are missing required high school admission subjects or by those for whom a credential may be viewed more favourably by funding agencies than stand-alone courses.

Students would take three courses in the fall term; ENGL 100*, INHS 100* and BIOL 222*. In the winter term they would complete STAT 100*, BIOL 140, and the KIN elective. The *courses are required courses for the SCBScN program; the remaining two courses would count towards elective credit for the SCBScN program. Therefore all courses within the certificate would be credited to the SCBScN program on admission. BIOL 140 is Human Biology; this can be used if missing Biology 30 entrance requirement and will be helpful for those individuals intending to apply to the SCBScN program as foundational knowledge for the Biology courses in the program that students frequently experience difficulties with. KIN 170 (Lifestyle, Health and Wellness), KIN 180 (Lifespan Growth & Motor Development), and KIN 275 (Nutrition) are the electives most frequently chosen by students in the SCBScN program.

(End of Motion 1)

Motion 2: Creation of a Pre-Nursing Certificate

To approve the template for the Pre-Nursing Certificate as noted below, effective for the 201930 intake.

Pre-Nursing Certificate	
Credit Hours	Required Courses
3.0	BIOL 110 or KIN 261
3.0	BIOL 111 or KIN 262 with a minimum grade of 60.00%
3.0	STAT 100
3.0	INHS 100
3.0	ENGL 100
15 Credit hours	Total 65.00% PGPA required
KIN 260, 267, and 268 may be substituted for BIOL 110 or KIN 261, and BIOL 111 or KIN 262. A minimum grade of 60.00% is required in KIN 267 and 268.	

Rationale: Over the last 2 years, there have been a significant number of applicants to the SCBScN After Degree Nursing Program (ADNP) who do not meet the admission requirements in relation to required courses. This certificate has been developed for potential applicants to the ADNP who do not have the courses required for admission. The Pre-Nursing Certificate Program would be available throughout Saskatchewan since all courses are available online. The ADNP itself is available only in Regina.

Students would take three courses in the fall term; ENGL 100*, BIOL 110*, and INHS 100*. In the winter term students would take STAT 100*, and BIOL 111*, or KIN 261 (instead of BIOL 110 in the fall term). If KIN 261 is completed, the student would be required to complete KIN 262 in the spring term to be considered for admission to the ADNP in the next fall term. KIN 260, 267 and 268 could be substituted for the BIOL 110/KIN 261 and BIOL 111/KIN 262 requirements if any of these had been completed in a previous undergraduate program.

(End of Report from the Faculty of Nursing and Centre for Continuing Education)

4.3 Academic Integrity Assessment Committee

Item for Discussion

It was decided at a recent meeting of Executive of Council that the following recommendations should go first to CCUAS and FGSR Council for discussion and then on to recommendation for approval at the forthcoming meeting of Executive of Council.

Academic Integrity Assessment Committee University of Regina

Final Report, April 2019

Preamble

In December 2017, Deans' Council decided to undertake an assessment of the relevant campus practices and culture, with a view to enhancing the commitment of students and faculty at the University of Regina to academic integrity.

The assessment exercise followed the broad outlines of a process recommended by the International Center for Academic Integrity.

A steering committee was struck, consisting of about a dozen or so administrators, mostly associate deans, from a wide range of interested units. The committee began meeting in February 2018. It coordinated campus-wide surveys of students and faculty regarding current practices and attitudes toward academic integrity (administered in March 2018), a series of focus group meetings (held in fall 2018), and campus-wide discussions of a set of recommendations drafted by the committee (winter 2019).

The Academic Integrity Assessment Committee has now finished its work and is presenting the recommendations below for consideration by the relevant academic bodies at the University of Regina. The Committee offers them as nothing more than recommendations and asks only that the relevant people and organizations give them serious consideration. The Committee also recognizes that some of the recommendations may be hard to implement; they may need to be approached more as ideals than as fully-attainable outcomes.

Recommendations to:

1. University Secretary:

- 1.1. Provide reports to all faculty members, including sessionals, about misconduct cases during the previous semester, including the number of cases within each broad class and the range of resulting decisions
- 1.2. Develop a webpage that allows students to report, anonymously, confidentially, and directly to the University Secretary, any acts of academic misconduct they may have witnessed. The University Secretary will refer information to the appropriate academic unit for further investigation if appropriate.

- 1.3. In conjunction with the Registrar and Associate Deans, create additional supports for faculty members in the prevention and handling of acts of academic misconduct

2. Registrar's Office:

- 2.1. Ensure that all desks in gym-based exams are clearly numbered (allowing for better tracking of misconduct)
- 2.2. Develop randomized seating plans for all gym-based exams
- 2.3. Ensure that people are available at every final exam to spell invigilators for washroom breaks, etc.
- 2.4. Re-evaluate the English-language proficiency component of the University's admission requirements

3. Associate Deans (Academic):

- 3.1. Restructure guidelines to ensure some minimum loss of grade for misconduct on low-weight assignments
- 3.2. Consider reducing penalties for those students who acknowledge that a first act of misconduct happened and explain how and why it happened
- 3.3. Provide their faculty members annually with a list of best practices for preventing, detecting, handling and documenting academic misconduct
- 3.4. Faculties should consider introducing critical thinking in their first-year courses (to supply skills that will make students less likely to need to resort to plagiarism)

4. Associate Vice-President Academic:

- 4.1. Ensure that every new faculty member, including first-time sessionals, receives orientation on University policies and procedures re academic misconduct
- 4.2. Ensure that every new associate dean with responsibility for academic misconduct receives some orientation on University policies and procedures, including penalty frameworks and the appeal process
- 4.3. Ensure that associate deans are brought together at least once a year to discuss their misconduct cases of the past year and best practices for handling them
- 4.4. After two years, evaluate whether these recommendations have been successful

5. Faculty members:

- 5.1. At the beginning of every course, share the most recent University Secretary's report on academic misconduct decisions with your students
- 5.2. At the beginning of every course, set aside class time to explain to students why you care about academic integrity and what your policies will be for handling academic misconduct
- 5.3. In every first- and second-year course with a writing component, set aside class time to discuss plagiarism, helping students to understand what it is and how to avoid it
- 5.4. In every course designed to train students in academic writing, make ARTS 099, GRST 800AA, or their equivalent, an early assignment, and assign grade weight to it
- 5.5. Develop randomized seating plans for in-class quizzes, tests and/or exams
- 5.6. In every course, as long as anonymity can be preserved, inform students as soon as possible about any acts of academic misconduct that have occurred in the class and how they were handled
- 5.6. Before every exam scheduled for the gym, re-read the University's guide to best practices in exam situations

5.7. Before any exam, test or quiz in which invigilators will be used, go over with them the University's procedures for handling any cases of misconduct they may observe in the classroom that day

6. Centre for Teaching and Learning:

- 6.1. Develop workshops to assist faculty members in designing exams and assignments that are cheating-resistant
- 6.2. Develop workshops to assist faculty members in designing assessment schemes that don't rely upon high-stakes tests or exams yet also don't significantly increase the time and effort given to grading
- 6.3. Develop workshops designed to assist faculty members in explaining to students the nature of academic misconduct and how to avoid it
- 6.4. Develop a one-page best-practices document for minimizing academic misconduct in exam settings, and make it widely available to faculty members

7. Student Success Centre and UR International:

- 7.1. Establish peer mentoring groups to support and assist students who are struggling to meet their academic expectations
- 7.2. Work with the Centre for Teaching and Learning to ensure that any faculty workshop content developed in response to item 6.3 is consistent with what students are hearing from your offices about academic misconduct

8. URSU and Other U of R Student Groups:

- 8.1. Develop an awareness campaign to alert your members that they have an individual responsibility to uphold academic integrity; for instance, some students might provide letters identifying the impact of others' academic misconduct on them
- 8.2. Develop an honour code that guides and affirms your members' commitment to academic integrity

(End of Report from the Academic Integrity Assessment Committee)

4.4 Registrar's Office

The Registrar's Office submits the following item to CCUAS for approval:

MOTION 1: Fresh Start Program

That the Fresh Start Program be updated as indicated below, **effective 202020**.

Academic Regulations, page 54 of the 2019-2020 Undergraduate Calendar

Fresh Start Program

Students who are readmitted to the U of R and who have previously failed courses while attending the U of R will be notified that they are eligible to participate in the Fresh Start Program. If students choose to participate they will have all previously failed courses taken at the University of Regina excluded from the calculation of their Undergraduate Grade Point Average (UGPA) and Program Grade Point Average (PGPA) if:

- for six consecutive terms, prior to (re)admission a student has not registered in any credit courses at the University of Regina;
- in the first 12 credit hours after (re)admission a student achieves a minimum average of 60.00% in those 12 credit hours with no failing grades; and
- upon satisfying the above conditions the student will submit the completed application form (as found on the U of R website) to their respective faculty, federated college, or academic unit office.
- Although the failing grades will NOT be used in calculating the UGPA/PGPA all failing grades will remain on the student's transcript.
- A student who has previously been awarded a ~~degree~~ credential will be ineligible for the Fresh Start Program.
- A student can only be granted a FRESH START once.

All University of Regina regulations regarding students who have received an MW still apply.

Rationale: Degree previously meant "program", thus moving to "credential" encompasses certificates, diploma, and degree programs. The failed courses taken at the University of Regina are included in the calculation of an awarded credential, thus to exclude them after a credential has been awarded alters the intent of the Fresh Start program.

5. Adjournment