Council Committee on Undergraduate Admissions and Studies

Date:	March 30, 2023
To:	Council Committee on Undergraduate Admissions and Studies
From:	Coby Stephenson on behalf of Dr. Jacob Muthu, Chair
Re:	Meeting of Thursday, April 6, 2023

A meeting of the Council Committee on Undergraduate Admissions and Studies is scheduled for Thursday, April 6, 2023, 10:00 a.m. – 12:00 p.m. via web conferencing (Zoom). The Zoom details were included in the GroupWise appointment invitation and provided in the distribution email.

AGENDA

1. **Approval of the Agenda**

2. **Approval of the Minutes of Meeting February 2, 2023** - *circulated with the Agenda*

3. **Business Arising from the Minutes**

   3.1. **Media, Art, and Performance and the Pathway Program**

4. **Reports from Faculties and Academic Units**

   4.1. [Faculty of Science](#)

   4.2. [Faculty of Business Administration](#)

   4.3. [Faculty of Education](#)

   4.4. [UR International and Enrolment Services](#)

5. **Adjournment**

3.1   Media, Art, and Performance and the Pathway Program

In May and June 2021, CCUAS, E of C, and Senate approved Pathway Program revisions. Erroneously, the motion included the Faculty of Media, Art, and Performance (MAP) in the introductory paragraph. MAP's faculty council never approved inclusion in the Pathway Program. After consultation with MAP and Enrolment Services, MAP was removed from the Pathway Program paragraph during production of the 2023-2024 Undergraduate Calendar.

4. Reports from Faculties and Other Academic Units

4.1. Faculty of Science

Items for Approval

The Faculty of Science is submitting the following motions for approval to CCUAS:

4.1.1. Pathway Program – Faculty of Science and Enrolment Services

> **MOTION:** That the revisions to the admission requirements to the Faculty of Science through the Pathway Program be approved as indicated below, **effective 202330**.

Students who do not meet traditional admission criteria may be eligible for admission to the Pathway Program. Applicants to the Faculty of Kinesiology and Health Studies ~~and the Faculty of Science,~~ will be accepted into the Pathway Program if they do not meet normal admission requirements but meet the requirements stated below. Applicants to other faculties may be considered for the Pathway Program on an individual basis. Students accepted to the Pathway Program will experience a highly supported learning environment while receiving access to higher education. The Pathway Program provides a mechanism for students to transition into University so they can be successful in their studies, and enter the program of their choice. Students wishing to transfer faculties will need to meet faculty transfer requirements.

Rationale:

The Faulty of Science has a mechanism in place for students who do not meet traditional admission criteria. Students who do not meet the traditional admission criteria may be eligible for admission as Science Qualifying students.

(End of Motion)

4.1.2. Residency and Transfer Credit Revisions – Faculty of Science

> **MOTION:** That the Faculty of Science's "Residency and Transfer Credit" regulation be revised as indicated below, **effective 202330**.

Residency and Transfer Credit (page 290 of the 2023-2024 Undergraduate Calendar)
….
The Faculty of Science does not accept ACAD 100, ~~UNIV 100, UNIV 101 and/or UNIV 110~~; AMTH 001, 091, 002, 092 and/or 003; PMTH 091, 092; ~~Science 101 and 105~~, RDWT 120, KIN 101 or courses numbered 0xx for credit toward any program in the Faculty of Science.

Rationale:

UNIV 100, UNIV 101, and UNIV 110 have not been active for more than 10 years. Science 101 and 105 were drafted but never offered.

(End of Motion)

4.1.3. Bachelor of Science Honours in Geology Program Revision

MOTION: That the revisions to the requirements for the major in Geology in the Bachelor of Science Honours outlined in the template below be approved, **effective 202330**.

Credit hours	BSc Honours in Geology Required Courses
0.0	SCI 099
3.0	GEOL 102
3.0	GEOL 201
3.0	GEOL 210
3.0	GEOL 211
3.0	GEOL 240
3.0	GEOL 241
3.0	GEOL 307
3.0	GEOL 313
3.0	GEOL 314
3.0	GEOL 315
3.0	GEOL 340
3.0	GEOL 353
3.0	GEOL 396
6.0	GEOL 400AC (or GEOL 400AA and GEOL 400AB)
3.0	GEOL 453
3.0	GEOL 496
3.0	GEOL 413 or higher
3.0	GEOL 413 or higher
~~3.0~~	~~GEOL 413 or higher~~
~~3.0~~	~~GEOL 413 or higher~~
3.0	CHEM 104
3.0	CHEM 105
3.0	CS 110
3.0	GES 323
3.0	MATH 110
3.0	PHYS 109 and 119 or PHYS 111 and 112
3.0	STAT 100 or 160
3.0	Science elective* (APEGS approved)
3.0	Science elective* (APEGS approved)
~~93.0~~ 87.0	Subtotal: Major Requirements 75.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
~~9.0~~ 15.0	**~~Three~~ Five Open electives**
120.0	**Total: 70.00% Program GPA required**

Rationale:

The 'BSc Honours in Geology' Program is intended to be distinguished from the 'BSc in Geology' Program by having a thesis component (GEOL 400, 6 credit hours). Currently, the 'BSc in Geology' Program has three 'GEOL 400 or higher' courses as required courses in addition to two specified required 400-level Geology courses (GEOL 453 and GEOL 496); whereas the 'BSc Honours in Geology' Program has four 'GEOL 413 or higher' courses as required courses in addition to the thesis (GEOL 400, 6 credit hours), as well as the two specified required 400-level Geology courses (GEOL 453 and GEOL 496). Consequently, the current 'BSc Honours in Geology' Program has eight required 400 level geology courses (GEOL 400 counted as two), compared to only five required 400-level geology courses in the 'BSc in Geology' Program. This difference in the number of required 400-level geology courses does not reflect the intended design of the 'BSc Honours in Geology' Program, and limits the incentive and eligibility for qualified students to register for the 'BSc Honours in Geology' Program. The proposed curriculum change will enhance qualified students to register for the 'BSc Honours in Geology' Program, which is favourable for the professional development of students.

(End of Motion)

4.1.4. Bachelor of Science Honours in Statistics

MOTION: That the revisions to the requirements for the major in Statistics in the Bachelor of Science Honours be approved as indicated in the template below, **effective 202330**.

Credit hours	BSc (Hons) in Statistics Required Courses
0.0	SCI 099
3.0	CS 110
3.0	CS 115
3.0	CS 265
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	MATH 217
3.0	MATH 221
3.0	MATH/CS 261
3.0	STAT 160
3.0	**STAT/CS 165**
3.0	STAT 251
3.0	STAT 252
3.0	STAT 300
3.0	STAT 301
3.0	STAT 351
3.0	STAT 354
3.0	STAT 357
3.0	STAT 362
3.0	STAT 452

Credit hours	BSc (Hons) in Statistics Required Courses
3.0	STAT 489
6.0	Two STAT courses at the 200-, 300- or, 400-level
9.0	Three STAT courses at the 400-level
0.0	STAT 497
0.0	STAT 498
78.0	Subtotal: Major Requirements 75.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
6.0	Two Natural Science electives
6.0	Two Science electives
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
~~12.0~~ 9.0	~~Four~~ Three Open electives
120.0	Total: 70.00% Program GPA required

Rationale:

Python is an important topic for Statistics students to have exposure to. Further, it is anticipated that STAT/CS 265 prerequisite will change to STAT/CS 165 in the future, and this change will future-proof the program for this change.

End of Report from the Faculty of Science

4.2.   Faculty of Arts

Item for Information

I.   **Reactivated Course**

RLST 378   3:3-0   (202330)
Gender in Ancient Christianity
The course will explore the elaboration of images of "masculinity" and "femininity", "male" and "female", focusing on the relationship of these discursive entities to ancient Christian practices, goals, and notions of salvation, with a view to recovering how such constructs were used to fabricate a distinctive

End of Report from the Faculty of Arts

4.3. Faculty of Business Administration

Item for Approval

The Faculty of Business Administration is submitting the following motion to CCUAS for approval:

4.3.1. Qualifying Status

> **MOTION**: That a Qualifying Status be initiated on a three year trial wherein applicants to Faculty of Business Administration undergraduate programs who meet all admissions requirements with the exception that they are lacking one of the required high school courses will be admitted to their program with qualifying status, as described below, **effective 202330**.

Qualifying Status

Admission to a Faculty of Business Administration undergraduate program with qualifying status is available only to students for whom the following set of circumstances apply:

(1) The student meets the high school average requirement or the post-secondary GPA requirement, as appropriate, for admission to an undergraduate program, and

(2) The student lacks no more than one of the high school course requirements as outlined in the Admissions section of the Undergraduate Calendar.

Students who are admitted to a Faculty of Business Administration undergraduate program with qualifying status have the following conditions placed on them:

- The student must complete the missing high school course or approved post-secondary equivalent course within the first 30 credit hours of their program
- The student does not normally have access to BUS/ADMN courses; however, if access to certain BUS/ADMN courses is made available to all U of R students, then a qualifying status student would be among those who can register provided they have the prerequisite.

Required High School Courses	Post-secondary Equivalent at U of R
English Language Arts A30 English Language Arts B30 (or non-Saskatchewan equivalent)	ACAD 100, RDWT 120, KIN 101, or any ENGL XXX course.
Foundations of Math 30 or Pre-calculus 30 (or non-Saskatchewan equivalent)	PMTH 092 or any MATH XXX course.

Rationale:

The high school course requirements for admission to programs of the Faculty of Business Administration provide important foundational knowledge for the programs. It is important for students' success to have completed these courses (or a post-secondary equivalent). Currently, if an applicant is missing one of the required high school courses for admission to a Faculty of Business Administration program, their application is declined. These students may apply to another U of R Faculty; however, as their interest is in attending business school, they are more likely to not come to the U of R. We acknowledge that many students who lack one of the high school requirements could be quite successful in a business/admin program if they are provided with an opportunity to address this deficit early in their university studies. Allowing admission to a business/admin program with qualifying status (as described above) would provide this opportunity.

(End of Motion)

The Faculty of Business Administration is submitting the following items for information to CCUAS.

I.   **New Course**

ADMN 305 (202330)   **3:3-0**
Philosophical Foundations of Business Management
This course introduces students to the principles and processes of how the philosophical foundations we use to construct our daily living impacts the way we manage businesses. The course is designed to give students a conceptual and practical knowledge of philosophy and its influence into the domain of problem identification, problem solving, and decision making. Students will learn to construct a paradigm of their leadership style and delve into using philosophy in their value systems, critical thinking, and use of authority.
Prerequisite: BUS 100 (or ADMN 100) and 45 credit hours of university studies.

II.   **Course Revisions**

ADMN 400 (202410)   **3:3-0**
Business Strategy
This course focuses on the formulation and implementation of policy and strategy. It centers on the role and responsibilities of the general manager in formulating the goals and objectives of an organization; on integrating policies, plans, and programs; and, on using structures and systems of personal influence so that the organization can operate with a sense of direction and purpose.
***Prerequisite: All core Administration courses and a minimum of 90 credit hours. Concurrent enrolment is allowed in ADMN/BUS 375. ***
Note: Students may not receive credit for both ADMN 400 and BUS 400.

BUS 400   (202410)   **3:3-0**
Business Strategy
This course focuses on the formulation and implementation of policy and strategy. It centers on the role and responsibilities of the general manager in formulating the goals and objectives of an organization; on integrating policies, plans, and programs; and, on using structures and systems of personal influence so that the organization can operate with a sense of direction and purpose.
***Prerequisite: All core business administration courses and a minimum of 90 credit hours. . Concurrent enrolment is allowed in BUS/ADMN 375. ***
Note: Students may not receive credit for both BUS 400 and ADMN 400.

End of Report from Faculty of Business Administration

4.4. Faculty of Education

Items for Approval

The Faculty of Education is submitting the following motions for approval to CCUAS:

4.4.1. Le BAC Program Revisions

MOTION: That *Le Baccalauréat en éducation élémentaire, après diplôme,* and *Baccalauréat en éducation (DFRN)* programs be revised as indicated in the templates below, **effective 202430**.

(As per pages 204-207 of the 2023-24 UG Calendar)

Option A: Baccalauréat en éducation élémentaire (BacEd) (120 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELF 151(FR) (3) ECSF 100 (3) ENGL 100 ou FRN 352(3) FRN 201/300/301 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN niveau 200/300 (3) MATH 101 (FR) (3) sciences naturelles (3)
Session 3 ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FLS / FRN niveau 200/300 (3) FLS / FRN niveau 200/300 (3) humanités (3) Cours au choix (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENP 1950 (2) FLS / FRN niveau 200/300 (3) beaux-arts (3) Cours au choix (3)
Session 5	Session 6
DART 315 (3) DESO 315 (3) DLNG 315 (3) ECSF 317 (3) **EPSF ~~315~~ 300 (3)**	DEPH 315 (3) DMTH 315 (3) DMXE 315 (3) DSCI 315 (3) EPSF 325 (3)
Session 7	Session 8
EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)

Option B (5 Ans): Baccalauréat en éducation élémentaire et BA (études francophones et interculturelles) (150 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELF 151 (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201 (3) KHS 139 ou cours au choix approuvé en KHS (FR) (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN 300 (3) MATH 101 (FR) (3) sciences naturelles (3)
Session 3 – ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 200 (3) un cours en ANTH ou RLST * (3) FRN niveau 200 (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENP 1950 (2) FRN 366 (3) FRN niveau 246 (3) beaux-arts (3)
Session 5	Session 6
un cours de ENGL 110, ou PHIL 100 ou SOST 110 (3) FRN 236 (3) FRN niveau 300 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3) FRN niveau 300 (3)	FRN niveau 300 (3) FRN niveau 400 (3) FRN niveau 400 (3) un cours en ECON ou GES** ou IS ou JS ou PCI ou PSYC ou SOC ou SOST ou WGST (3) cours au choix (3)
Session 7	Session 8
DART 315 (3) DESO 315 (3) DLNG 315 (3) ECSF 317 (3) **EPSF 315 300 (3)**	DEPH 315 (3) DMTH 315 (3) DMXE 315 (3) DSCI 315 (3) EPSF 325 (3)
Session 9	Session 10
EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)
Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431	

Le Baccalauréat en éducation élémentaire après diplôme (BEAD) (60 crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DART 315 (3) DESO 315 (3) DLNG 315 (3) ECSF 317 (3) **EPSF 315 300 (3)**	DEPH 315 (3) DMTH 315 (3) DMXE 315 (3) DSCI 315 (3) EPSF 325 (3)
Session 3	Session 4
EFLD 405 (internat) (15)	cours au choix (3) DFMM 400 ou DFMM 435 (3) DLNG 425 (3) EPSY 418 (3) EPSY 425 (3)

Option A : Baccalauréat en éducation Français de Base Majeure (DFRN) (120 crédits)	
Session 1 (Fall)	Session 2 (Winter)
ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) DELF 150 INDG 100 (3)	ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) Minor (3) DELF 151 (3)
Session 3	Session 4
cours au choix (3) FRN 301 (3) FRN 200/300 (3) ECS 203 (3) Minor (3)	Minor (3) FRN 236 (3) FRN 300/400 (3) FRN 350 AA-ZZ (3) cours au choix (3)
Session 5	Session 6
EPSF 300 (3) EFRN 300 (major curriculum course) (3) FRN niveau 300 (3) ECSF 317 (3) E (minor curriculum course) (3)	DFRN 351 or DFMM 350 (major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN 366 (3) cours au choix (3)
Session 7	Session 8
EFLD 400 (internship) (15)	cours au choix (3) EPSY 425 (3) EPSY 418 (3) FRN niveau 200/300/400 (3) Minor (3)

*Students are required to take a French Pre-Assessment Registration Test which is available through the French and Francophone Intercultural Studies Program at La Cité. Students must place at the FRN 200 or FRN 300-level to be eligible for the français de base Education Program.

Notes:
Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor).

Students interested in pursuing a BA in French and Francophone Intercultural Studies, should consult with La Cité universitaire francophone.

Option B: Baccalauréat en éducation (DFRN) et BA (études francophones et interculturelles) Program français de base majeure (DFRN) (150 credit hours)	
Session 1 (Fall)	Session 2 (Winter)
ECS 101 (3) ENGL 100 or FRN 352 (3) FRN 200/FRN 201* (3) Minor (3) ~~DELF 150~~ cours au choix (3)	ECSF 110 (3) FRN 300 (3) INDG 100 (3) Minor (3) DELF 151 (FRN 200L BA) (3)
Session 3	Session 4
cours au choix (3) FRN 301 (3) FRN 236 (3) ECS 203 (3) Minor (3)	Minor (3) FRN niveau 200 (3) FRN niveau 300 (3) Any course in HIST or CLAS 100 or IDS 100 or CATH 200 (3) cours au choix (3)
Session 5	Session 6
FRN 366 (3) FRN niveau 300 (3) Any course in ANTH or RLST** (3) Natural Science (3) One of ENGL 110 or PHIL 100 or SOST 110 (3)	Any course in ECON or GES*** or IS or JS or PSCI or PSYC or SOC or SOST or WGST (3) MATH 101 (FR) (3) FRN niveau 300 (3) Media, Art, and Performance (3) FRN 246 (3)
Session 7	Session 8
EPSF 300 (3) EFRN 300 (major curriculum course) (3) ECSF 317 (3) E (minor curriculum course) (3) cours au choix (3)	DFRN 351 or DFMM 350(major educ. course) (3) DLNG 351 (3) EPSF 350 (3) FRN niveau 400 (3) cours au choix (3)
Session 9	Session 10
EFLD 400 (internship) (15)	cours au choix (3) EPSY 425 (3) EPSY 418 (3) FRN niveau 400 (3) Minor (3)

*Students are required to take a French Pre-Assessment Registration Test, available through the French and Francophone Intercultural Studies Program at La Cité. Students must place at the FRN 200 or FRN 300-level to be eligible for the français de base Option B Education Program.

** except RLST 181, 184, 186, 188, 281, 284, 288

*** except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431

Notes:

Students admitted to français de base Education Program at a level lower than FRN 200, such as FRN 101 or 110, will be required to take these courses to bring their level of proficiency up to FRN 200 before they can take the FRN courses required by their program (major or minor).

Students interested in pursuing a BA in French and Francophone Intercultural Studies, should consult with La Cité universitaire francophone.

Rationale:

EPSF 300 and 315 are similar in content. This motion streamlines the two courses and reduces the need for multiple scheduled courses. This also aligns with the English BEd programs where all students, regardless of program, enrol in ECS 303.

DELF 150 is no longer a required course in the *Baccalauréat en education*, will be made historical, and therefore the course will be replaced with INDG 100 (Option A) and, in collaboration with La Cité, an Open Elective (Option B). The Faculty of Education is committed to the inclusion of Indigenous Studies in all programs.

(End of Motion)

4.4.2. Secondary BEd After Degree – General Science Major

> **MOTION:** That the following revision be made to the *Secondary BEd After Degree (BEAD) General Science Major* (60 credit hours), **effective 202430**.

(As per page 187 of the 2023-24 UG Calendar)

Secondary BEd After Degree (BEAD) Program General Science Major (ESCI) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
~~Education elective~~ **ECS 102 or 203** (3) ECS 303 (3) ESCI 300 (major curriculum course) (3) One of BIO 276, GES 200, INDG 236, INDG 290AE, ESCI 302, ENEV 321, ENHS 340, ENVS 100, MAP 300AQ, PHIL, 275, SOC 230, SOC 330, WGST 201, or approved environmental elective (3) E (minor curriculum course)* (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) ESCI 350 (3) ESCI 351 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) Education elective (3) INDG 100 or Non-education elective (3) Open elective* (3) Open elective* (3)
*For General Science majors in the BEAD program, a non-science minor must normally be selected.	

Rationale:

This template better aligns with the other Science Education programs.

(End of Motion)

4.4.3. **Literature** Education **Major and Minor Revision**

> **MOTION:** That the Major and Minor requirements of the *Literature Education (ELIT)* in the *Arts Education Secondary program* be revised as indicated below, **effective 202330**.

(As per pages 183 & 211 of the 2023-24 UG Calendar)

Major:

Literature Education (ELIT)

- ENGL 110 (3)
- One of ENGL 213, 214, 312-315 (3)
- ENGL 251 or 252 (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)

Note: Required major curriculum courses ~~EAE 201,~~ EAE 350~~, and EAE 400,~~ **ELNG 300, and ELNG 350 or 351. In order to meet Ministry of Education accreditation criteria, ELIT majors will take the required ENGL and ELNG courses in place of Media, Art, and Performance Electives and EAE Major Curriculum Courses, as laid out in the program template.**

Minor:

Literature Education (ELIT)

- ENGL 110 (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)
- ENGL 200 – 400-level (3)
- ~~EAE 201~~ ENGL 300 (Curriculum course) (3)

Rationale:

To meet the requirements for accreditation in teaching English Language Arts.

(End of Motion)

4.4.4. Faculty of Education Regulation Revisions

> **MOTION:** That the *Faculty Action/ Sanctions de la Faculté* and *Academic and Professional Development/ Développement scolaire et professionnel* sections of the Undergraduate Calendar be revised as indicated below, **effective 202330**.

(As per pages 167-169 of the 2023-24 UG Calendar)

Faculty Action

At the end of each term, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action; students may be required to discontinue or be placed on faculty probation. Students must have a PGPA of at least 65.00%, for the Elementary Teacher Education Program ~~(with the exclusion of SUNTEP, YNTEP, FNUniv and Community-based Programs, in other words the Elementary Education program in~~

~~Regina is the only program with the requirement)~~ and satisfactory professional development at the end of each term of the program. Students who have a PGPA less than 65.00%, (Elementary), and/or unsatisfactory professional development will be placed on faculty probation or required to discontinue (RTD) from the Faculty of Education for at least two terms including spring and summer sessions. Those students who are required to discontinue must re-apply for admission to the University and the Faculty of Education. Their application will be given a low place on the priority list for acceptance. Students who have been required to discontinue and who upon return maintain a poor academic record may be required to discontinue indefinitely from the Faculty of Education. Students may also be required to discontinue from one faculty but remain eligible for others. For information on applying for re-admission, refer to the Admission-Applicants in Unsatisfactory Standing section of this calendar.

Students who fail more than 15 credit hours during their Education program will be required to discontinue from the faculty indefinitely.

Students may be required to discontinue from the faculty for a specified period or indefinitely for unsatisfactory professional development.

Sanctions de la Faculté

À la fin de chaque trimestre, les étudiantes et étudiants dont le rendement scolaire ou professionnel est insatisfaisant se verront imposer des sanctions, ils pourraient notamment ne pas pouvoir poursuivre dans leur programme ou être mis en probation. Pour chaque trimestre au programme d'éducation primaire ~~(à l'exception de SUNTEP, YNTEP, FNUniv et des programmes communautaires – donc le programme d'éducation primaire de l'Université de Regina est leur seul à poser cette exigence),~~ une moyenne pondérée cumulative d'au moins 65 % doit être maintenue et le rendement dans le volet développement professionnel doit être jugé satisfaisant. Dans le cas d'une MPC inférieure à 65 % ou d'un rendement insatisfaisant dans le volet développement professionnel, la Faculté impose une probation ou une exclusion de la Faculté d'éducation pendant au moins deux trimestres, incluant les trimestres de printemps et d'été. Une personne exclue de la Faculté doit refaire une demande d'admission à l'Université et à la Faculté d'éducation. La demande sera placée au bas de la liste d'admissions. La personne réadmise qui ne maintient pas un bon dossier scolaire après une exclusion pourrait être rayée de façon permanente de la Faculté d'éducation. La personne exclue d'une faculté pourrait être admissible dans une autre faculté. Pour plus de renseignements sur les demandes de réadmission, prière de consulter le paragraphe Admission de la section Rendement insatisfaisant du présent document.

L'étudiante ou l'étudiant qui échoue plus de 15 heures-crédits de son programme en éducation sera exclu de la Faculté de façon permanente.

Une étudiante ou un étudiant qui n'obtient pas un rendement satisfaisant dans le volet développement professionnel pourrait être exclu de la Faculté de façon temporaire ou permanente.

Academic and Professional Development

In order to progress in a Teacher Education Program ~~(with the exclusion of SUNTEP, YNTEP, FNUniv)~~, including pre-internship and intern- ship, a PGPA of 65.00% or higher is required. Students in the Secondary Program also require a minimum of 70.00% in their major teaching area to progress to the pre-internship term. Satisfactory professional development, including demonstration of proficiency in written and oral English (French for le Bac programs), is required at all stages in all programs.

Développement scolaire et professionnel

Pour progresser dans un programme en éducation ~~(à l'exception des programmes SUNTEP, YNTEP et FNUniv)~~, y compris dans les stages de préinternat et d'internat, vous devez avoir une moyenne pondérée cumulative d'au moins 65 %. Au programme d'éducation secondaire, vous devez avoir une moyenne d'au moins 70 % dans votre matière d'enseignement pour cheminer vers le préinternat. À toutes les étapes et dans tous les programmes, vous devez démontrer un rendement professionnel satisfaisant pour continuer votre cheminement, y compris en anglais oral et écrit (français oral et écrit pour Le Bac).

Rationale:

This is a carryover from a previous calendar, which requires correction.

(End of Motion)

Items For Information

The Faculty of Education is submitting the following items for information to CCUAS:

I.   **Course Revisions , effective202410**

EHE 310 Health Education in the Elementary School (Pre-K to Grade 8)
This course provides the background information and skills teachers need to implement comprehensive school health education in the elementary and middle years. It provides opportunities for students to learn how to help children reflect and act on health issues in their lives or in their communities.
Prerequisite: ~~Completion of ECS 101, ECS 102, ECS 203, and 60 credit hours.~~ <u>Completion of 51 credit hours including ECS 101, ECS 102, and ECS 203.</u>

ELNG 310 Language and Literacy Practices: Elementary
Children's language and literacy learning occurs at different rates, requiring differentiated instruction and support. Pre-service teachers are introduced to literacy development theories, approaches for teaching reading, writing, listening and speaking; integrating literacy across curricula; literacy abilities assessment; planning and organizing literacy instruction in the classroom; and the integration of IT with literacy learning.
Prerequisite: ~~Completion of ECS 101, ECS 102, ECS 203, and 60 credit hours.~~ <u>Completion of 51 credit hours including ECS 101, ECS 102, and ECS 203.</u>

EMTH 310 Teaching Mathematics in Elementary Schools (Pre-K to Grade 8)
This course is designed to address the philosophies, goals, curriculum documents, and methods of instruction and assessment of elementary and middle school (PreK to 8) mathematics. A critical, resource-based approach to this course will provide opportunities for students to reflect on and construct understandings of key issues in mathematics education.
Prerequisite: ~~Completion of ECS 101, ECS 102, ECS 203, and 60 credit hours.~~ <u>Completion of 51 credit hours including ECS 101, ECS 102, and ECS 203.</u>

EPE 310 Physical Education in the Elementary School (Pre-K to Grade 8)
This course is designed specifically for student teachers preparing to teach physical education to elementary and middle years students. The course focuses on an overview of curriculum content, teaching methods, assessment and evaluation and learning resource materials and their application in teaching physical education in the context of schools and society today.
Prerequisite: ~~Completion of ECS 101, ECS 102, ECS 203, and 60 credit hours.~~ <u>Completion of 51 credit hours including ECS 101, ECS 102, and ECS 203.</u>

ERDG 310 Teaching Literacy for a Better World (Pre-K to Grade 8)
This course prepares future elementary and middle years teachers to support and instruct students, as readers and writers; to grow through progressive and genre pedagogies; to accommodate transience through the literacy program; and to offer literature from a variety of cultures. ***Prerequisite: ~~Completion of ECS 101, ECS 102, ECS 203, and 60 credit hours.~~ <u>Completion of 51 credit hours including ECS 101, ECS 102, and ECS 203.</u>***

ESST 310 Social Studies for Elementary School Teachers (Pre-K to Grade 8)
Objectives, methods of teaching, curricular models, and materials in elementary and middle school social studies are reviewed. Theories and governing philosophies of social studies education are explored. Approaches to social and environmental justice are emphasized. The linkages between social studies education, citizenship education and community based engagement will be examined. ***Prerequisite: ~~Completion of ECS 101, ECS 102, ECS 203, and 60 credit hours.~~ <u>Completion of 51 credit hours including ECS 101, ECS 102, and ECS 203.</u>***

ECS 303 Curriculum and Pedagogy 2
This course is intended to develop teacher candidates understanding of learners, learning, and teaching by drawing on various theoretical understandings of education for social and ecological justice. This course makes explicit the philosophical underpinnings of pedagogy, and the link between curriculum theory and practice. ***Prerequisite: ~~Completion of ECS 101, ECS 102, ECS 203, and 60 credit hours.~~ Completion of 51 credit hours including ECS 101, ECS 102, and ECS 203. Concurrent enrolment permitted in ECS 203.***
Note: Required classroom based placement of one day per week for 8 weeks. *Note: Students may only receive credit for one of ECS 303, or ECS 300 and EFLD 310, or ECS 311 and EFLD 317.*

ESCI 310 Science Education (Pre-K to Grade 8)
Curriculum, instruction and evaluation in elementary and middle school science. ~~Pedagogical application of prerequisite course material presented in Environmental Education (ESCI 302).~~ ***Prerequisite: ~~Completion of ECS 101, ECS 102, ECS 203, and 60 credit hours.~~ Completion of 51 credit hours including ECS 101, ECS 102, and ECS 203.***

DELF 151 Développement et enrichissement langagiers en français ll
~~Continuation de~~ Ce cours vise l'acquisition d'une méthode personnelle d'expression écrite et orale par la pratique et l'approfondissement des notions l~~anagières~~ langagières acquises tant dans les autres cours qu'enseignées en classe. ***Préalable: ~~DELF 150~~ Être admis.e au programme de première année du Bac ou avec la permission du Bac.***

EPSF 300 Théories et pratique de l'enseignement ~~au secondaire,~~ I
Les buts et les responsabilités de l'enseignant.e au secondaire sont ici considérés par rapport au processus de prise de décision. Le contenu du cours englobe la démarche et le processus de l'enseignement. ***Préalable : Être en troisième année du Bac élémentaire ou secondaire, accepté.e au BEAD élémentaire ou secondaire ou avec la permission du Bac.*** *Les étudiant.es doivent remplir le formulaire d'entente de la Commission des accidents de travail. Évaluation: Réussite/échec.* *N.B.: Ce cours est limité aux étudiants de la Faculté d'éducation*

II. **Historical Course, effective 202410**

DELF 150 Développement et enrichissement langagiers en français l
This course is being made historical effective 202410, to be replaced by INDG 100 or open elective as per Motion #1.

End of Report from the Faculty of Education

4.5. UR International and Enrolment Services

Item for Approval

4.5.1. English Language Proficiency Test – Duolingo English Test (DET)

MOTION: That the Duolingo Online English Test, with the scores outlined directly below, be used on a permanent basis, as an accepted, approved test of proficiency in English for undergraduate admissions (with the exception of the Faculty of Nursing).

> Overall score: 120
> Subscores:
>
> - Literacy (read and write): 105
> - Comprehension (listen and read): 105
> - Conversation (speak and listen): 105
> - Production (write and speak): 90

Rationale:

Accepting Duolingo's Online English test on a permanent basis will allow the University of Regina to be as accessible as other Canadian universities. The research indicates that many other Canadian universities are using Duolingo. The U of R has been accepting Duolingo, on a temporary basis, since Fall 2020. Undergraduate students that have provided the Duolingo Online English Test as their proof of English Language Proficiency prove to have similar UGPAs to those that have taken an IELTS exam to meet the English Language Proficiency:

	Duolingo – UGPA and # of Students	IELTS – UGPA and # of Students
URI Enrolment Services	64.19% with 86 students	66.51% with 839 students
Enrolment Services	68.65% with 42 students	78.11% with 37 students

*Data is inclusive of admitted students from Fall 2020 to January 17, 2023.

What is the Duolingo English Test?
The Duolingo Online English Test is an English proficiency test that can be taken online, on-demand, in under one hour for $59 USD. Certified result are available within 48 hours of the test session, and applicants can request Duolingo to send their results directly to our admission office. For more information about the Duolingo English test, please visit https://englishtest.duolingo.com/applicants.

IELTS Equivalencies to the Duolingo Scale:

IELTS	Duolingo 2019	Duolingo August 2022
7.0	115-120	130-135
6.5	105-110	120-125
6.0	95-100	105-115

University Comparisons:

Institute Name	Duolingo English Test	Duolingo English Test Deadline by Institute	IELTS Comparison
University of Saskatchewan	• Minimum score of 110 • No subscore below 95	Permanent test	Overall 6.5, no band less than 6.0
Concordia University	• Minimum score of 120. • No subscore below 90 • DET scores must include sub-score information.	Fall 2021 applications and beyond.	Overall 7.0, no band less than 5.5
University of New Brunswick	Minimum score of 115	No deadline indicated	Overall 6.5
University of Guelph	Minimum score of 110	No deadline indicated	Overall 6.5, no band less than 6.0
Toronto Metropolitan University	Minimum score of 120	No deadline indicated	Overall 6.5
University of Alberta	Minimum score of 120, with no subscore below 100	No deadline indicated	Overall 6.5, no band less than 6.0
University of Winnipeg	Minimum score of 120.	No deadline indicated.	Overall 6.5
Simon Fraser University	Minimum score of 125	No deadline indicated. Only accepted from students in countries where no other English proficiency test is available.	Overall 6.5, no band less than 6.0
University of Waterloo	Minimum score of 120. Results will not be accepted without subscores (scores not indicated).	No deadline indicated.	Overall 6.5 Writing 6.5 Reading 6.0 Listening 6.0 Speaking 6.5
Carleton University	Minimum score of 115 No subscore below 90	No deadline indicated.	Overall 6.5, no band less than 6.0
York University	Minimum score of 120	No deadline indicated.	Overall 6.5
Wilfred Laurier University	Minimum score of 115	No deadline indicated.	Overall 6.5, no band less than 6.0
Memorial University	Minimum score of 115	Until Spring 2024 only.	Overall 6.5 with at least a band of 6.0 in reading and writing.
Brock University	Minimum score of 110 (Co-op Accounting only – minimum score of 120)	No deadline indicated	Overall 6.5, no band less than 6.0
University of Windsor	Minimum score of 115	No deadline indicated	Overall 6.5
University of Lethbridge	Minimum score of 105	No deadline indicated as per the 2023-2024 admission guidelines.	Overall 6.0, no band less than 6.0

Canadian Universities that accept the Duolingo Online English Test:

University of Saskatchewan: https://admissions.usask.ca/requirements/english-language-proficiency.php#ProofofEnglishproficiency

Concordia University: https://www.concordia.ca/admissions/undergraduate/requirements/english-language-proficiency.html

University of New Brunswick: https://www.unb.ca/international/admission/english.html

University of Guelph: https://admission.uoguelph.ca/international/english-proficiency-requirements/

Toronto Metropolitan University: https://www.torontomu.ca/international/admissions/how-to-apply/english-language/#accordion-content-1600669438165-acceptable-tests-and-qualifications

University of Alberta: https://www.ualberta.ca/admissions/international/admission/admission-requirements/language-requirements/index.html

University of Winnipeg: https://www.uwinnipeg.ca/future-student/international/lang-req.html

Simon Fraser University: https://www.sfu.ca/students/admission/admission-requirements/english-language-requirement.html

University of Waterloo: https://uwaterloo.ca/future-students/admissions/english-language-requirements

Carleton University: https://admissions.carleton.ca/esl/

York University: https://futurestudents.yorku.ca/requirements/language-tests

Wilfred Laurier University: https://www.wlu.ca/future-students/undergraduate/admissions/requirements/english-proficiency.html#tests

Memorial University: https://www.mun.ca/undergrad/admissions/i-want-to-apply/english-proficiency-tests/

Brock University: https://brocku.ca/admissions/english-proficiency/

University of Windsor: https://lawlibrary.uwindsor.ca/Presto/content/Detail.aspx?ctID=OTdhY2QzODgtNjhlYi00ZWY0LTg2OTUtNmU5NjEzY2JkMWYx&rID=MzIy&qrs=RmFsc2U=&q=KFVuaXZlcnNpdHlfb2ZfV2luZHNvcl9DZW50cmFsX1BvbGljaaWVzLkFsbFRleHQ6KGVuZ2xpc2gpKQ==&ph=VHJ1ZQ==&bckToL=VHJ1ZQ==&rrtc=VHJ1ZQ==&elqTrackId=afdb6714284a4aabb80e675bbfb9e6b6&elqaid=943&elqat=2

University of Lethbridge: https://www.ulethbridge.ca/ross/admissions/elp

Questions and Answers

1. Which institutes indicated in the "University Comparisons" section changed their scoring since the previous motion approval?

   Of the 16 institutions researched, three institutes have increased their scores as follows:
   - Toronto Metropolitan University – Minimum score of 115, increased to overall score of 120
   - University of Alberta – Minimum score of 115 with no subscore below 95 – increased requirements to overall score of 120, with no subscore below 100
   - York University – Minimum score of 115, increased to overall score of 120
   - The University of Windsor decreased their overall score of 120 to 115.

2. When were subscores initially introduced?

   Subscores were introduced in July 2021. If you would like further information, please visit: https://duolingo-papers.s3.amazonaws.com/reports/subscore-whitepaper.pdf

3. Why are we using a subscore of 90 for Production only and the remaining subscores are 105?

   Based on the Conditional Percentiles of Subscores data provided by Duolingo (https://drive.google.com/drive/folders/16uPO1n8Sg0_cd4CIpxfcBwn2B67dHCNa), students with an overall score of 120 obtained a lower subscore of 90 in Production (in the 25th percentile). Students that met the 105 subscore requirement in Production (in the 50th percentile group) showed to have an overall score of 130. Based on the percentiles, it is an unfair requirement to request a 105 subscore in Production, when the average mean of students have an *overall* DET score of 130.

   Based on the research conducted, the mean UGPAs of undergraduate students with an overall DET score of 120, Production subscore of 90, and remaining subscores of 105, is comparable to our current DET requirement.

4. Why are we changing the overall score of 110 to 120, and introducing subscores, when the UGPA mean is similar between the two groups?

   Duolingo changed their scoring in August 2022. In order to align with the University of Regina's English Proficiency exam requirements, we must increase the score to a minimum of 120. Based on the research conducted, we may experience a decrease in the number of students using Duolingo, but this change ensures we are in line with the University of Regina's English Language Proficiency standards.

5. Please provide a detailed explanation of why the DET scores increased in August 2022.

   Duolingo last published concordance tables linking the DET to both the IELTS and TOEFL based on an analysis in 2019 (https://duolingo testcenter.s3.amazonaws.com/media/resources/technical_manual.pdf).

Since 2019, several circumstances have prompted an update to these tables. These circumstances include:

   a. changes to the DET test-taker population (100+ more countries represented and more Grad students than Undergraduate or Secondary School students);
   b. greater familiarity of test takers with the test (as the first Digital First test, the first test takers (2019 concordance) were unfamiliar with CAT and at-home testing. Since the Pandemic of Covid-19 familiarity with testing like this has increased); and
   c. increased opportunities for practice for the test.

For the previous approved motion to use Duolingo (on a temporary basis), please refer to the June 8, 2022, Senate Meeting Agenda.

Undergraduate Calendar Entry (page 4 of 2023-2024 UG Calendar)

Approved Tests of Proficiency in English
For all faculties, except for the Faculty of Nursing, one of the following tests will also be accepted with the minimum scores indicated. Test results must be received by the appropriate Enrolment Services office directly from the testing service before the deadline for receipt of application documents. Test scores are valid within two years of the test result date.

1. University of Regina's English for Academic Purposes (EAP) Placement Test with a minimum average score of "Level 055".
2. Test of English as a Foreign Language (TOEFL) with a minimum overall score of 83 on the internet-based test (iBT), with minimum section scores of Reading 20, Listening 20, Speaking 20 and Writing 20. Institutional TOEFL and paper based TOEFL will not be accepted.
3. International English Language Testing System (IELTS) - Academic, with a minimum overall score of 6.5, and no band score less than 6.0.
4. Canadian Academic English Language Assessment (CAEL) with a minimum score of 60.
5. Michigan English Language Assessment Battery (MELAB) with a minimum score of 85.
6. Comprehensive English Language Test (CELT), restricted to francophone students, with a minimum score of 60.
7. Pearson Test of English (PTE) Academic with a minimum overall score of 59 and minimum score of 59 in each area.
8. Cambridge Certificate in Advanced English (CAE), also known as C1 Advanced (formerly known as Cambridge English: Advanced) with an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking).
9. Cambridge Certificate of Proficiency in English (CPE), also known as C2 Proficiency (formerly known as Cambridge English: Proficiency) with an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking).
10. **Duolingo English Test (DET) with a minimum overall score of 120, a minimum score of 90 in the subscore of Production, and a minimum score of 105 in the remaining subscores of Literacy, Comprehension, and Conversation.**

(End of Motion)

5. Adjournment