DATE: December 4, 2013
TO: All Members of the Council Committee on Undergraduate Admissions and Studies
FROM: Bev Liski, Associate Registrar, Academic Policy Services and Ceremonies
RE: NOTICE OF MEETING

AGENDA

1. APPROVAL OF AGENDA

2. APPROVAL OF MINUTES OF LAST MEETING, November 14, 2013

3. BUSINESS ARISING FROM THE MINUTES
   3.1 Update on Membership and Purpose of Sub-committees listed under Old Business, Appendix I, p. 3

4. OLD BUSINESS
   4.1 Report 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 CCUAS Terms of Reference Sub-committee
   4.2 Awarding of Institutional Honours, Mention Bilingue

5. NEW BUSINESS
   5.1 Report from the Faculty of Arts, Appendix II, p. 7
   5.2 Joint Report from the Faculty of Arts and the Centre of Continuing Education, Appendix III, p. 13
   5.3 Report from the Faculty of Education, Appendix IV, p. 16
   5.4 Report from the Faculty of Engineering & Applied Science, Appendix V, p. 21
   5.5 Report from the Faculty of Fine Arts, Appendix VI, p. 24
   5.6 Report from the Faculty of Kinesiology & Health Studies, Appendix VII, p. 36
   5.7 Report from the Faculty of Nursing, Appendix VIII, p. 41
   5.8 Report from the Faculty of Social Work Appendix IX, p. 48
   5.9 Centre for Continuing Education, Appendix X, p. 70

6. ITEMS FOR INFORMATION
   6.1 Winter 2014 Meeting Schedule

   The tentative meeting schedule, which needs to be reviewed and finalized by the incoming CCUAS Chair, Dr. Kathleen Irwin, is as follows. Dates will be confirmed and entered into members’ groupwise calendars as soon as they are confirmed.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>DEADLINE FOR AGENDA ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, January 9, 2014</td>
<td>2:30 – 4:30 p.m.</td>
<td>AH 527</td>
<td>4:30 p.m., January 2, 2014</td>
</tr>
<tr>
<td>Thursday, February 6, 2014</td>
<td>2:30 – 4:30 p.m.</td>
<td>AH 527</td>
<td>4:30 p.m., January 29, 2014</td>
</tr>
<tr>
<td>Tuesday, March 4, 2014</td>
<td>1:30 – 3:30 p.m.</td>
<td>AH 527</td>
<td>4:30 p.m., February 24, 2014</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Thursday, March 6, 2014</td>
<td>2:30 – 4:30 p.m.</td>
<td>AH 527</td>
<td>4:30 p.m., February 26, 2014</td>
</tr>
<tr>
<td>Thursday, April 3, 2014</td>
<td>2:30 – 4:30 p.m.</td>
<td>AH 527</td>
<td>4:30 p.m., March 26, 2014</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, April 10, 2014</td>
<td>2:30 - 4:30 p.m.</td>
<td>TBA</td>
<td>4:30 p.m., April 2, 2014</td>
</tr>
<tr>
<td>Thursday, May 1, 2014</td>
<td>1:30 – 3:30 p.m.</td>
<td>AH 527</td>
<td>4:30 p.m., April 23, 2014</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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<tr>
<td>Tuesday, May 8, 2014</td>
<td>2:30 – 4:30 p.m.</td>
<td>AH 206</td>
<td>4:30 p.m., April 30, 2014</td>
</tr>
<tr>
<td>Tuesday, June 10, 2014</td>
<td>2:30 – 4:30 p.m.</td>
<td>AH 206</td>
<td>4:30 p.m., June 2, 2014</td>
</tr>
<tr>
<td>Thursday, June 12, 2014</td>
<td>1:30 – 3:30 p.m.</td>
<td>AH 527</td>
<td>4:30 p.m., June 4, 2014</td>
</tr>
</tbody>
</table>

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

It is anticipated the next meeting will be held on Thursday, January 9, 2014 at 2:30 p.m. in AH 527. The deadline for receipt of agenda items is 4:30 p.m., Thursday, January 2, 2014.

7. CONCLUSION
Commission to Review Fresh Start Program – CCUAS April 4, 2011

Excerpt from RTD Regulations Sub-committee Final Report

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

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

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

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

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

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

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

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

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

Excerpt from CCUAS Agenda and Minutes, May 9, 2011

1, Fresh Start Program

Ryan – Revet

Moved that CCUAS strike a commission to review the Fresh Start Program and that the membership be as follows: Wes Pearce (agreed to chair), Katherine Arbuthnott, Mary Jesse plus two other members chosen by the commission members at their first meeting.

Because this is a purely academic matter affecting the integrity of the University and faculty credentials, the committee does not need an administrative presence; however, the Registrar could act as a resource.

What is the difference between a task force and a commission? A task force comprises members of CCUAS and a commission can be anyone.

It was suggested there should perhaps be someone from Admissions. It was replied that, since Admissions simply processes the paperwork, they need not be part of the committee.

In the spirit of bringing students back to the university, why would it not be an admissions issue?

One or two faculties had strong objections to the Fresh Start program and supported its deletion. It would be useful to have these views brought to the discussion. Perhaps Business Administration should have a representative. Wes Pearce indicated he would talk to Glenys Sylvestre about serving.

There needs to be discussion with regard to the broad policy about whether Fresh Start should exist and how far into a student’s record it goes. This is more than ‘fiddling’ with details.

This is a faculty matter. It is often a relief to students to complete their studies and the Fresh Start program has been an attraction for students on appeal. Further, Fresh Start is used effectively in some faculties to help students rethink their program of study or their academic goals.

When the report and recommendations are reported to Executive of Council, it should be presented by faculties and not by an administrative unit.

Historically, the Fresh Start program was used to help save students’ academic careers. Modelled after the University of Alberta’s policy, it was originally designed not to be automatic.

Two years is a significant amount of time. We would not want it to be longer.
APPENDIX I

What happens to a student who’s been required to discontinue from another university? They could go back to their original institution and upgrade or appeal for admission to the dean of their desired faculty.

The question was called on the Ryan-Revet motion.

CARRIED

MEMBERSHIP:

Wes Pearce (chair)
Katherine Arbuthnott
Maty Jesse
Glenys Sylvestre

MEETING STATUS:

The committee met numerous times but discussions were delayed pending the creation of the Academic Recovery Program, which took effect September 2013. It was anticipated a final report would be ready for either December 2013 or January 2014; however, the committee has not had an opportunity to reconvene to finalize the report.
APPENDIX I

University Regulations Sub-committee – CCUAS June 6, 2011

It was agreed that the Registrar and the University Secretary would develop a motion for consideration at the next meeting with regard to establishment of a standing sub-committee of the CCUAS to deal with university regulations.

AGREED

Excerpt from CCUAS Agenda and Minutes – September 6, 2011

THAT CCUAS create a standing subcommittee as follows:

Name: Standing Subcommittee on the Unification of Undergraduate Regulations:

Mandate: This standing committee is charged with unifying, where appropriate, new and existing regulations at the faculty level in order to create, and replace them with, university-level regulations. The standing committee will comprise an associate dean from each undergraduate faculty and the university registrar, who will chair the committee. The committee is a subcommittee of the Council Committee on Undergraduate Admissions and Studies.

1.1 University Regulations Sub-committee

Metcalf – Patenaude

Moved that the CCUAS create a standing subcommittee as detailed in Appendix I, page 3 of the agenda material.

It is anticipated the role of this committee will be to simplify regulations and provide consistency across the regulations where possible.

When will this begin? John Metcalfe will call the first meeting and the committee can decide how often they will meet.

Do the federated colleges participate in this committee’s deliberations? They could be asked to participate when there is a need; however, if desired, the motion could be amended to include representatives from the federated colleges. It was agreed the information could be gathered from federated colleges when needed. The CCUAS could consider expanding the membership if it is deemed necessary.

The question was called on the Metcalfe-Patenaude motion.

CARRIED

MEMBERSHIP:

Registrar (as chair)
Associate Dean of each Undergraduate Faculty

MEETING STATUS:

The committee has never met.
Date: 14 November 2013

To: B Liski, Associate Registrar, Academic Policy Services and Ceremonies

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. Admission Requirements

MOTION to revise the transfer admission requirements for the Faculty of Arts such that applicants who have attempted a minimum of 15 credit hours of post-secondary education will have their admission based on their performance on those credit hours; and, that those who have attempted fewer than 15 credit hours will have their admission based solely on their completion of the Faculty’s secondary school requirements.

<table>
<thead>
<tr>
<th>Applicants who have attempted 15-24 credit hours or more of approved post-secondary education must have a minimum UGPA of 60.00% on all post-secondary courses attempted. Students who have attempted fewer than 15-24 credit hours of post-secondary education will be admitted based on the high school admission criteria (see §2.4.1).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants to the BA in Resource &amp; Environmental Studies must be graduates of the SIAST Resource &amp; Environmental Law Diploma and will be admitted based on this completed diploma. Graduates of specific diploma programs with which the faculty has articulated transfer agreements will be admitted to the Bachelor of Health Studies based on the diploma with a minimum average of 60%. See §§9.9.16.5-9.9.16.6 for a list of agreements. Students who have successfully completed SIAST’s Aboriginal Police Preparation Program with an average of at least 68%, with no grade lower than 60% will be accepted into the Faculty of Arts Bachelor of Arts in Police Studies based on completion of this program. Mature applicants refer to §2.4.6.</td>
</tr>
<tr>
<td>Students intending to major in Economics will need one of Math B30, Pre-Calculus 20, Pre-Calculus 30 or Foundations of Mathematics 30. Students applying to the Certificate in French as a Second Language must take placement tests and place at the FR 113 level and reach the Intermediate Low level on the TCOF. Students applying to the combined major of Economics and Business Administration must complete at least two courses in Economics with a minimum GPA of 60% on all attempted Economics courses before being permitted to declare this major.</td>
</tr>
</tbody>
</table>
Rationale
The Faculty’s admission requirements for transfer students have normally aligned with the University’s academic performance standard. Now that the latter applies upon the completion of 9 credit hours, a gap between the two exists and results in a disincentive for students to commence their post-secondary studies at the University of Regina. This proposal narrows the gap, equalizes the treatment of “at-risk” students and in doing so provides such students with the supports needed to be successful at the University of Regina.

To understand the gap, consider a student who takes six courses (18 credit hours) at another institution & performs marginally (e.g., 57%). Our admission requirements would ignore those grades and base the decision on the applicant’s high school grades only. The U of R then affords the student an additional nine credit hours to establish an average of 60%. Such a student wouldn’t be placed on probation until after nine courses had been attempted (27 credit hours). A student who started at the U of R, with the same UGPA, would be nearing the end of their time on probation and risking a forced withdrawal while the transfer student is now afforded a further 24 credit hours to establish good academic standing. Additionally, the transfer student would not be flagged as being ‘at-risk’ and so may not be connected to the University of Regina’s support services until they’ve dug a rather deep hole already.

By making applicant’s post-secondary grades the basis for admission at 15 credit hours, the Faculty equalizes the treatment of students in similar academic situations, regardless of where they commenced post-secondary studies. Because the Faculty routinely admits students with a UGPA less than 60% with conditions on their registration that mimic those of students placed on academic probation, the Faculty will also be better able to identify ‘at-risk’ transfer students and support their success.

B. Core Requirements
MOTION to revise the Faculty of Arts Fine Arts core requirement to include additional subjects taught by the Faculty of Fine Arts.

9.9.1.1 Core requirements: (30 credit hours)
As part of their degree programs, all students in the Faculty of Arts are required to complete one course from each of the following categories (two courses from the Language category):

... Fine Arts: Classes that develop an awareness and appreciation of artistic scholarship and creation an understanding of Fine Arts, such as drama, visual arts, film or music.
Any course in ART, ARTH, CTCH, FA, FILM, MU, MUEN, MUCO, MUHI, MUTH, THAC, THDS, THEA or THST, THST.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Core requirements summary, see details above</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, GEOG 205 or SOST 201, ECON 224</td>
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</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, CTCH, FA, FILM, MU, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST, THEA</td>
<td></td>
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</tbody>
</table>
APPENDIX II

| 3.0 | Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121 |
| 3.0 | One of: ENGL 110; PHIL 100; SOST 110 |
| 3.0 | Two language courses (or one six-credit class) in any language other than English. |
| 3.0 | Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120 |
| 3.0 | Any course in HIST or CLAS 100 or IDS 100 |
| 3.0 | 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 |
| 3.0 | Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 310AA-ZZ; 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. |

Refer to the text above for further details.

**Rationale**

The previous wording of this requirement precluded the inclusion of new courses being offered by the Faculty of Fine Arts. Fine Arts believes these new courses are consistent with the Faculty of Arts’ requirement for a course in Fine Arts and provided this revision so these courses could be included and open to Arts students.

**C. Department of Philosophy and Classics**

MOTION to revise the BA Major in Classical and Medieval Studies to require one of HIST 261 or 262 (instead of HIST 264, which is no longer offered), and to allow students to take the other of the two as an ‘approved elective’ in either Section B: Cognate Courses in the Ancient World or Section C: Cognate courses in the Medieval World.

**9.32.6 MAJOR IN CLASSICAL AND MEDIEVAL STUDIES**

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Classical and Medieval Studies major</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A: Required courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS 150</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS 151</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of HIST 261 or 262 or 264</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>HIST 265</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>HIST 266</td>
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<tr>
<td><strong>Section B: Cognate courses in the Ancient World</strong></td>
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<tr>
<td>3.0</td>
<td>Four or five** of: ARTH 201, CLAS 160, 161, 200, 250, 251, 260, 261, 210, 211, 220, 290AA-ZZ, 291, 390AA-ZZ, HIST 261 or 262***</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>464, PHIL 210, 211, 310AJ, 3121412, PSCI 310, RLST 215, 378, STS 230, THEA 350</td>
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</tbody>
</table>
## Section C: Cognate courses in the Medieval World

| 3.0 | Four or five** of: ARTH 202, ENGL 300, 325-327, 361, 362, 400, 405, FR 315, HIST 115, 116, 224, 261 or 262***, 366, 367, 368, 466, 467. |
| 3.0 | MU 203, 210, PHIL 212, PSCI 317, RLST 328, 415, STS 231, THEA 351 |
| 3.0 | Additional Section B or C course |

** Either 4 or 5 courses from Section B, or 4 or 5 courses from Section C, for a total of 9 courses from B and C.  
*** Students may receive credit for whichever of these courses was not used to fulfill the “HIST 261 or 262” requirement of Section A. 

At least three courses from Sections B and C must be at the 300- or 400-level.

### 45.0 Subtotal

### Arts Core Requirements

| 3.0 | ENGL 100 |
| 3.0 | Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, GEOG 205 or SOST 201, ECON 224 |
| 3.0 | Any course in ART, ARTH, FA, FILM, MU or THEA |
| 3.0 | Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121 |
| 3.0 | One of: ENGL 110; PHIL 100; SOST 110 |
| 0.0 | Two language courses (or one six-credit class) in any language other than English. Requirement met in major |
| 0.0 | Requirement met in major |
| 3.0 | Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120 |
| 0.0 | Any course in HIST or CLAS 100 or IDS 100 Requirement met in major |
| 3.0 | 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 |
| 3.0 | Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 310AA-ZZ; 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. |

Refer to §9.9.1.1 for further details.

### 24.0 Subtotal

### Open Electives

| 51.0 | 17 elective courses |
| 120.0 | Total: 60% PGPA & UGPA required |

### HIST 261 3:3-0

**Introduction to Ancient Greece**

This course introduces students to the history of ancient Greece. The emphasis is on social, political, cultural and military themes, from the Bronze Age through to the Hellenistic Period.  

*** Prerequisite: One 100-level HIST course or completion of 15 credit hours ***

### HIST 262 3:3-0

**Introduction to Ancient Rome**

This course introduces students to the history of ancient Rome. The emphasis is on social, political, cultural and military themes, from the Regnal Period (c. 750-510 BC) through to the Principate (c. 31 BC-AD 300).  

*** Prerequisite: One 100-level HIST course or completion of 15 credit hours ***
APPENDIX II

Rationale
HIST 261 and 262 replace HIST 264. It is anticipated that students completing this major may be interested in taking both of these courses, the program requirements have been adjusted to allow them to be able to do so.

MOTION to revise the minor in Classical Studies to add HIST 261 and 262 as acceptable courses for its completion.

9.32.5 MINOR IN CLASSICAL STUDIES

The prerequisite for PSCI 310 for students minoring in Classical Studies is completion of 30 credit hours. (See your Faculty or federated college office to obtain prior approval before registering.)

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Classical Studies minor, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>TWO courses in either Latin or Greek, chosen from ONE of the following groups: CLAS 150, 151, 250, 251 CLAS 160, 161, 260, 261</td>
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</tr>
<tr>
<td>3.0</td>
<td>CLAS course or HIST 261 260</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS course or HIST 262 264</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS course</td>
<td></td>
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<tr>
<td>3.0</td>
<td>CLAS course or approved elective (ARTH 201, HIST 460, HIST 260, 464, PHIL 210, PHIL 211, PHIL 310AA, PSCI 310, RLST 215, 315, THEA 350)</td>
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<tr>
<td>18.0</td>
<td>CLAS Minor – 65% GPA required</td>
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</table>

Rationale
Since HIST 264 has been replaced with two courses (261 and 262), the requirements for the minor must be updated. It is also anticipated that students completing the minor may be interested in both of these replacement courses, so the requirements have been adjusted to allow that to be an option.

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
None.

B. Revised Courses
1. Department of Geography and Environmental Studies

GEOG 246 324 3:3-0
Urban Geography
The course examines cities as systems viewed at global, national, and local levels. Economic and social patterns and linkages are stressed. Special emphasis is placed on the Canadian urban system and the urban geography of Regina.
*** Prerequisite: 30 credit hours, including GEOG 100 or 120, or permission of Department Head ***
*Note: Formerly numbered GEOG 324. Students may receive credit for only one of GEOG 324 or 246.
APPENDIX II

Rationale
Last year, Geography began to redesign its urban geography curriculum by shifting its old 400-level course (Geog 424: Urban Planning) into the 3rd year (Geog 346: Urban Planning) to make room for a planned introduction of a new 400-level course on Urban Heritage. The motion presented here completes this curriculum update by shifting the existing 300-level course into the 2nd year.

2. International Studies Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 390</td>
<td>3:3-0</td>
<td>Selected Topics in International Studies - and AA-ZZ series</td>
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<tr>
<td></td>
<td></td>
<td>Current interest and occasional offerings that are relevant to international studies.</td>
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<tr>
<td></td>
<td></td>
<td>*** Prerequisite: IS 100 (and potentially other courses) ***</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 390DC</td>
<td>3:3-0</td>
<td>Washington Center Academic Seminars</td>
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<td>This course, takes place in Washington, D.C. under the auspices of the Washington Center, involves readings, discussions, written assignments, lectures and seminars on topics pertaining to United States and International politics. The seminars may be pertinent to a variety of disciplines, including History, Political Science, and International Studies.</td>
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<tr>
<td></td>
<td></td>
<td>* Prerequisite: One IS course or completion of 30 credit hours.*</td>
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<td></td>
<td></td>
<td><em>Note: This course is offered on a Pass/Fail basis</em></td>
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</tbody>
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Rationale
IS 390DC is to be offered to students on a pass/fail basis. Since the ‘base course’ – 390 – does not offer that option, this motion is required as a remedy.

3. Women’s and Gender Studies Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGST 220</td>
<td>3:3-0</td>
<td>Feminist Research and Methodology: The Practice of Feminist Research: Power and Inequality</td>
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<td></td>
<td>This course examines the research process through feminist lenses, engaging with questions about power, inequality and positionality inherent in doing research. Considerations of how power relations inform the various steps in the research process are examined from the selection of topics to the presentation of findings.</td>
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<tr>
<td></td>
<td></td>
<td>*** Prerequisite: WGST 100, or permission of coordinator ***</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Note: Formerly numbered WMST 280AF. Students may not receive credit for both WGST 220 and WMST 280AF. *</td>
</tr>
</tbody>
</table>

Rationale
This course has tended to be undersubscribed, but is central to WGST and a required course. At the request of the Coordinator, the faculty member responsible for the course was asked to rework it in order to attract more students and to reflect new research in the field.

C. Deleted Courses

None.
Date: 14 November 2013

To: B Liski, Associate Registrar, Academic Policy Services and Ceremonies

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 and the Centre for Continuing Education recommends approval of the following motions.

MOTION to revise the requirements for the Certificate and Diploma in Liberal Arts to align with the Faculty of Arts core requirements.

9.9.15 LIBERAL ARTS CERTIFICATE

The Certificate is designed to recognize students who, during their first year of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade.

9.9.16 LIBERAL ARTS DIPLOMA

The Diploma is designed to recognize students who, during their first two years of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade. The Diploma also encourages students to find a field of study that most excites their curiosity and to begin developing a deeper understanding of that field.

9.31 LIBERAL ARTS

<table>
<thead>
<tr>
<th></th>
<th>Liberal Arts Certificate, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX III

<table>
<thead>
<tr>
<th>3.0</th>
<th>Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A natural science course with laboratory work (for a list of eligible courses see §9.9.1.1)</td>
</tr>
<tr>
<td>3.0</td>
<td>One of ENGL 110, PHIL 100, SOST 110</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>
</tr>
<tr>
<td>3.0</td>
<td>Two courses, in different subject areas, from List A (see §9.31.3)</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 328, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in INA, INAH, INCA, ING, INHS or any one of ENGL 310AA-ZZ, GEOG 344, HIST 310, JS 390, 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>
</tr>
<tr>
<td>3.0</td>
<td>Two courses, in different subject areas, from List B (see §9.31.3)</td>
</tr>
<tr>
<td>12.0</td>
<td>Four elective courses</td>
</tr>
<tr>
<td>30.0</td>
<td>Total: 60% PGPA required</td>
</tr>
</tbody>
</table>

Eligibility further requires that students have:

- taken at the University of Regina at least 50% of the 10 courses used to satisfy the requirements for the certificate; and

### 9.31.2 LIBERAL ARTS DIPLOMA

The Diploma is designed to recognize students who, during their first two years of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade. The Diploma also encourages students to find a field of study that most excites their curiosity and to begin development of a deeper understanding of that field.

The Diploma is available to any student registered at the University of Regina. To be eligible, students must have successfully completed (and/or received transfer credit for) 20 University of Regina courses (60 credit hours). Eligibility further requires that students have:

- successfully completed (or received transfer credit for) a set of courses capable of satisfying the requirements for any minor defined within the Faculty of Arts portion of the Undergraduate Calendar;
- taken at the University of Regina at least 50% of the 20 courses used to satisfy the requirements of the diploma;
- attained a PGPA of at least 60% in the 20 courses used to satisfy the requirements of the diploma; and

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Liberal Arts Diploma, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, GEOG 205 or SOST 201, ECON 224</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, FA, FILM, MU or THEA</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One course in logic or math</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>
</tbody>
</table>
### APPENDIX III

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>One of: ENGL 110; PHIL 100; SOST 110</td>
</tr>
<tr>
<td>3.0</td>
<td>Two language courses (or one six-credit class) in any language other than English. Any two courses in the same language other than English</td>
</tr>
<tr>
<td>3.0</td>
<td>One course from List A* (see §9.31.3)</td>
</tr>
<tr>
<td>3.0</td>
<td>One course from List B* (see §9.31.3)</td>
</tr>
<tr>
<td>3.0</td>
<td>One course in fine arts*</td>
</tr>
<tr>
<td>3.0</td>
<td>One natural science course with a laboratory* (for a list of eligible courses see §9.9.1.1)</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>
</tr>
<tr>
<td>3.0</td>
<td>Any course in HIST or CLAS 100 or IDS 100</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), JS, PSYC, SOC, SOST or WGST</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 310AA-ZZ, 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>
</tr>
<tr>
<td>3.0</td>
<td>One course in a new subject in Arts, Fine Arts, or Science, excluding JS or JRN.*</td>
</tr>
<tr>
<td>3.0</td>
<td>One course in a new subject in Arts, Fine Arts, or Science, excluding JS or JRN.*</td>
</tr>
<tr>
<td>3.0-9.0</td>
<td>One to three elective courses</td>
</tr>
<tr>
<td>60.0</td>
<td>Total: 60% PGPA required</td>
</tr>
</tbody>
</table>

Note: The six courses marked * must all be in different subjects. Some requirements may be met by courses in the major and minor subjects.

### 9.31.3 Lists A and B

List A includes courses from: catholic studies, classical studies, environmental studies, health studies, humanities, intercultural leadership, interdisciplinary studies, international studies, languages (including 200- or 300-level English courses), linguistics, prairie studies, philosophy, religious studies, science and technology studies, and women’s and gender studies.*

List B includes courses from: anthropology, catholic studies, economics, environmental studies, geography, health studies, history, Indigenous studies, Indian health studies, intercultural leadership, interdisciplinary studies, international studies, prairie studies, political science, psychology, sociology or social studies, and women’s and gender studies.*

### Rationale

The requirements for these programs now align with the Faculty of Arts core requirements.
ITEMS FOR APPROVAL

The Faculty of Education Council recommends the following motions for approval:

ELEMENTARY PROGRAM

1. ECS 301 and EFLD 310
   Motion 1
   In order to pass ECS 301 a student in the Pre K-5 cohort must also pass EFLD 310.

   Rationale:
   Failure to meet the minimum requirements of field experience (EFLD 310) calls for appropriate remediation that can best happen through ECS 301.

2. ECS 311 and EFLD 311
   Motion 2
   In order to pass ECS 311 a student in the Pre K-5 cohort must also pass EFLD 311.

   Rationale:
   Failure to meet the minimum requirements of field experience (EFLD 311) calls for appropriate remediation that can best happen through ECS 311.

3. ECS 301 and EFLD 317
   Motion 3
   In order to pass ECS 301 a student in the Middle Years cohort must also pass EFLD 317.

   Rationale:
   Failure to meet the minimum requirements of field experience (EFLD 317) calls for appropriate remediation that can best happen through ECS 301.

4. ECS 311 and EFLD 318
   Motion 4
   In order to pass ECS 311 a student in the Middle Years cohort must also pass EFLD 318.

   Rationale:
   Failure to meet the minimum requirements of field experience (EFLD 318) calls for appropriate remediation that can best happen through ECS 311.
APPENDIX IV

SECONDARY PROGRAM

1. Motion 1
That Aesthetics and Religious Education minors be dropped as secondary offerings on the Teacher Education Admission Profile (TEAP).

Rationale:
Historically, enrollment in both minor offerings has been negligible. Furthermore, Campion College, Luther College and the University of Regina will provide courses in Religious Studies if a student chooses electives in that field of study. Students seeking employment with Catholic School Divisions in Saskatchewan no longer require a Religious Studies course.

2. Motion 2
That in order to pass ECS 350, a student must also pass the pre-internship field component.

Rationale:
Students have previously registered in a separate course registration number (crn) for the field component of ECS 350 that was independent of the course section. When a student did not attend the field component or failed ECS 350, there was no opportunity for remediation as the field component was not associated with the course.

BACCALAUREAT EN ÉDUCATION FRANÇAISE PROGRAM

1. Motion 1
The contact hours of the following pre-internship courses are revised from 3 to 2.5 hours: 3:2.5-.5
- Bacccalauréat en éducation élémentaire program courses– Session 5 et 6 (premier cycle - BEd), Session 7 et 8 (premier cycle – BABEd) et Session 1 et 2 (BEADs)
- DART 315 Didactique des arts à l’élémentaire
- DESO 315 La didactique des sciences humaines à l’élémentaire
- DEPH 315 La didactique de l’éducation physique à l’élémentaire
- DMTH 315 L’enseignement des mathématiques à l’élémentaire
- DMXE 315 Didactique du mieux-être
- DSCI 315 L’enseignement des sciences à l’élémentaire

Bacccalauréat en éducation secondaire program courses– Session 5 et 6 (premier cycle - BEd), Session 7 et 8 (premier cycle – BABEd) et Session 1 et 2 (BEADs)
- DFMM 350 Lecture et écriture dans les matières
- DFRN 351 Principes de l’apprentissage et de l’enseignement de la langue seconde
- DLNG 351 Enseignement de l’écriture et de la grammaire au secondaire

Rationale:
That a change be made in the university academic calendar in order to reflect the manner in which the contact hours are divided between time spent in the classroom in Bac classes and the time spent in the pre-internship for third year winter semester classes. That the calendar be changed from 3 hours to 2.5 contact hours and 0.5 field hours.

CERTIFICATE IN ADULT EDUCATION AND TRAINING

1. Motion 1
That admission to the Certificate in Adult Education and Training (CAET) program, be suspended effective January 2014
APPENDIX IV

Rationale:
Admission is suspended because of continued low enrollment that is not sustainable.
(Certificate Review documents attached – Appendix 1 and 2).

2. Motion 2
That the sunset clause for completion of the program by current students in the Certificate in Adult Education and Training (CAET) be the Fall of 2015.

Rationale:
An audit of the CAET program reveals approximately 20 active students in the program with an additional 30 inactive students. To facilitate the completion of this program, two complete rotations of the 5 courses comprising the certificate will be offered over a two year cycle between January 2014 and December 2015. Attached in “Appendix A” is a sample of the letter we intend on providing to students in the CAET program.

3. Motion 3
That the Certificate in Adult Education and Training (CAET) be retired effective January 2016.

Rationale:
The CAET Program has encountered a number of different circumstances which have impacted the Certificate:

- In 2009 the Faculty of Education retired the Bachelor of Adult Education and Training (BAET), the program that CAET students traditionally laddered into.
- The SIAST Faculty Certification Program (SIAST FCP) has been running for a number of years and has drawn students who would be enrolling in the CAET. The SIAST FCP offers similar courses to the CAET program.
- Student enrolments in the CAET have been diminishing, and for the last few years the Faculty of Education and the Centre for Continuing Education (CCE) have been sharing the loss on under subscribed CAET courses. These current numbers are not sustainable.
- The CCE Certificate Review identified significant competition in the market place, further reducing the student base from which to draw.

As a result of the foregoing, the Faculty of Education and CCE have mutually agreed to retire the CAET.

EDUCATION CURRICULUM CHANGES

1. Motion 2
That sub-section 11.7.3 of the Faculty of Education in the University undergraduate calendar - Grades of “IN” in Internship be revised as follows;

From:
Students who receive a grade of incomplete (IN) in pre-internship or internship will receive a failing grade of “F” if additional requirements have not been completed or arranged within one year of the first attempt of pre-internship or internship. A student who does not successfully complete internship must have permission of the Director of Professional Development and Field Experiences and of the Faculty of Education Student Program Centre (in consultation with others, as appropriate) before continuing in the program. A grade of “incomplete” for internship will normally mean that an additional semester of internship will be required. A grade of “fail” will normally mean that the student will be required to discontinue under faculty regulations. The latter ruling is subject to appeal and review.

To:
Students who receive a grade of Incomplete -“IN” or Failed -“F” in either pre-internship or internship; and who voluntarily withdraw or are required to withdraw for academic and/or professional reasons must reapply within one year from the date of the first attempt to the Professional Development and Field Experience Office, for approval to complete or reattempt pre-internship and/or internship. Failure to reapply within the time limit will result in a permanent grade of Failure-“F” on a transcript, and the student will be required to discontinue under faculty regulations which are subject to appeal and review.
APPENDIX IV

Rationale:
Revised to provide better clarity in the undergraduate calendar to students.

2. Motion 3
That the major approved electives for the Secondary Social Studies major include 200 level or higher courses in Anthropology, Economics, Geography, History, Indigenous Studies, Political Studies or Sociology.

Rationale:
This is to provide more flexibility for students who are Secondary Education majors.

3. Motion 4
That the proposed change to the Pre-Intern Professional Development Profile and Cooperating Teacher’s Report include an evaluation by the Faculty Advisor as identified on the report.

Rationale:
The Professional Development Committee has passed a motion in favour of the proposed change for all undergraduate teacher education programs in the faculty. This was also unanimously recommended by the Joint Field Experience Committee. This process reflects a more collaborative approach to assessment and evaluation involving the co-operating teacher and the faculty advisor.

4. Motion 5
That ENGL 310AA-ZZ, special topics in Indigenous People of North America, be included as an option for the Canadian literature requirement for secondary English majors on the PROGRAM template.

Rationale:
All English majors are required to complete at least one course in Canadian literature, a list that includes a variety of courses including special topics, genres (Canadian drama, poetry, or short stories) and survey courses, as well as Humanities 260, an interdisciplinary course on Canadian identities. In practice, the Residential School Literature course offered by FNUC has been approved routinely as an alternative for the Canadian requirement. This motion is intended to formally endorse that practice, but will also allow for other emergent special topics in Indigenous People of North America as they are developed.

5. Motion 5
That ECS 210 is opened for registration to non-Education students, but that the policy is re-evaluated after 2 years.

Rationale:
In response to a request from the Dean.

ITEMS FOR INFORMATION

1. ERDG 425
Motion 1
That the course description and title of ERDG 425 be changed as follows:

ERDG 425 – Culturally Responsive Literacy Education
This critical multicultural literacy assessment and instruction course examines the purposes of literacy and assessment and provides teachers with knowledge and experience to design and implement assessment and instruction within broader views of culture, literacy and assessment. Normally in this course, students will engage in instructing school-aged learners.
APPENDIX IV

Rationale:
The proposed description and course title more accurately describes the approach taken to literacy education in this course. The deficit model that formerly informed this course is no longer considered appropriate for contemporary classrooms.

2. The pre-internship courses for the Arts Education, Baccalauréat En Éducation Française, Elementary Education and Secondary Education programs, are revised from 3 to 2.5 contact hours on an experimental basis for the winter 2014 semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAES 310</td>
<td>Introduction to Arts Education (Pre-K to Grade 5)</td>
</tr>
<tr>
<td>ECS 302</td>
<td>Pedagogy, Theory and Practices I (Arts Education Program)</td>
</tr>
<tr>
<td>ECS 310</td>
<td>Interprofessional Experiences in Teaching</td>
</tr>
<tr>
<td>ECS 311</td>
<td>Pedagogy, Theory and Practices II (Elementary, Pre-K to Grade 8)</td>
</tr>
<tr>
<td>ECS 312</td>
<td>Pedagogy, Theory and Practices II (Arts Education Program)</td>
</tr>
<tr>
<td>ECS 350</td>
<td>Pedagogy: Theory and Practices II (Secondary Program)</td>
</tr>
<tr>
<td>ECS 410</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>EHE 310</td>
<td>Health Education in the Elementary School (Pre-K to Grade 5)</td>
</tr>
<tr>
<td>EHE 317</td>
<td>Teaching Health for Social Change</td>
</tr>
<tr>
<td>EHE 350</td>
<td>School Health Education</td>
</tr>
<tr>
<td>EHE 487</td>
<td>Curriculum Content and Theories of Instruction in Family Life Education</td>
</tr>
<tr>
<td>ELNG 350</td>
<td>Secondary English Methodology Literature</td>
</tr>
<tr>
<td>ELNG 351</td>
<td>Secondary English Methodology: Composition, Language and Media</td>
</tr>
<tr>
<td>EMTH 310</td>
<td>Teaching Mathematics in Elementary Schools</td>
</tr>
<tr>
<td>EMTH 317</td>
<td>Teaching Mathematics in the Middle Years</td>
</tr>
<tr>
<td>EMTH 350</td>
<td>Curriculum Content in Secondary Mathematics II</td>
</tr>
<tr>
<td>EMTH 351</td>
<td>Theories of Instruction in the Teaching of Secondary School Mathematics</td>
</tr>
<tr>
<td>EMUS 350</td>
<td>Music Instruction in Secondary Schools</td>
</tr>
<tr>
<td>EMUS 366</td>
<td>Methods and Materials for Class Choral Instruction</td>
</tr>
<tr>
<td>EPE 350</td>
<td>Theories of Instruction in Secondary School Physical Education</td>
</tr>
<tr>
<td>ERDG 310</td>
<td>Teaching Literacy for a Better World (Pre-K to Grade 5)</td>
</tr>
<tr>
<td>ERDG 317</td>
<td>Teaching Critical Literacy</td>
</tr>
<tr>
<td>ESCI 310</td>
<td>Science Education (Pre-K to Grade 5)</td>
</tr>
<tr>
<td>ESCI 350</td>
<td>Curriculum and Instruction in Secondary School Science</td>
</tr>
<tr>
<td>ESCI 351</td>
<td>Special Topics in Secondary School Science Education</td>
</tr>
<tr>
<td>ESST 317</td>
<td>Teaching Engaged Citizenship: Social Studies and Social/Environmental Activism</td>
</tr>
<tr>
<td>ESST 350</td>
<td>Theories of Instruction in the Teaching of Secondary Social Studies</td>
</tr>
<tr>
<td>ESST 360</td>
<td>Special Topics in Social Studies Education</td>
</tr>
<tr>
<td>EVIS 328</td>
<td>Appreciation of the Visual Arts: Methods of Teaching</td>
</tr>
</tbody>
</table>

Rationale:
The decision to reduce contact hours from 3.0 to 2.5 in the pre-internship semester was taken in response to feedback from students and faculty as part of the renewed program review, and above all the goal to strengthen the connection between theory and practice.
To: Bev Liski, Associate Registrar, Academic Policy Services and Ceremonies, Registrar’s Office

From: Dr. Satish Sharma, Associate Dean (Academic)
Faculty of Engineering and Applied Science

Date: November 28, 2013

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

The Faculty of Engineering and Applied Science submits and offers for approval the following items which have been approved by the Faculty of Engineering and Applied Science.

I. ITEMS FOR APPROVAL:

Environmental Systems Engineering Program

MOTION 1: to replace ENEV 322 with BIOL 223, effective Fall 2014:

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BASc in Environmental Systems Engineering, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 (Fall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CHEM 104</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGG 123</td>
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<tr>
<td>3.0</td>
<td>MATH 122</td>
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<td>3.0</td>
<td>PHYS 109</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 110</td>
<td></td>
</tr>
<tr>
<td>Semester 2 (Winter)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CS 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGG 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 111</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>PHYS 119</td>
<td></td>
</tr>
<tr>
<td>Semester 3 (Fall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CHEM 140</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENEV 223</td>
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<tr>
<td>3.0</td>
<td>ENGG 240</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GEOL 102</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENEL 280</td>
<td></td>
</tr>
<tr>
<td>Semester 4 (Winter, Spring/Summer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON 201</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Humanities Elective</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENIN 241</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 213</td>
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<tr>
<td>3.0</td>
<td>STAT 160</td>
<td></td>
</tr>
<tr>
<td>Semester 5 (Fall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENEV 322 BIOL 223</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENEV 261</td>
<td></td>
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</tbody>
</table>
**APPENDIX V**

<table>
<thead>
<tr>
<th>Semester 6 (Spring/Summer)</th>
<th>3.0</th>
<th>ENEV 321</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
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<td>ENEV 422</td>
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<td>Semester 7 (Winter)</td>
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<tr>
<td>3.0</td>
<td>ENEV 334</td>
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<tr>
<td>3.0</td>
<td>ENEV 384</td>
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| Total                      | 136.0 |

* Approved Electives (these electives may not be offered regularly):

- Choose at least three from the following: ENEV 465, ENEV 475, ENEV 484, ENEV 463, ENEV 408, ENIN 350, ENIN 453, ENIN 455, ENPE 490
- Choose at most one from the following: ENIN 430, ENIN 433, BUS 260, BUS 302

**Humanities Elective (choose one):** ENGL 110, PHIL 100, PHIL 241, PHIL 242, PHIL 272, PHIL 273, PHIL 275, RLST 100, WGST 100

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**Rationale:** The course description of ENEV 322 Applied Microbial Systems is very similar to BIOL 223 which is taught by a microbiologist. This will eliminate duplication of courses and utilize resources efficiently.

**II. ITEMS FOR INFORMATION:**

1) Revise the Software Systems Engineering prerequisites as indicated below, effective 2014-20:

ENSE 470 - Software Systems Design
APPENDIX V

This course introduces issues that arise in large-scale software projects. Topics: introduction to software process, requirements analysis, UML, object modelling, design patterns, API design principles, debugging and testing strategies, performance, portability. Both individual and group programming projects will be assigned. ***
Prerequisite: ENSE 274  CS 215***

ENSE 471 - User Interface Programming
This course focuses on the design and implementation of computer-based user interfaces. Topics: software architectures for interaction, computer graphics, I/O devices, user interface design methodologies and principles, user interface evaluation. ***Prerequisite: CS 372  CS 215***

ENSE 475 - Software Testing and Validation
Software testing strategies; functional and structural testing, unit and integration testing, system testing, acceptance tests, ATE systems, test executives, diagnostic design and ensuring testability; simulation for missing components; risk and reliability analysis, safety critical systems, security tests. ***Prerequisite: ENSE 274  CS 215***

Rationale: Current prerequisites for these courses refer to classes that are no longer required in the Software Systems Engineering program.
APPENDIX VI

FACULTY OF FINE ARTS

TO: Council Committee on Undergraduate Admissions and Studies

FROM: Wes Pearce, Associate Dean Undergraduate, Fine Arts

DATE: November 5, 2013

Items for approval

Motion 1:
That FA 202, Indigenous Issues in the Arts, be added as a required course in the Bachelor of Arts, Fine Arts Major, Creative Technologies concentration program. The course will be added to the Culture and Society Critical Competency portion of the degree, and 3.0 credit hours will be removed from the open elective portion of the program.

Rationale: The BA, FA major program, Creative Technologies concentration has ample room in its current open electives to make room for this important course and still leaves room for a double major or minor for students. The open electives will move from 42.0 credit hours to 39 credit hours with this change.

Motion 2:
To add FA 202 (3 CH) in the Critical Competencies, Culture and Society category of the BA in FA-Film Studies concentration degree and to remove 3 credit hours from the open elective category.

Motion 3:
To add FA 202 (3 CH) in the Critical Competencies, Culture and Society category of the BA Honours in FA major–Film Studies concentration degree, and to remove 3 credit hours from the Open Elective category.

Motion 4:
To add FA 202 (3 CH) in the Critical Competencies, Culture and Society category of the BFA Film Production degree, and to remove 3 credit hours from the Fine Arts elective category.

Rationale: To make room in each Film program for FA 202 Indigenous Issues in the Arts, a newly required course for Film students, in each degree program.

Motion 5:
That FA 202 be required in all music programs except the Bachelor of Music Education and the three year BA (Music Special Three Year) and be required in the Critical Competency Requirement subsection Culture and Society. Total culture and society credit hours will remain at 6.
Rationale: To make room in each program for FA 202 Indigenous Issues in the Arts, a newly required course for Music students, in each degree program.

Motion 6:
That FA 202 be made a required Critical Competency for the Bachelor of Arts, Theatre and Performance Major, Bachelor of Arts, Theatre and Performance Major (Acting Concentration), Bachelor of Arts, Theatre and Performance Major (Design/Stage Management Concentration). Further that FA 202 be situated in the Culture and Society array and that ALL 3 programs delete a “Critical Competency course or Fine Arts Elective” to facilitate this addition.

Motion 7:
That FA 202, Indigenous Issues in the Arts, be a required course in all Visual Arts degree programs (excluding the 3 year special program taken concurrently by Arts Education students). The course may be counted in the Culture and Society Critical Competency portion of the degree. Total credit hours in the Culture and Society portion of each degree will remain the same as currently constituted.

Broader Rationale: This course clearly reflects the directions of the strategic plan, mâmawohkamâtowin: Our Work, Our People, Our Communities reflecting on the ongoing efforts to indigenize University of Regina and builds upon the history of Fine Arts as an area that has been traditionally supportive of Indigenous arts and is seen as furthering the contexts and content of the faculty’s plans for greater indigenization without encroaching on the established courses and pedagogies of our colleagues at First Nations University of Canada. First Nations University of Canada supports the creation of the course with the caveat that it does not erode existing indigenous content in programs and degrees.

Items For Information:

ITEM 1: that the following MU and MUCO course descriptions be revised as follows:

Currently:
MU 349 Piano Pedagogy
Not offered every year. Approaches to the teaching of the repertoire of the piano, surveying materials and methods appropriate to all levels of playing, and including a study of practice techniques.

To read:
MU 349 Piano Pedagogy
This course is designed to introduce students to a select variety of topics in the field of piano pedagogy, ranging from beginning to late-intermediate levels. Students will be introduced to various methods and pedagogy texts, and will observe and assist in private and group lessons.

Currently:
MUCO 317 Introduction to composition I
Not offered every year. Introduction to the different writing styles in music composition since 1900.
***Prerequisite: MU 222***
*Note: Students cannot receive credit for MU317 and MUCO 317*
APPENDIX VI

To read:
**MU CO 317 Introduction to Composition I**
Introduction to different writing styles in music composition since c. 1900. This course will enable you to write imitative works in a variety of musical styles.
***Prerequisite: MU 222***
*Note: Students cannot receive credit for MU317 and MU CO 317

Currently:
MU CO 326 Introduction to Computers in Music
Not offered every year. Computer techniques used in music such as notation, editing, sound production and recording. Intended primarily for students in BMus, BMusEd, and BA (music) programs. Students may not receive credit for both MU326 and MU CO 326.
*Note: Priority given to Music Composition majors.

To read:
**MU CO 326 Introduction to Computers in Music**
Taught in an electronic studio environment, this course introduces computer techniques used in music notation, editing, sound production and recording.
*Note: Students cannot receive credit for both MU326 and MU CO 326.

Currently:
MU CO 327 Introduction to Electronic Music
Not offered every year. Introduction to techniques of composing with digital electronic equipment such as Pro Tools, Digital Performer and Max/MSP.
***Prerequisite: MU 326 and MU 321, or permission of the Department Head.
*Note: Priority given to Music Composition majors.
*Note: Students may not receive credit for both MU 327 and MU CO 327.

To read:
**MU CO 327 Introduction to Electronic Music**
Introduction to techniques of composing with professional electronic equipment such as Pro Tools, Digital Performer and Max/MSP. This course is taught in an electronic studio environment.
***Prerequisite: MU 326 or MU CO 326 and MU 321 or MUTH 321, or permission of the Department Head.
*Note: Students may not receive credit for both MU 327 and MU CO 327.

Currently:
MU CO 340 Instruments of the Orchestra.
Not offered every year. Study of all orchestral instruments including technique and acoustic approaches, ranges, and writing in idiomatic style.
***Prerequisite: MU 322 or permission of the Department Head.
*Note: Student cannot receive credit for MU 340 and MU CO 340.
APPENDIX VI

To read:  
**MUOC 340 Instruments of the Orchestra**  
Study of all orchestral instruments including technical and acoustic approaches, ranges and writing in idiomatic style. This course will enhance your ability to appreciate orchestral repertoire of all eras.  
***Prerequisite: MU 322 or MUTH 322 or permission of the Department Head.  
*Note: Student cannot receive credit for both MU 340 and MUCO 340.**

**MUOC 417**  
Spelling correction: “doffent” to “different”.

Currently:  
MUOC 440 Orchestration  
Not offered every year.  
Study of compositional developments and techniques of orchestration since the Classical period.  
***Prerequisite: MUOC 340 or permission of the Department Head.  
*Note: Student cannot receive credit for MUOC and MU 456.**

To read:  
**MUOC 440 Orchestration**  
Study of compositional developments and techniques of orchestration since the Classical period. At the conclusion of this course you will be able to write arrangements for a variety of musical ensembles.  
***Prerequisite: MUOC 340 or permission of the Department Head.  
*Note: Student cannot receive credit for MUOC and MU 456.**

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**ITEM 2: that the following MUEN course descriptions be revised as follows:**

Currently:  
MUEN 101 University Concert Band  
*Note: a $100 materials fee will be charged to students registered in section 003.

To read:  
**MUEN 101 University Concert Band**  
Anon-auditioned ensemble open to all students and community members. This ensemble focuses on performing exciting and dynamic repertoire.  
*Note: a $100 materials fee will be charged to students registered in section 003.

Currently:  
MUEN 107 University Wind Ensemble  
The Wind Ensemble is a competitively auditioned ensemble and admission is at the discretion of the ensemble director. Music majors must be registered in Concert Band in order to participate in Wind Ensemble. Non-music majors may register in Wind Ensemble only.  
***Permission of the instructor is required to register in the fall.  
*Note: a $100 materials fee will be charged to students registered in section 003.
To read:

**MUEN 107 University Wind Ensemble**
An auditioned ensemble open to all students, including non-music majors. This ensemble performs challenging standard and contemporary wind band repertoire and boasts guest conductors and soloists as part of its concert series.
***Permission of the instructor is required to register in the fall.
*Note: a $100 materials fee will be charged to students registered in section 003.

Currently:
MUEN 131
University Concert Choir
*Note: a $100 materials fee will be charged to students registered in section 003.

To read:

**MUEN 131 University Concert Choir**
All are welcome to sing in the University Concert Choir! A dynamic ensemble of approximately 75 singers, its programming spans a wide range of genres and styles with regular performances with orchestra. All are required to meet with the instructor in the first weeks of school for a voice placement hearing.
*Note: a $100 materials fee will be charged to students registered in section 003.

Currently:
MUEN 135 University Chamber Singers
Select, auditioned group.
***Permission of the instructor is required to register in the fall.
*Note: a $100 materials fee will be charged to students registered in section 003.

To read:

**MUEN 135 University Chamber Singers**
University Chamber Singers is an elite multi-award winning 28-voice ensemble focusing on a cappella choral repertoire. Entrance is by audition only with heavy emphasis on sight-singing ability. Please contact the instructor for audition times. Singers must prepare an art Song or an aria for the audition.
***Permission of the instructor is required to register in the fall.
*Note: a $100 materials fee will be charged to students registered in section 003.

Currently:
MUEN 171 University Orchestra
**Permission from the instructor is required to register in the fall.
*Note: a $100 materials fee will be charged to students registered in section 003.

To read:

**MUEN 171 University Orchestra**
A high-level ensemble open to musicians from the Music Department, the university and the
APPENDIX VI

wider community (audition may be required). The University Orchestra performs challenging works in a wide range of styles and eras. Each semester it presents a full concert in the University Theatre.

ITEM 3: that the following MUHI course descriptions be revised as follows:
Currently:
MUHI 202 Music History Survey – Classical to Contemporary
A music history survey of selected works, styles, and trends from the classical to contemporary periods.
***Prerequisite: Music reading ability***
*Note: Student cannot receive credit for MU 202 and MUHI 202.

To read:
MUHI 202 Music History Survey – Pre-classical to Contemporary
This course traces the development of important musical styles, genres and forms from the second half of the 18th century to the late 20th century by placing representative composers and selected musical works into their appropriate socio-cultural and historical contexts. Emphasis is on developing basic listening, writing and research skills.
***Prerequisite: music reading ability***
*Note: Students cannot receive credit for both MU 202 and MUHI 202.

Currently:
MUHI 203 Music History Survey – Antiquity to Baroque
A music history survey of selected works, styles, and trends form the pre-classical to the modern periods.
***Prerequisite: MUHI 202 or permission of Department Head.***
*Note: Student cannot receive credit for MU 203 and MUHI 203.

To read:
MUHI 203 Music History Survey – Middle Ages to Baroque
This course traces the development of important early musical styles, genres, and forms by placing representative composers and selected musical works into their appropriate socio-cultural and historical contexts. Emphasis is on students honing their listening, writing, research and presentation skills.
***Prerequisite: MUHI 203 or permission of Department Head.***
*Note: Students cannot receive credit for both MU 203 and MUHI 203.

ITEM 4: That the following MUHI course descriptions be revised as follows:
Currently:
MUHI 204 Jazz Appreciation
The origins of jazz and study of its various styles.
*Note: Not available for credit in BMusEd program.
*Note: Students cannot receive credit for MU 110 and MUHI 204.
To read:

MUHI 204  Jazz Appreciation

An overview of the history and development of jazz music, tracing the performers and style periods in the genre from its 19th-century African-American origins through to the present. Students also study the social and historical factors that affected the development of jazz. Emphasis is placed on developing listening skills.
*Note: Not available for credit in BMusEd program.
*Note: Students cannot receive credit for both MU 110 and MUHI 204.

Currently:
MUHI 205  Themes in Popular Music
Intended for all students. No prerequisite (ability to read music not required) but not at an introductory level.
*Note: Students cannot receive credit for MU 320AG and MUHI 205.

To read:

MUHI 205  Themes in Popular Music

Selected topics from the rich variety of popular music genres, from the Beatles to Lady Gaga, rap, and hip hop. Several approaches are used, including race, gender, means of production and technology. Music-reading ability not required.
*Note: Students cannot receive credit for both MU 320AG and MUHI 205.

ITEM 5: That the following MUHI course descriptions be revised as follows:

Currently:
MUHI 301  Studies in Music of the Baroque Period
Not offered every year. Styles and trends of the baroque period.
***Prerequisite: MUHI 202 or permission of Department Head.***
*Note: Students cannot receive credit for MU 211 and MUHI 301.

To read:

MUHI 301  Studies in Music of the Baroque Period

This course views secular and sacred music from the 17th and first half of the 18th century through a variety of lenses, including compositional style, socio-cultural impact and performance practice. Emphasis is placed on honing students’ critical thinking, writing, research and presentation skills.
***Prerequisite: MUHI 202 or permission of Department Head.***
*Note: Students cannot receive credit for MU 211 and MUHI 301

Currently
MUHI 302  Music of the Classical Period
Not offered every year. Styles and trends of the classical period.
***Prerequisite: MUHI 202 or permission of Department Head.***
*Note: Students cannot receive credit for both MU 212 and MUHI 302.
To read:

**MUHI 302 Studies in Music of the Classical Period**

Haydn, Mozart and Beethoven are among the giants of the classical period in music. This course offers intense study of their works and compositional style, along with analysis of the socio-cultural role of music in Europe in the mid-18th to early 19th centuries. Emphasis is placed on honing students’ critical thinking, writing, research and presentation skills.

***Prerequisite: MUHI 202 or permission of Department Head.***

*Note: Students cannot receive credit for both MU 212 and MUHI 302.

Currently:
MUHI 303 Studies in Music in the Romantic Period
Not offered every year. Styles and trends of the romantic period.

***Prerequisite: MUHI 202 or permission of Department Head.***

*Note: Students cannot receive credit for both MU 213 and MUHI 303.

To read:

**MUHI 303 Studies in Music of the Romantic Period**

No other period has shaped music history more intensely and imaginatively than the 19th century. Contributions of representative composers to music literature of the Romantic Era (ca. 1800-1900) and the various forces that played a role in the creation and performance of musical works will be examined. Emphasis is placed on honing students’ critical thinking, writing, research and presentation skills.

***Prerequisite: MUHI 202 or permission of Department Head.***

*Note: Students cannot receive credit for both MU 213 and MUHI 303.

Currently:
MUHI 304 Studies in the Music of the Contemporary Period
Not offered every year. Styles and trends of the contemporary period.

***Prerequisite: MUHI 202 or permission of Department Head.***

*Note: Students cannot receive credit for both MU 214 and MUHI 304.

To read:

**MUHI 304 Studies in Music of the Contemporary Period**

Schoenberg, Stravinsky, Stockhausen, Glass – these are among the contemporary composers who changed music forever. This course focuses on the most important and radical developments in music during the 20th and 21st centuries. Emphasis is placed on honing students’ critical thinking, writing, research and presentation skills.

***Prerequisite: MUHI 202 or permission of Department Head.***

*Note: Students cannot receive credit for both MU 214 and MUHI 304.

Currently:
MUHI 305 History of Canadian Music
Not offered every year. The history of Canadian music to the present day.

***Prerequisite: MUHI 202 or permission of Department Head.***

*Note: Students cannot receive credit for both MU 215 and MUHI 305.
To read:

MUHI 305 History of Music in Canada

A wide-ranging study of the history of music in Canada, from the earliest settlements to the present day. Topics covered include classical, popular and indigenous genres. Emphasis is on the socio-cultural role of music in the evolution of Canada as a country.

***Prerequisite: MUHI 202 or permission of Department Head.***
*Note: Students cannot receive credit for both MU 215 and MUHI 305.

Currently:
MUHI 311 J. S. Bach and his contemporaries
Not offered every year. The life and works of J. S. Bach and his German, French and Italian contemporaries, including issues in performance practice of the period.
*Note: Students cannot receive credit for both MU 320AC and MUHI 311

To read:

MUHI 311 J. S. Bach and his Contemporaries

This course examines J.S. Bach’s life and works, the individuals and external forces that shaped them, and the impact that Bach’s music and its reception have had on global musical culture. Emphasis is placed on honing students’ listening, research, writing and presentation skills.
*Note: Students cannot receive credit for both MU 320AC and MUHI 311.
*Note: Music reading ability required; completion of MU 100 considered an asset.

ITEM 6: that the following MUHI course descriptions be revised to read as follows:

Currently:
MUHI 319 Music Cultures of the World

To read:

MUHI 319 Music Cultures of the World

An inclusive survey of classical, popular, and folk music traditions from around the world. As well as expanding their listening skills, students study music in culture and music as culture and, in the process, develop fresh approaches to their own musical traditions. Music-reading ability not required.
*Note: Students cannot receive credit for both MU 319 and MUHI 319.

Currently:
MUHI 320 Selected Studies in Music Literature
Not offered every year. Specific topics in music history and literature. For information, consult the Music Department.
*Note: Students cannot receive credit for MU 320 AA and MUHI 320AA.
To read:

**MUHI 320  Selected Topics in Music History and Literature – an AA-ZZ series**

This series introduces new and current topics in music history and literature. For information, consult the Music Department.

*Note: Students cannot receive credit for both MU 320 AA-ZZ and MUHI 320 AA-ZZ.*

Currently:

**MUHI 415  History of Performance Practice**

Not offered every year. Performance styles appropriate to various eras, developed from the consideration of original sources and contemporary commentary. Editions may be prepared and performed.

***Prerequisite: MU 203 or permission of Department Head.***

*Note: Student cannot receive credit for MUHI 415 and MU 415.*

To read:

**MUHI 415  History of Performance Practice**

How was music performed in various places at various times in the past? This course investigates how and why musical interpretation changed over time and explores how it shapes present-day approaches to “early music” through consideration of original sources and contemporary commentary. Editions may be prepared and performed.

***Prerequisite: MUHI 203 or permission of department head.***

*Note: Students cannot receive credit for both MU 415 and MUHI 415.*

Currently:

**MUHI 416  Studies in Instrumental Genres – an AA-ZZ series**

Selected topics in Instrumental Genres.

To read:

**MUHI 416  Studies in Instrumental Genres – an AA-ZZ series**

An investigation of selected topics related to individual instrumental genres, such as chamber music, symphony, and concerto, and their respective historical contexts. For more information, consult the Music Department.

***Prerequisite: MUHI 203 or permission of department head.***

Currently:

**MUHI 417  Studies in Vocal Genres – an AA-ZZ series.**

Selected topics in Vocal Genres.

To read:

**MUHI 417  Studies in Vocal Genres – an AA-ZZ series**

An investigation of selected topics in secular and sacred vocal genres, such as opera, the Lied, oratorio, and the mass, and their respective historical contexts. For more information, consult the Music Department.
ITEM 7: That the course description of the following MUPE course be revised to read as follows:

Currently:
MUPE 361 Chamber Music Ensemble
Not offered every year. Coaching in performance problems and interpretation of selected items of chamber literature. Only a limited number of pianists may register.
***Permission of the Department Head is required to register.
*Note: Students cannot receive credit for both MU 361 and MUPE 361.

To read:
MUPE 361 Chamber Music Ensemble
Coaching in performance issues and interpretation of selected items of chamber literature. Only a limited number of pianists may register.
***Permission of the instructor is required to register
*Note: Students cannot receive credit for both MU 361 and MUPE 361.

ITEM 8: Other changes to the Undergraduate Course Catalog

“Not offered every year” to be removed from all course descriptions.
Rationale: No other department includes this in course descriptions, so this change standardizes our course listings. The phrase is unnecessarily off-putting to students.

ITEM 9: That MUBA be changed to MUEU, that is change the course name from Music Baritone to Music Euphonium.
Rationale – the term baritone is an old name that refers to a three-valved instrument used in young bands of North America and British Brass Bands. Euphonium reflects the name of this instrument in North America.

ITEM 10: that the Calendar entries for certain MUCL courses be corrected as follows:
Currently:
MUCL 339
Recital – Music Clarinet
A public recital on the music clarinet…..

To read:
MUCL 339
Recital – Clarinet
A public recital on the clarinet…..
Currently:
MUCL 449
Recital – Bass Clarinet
A one-hour public recital on the bass clarinet…..

To read:
MUCL 449
Recital – Clarinet
A one-hour public recital on the clarinet…..
TO: Council Committee on Undergraduate Admissions and Studies
FROM: Douglas G. Cripps, Associate Dean (Undergraduate)
Faculty of Kinesiology and Health Studies
RE: Motions for approval and Items for Information

The motion to follow has been approved by the Faculty of Kinesiology and Health Studies' Faculty Council and are offered to the Campus Committee on Undergraduate Admissions and Studies for approval:

BACKGROUND INFORMATION TO SUPPORT THE ASSOCIATED MOTIONS

The following information was provided to, and endorsed by, AGPEA April 11, 2013:
AGPEA Recommendation to the Council Committee on Undergraduate Admissions and Studies (for information):

The Advisory Group on Planning, Evaluation and Allocation (AGPEA) following discussion with Dr Craig Chamberlin, Dean, Faculty of Kinesiology and Health Studies and Jennifer Love Green, Academic Program Coordinator, Faculty of Kinesiology and Health Studies, made the following Motions:

1. M/S McNinch/Germani: “The Advisory Group on Planning, Evaluation and Allocation (AGPEA) recommends that the Council Committee on Undergraduate Admissions and Studies be notified that AGPEA endorses the Certificate in Indigenous Health Practice with the understanding that there are no budget implications.”
CARRIED

Program Overview (As presented and endorsed by AGPEA)

Introduction
The Certificate in Indigenous Health Practice (IHP) will be developed by First Nations University of Canada (FNUniv) in collaboration with the Faculty of Kinesiology and Health Studies (KHS) at U of R. It is designed to provide students currently enrolled in allied health programs (Social Work, Kinesiology), professional health science programs (medicine, nursing, occupational therapy, physical therapy) and practicing health professionals, with an additional credential that will prepare and qualify them to practise effectively in health settings with Indigenous populations.

Context
There is increasing awareness of the need to prepare health practitioners in our country to practise effectively in community and clinical settings with patients of Indigenous origin. Professional educational programs in areas such as Medicine, Nursing, Occupational Therapy and others do not provide the specialized training in this area urgently required by the health system.
APPENDIX VII

Recently, the National Expert Commission (NEC) in partnership with the Canadian Nurses’ Association released a report entitled *A Nursing Call to Action*. This followed a national consultation and an Aboriginal Health Roundtable hosted by the Governor General in March 2012. The report had specific discussions regarding Aboriginal health noting that “No group in Canada suffers greater discrimination and ill health than our Aboriginal people” (CNA, 2012). Experts at the Round Table urged the NEC to examine community-centred health care and wellness programs and indicated that nurses need to be able to support health in all of its spiritual, mental, emotional, social and physical dimensions (CAN, 2012).

Among the most critical of the NEC report’s recommendations was the following: Prepare the Providers – A new system needs new services providers. The NEC recommends curricula enhancement that is inclusive of Aboriginal content. They also recommend recruitment of Aboriginal nurses and licensed nurse practitioners. The NEC notes that the solutions must be community-based and holistic in nature.

In addition to the landmark NEC report, the Royal College of Physicians and Surgeons has been undertaking similar and important work. They have an Aboriginal Health Advisory Committee (AHAC) that has been discussing Indigenous content in medical school curricula and its consistency across Canadian medical schools as well as training for medical professionals already practicing.

With its history of excellence in providing programming with Indigenous knowledge at its basis, FNUniv is ideally positioned to provide a certificate that will fill this critical educational gap in health education. To mount this new certificate in partnership with KHS, FNUniv will draw on its experience in the health field through its long association with Nursing education and the Bachelor of Health Studies program. Holistic, community-based programming is at the heart of FNUniv’s academic mission, and the institution has the needed infrastructure to provide distance-education offerings to serve students across the country.

Program Fit Within First Nations University of Canada
The FNUniv has identified Aboriginal health as a priority over the past several years, and health programs will continue to be a strategic priority for the institution. With the phasing out of the Nursing Education Program of Saskatchewan (NEPS), FNUniv is reorienting its health programming to create offerings that will specifically serve the needs of Indigenous students and communities. A new degree program in mental health and addictions is under development, and FNUniv is expanding its offerings of health-related certificates at its Northern Campus, including the Certificate of Health Studies (CHS) associated with the Bachelor of Health Studies (BHS). The Certificate in Indigenous Health Practice (CIHP) is designed to capitalize on FNUniv’s experience through Nursing in professional health education, while providing a credential that will help health practitioners to serve effectively in Indigenous communities. This goal speaks directly to FNUniv’s core mission of improving the quality of life of First Nations people.

Program Fit Within the Faculty of Kinesiology and Health Studies
The Faculty of Kinesiology and Health Studies and the FNUniv have been partners in the delivery of the Bachelor of Health Studies since 2006. The introduction of the Certificate in Indigenous Health Practice (CIHP) will build on this foundation, and continue to align the faculty with the University’s strategic priorities. This certificate may be of interest to students in the allied health fields, studying kinesiology, sport and recreation management and therapeutic recreation.

Anticipated Demand and Benefits to Students and Universities
FNUniv anticipates that this program will be attractive to a variety of students pursuing health-
related programming. The proposed curriculum is not onerous, and could easily be incorporated into an undergraduate pre-professional pathway, and degree program within open electives. This certificate could appeal to a wide variety of health professionals across Canada, but we are currently focused on local student representation. Given the rapidly growing Aboriginal population and the recent emphasis on addressing the complex Aboriginal health issues in our province (and across Canada), the program will attract students a large number of students either for face-to-face instruction or on-line delivery. The program will appeal to Indigenous students as well as students of non-Indigenous origin.

External letters of support have been obtained from the following organizations: Canadian Nurses’ Association, Royal College of Physicians and Surgeons (Aboriginal Health Advisory Committee), Aboriginal Nurses’ Association of Canada. FNUniv also has a letter pending approval from the community advisory committee from the Northern Medical Services, University of Saskatchewan. We feel this is a clear indication of the support and demand for this unique certificate. Interest in supporting this program directly has also been expressed by industry partners such as Aspen Medical, a firm that is partnering with the Government of Saskatchewan to expand private health care provision to remote First Nation communities in the province. Internally, there has been discussion with advisors regarding inclusion of the INHS courses as part of student programming when a health field has been identified (eg. Science for pre-professional pathways, Social Work, Nursing, Kinesiology and Health Studies).

Current and Proposed Resources Required to Support The Program
FNUniv has four qualified Nursing faculty at its Prince Albert Campus who are available to teach the courses required in this program (face to face or via distance), and Indigenous Health Studies faculty at its Regina campus. There is also a Community Outreach Officer based in Regina. The courses are all developed, and conversion of those courses into on-line delivery format is underway. There are no new resources required to mount this certificate beyond basic marketing and recruitment costs.

Administrative and Academic Structure
The CIHP will be offered through KHS. FNUniv has a well-established working relationship with KHS through the BHS and CHS and this is a logical place to house the certificate.

The CIHP will be comprised of 18 credit hours, nine of which will come from three Indigenous Health Studies (INHS) courses: INHS 100 (Introduction to Indigenous Health Studies), INHS 101 (Introduction to Indigenous Health Studies II), and INHS 210 (Contemporary Indigenous Health Issues). These courses, which will be available face-to-face or in distance-delivery format, will provide students with comprehensive knowledge of Indigenous health issues ranging from pre-contact, contact, assimilation, colonization, racism, cultural safety, chronic and infectious diseases, addictions, violence and abuse, environmental health issues, policy and program issues and health transfer issues. The remaining 9 credit hours will be allocated for community placement hours which would be an opportunity to do placements in First Nations communities across Saskatchewan, or in other rural and remote locations within, or beyond, the Saskatchewan borders.

Conclusion
The CIHP will respond to societal demands for improved health care of people of Indigenous origin, and will benefit communities and individuals across the country. As demonstrated by the letters of support received from professional health education faculties, demand for this certificate will be strong in Saskatchewan and across the country, as distance delivery options become available. The program aligns with the strategic priorities of FNUniv and the U of R with regard to promoting educational opportunities for Indigenous people, and to working in
partnership with communities. FNUniv has an established record of providing high-quality, holistic, community-based health education, and has the faculty resources and courses needed to deliver the certificate. KHS has a history of working collaboratively with FNUniv to deliver health-related programming that serves large numbers of students and leads to successful employment in health careers.

### Section A: Motions related to the creation of the Certificate in Indigenous Health Practice

**MOTION:**
To create the Certificate in Indigenous Health Practice as outlined below:

**Program Structure**
Propose “Certificate in Indigenous Health Practice”
This certificate is intended for students currently enrolled in a professional health science program (such as medicine, nursing, occupational therapy, physical therapy), an allied health science program (such as kinesiology, social work), or graduates of similar programs. It is offered by the First Nations University of Canada through the Faculty of Kinesiology and Health Studies.

**Admission**
Concurrent enrolment in an undergraduate health program (excluding the Bachelor of Health Studies at the University of Regina), professional health program, or confirmation of graduation from such programs.

**Requirements**
Students must obtain a minimum average of 65% in the following program requirements:

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>INHS 100</td>
</tr>
<tr>
<td>3.0</td>
<td>INHS 101</td>
</tr>
<tr>
<td>3.0</td>
<td>INHS 210</td>
</tr>
<tr>
<td>6.0</td>
<td>INHS 360 (Community Placement Practicum)</td>
</tr>
<tr>
<td></td>
<td>NEW</td>
</tr>
<tr>
<td>3.0</td>
<td>INHS 365 (Community Placement Seminar)</td>
</tr>
<tr>
<td></td>
<td>NEW</td>
</tr>
</tbody>
</table>

- Practicum classes would be supervised out of PA campus (three new community-based INHS courses have recently been approved by FNUniv and the Faculty of Arts; the northern community connections are critical); negotiation can happen as needed for programs that have a practical component (Social Work, Nursing, Kinesiology, etc) based on the details of those placements to ensure integrity of the Indigenous community focus and the concurrent degree requirements.

**Graduation**
In order to be eligible to graduate with the Certificate in Indigenous Health Practice, students must have completed all required coursework with a minimum program GPA of 65% and evidence one of the following:

1. Concurrent graduation from an undergraduate health program;
2. Concurrent graduation from a professional health program; or
3. Confirmation of previous graduation from one of the above.
MOTION:
To create the following INHS courses to support the delivery of the Certificate in Indigenous Health Practice

INHS 360  0-6:0-6
Community Placement Practicum
Students will be given the opportunity to apply their knowledge by undertaking a community placement in an Indigenous community or agency to be agreed upon between the student and community placement coordinator. The community placement will be undertaken by the student under supervision of a mentor/host professional (Indigenous community or agency) and the community placement coordinator. The placement is a minimum of 12 weeks full time. This component is Pass/Fail, and must be taken concurrently with INHS 365 (Community Placement Seminar). *** Prerequisite: completion of 9.0 credit hours of required INHS courses; a minimum 65% PGPA; ***

INHS 365  3:0-3
Community Placement Seminar
This course provides the student with the opportunity to use their knowledge in skill in a professional setting. Further, students will learn about Indigenous community-based health service environments. Seminar-based discussions will help students critically analyse their experiences, appreciate and examine various perspectives, and understand community/agency health processes. ***Co-requisite: INHS 360*** *Note: 360 and INHS 365 must be taken concurrently.*
I  ITEMS FOR APPROVAL

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

**Motion 1: Revisions to SCBScN program curriculum**

To replace CS 104 with CNUR 107 in the SCBScN program effective for Fall 2014 admission

**CNUR 107**

**3:1-2**

**Introduction to Health Assessment**

This course will focus on basic health assessment of healthy individuals. Learners will have the opportunity to develop skills required to perform and document holistic and systematic assessments required for nursing practice.

**Rationale**

CNUR 107 replaces CS 104 as a requirement for the SCBScN program. CNUR 107 replaces the fundamental nursing and health assessment knowledge and skills previously provided in the BIOL 110 and BIOL 111 labs. Feedback from students and faculty teaching in upper year courses has identified the need to have an increased focus and content related to health assessment. This course will fill that need. Feedback from students and faculty in the first two years of the program validates the specialization of nursing informatics and information literacy apart from more general informatics. Nursing informatics content in CS 104 will be integrated into other nursing courses throughout the four years of the program, which is consistent with best practices with respect to nursing education.
APPENDIX VIII

Motion 2: Revisions to SCBScN program curriculum

To change the SCBScN program, effective for Fall, 2014, 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>
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<td>CNUR 100</td>
<td></td>
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<td>CNUR 103</td>
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<tr>
<td>3.0</td>
<td>CNUR 104</td>
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<tr>
<td>3.0</td>
<td>CNUR 107</td>
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<td>3.0</td>
<td>CNUR 201</td>
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<td>3.0</td>
<td>CNUR 202</td>
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<tr>
<td>3.0</td>
<td>CNUR 300</td>
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<td><strong>90.096.0</strong></td>
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<tr>
<td>3.0</td>
<td>BIOL 110 (Human Anatomy &amp; Physiology I)</td>
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<tr>
<td>3.0</td>
<td>BIOL 111 (Human Anatomy &amp; Physiology II)</td>
<td></td>
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<tr>
<td>3.0</td>
<td>BIOL 222 (Microbiology for Health Professionals)</td>
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<td>CS 104 (Introduction to Informatics for Health Professionals)</td>
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<tr>
<td>3.0</td>
<td>ENGL 100 (Critical Reading and Writing I)</td>
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<tr>
<td>3.0</td>
<td>INHS 100 (Introduction to Indigenous Health Studies I)</td>
<td></td>
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<tr>
<td>3.0</td>
<td>STAT 100 (Elementary Statistics for Applications)</td>
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<tr>
<td>3.0</td>
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<td><strong>123.0</strong></td>
<td><strong>Total: 65.00% PGPA required</strong></td>
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</tbody>
</table>

**Rationale**

CNUR 107 replaces CS 104. Other changes reflect credit hour changes in courses. The number of estimated preceptors required in the original CNUR 403 course surpassed the number available in the Saskatchewan health care community. There are a number of education programs competing for preceptors, leading to unavailability of
nurses to preceptor students. In addition, there are a number of new practice areas (previously considered specialty areas) that have been identified by both Regional Health Authorities and the nursing regulatory body as potential areas for beginning nurse practice with increased education, and in high need areas (e.g. operating rooms, northern and remote locations). Including the opportunity for students to focus their practice in these areas prior to graduation will help to provide the requisite knowledge, skills, and judgement in these practice areas. The model for clinical practice in CNUR 403 will be revised to include supervision by faculty, providing additional support for students and reducing the need for preceptors by half. The decrease in the hours of practice reflects the reduction in course hours. The re-distribution to CNUR 404 results in a lower credit hour requirement for CNUR 403.

CNUR 404 will continue to be a preceptored experience, which is seen as a valuable experience for the student. There is already a community focus in CNUR 401 so students will have been exposed to community settings; the majority of new graduates practice in the acute care setting and this course will prepare them to successfully transition into the role of the Registered Nurse. It also prepares them to write the new national licensing exam, which will have an increased focus on the acute care setting. The hours that were reduced from CNUR 403 have been added to CNUR 404 in order to maintain the hours approved in program approval. As a result of the increased hours in CNUR 404, the credit hours have been increased to reflect this.

II ITEMS FOR INFORMATION

The Faculty of Nursing approved the revisions of the following courses and offers them for information.

A. Revised Courses

**CNUR 300  3:3-0**
Family Health
This course will focus on nursing care of families within the context of culture, community and society. Learners will have opportunities to explore family diversity, holistic assessment of diverse families, and integrate health promotion and beginning interventions in caring for families in practice settings. Consists of mixed delivery format, including online.
***Prerequisite: Completion of 24 credit hours of CNUR 204 and CNUR 206***

**CNUR 301  3:3-0**
Leadership and Influencing Change
This course will focus on the study and application of leadership theory pertaining to accomplishing goals and attaining greater levels of achievement in all domains of nursing practice. Learners will have the opportunity to explore principles of effective nursing leadership and management in formal and informal nursing roles. Consists of mixed delivery format, including online.
***Prerequisite: Completion of 24 credit hours of CNUR 204 and CNUR 206***
APPENDIX VIII

CNUR 400 3:3-0
Social, Political and Economic Perspectives in Nursing
This course will focus on the roles and competencies of the nurse within the context of the health care system and the larger society as they relate to community, provincial, national and global health. Learners will have the opportunity to further explore the social determinants of health and the legal, ethical and political issues and policies that impact population health.
***Prerequisite: INHS 100, CNUR 204 and CNUR 206 and completion of 48 credit hours***

Rationale:
Experience has indicated that students need this level of theory in order to be able to have the background needed to be successful in these courses. Having a credit hour pre-requisite is not sufficient as students may have the hours from prior university education and still be very early in their nursing program.

CNUR 101 3:0-67
Practice Education: Stable Populations
This course will focus on holistic care in long term care setting. Learners will have the opportunity to develop beginning skills to participate in, support, and advocate for resident-directed care.
***Prerequisite: BIOL 111, CNUR 100, CNUR 102, CNUR 103 and CNUR 106***
*Note: BIOL 111, CNUR 100, CNUR 103, CNUR 106 can be taken concurrently*

CNUR 205 3:0-810
Practice Education: Acute Care Partnerships I
This course will focus on holistic care of adults in a variety of acute care settings. Learners will have the opportunity to apply nursing knowledge, informatics, and critical inquiry to inform clinical decision-making.
***Prerequisite: CNUR 101, CNUR 202 and CNUR 203***
*Note: CNUR 202 and CNUR 203 can be taken concurrently*

CNUR 206 3:0-1213
Practice Education: Acute Care Partnerships II
This course will continue the focus on holistic care of adults in a variety of acute care settings. Learners will have the opportunity to apply nursing knowledge, informatics, research, and critical inquiry to inform clinical decision-making.
***Prerequisite: CNUR 201, CNUR 204 and CNUR 205***
*Note: CNUR 201 and CNUR 204 can be taken concurrently*

Rationale
There is new evidence in nursing education that supports providing more time to the fundamentals of nursing. Feedback from students and faculty in the first two years of the program supports increasing time in the practice courses in those years. The program was approved by the SRNA based upon a total of 1464 clinical practice hours. Since program approval is required in order for graduates to be licensed as Registered Nurses, maintaining the practice hours is critical. The hours reduced in year 3 courses have been reallocated to courses in years 1 and 2.
APPENDIX VIII

CNUR 106    3:3-0
Health and Education Across the Lifespan
This course will focus on concepts of growth and development that pertain to holistic nursing care of individuals throughout the lifespan, with emphasis on the teaching and learning principles applicable to each developmental stage, particularly the older adult. Learners will have the opportunity to critically examine the learning needs for health promotion of individuals at varying life stages.

Rationale
This course considers the growth and development of individuals at all stages of life without a particular focus on any one age group or domain of nursing practice. The need for this change became evident during third year course development.

CNUR 302    6:3-246:4-16
Theory & Practice Education: Child and Adolescent Partnerships
This course will focus on alterations in the health of children and adolescents within the context of family. Learners will have the opportunity to explore and apply theory of developmental stages, primary health care principles, and advanced assessment skills, and provide holistic care to children in the varying levels of intervention (health promotion, restoration, rehabilitation and support), while integrating nursing knowledge and critical thinking, pathophysiology, pharmacology, microbiology, nutrition, counselling and health education. This course is a 24 hr/week course for taken in a 6 week block.  
***Prerequisite: CNUR 206 and CNUR 300***  
*Note: CNUR 300 can be taken concurrently*

CNUR 303    6:3-246:4-16
Theory & Practice Education: Family and Newborn Partnerships
This course will focus on the health of child-bearing mothers and infants within diverse family contexts. Learners will have the opportunity to explore and apply primary health care principles, and advanced assessment skills, and provide holistic care to infants, mothers and family members in the phases of pregnancy, birthing, postnatal, and post partum experiences. There will be opportunities to collaborate within multidisciplinary and interprofessional teams in a variety of settings using the varying levels of intervention (health promotion, restoration, rehabilitation and support) while integrating nursing knowledge and critical thinking, pathophysiology, pharmacology, microbiology, nutrition, counselling and health education. This course is taken in a six week block.  
***Prerequisite: CNUR 206 and CNUR 300***  
*Note: CNUR 300 can be taken concurrently*

Rationale
Although it was originally thought that 18 hours of theory would be sufficient for these courses, experience has revealed that this is insufficient. Students and faculty have both identified that there is not enough time spent on the theoretical basis of these courses, and the content is too rushed. The clinical hours originally dedicated to clinical practice in the curriculum surpassed the hours available in the health care community; there are a number of education programs competing for these clinical placements and it is difficult to schedule the experience without impacting the clients and families involved. The hours have been re-allocated to clinical nursing courses in the first 2 years of the program, where the need for additional clinical hours has been identified.
CNUR 304  6:3-216:4-21

Theory & Practice Education: Mental Health Partnerships

This course will focus on complex alterations in the mental health of adults. Learners will have the opportunity to explore and apply primary health care principles, and advanced assessment skills, and provide holistic care to adults in the varying levels of intervention (health promotion, restoration, rehabilitation and support), while integrating nursing knowledge and critical thinking, pathophysiology, pharmacology, microbiology, nutrition, counselling and health education. This course is taken in a six week block.

***Prerequisite: CNUR 206 and CNUR 300***

*Note: CNUR 300 can be taken concurrently*

CNUR 305  6:3-216:4-21

Theory & Practice Education: Advanced Acute Care Partnerships

This course will focus on complex alterations in the health of adults. Learners will have the opportunity to explore and apply primary health care principles, and advanced assessment skills, and provide holistic care to adults in the varying levels of intervention (health promotion, restoration, rehabilitation and support), while integrating nursing knowledge and critical thinking, pathophysiology, pharmacology, microbiology, nutrition, counselling and health education. This course is taken in a six week block.

***Prerequisite: CNUR 206 and CNUR 300***

*Note: CNUR 300 can be taken concurrently*

Rationale

Although it was originally thought that 18 hours of theory would be sufficient for these courses, experience has revealed that this is insufficient. Students and faculty have both identified that there is insufficient time dedicated to the theoretical basis of this course, and the content is too rushed.

CNUR 403  6:0-363:0-36

Transition to Practice I: Focused Practice

This course will provide opportunities for the 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 four week block.

***Prerequisite: Must have completed 108 credit hours of the nursing program or be in progress of completing 108 credit hours to register***

CNUR 404  6:0-369:0-34

Transition to Practice II

This course will provide opportunities for the learners to integrate theory and practice in an acute care or community 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 week block.

***Prerequisite: Must have completed 108 credit hours of the nursing program, or be in progress of completing 108 credit hours to register***

Rationale

The number of estimated preceptors required in the original CNUR 403 course
surpassed the number available in the Saskatchewan health care community. There are a number of education programs competing for preceptors, leading to very limited availability of nurses to preceptor students. In addition, there are a number of new practice areas (previously considered specialty areas) that have been identified by both Regional Health Authorities and the nursing regulatory body as potential areas for beginning nurse practice with increased education, and in high need areas (eg. operating rooms, northern and remote locations). Including the opportunity for students to focus their practice in these areas prior to graduation will help to provide the requisite knowledge, skills, and judgement in these practice areas. The model for clinical practice in CNUR 403 will be revised to include supervision by faculty, providing additional support for students and reducing the need for preceptors by half. The decrease in the hours of practice reflects the reduction in course hours. The re-distribution to CNUR 404 results in a lower credit hour requirement for CNUR 403.

CNUR 404 will continue to be a preceptored experience, which is seen as a valuable experience for the student. There is already a community focus in CNUR 401 so students will have been exposed to community settings; the majority of new graduates practice in the acute care setting and this course will prepare them to successfully transition into the role of the Registered Nurse. It also prepares them to write the new national licensing exam, which will have an increased focus on the acute care setting. The hours that were reduced from CNUR 403 have been added to CNUR 404 in order to maintain the hours approved in program approval. As a result of the increased hours in CNUR 404, the credit hours have been increased to reflect this.
MEMORANDUM

DATE: December 2, 2013

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

FROM: Dr. Miguel Sanchez, Associate Dean

RE: Motions for consideration – December 11, 2013 CCUAS meeting

The SW Faculty Council met on November 20, 2013, approved and recommended the following motions:

ITEMS FOR APPROVAL

1) First Nations University of Canada
   Note: the three motions below were approved by SISW, FNUNIV Academic council, SW UGS & SW Faculty Student Council

   MOTION 1
   That the name of the School of Indian Social Work be changed to the 'School of Indigenous Social Work' effective September 1, 2014.

   MOTION 2
   That the name of the Bachelor of Indian Social Work be changed to the Bachelor of Indigenous Social Work. Effective September 1, 2014.

   MOTION 3

   Rationale
   These changes will bring the SISW in line with other FNUniv units and departments.

   NOTE: The changes to the Undergraduate Calendar and course descriptions below reflect the name changes, and indicate what is to be deleted (strike-through’s) and what new information is to be included (in red).
APPENDIX IX

17.8.4 FIRST NATIONS UNIVERSITY OF CANADA – SCHOOL OF INDIAN INDIGENOUS SOCIAL WORK

For further information about these programs, contact the First Nations University of Canada, School of Indian Indigenous Social Work, 226 20th St. E., Saskatoon, SK, S7K 1M3 (306) 931-1800 ex 5475, fax: (306) 931-1849. The School of Indian Indigenous Social Work (SISW) provides a Certificate of Indian Social Work (CISW), Bachelor of Indian Indigenous Social Work (BISW) and a Master of Aboriginal Social Work (MASW) through the cooperation of the Faculty of Social Work, University of Regina and the First Nations University of Canada (FNUniv). The School of Indian Indigenous Social Work program is accredited through the Canadian Association for Social Work Education (CASWE). The SISW provides the academic and cultural training for social work students to work in First Nations and non-First Nations communities.

17.8.4.1 Indian Indigenous Social Work Qualifying

ISW Qualifying refers to students who have been granted admission to the University of Regina and are intending to apply for admission into the SISW when they complete their qualifying requirements.

Admission to Indian Indigenous Social Work Qualifying

New students first apply to the University of Regina.

All students who check FN University and put social work as their ‘Program of Study’ on the U of R application will be placed in the SW Qualifying category. Once they have successfully completed the qualifying requirements they apply to the SISW for admission. See sections 17.8.4.2 and 17.8.4.3.

Students who have not been accepted into the SISW through the admissions process may not take any ISW courses other than those noted in the qualifying requirements. The Coordinator of the SISW Department Head of Indigenous Education, Health and Social Work (DIEHSW) of which the SISW is part, may make exceptions upon written request. Visiting students must go through the appropriate process to enroll in ISW INSW courses.

Academic Requirements – ISW INSW Qualifying (24 Credit Hours)

SISW qualifying students must complete the 24 credit hour requirements below to be eligible for admission into the CISW/BISW program.

ISW Qualifying Requirements Courses

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>ISW Qualifying, Required Courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
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</tr>
<tr>
<td>3.0</td>
<td>INDG 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>2 elective courses not ISW, INSW or SW</td>
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</tr>
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<td>ISW INSW 200</td>
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</tr>
<tr>
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</tr>
<tr>
<td>3.0</td>
<td>INSW 377</td>
<td></td>
</tr>
</tbody>
</table>

24.0 Minimum Qualifying Requirement

These qualifying requirements also apply to students with previous degrees and/or students who have been in a social work program at the U of R or other universities.

Advising is mandatory for Indian Indigenous Social Work Qualifying applicants who are granted mature admission until they have been accepted into the CISW/BISW program.

Sequencing & Recommended Courses – ISW Qualifying

The four qualifying Indigenous Social Work courses, ISW 200 can be taken concurrently with ISW 321, ISW 351 and/or ISW 377, may be taken in any order.

ISW 200 is a prerequisite for all other ISW courses.

17.8.4.2 Application and Admission to the SISW
APPENDIX IX

Application Information
- Students may pick up their application package either at the Indian Social Work program office of FNUniv Saskatoon Campus or Student Success Services at FNUniv Prince Albert Northern Campus and Regina Campus.
- The completed application is forwarded to the Saskatoon Campus Administrative Assistant.
- The deadlines to apply are November 1st and March 1st.
- Students must achieve a minimum 65.00% PGPA on those courses contributing to the CISW or BISW program.
- Students may apply in the semester that they are completing their qualifying courses. In this case, if the Admission Committee recommends acceptance into the CISW or BISW, it will be conditional on successful completion of those courses, and students won’t be transferred into the social work faculty until successful completion is acquired.

Application Documents
All the following documents must be included in the application or the student will not be interviewed. They may resubmit a completed application at the next admission date.

1. Criminal Records Check – Current within 3 months of interview
2. Child Abuse Registry Check - Current within 3 months of interview
3. Cover Letter
4. Resume
5. Three letters of references
6. Statement on aspirations in Indian Social Work
7. Current University transcript

SISW Admissions Process and Admissions Committee
The completed SISW application is submitted to the Saskatoon Campus or to the appropriate Academic Advisor who will forward it to the Saskatoon Campus. Eligible students whose applications are complete are notified of an interview date.

The SISW Admissions Committee conducts the interviews, and is comprised of two SISW full-time faculty members. In the case of community based SISW programs, the community coordinator of the program is also included in the interview. Students declare whether they would be in the CISW program or the BISW program during the interview.

Admission is based on the application information as well as interpersonal skills and academic and professional suitability. Decisions of the SISW Admissions Committee are final and not subject to appeal.

Students will be notified in writing of the results of the admission application. It is suggested that students meet with their Academic Advisor to review and plan their program.

Students not admitted to the BISW via this process will remain in the social work qualifying program category and are not limited to the number of times they can re-apply. Note that students are limited to four social work courses while in Social Work Qualifying.

Readmission to the SISW
If an SISW student has been required to discontinue they may apply to be readmitted to the university through the FNUniv readmissions process when they have met the necessary conditions. If successfully readmitted to the FNUniv the student must make a written request to the Department Head of Professional Programs DIEHSW for an interview with the SISW Admissions Committee. The Admissions Committee reserves the right to request that the student submit a new application package. If readmitted the student will need to provide a current CPIC and Child Abuse Registry Check (CARC) within the first semester they are registered.

Students who were previously admitted to the CISW or BISW program and who have not been registered in any courses for a period of more than 5 years must submit a written request, including a current resume, for readmission to the Coordinator of Indian Social Work for an interview with the SISW Admissions Committee. The Admissions Committee reserves the right to request that the student submit a new application package. If readmitted the student will need to provide a current CPIC and Child Abuse Registry Check (CARC) within the first semester they are registered.
APPENDIX IX

Canadian Police Information Check (CPIC) and Child Abuse Registry Check (CARC)

Effective May 2005, all students applying to the School of Indian Indigenous Social Work must provide a current CPIC and a current report from the Child Abuse Registry(ies) relevant to the applicant's place(s) of residence for review by the Admissions Committee. A CPIC that indicates a criminal record does not preclude students from admission to the School of Indian Social Work. Such records will be reviewed and assessed with respect to the nature of the offence(s), what the student has done to rectify the situation, and what measures the student has taken to enhance their personal development subsequent to the charges/convictions. This same consideration will be applied to the Child Abuse Registry Check. Applications for admission to the School of Indian Indigenous Social Work will not be considered complete without a CPIC.

Returning students who were previously admitted to the program, but have taken time off from school will be required to submit a CPIC to the SISW within their first semester of registration in classes. Failure to provide a CPIC may prohibit students from registering in subsequent semesters and/or graduating. Applicants must also provide a letter of clearance from the relevant Child Abuse Registry(ies)

17.8.4.3 Policies on ISW Courses

Practicums – ISW ISNW 448 & ISW ISNW 458

Students must have an overall program average of 65.00% (PGPA) and must have an average of 70.00% in social work courses in their program to register for ISW ISNW 448 and ISW ISNW 458 (Practica).

Students must have a final grade of 70.00% or better in ISW ISNW 346 before enrolling in ISW ISNW 448 (Practicum I).

Students must have a final grade of 70.00% or better in ISW ISNW 447 before enrolling in ISW ISNW 458 (Practicum II).

Students may apply for International placements for ISW ISNW 458. Planning time must be considered, and funding for such placements is the responsibility of the student.

ISW ISNW 458 students may apply to do a research project within an agency if they completed ISW ISNW 451 with a minimum grade of 65%.

Practica (ISW ISNW 448 and ISW ISNW 458) may only be offered in the Fall and Winter semesters.

Students are not permitted to register for any other courses during the semester they are registered in ISW ISNW 448 or ISW ISNW 458 without written permission of the Department Head of Professional Programs in consultation with the Practicum Coordinator. Students must have a 75% or higher PGPA to be eligible to apply for this overload. Requests must be made in writing to the Coordinator of the SISW providing the academic reason that the overload is needed.

Cultural Camp - ISW ISNW 352

Cultural Camp (ISW ISNW 352) is a mandatory and integral aspect of the Indian Indigenous Social Work program and is required for graduation. Students must have applied and been admitted to the BISW or CISW prior to registering for ISW ISNW 352. Students are expected to participate fully and purposefully in cultural camp to assist their development of knowledge in Aboriginal worldview, culture and way of life.

Cultural Camp Appeal Process

The appeal process for ISW 352, Cultural Camp, is completely within the jurisdiction of the School of Indian Indigenous Social Work. Students appeal to the instructor. If the situation is not resolved, the students may then appeal to the Coordinator of the SISW who will discuss the circumstances with the instructor and cultural camp Elders. If the student is still not satisfied, a formal appeal can be submitted to the First Nations University of Canada Registrar's Office. An Elder/SISW faculty review committee will be struck to review the situation. Students are encouraged and entitled to bring one support person/advocate to their review committee interview. The decision of this review committee is final and will be given to the student within 48 hours. This appeal process applies only to the cultural camp. To appeal other classes, see the Academic Regulations section of this calendar.

Prior Learning Assessment and Recognition (PLAR)

A maximum of 15 credit hours may be acquired through the Prior Learning Assessment and Recognition (PLAR) process. PLAR is defined in this instance as the process of assessing and recognizing skills, knowledge or competencies that have been acquired through human service work experience. Currently PLAR may be applied to ISW ISNW 448 OR ISW ISNW 458 (see below for policy on ISW ISNW 458).
Students in the faculty of Indigenous Social Work may apply for credit for ISW INSW 448, Practice I, through the SISW PLAR process. To be eligible for application students must:

- be accepted into the faculty,
- be in the BISW program (not the CISW),
- maintain a 65% overall program average and a 70% average or better in ISW courses in their ISW program,
- be registered in or have successfully completed ISW INSW 346 at the time of application,
- must have twelve years of human service employment,
- must complete and submit the 12 year human service form
- consistently show professional behaviour as a social work student

The 12-year Human Service form is available from the Saskatoon Campus, and this form must be completed and submitted to the SISW first along with a current resume. When it is approved they may pick up the application package.

The PLAR Application Package is available from the FNUniv Saskatoon Campus. The completed application, which will indicate knowledge and skills gained during the human service employment, must be submitted to the Saskatoon Campus. The SISW PLAR Committee is comprised of full-time SISW faculty.

A student may apply to have ISW INSW 458, Practicum II, accepted through the PLAR process based on students not having the opportunity to apply for credit for ISW INSW 448, because all or part of their twelve years of human service work was completed after taking ISW INSW 448.

If successful in the PLAR application the student must register in ISW INSW 448 or INSW 458 and pay the tuition for the fifteen credit hours that this course is worth.

17.8.4.4 Social Work Transfer Credits from Other Universities
Social Work electives from the University of Regina can be credited towards the ISW INSW elective portion of the CISW and BISW. Program approval must be obtained prior to registration to avoid duplication of courses.

With permission of the Coordinator of Indian Social Work, after consultation with the SISW faculty, credit hours may be used into the required portion of the BISW if the courses are taken through off campus U of R Social Work programs that have been developed for communities with a high Aboriginal population and if the specific course(s) have a strong First Nations focus. Outlines will be reviewed by SISW faculty. The number of credit hours is at the discretion of the Department Head of DIEHISW in consultation with the SISW Coordinator and in consultation with the SISW faculty.

A maximum of 6 credit hours of social work courses can be transferred from other universities into the ISW INSW electives portion of the CISW program.

A maximum of 9 credit hours of social work courses can be transferred from other universities into the ISW INSW electives portion of the BISW program.

17.8.4.5 SISW Residency Requirements
Residency requirements are the minimum number of credit hours that must be taken through the SISW in the ISW INSW portion of the CISW or BISW program.

- Students must complete a minimum of 42 credit hours of the ISW INSW portion of the CISW, including all required ISW INSW courses.
- Students must complete a minimum of 63 credit hours for the ISW INSW portion of the BISW, including all required ISW INSW courses.

This means that a maximum of 6 credits hours of social work courses can be transferred into the CISW or 9 credit hours of social work courses can be transferred into the BISW from other universities into the social work portion of these programs.

17.8.4.6 Evaluation of Professional Performance
The First Nations University of Canada, School of Indigenous Social Work is a professional school mandated by First Nation elders and accredited through the Canadian Association of Social Work Education. As such, the school is obligated to uphold academic standards as well as ethical and moral standards. Ethical qualities, character and emotional development of students will be reviewed annually to determine the appropriateness of students remaining in the program and/or graduating.
Students who display unethical behaviour or lack of emotional development will face consequences and may be required to discontinue from the faculty for reasons of unsatisfactory professional development. Such behaviours may include racial slurs, physical or verbal attacks on other students/faculty, threats, sexual harassment, plagiarism, buying or selling papers and criminal charges/convictions. A conference may be held with the student(s) to assess the situation. Incidences that fall within these categories are subject to University of Regina Academic Regulations and disciplinary actions and the Faculty of Social Work, University of Regina: Policy and Procedures of Student Performance of Professional Responsibilities. See the policy at: http://www.uregina.ca/socialwork/assets/docs/pdf/Stud-Perf-Res-June-14-07.pdf

17.8.4.7 Off-Campus Programs

The above policies and regulations apply to both on and off-campus programs. Exceptions and special considerations within off-campus programs are negotiated between the Department Head, Coordinator of Indian Indigenous Social Work and the relevant Program Community Coordinators. Questions or concerns about any of these regulations must be referred to the Coordinator of Indian Social Work.

17.8.4.8 Graduation Requirements

Students must achieve a GPA of 70% on all ISW courses contributing to the degree or certificate and an overall PGPA of 65% on all courses contributing to the degree or certificate. The School of Indian Indigenous Social Work does not have "Distinction" or "Great Distinction" graduation categories for any of its programs.

SISW Policy Exceptions

Exceptions to any of the above criteria must be approved by the Department Head and Coordinator of the SISW. Policy. Required averages for admission, specific courses and graduation are not subject to exceptions.

17.9 ACADEMIC PROGRAMS

17.9.1 BACHELOR OF INDIAN INDIGENOUS SOCIAL WORK (BISW)

The following diagram outlines the course requirements for a BISW.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Indian Indigenous Studies and Arts Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>'Indian language' Introductory course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>'Indian language' second level introductory course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 104 or 200-level INDG course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>SOC 100</td>
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<tr>
<td>21.0</td>
<td>Subtotal</td>
<td></td>
</tr>
<tr>
<td>Indian Indigenous Studies and Arts, Science or Fine Arts Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>4 INDG courses at the 200 level or above</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>2 Social Science courses</td>
<td></td>
</tr>
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</table>
### APPENDIX IX

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Three open Arts, Science or Fine Arts electives</td>
</tr>
<tr>
<td>3.0</td>
<td>Subtotal</td>
</tr>
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</table>

#### Required Indigenous Social Work Courses

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ISW/INSW 200</td>
<td>(prerequisite for all ISW/INSW courses except 321,351, 377 which can be taken concurrently)</td>
</tr>
<tr>
<td>3.0</td>
<td>ISW/INSW 321</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ISW/INSW 377</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ISW/INSW 351</td>
<td></td>
</tr>
<tr>
<td>9.0</td>
<td>ISW/INSW 352*</td>
<td>(prerequisite ISW/INSW 351)</td>
</tr>
<tr>
<td>3.0</td>
<td>ISW/INSW 346*</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ISW/INSW 447 *</td>
<td>(prerequisite ISW/INSW 448)</td>
</tr>
<tr>
<td>15.0</td>
<td>ISW/INSW 448 *</td>
<td>(prerequisite ISW/INSW 346)</td>
</tr>
<tr>
<td>3.0</td>
<td>ISW/INSW 451 *</td>
<td>(prerequisite ISW/INSW 448)</td>
</tr>
<tr>
<td>15.0</td>
<td>ISW/INSW 458 *</td>
<td>(prerequisite ISW/INSW 447)</td>
</tr>
<tr>
<td>3.0</td>
<td>ISW/INSW 469 *</td>
<td>(recommended 2nd year)</td>
</tr>
<tr>
<td>63.0</td>
<td>Subtotal</td>
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#### Indigenous Social Work Electives

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.0</td>
<td>3 courses at 300 level or above</td>
</tr>
</tbody>
</table>

#### Open Electives

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>6.0</td>
<td>2 courses from any discipline at 200-level or above</td>
</tr>
<tr>
<td>126.0</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

*must be accepted into the SISW

Students admitted into the BISW program prior to September 1, 2013, have until August 31, 2020 to complete the program requirements consistent with the date of being admitted into the BISW program.

### 17.9.2 CERTIFICATE OF INDIAN SOCIAL WORK (CISW)

The following diagram outlines the course requirements for the CISW program.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
</tr>
<tr>
<td>3.0</td>
<td>‘Indian language’ Introductory course</td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 100</td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 104 or 200-level INDG course</td>
</tr>
<tr>
<td>12.0</td>
<td>Subtotal</td>
</tr>
</tbody>
</table>

#### Arts Electives

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>2 INDG courses at 200 level</td>
</tr>
<tr>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>Subtotal</td>
</tr>
</tbody>
</table>
Required Indigenous Social Work Courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ISW INSW 200</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>3.0</td>
<td>ISW INSW 321</td>
<td>Human Growth and Development from Traditional Teachings</td>
</tr>
<tr>
<td>3.0</td>
<td>ISW INSW 377</td>
<td>Indian Social Work Practice I</td>
</tr>
<tr>
<td>3.0</td>
<td>ISW INSW 351</td>
<td>Human Relations from First Nations' Perspectives</td>
</tr>
<tr>
<td>9.0</td>
<td>ISW INSW 352*</td>
<td>(prerequisite ISW 351)</td>
</tr>
<tr>
<td>3.0</td>
<td>ISW INSW 346*</td>
<td>*</td>
</tr>
<tr>
<td>15.0</td>
<td>ISW INSW 448*</td>
<td>(prerequisite ISW 346)</td>
</tr>
<tr>
<td>3.0</td>
<td>ISW INSW 469*</td>
<td>* recommended 2nd Year</td>
</tr>
</tbody>
</table>

*must be accepted into the SISW

Indian Indigenous Social Work Electives

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>2 courses at the 300 level or higher</td>
</tr>
<tr>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>66.0</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Students admitted into the CISW program prior to September 1, 2013 have until August 31, 2020 to complete the program requirements consistent with the date of being admitted into the CISW program.

ISW INSW 200 3:3-0
Introduction to Social Work
This course provides an overview of both First Nations and western social work models, historical development, and current practice issues. Students are introduced to a critical analysis of the social work profession, and exposed to a range of social work theories and models.
Equivalent to ISW 200 3:3-0

ISW INSW 321 3:3-0
Human Growth and Development from Traditional Teachings
Elders and others share knowledge of human development from conception to death and beyond from a traditional First Nations perspective. This course considers biological, psychological, social and cultural factors of development. Emphasis is placed on individuals continuing to strive for balance personally and professionally.
***Prerequisite: ISW 200. Concurrent enrolment is allowed***
Equivalent to ISW 321 3:3-0

ISW INSW 346 3:3-0
Indian Social Work Practice I
This course examines the theories, methods and skills related to Indian social work with individuals, families, groups and communities. A history of First Nations traditional helping systems is examined. Culturally supportive skills are practised. Students will be preparing for the first practicum.
*Note: Recommend students be in School of Indian Social Work
***Must be accepted into the SISW***
Equivalent to ISW 346 3:3-0

ISW INSW 351 3:3-0
Human Relations from First Nations' Perspectives
This course, taught by a traditional Elder, introduces students to philosophies and practices of human relations from a First Nations cultural world-view. Students examine principles and dynamics of self-awareness, personal development, and interpersonal relationships within human relationships and with the environment.
***Prerequisite: ISW 200. Concurrent enrolment is allowed***
Equivalent to ISW 351 3:3-0

ISW INSW 352 9:3-0
Cultural Camp
Cultural Camp is a six-week class, ten days of which are spent at a Saskatchewan First Nation in a traditional camp setting. Taught by traditional Elders, this course is intended to provide students with an opportunity to learn about Indian values, philosophies, spirituality, and ceremonies.
***Prerequisite: ISW 200***
***Must be accepted into the SISW***
Equivalent to ISW 352 9:3-0
APPENDIX IX

**ISW INSW 377 3:3-0**
Introduction to Traditional Self-Healing
This course, taught by a traditional person, assists students in self-healing following First Nations ceremonies. This course uses the sacred circle to discuss personal issues. There is a concentration on traditional principles, protocols, philosophies of traditional healing, and ceremonies.
***Prerequisite: ISW 200. Concurrent enrolment is allowed***
Equivalent to ISW 377 3:3-0

**ISW INSW 390 3:3-0**
Communication Skills in Indian Social Work Practice
This course will provide students with an introduction to skills and theories for personal and professional communication, both within Indian and mainstream contexts. Active listening, assertiveness, interviewing, and public speaking will be practiced throughout the class. Students will increase their competence as communicators in all areas of their lives.
***Prerequisite: ISW 200***
Equivalent to ISW 390 3:3-0

**ISW INSW 402 3:3-0**
Indian Social Work Practice and Human Sexuality
The role of Indian social work in working toward sexual healing at a personal, community, and national level will be explored. Through connecting the personal to the political, the course will address issues of sexuality in childhood and youth, sexual abuse and healing, sexual violence and sex for sale.
***Prerequisite: ISW 200***
Equivalent to ISW 402 3:3-0

**ISW INSW 403 3:3-0**
Death Dying Loss and Grief
A traditional First Nations' perspective regarding death, dying, and loss is examined. Death as a part of the cycle of life, terminal illness and grieving will be explored. Traditional practices and perspectives are discussed reflecting on the role of the social worker in this context.
***Prerequisite: ISW 200***
Equivalent to ISW 403 3:3-0

**ISW INSW 411 3:3-0**
Social Work with Victims of Abuse
Theories of abuse, power and control, and victimization are examined with a particular focus on the historical abuses imposed on the First Nations of Canada. Legislative protections are reviewed. Understanding the process of healing from abuse is a primary objective emphasizing traditional approaches to balance and harmony.
***Prerequisite: ISW 200***
Equivalent to ISW 411 3:3-0

**ISW INSW 414 3:3-0**
Indian First Nations Children's Services
This course examines the history of Indian child welfare focusing on jurisdictional issues, fundamental agreements, and programming. Traditional principles, values, and philosophies for children are discussed in relationship to family systems, kinship care, and service delivery systems. Also examined is the development of the Indian Child Welfare system.
***Prerequisite: ISW 200***
Equivalent to ISW 414 3:3-0

**ISW INSW 416 3:3-0**
Ageing
This course reviews stages of life from a First Nations' perspective focusing on how these relate to the needs, supports, and services of the elderly. A focus on the role of traditional Elders will be explored. There is an emphasis on social work skills required when working with ageing individuals.
***Prerequisite: ISW 200***
Equivalent to ISW 416 3:3-0

**ISW INSW 417 3:3-0**
Alcohol and Drug Abuse
This class will examine addictions from the perspective of oppression and racism being major contributors. Healing, using traditional approaches balanced with Western methodology, will be a primary focus.
***Prerequisite: ISW 200***
Equivalent to ISW 417 3:3-0
APPENDIX IX

ISW INSW 425 3:3-0
Group Work in First Nations' Practice
Traditional and western theories of groups will be explored with a
focus on group dynamics in various settings. Traditional teachings, learning, and healing circles will be incorporated.
The course provides preliminary skills for working with groups regarding problem solving, decision-making, power
issues, conflict resolution, and consensus.
***Prerequisite: ISW 200***
Equivalent to ISW 425 3:3-0

ISW INSW 437 3:3-0
Social Work with Indian Families
This course introduces social work with First Nation families with an emphasis on colonization and the breakdown of
family structures that were in place prior to colonization. The restructuring of First Nations families within a traditional
model will be presented.
***Prerequisite: ISW 200***
Equivalent to ISW 437 3:3-0

ISW INSW 440 3:3-0
Counselling Theories and Applications Relevant to Indian Indigenous Social Work
This course examines various counseling theories, models, and techniques relevant to Aboriginal communities and
includes the medicine wheel and circle teachings. Other counseling approaches include, but are not limited to,
traditional, behavioural, cognitive, Rogerian, Freudian, and New Age.
***Prerequisite: ISW 200***
Equivalent to ISW 440 3:3-0

ISW INSW 447 3:3-0
Indian Indigenous Social Work Practice II
This course focuses on examining and practicing skills that enhance the helping relationship through First Nations
and congruent western counseling methods. Traditional values, principles and ethics are re-examined to support the
development of a personal philosophy of being a helper.
***Prerequisite: ISW 200, ISW 346 and ISW 448.
Equivalent to ISW 447 3:3-0

ISW INSW 448 15:0-3
Indian Indigenous Social Work Practicum I
This course provides the opportunity to do a practicum in First Nation organizations, on reserves and/or incorporating
First Nations perspectives into social work practice. The practicum seminar assists students in the integration of
theory and practice through sharing of experiences and knowledge.
***Prerequisite: ISW 200 and ISW 346***
*Note: Recommend Students must be in School of Indian Indigenous Social Work.*
Equivalent to ISW 448 15:0-3

ISW INSW 450 3:3-0
Community Development from a First Nations Perspective
This course examines community structures that have been in existence for First Nations and how structures have
changed throughout time. Community organization, adult education, organization principles are also addressed.
Participatory research strategies and ethical issues are examined.
***Prerequisite: ISW 200***
Equivalent to ISW 450 3:3-0

ISW INSW 451 3:3-0
Introduction to Human Service Research with/for First Nations
This course introduces the basic methodologies, protocols, and cultural appropriateness of social research with First
Nations. Qualitative and quantitative tools are discussed while drawing on community-based participatory research.
Students also study how research can be a vehicle for movement and development in the Aboriginal community.
***Prerequisite: ISW 200 and ISW 448***
*Note: Recommend students be in School of Indian Indigenous Social Work.*
Equivalent to ISW 451 3:3-0

ISW INSW 458 15:0-3
Social Work Practicum II
The purpose of this class will be to increase students' ability and skill in areas of social work intervention through
practice. Emphasis is on initiation, consultation, development and implementation using social work skills. A clearer
awareness and ability to integrate First Nations’ approaches into social work is expected.

**Prerequisite:** ISW 200 and ISW 447***

*Note: Recommended. Students must be in School of Indian Indigenous Social Work.*
Equivalent to ISW 458 15:0-3

**ISW INSW 469 3:3-0**
Social Policy Development and Services Delivery
Students will gain familiarity with the Canadian context of social policy, and how First Nations communities both impact and are impacted by this broader context. The role social workers can play to influence social policy development, to enhance self-determination, and other First Nations’ agendas will be explored.

**Prerequisite:** ISW 200***

*Note: Recommend students be in School of Indian Indigenous Social Work. Required for the CISW.*
Equivalent to ISW 469 3:3-0

**ISW INSW 478 3:3-0**
Traditional Counseling
This course considers characteristics of traditional counselling, the inadequacies of Western-oriented social work counselling with many First Nations clients, and how traditional counselling could improve social work practice. This course is taught with Elders and is suggested for senior students.

**Prerequisite:** ISW 200***

*Note: Recommend students be in School of Indian Indigenous Social Work and have completed ISW 448.*
Equivalent to ISW 478 3:3-0

**ISW INSW 482 3:3-0**
International Themes in Social Work with Indigenous Peoples
Students will explore the international context of social work, human rights and ‘development’ with emphasis given to the experiences of Indigenous peoples. Roles of social workers within the broader context of globalization, international trade, the United Nations, nongovernment organizations, and social movements will be explored.

**Prerequisite:** ISW 200***

*Note: Recommend students be in School of Indian Indigenous Social Work.*
Equivalent to ISW 482 3:3-0

**ISW INSW 485 3:3-0**
Selected Topics in Research - an AA-ZZ series.
Individual or group practice in developing viable research proposals, analyzing specific problems in social work, and carrying through library and/or field research projects.
Equivalent to ISW 485 3:3-0

**ISW INSW 495 1-3:3-3**
Individual and Group Inquiries - an AA-ZZ series.
Tutorials, directed readings, "learning contracts", and other agreements stipulating specified objectives negotiated between an instructor and individual students or groups of students.
Equivalent to ISW 495 3:3-0

NOTE: The changes to the Undergraduate Calendar and course descriptions below reflect the name changes. Deletions have been made and new information integrated.

**17.8.4 FIRST NATIONS UNIVERSITY OF CANADA – SCHOOL OF INDIGENOUS SOCIAL WORK**

For further information about these programs, contact the First Nations University of Canada, School of Indigenous Social Work, 226 20th St. E., Saskatoon, SK, S7K 1M3 (306) 931-1800 ex 5475, fax: (306) 931-1849.

The School of Indigenous Social Work (SISW) provides a Certificate of Indigenous Social Work (CISW), Bachelor of Indigenous Social Work (BISW) and a Master of Indigenous Social Work (MISW) through the cooperation of the Faculty of Social Work, University of Regina and the First Nations University of Canada (FNUniv). The School of Indigenous Social Work program is accredited through the Canadian Association for Social Work Education (CASWE). The SISW provides the academic and cultural training for social work students to work in First Nations and non-First Nations communities.
17.8.4.1 Indigenous Social Work Qualifying

Qualifying refers to students who have been granted admission to the University of Regina and are intending to apply for admission into the SISW when they complete their qualifying requirements.

Admission to Indigenous Social Work Qualifying

New students first apply to the University of Regina.

All students who check FN University and put social work as their ‘Program of Study’ on the U of R application will be placed in the SW Qualifying category. Once they have successfully completed the qualifying requirements they apply to the SISW for admission. See sections 17.8.4.2 and 17.8.4.3.

Students who have not been accepted into the SISW through the admissions process may not take any courses other than those noted in the qualifying requirements. The Department Head of Indigenous Education, Health and Social Work (DIEHSW) of which the SISW is part, may make exceptions upon written request. Visiting students must go through the appropriate process to enroll in INSW courses.

Academic Requirements – INSW Qualifying (24 Credit Hours)

ISW qualifying students must complete the 24 credit hour requirements below to be eligible for admission into the CISW/BISW program.

<table>
<thead>
<tr>
<th>ISW Qualifying Requirements Courses</th>
<th>Credit Hours</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 100</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>INDG 100</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>2 elective courses not INSW or SW</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>INSW 200</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>INSW 321</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>INSW 351</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>INSW 377</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Minimum Qualifying Requirement</td>
<td>24.0</td>
<td></td>
</tr>
</tbody>
</table>

These qualifying requirements also apply to students with previous degrees and/or students who have been in a social work program at the U of R or other universities.

Advising is mandatory for Indigenous Social Work Qualifying applicants who are granted mature admission until they have been accepted into the CISW/BISW program.

Sequencing & Recommended Courses – ISW Qualifying

The four qualifying Indigenous Social Work courses, ISW 200 ISW 321, ISW 351 and/or ISW 377, may be taken in any order.

ISW 200 is a prerequisite for all other ISW courses.

17.8.4.2 Application and Admission to the SISW

Application Information

- Students may pick up their application package either at the Indian Social Work program office of FNUniv Saskatoon Campus or Student Success Services at FNUniv Northern Campus and Regina Campus.
- The completed application is forwarded to the Saskatoon Campus Administrative Assistant.
- The deadlines to apply are November 1st and March 1st.
- Students must achieve a minimum 65.00% PGPA on those courses contributing to the CISW or BISW program.
- Students may apply in the semester that they are completing their qualifying courses. In this case, if the Admission Committee recommends acceptance into the CISW or BISW, it will be conditional on successful completion of those courses, and students won’t be transferred into the social work faculty until successful completion is acquired.
APPENDIX IX

Application Documents
All the following documents must be included in the application or the student will not be interviewed. They may resubmit a completed application at the next admission date.

- Criminal Records Check – Current within 3 months of interview
- Child Abuse Registry Check - Current within 3 months of interview
- Cover Letter
- Resume
- Three letters of references
- Statement on aspirations in Indian Social Work
- Current University transcript

SISW Admissions Process and Admissions Committee
The completed SISW application is submitted to the Saskatoon Campus or to the appropriate Academic Advisor who will forward it to the Saskatoon Campus. Eligible students whose applications are complete are notified of an interview date.

The SISW Admissions Committee conducts the interviews, and is comprised of two SISW full-time faculty members. In the case of community based SISW programs, the community coordinator of the program is also included in the interview. Students declare whether they would be in the CISW program or the BISW program during the interview.

Admission is based on the application information as well as interpersonal skills and academic and professional suitability. Decisions of the SISW Admissions Committee are final and not subject to appeal.

Students will be notified in writing of the results of the admission application. It is suggested that students meet with their Academic Advisor to review and plan their program.

Students not admitted to the BISW via this process will remain in the social work qualifying program category and are not limited to the number of times they can re-apply. Note that students are limited to four social work courses while in Social Work Qualifying.

Readmission to the SISW
If an SISW student has been required to discontinue they may apply to be readmitted to the university through the FNUniv readmissions process when they have met the necessary conditions. If successfully readmitted to the FNUniv the student must make a written request to the Department Head of DIEHWSW for an interview with the SISW Admissions Committee. The Admissions Committee reserves the right to request that the student submit a new application package. If readmitted the student will need to provide a current CPIC and Child Abuse Registry Check (CARC) within the first semester they are registered.

Students who were previously admitted to the CISW or BISW program and who have not been registered in any courses for a period of more than 5 years must submit a written request, including a current resume, for readmission to the Coordinator of Indian Social Work for an interview with the SISW Admissions Committee. The Admissions Committee reserves the right to request that the student submit a new application package. If readmitted the student will need to provide a current CPIC and Child Abuse Registry Check (CARC) within the first semester they are registered.

Canadian Police Information Check (CPIC) and Child Abuse Registry Check (CARC)
Effective May 2005, all students applying to the School of Indigenous Social Work must provide a current CPIC and a current report from the Child Abuse Registry(ies) relevant to the applicant's place(s) of residence for review by the Admissions Committee. A CPIC that indicates a criminal record does not preclude students from admission to the School of Indian Social Work. Such records will be reviewed and assessed with respect to the nature of the offence(s), what the student has done to rectify the situation, and what measures the student has taken to enhance their personal development subsequent to the charges/convictions. This same consideration will be applied to the Child Abuse Registry Check. Applications for admission to the School of Indigenous Social Work will not be considered complete without a CPIC.

Returning students who were previously admitted to the program, but have taken time off from school will be required to submit a CPIC to the SISW within their first semester of registration in classes. Failure to provide a CPIC may prohibit students from registering in subsequent semesters and/or graduating. Applicants must also provide a letter of clearance from the relevant Child Abuse Registry(ies)
APPENDIX IX

17.8.4.3 Policies on ISW Courses

Practicums – INSW 448 & INSW 458

Students must have an overall program average of 65.00% (PGPA) and must have an average of 70.00% in social work courses in their program to register for INSW 448 and INSW 458 (Practica).

Students must have a final grade of 70.00% or better in INSW 346 before enrolling in INSW 448 (Practicum I).

Students must have a final grade of 70.00% or better in INSW 447 before enrolling in INSW 458 (Practicum II).

Students may apply for International placements for INSW 458. Planning time must be considered, and funding for such placements is the responsibility of the student.

INSW 458 students may apply to do a research project within an agency if they completed INSW 451 with a minimum grade of 65%.

Practica (INSW 448 and INSW 458) may only be offered in the Fall and Winter semesters.

Students are not permitted to register for any other courses during the semester they are registered in INSW 448 or INSW 458 without written permission of the Department Head of Professional Programs in consultation with the Practicum Coordinator. Students must have a 75% or higher PGPA to be eligible to apply for this overload. Requests must be made in writing to the Coordinator of the SISW providing the academic reason that the overload is needed.

Cultural Camp - INSW 352

Cultural Camp (INSW 352) is a mandatory and integral aspect of the Indigenous Social Work program and is required for graduation. Students must have applied and been admitted to the BISW or CISW prior to registering for INSW 352. Students are expected to participate fully and purposefully in cultural camp to assist their development of knowledge in Aboriginal worldview, culture and way of life.

Cultural Camp Appeal Process

The appeal process for ISW 352, Cultural Camp, is completely within the jurisdiction of the School of Indigenous Social Work. Students appeal to the instructor. If the situation is not resolved, the students may then appeal to the Coordinator of the SISW who will discuss the circumstances with the instructor and cultural camp Elders. If the student is still not satisfied, a formal appeal can be submitted to the First Nations University of Canada Registrar’s Office. An Elder/SISW faculty review committee will be struck to review the situation. Students are encouraged and entitled to bring one support person/advocate to their review committee interview. The decision of this review committee is final and will be given to the student within 48 hours. This appeal process applies only to the cultural camp. To appeal other classes, see the Academic Regulations section of this calendar.

Prior Learning Assessment and Recognition (PLAR)

A maximum of 15 credit hours may be acquired through the Prior Learning Assessment and Recognition (PLAR) process. PLAR is defined in this instance as the process of assessing and recognizing skills, knowledge or competencies that have been acquired through human service work experience. Currently PLAR may be applied to INSW 448 OR INSW 458 (see below for policy on INSW 458).

Students in the faculty of Indigenous Social Work may apply for credit for INSW 448, Practice I, through the SISW PLAR process. To be eligible for application students must:

- be accepted into the faculty,
- be in the BISW program (not the CISW),
- maintain a 65% overall program average and a 70% average or better in ISW courses in their ISW program,
- be registered in or have successfully completed INSW 346 at the time of application,
- must have twelve years of human service employment,
- must complete and submit the 12 year human service form
- consistently show professional behaviour as a social work student

The 12-year Human Service form is available from the Saskatoon Campus, and this form must be completed and submitted to the SISW first along with a current resume. When it is approved they may pick up the application package.

The PLAR Application Package is available from the FNUniv Saskatoon Campus. The completed application, which will indicate knowledge and skills gained during the human service employment, must be submitted to the Saskatoon Campus. The SISW PLAR Committee is comprised of full-time SISW faculty.

A student may apply to have INSW 458, Practicum II, accepted through the PLAR process based on students not having the opportunity to apply for credit for INSW 448, because all or part of their twelve years of human service work was completed after taking INSW 448.
APPENDIX IX

If successful in the PLAR application the student must register in INSW 448 or INSW 458 and pay the tuition for the fifteen credit hours that this course is worth.

17.8.4.4 Social Work Transfer Credits from Other Universities
Social Work electives from the University of Regina can be credited towards the INSW elective portion of the CISW and BISW. Program approval must be obtained prior to registration to avoid duplication of courses.

With permission of the Coordinator of Indian Social Work, after consultation with the SISW faculty, credit hours may be used into the required portion of the BISW if the courses are taken through off campus U of R Social Work programs that have been developed for communities with a high Aboriginal population and if the specific course(s) have a strong First Nations focus. Outlines will be reviewed by SISW faculty. The number of credit hours is at the discretion of the Department Head of DIEHSW in consultation with the SISW Coordinator and the SISW faculty.

A maximum of 6 credit hours of social work courses can be transferred from other universities into the INSW electives portion of the CISW program.

A maximum of 9 credit hours of social work courses can be transferred from other universities into the INSW electives portion of the BISW program.

17.8.4.5 SISW Residency Requirements
Residency requirements are the minimum number of credit hours that must be taken through the SISW in the INSW portion of the CISW or BISW program.

- Students must complete a minimum of 42 credit hours of the INSW portion of the CISW, including all required INSW courses.
- Students must complete a minimum of 63 credit hours for the INSW portion of the BISW, including all required INSW courses.

This means that a maximum of 6 credit hours of social work courses can be transferred into the CISW or 9 credit hours of social work courses can be transferred into the BISW from other universities into the social work portion of these programs.

17.8.4.6 Evaluation of Professional Performance
The First Nations University of Canada, School of Indigenous Social Work is a professional school mandated by First Nation elders and accredited through the Canadian Association of Social Work Education. As such, the school is obligated to uphold academic standards as well as ethical and moral standards. Ethical qualities, character and emotional development of students will be reviewed annually to determine the appropriateness of students remaining in the program and/or graduating.

Students who display unethical behaviour or lack of emotional development will face consequences and may be required to discontinue from the faculty for reasons of unsatisfactory professional development. Such behaviours may include racial slurs, physical or verbal attacks on other students/faculty, threats, sexual harassment, plagiarism, buying or selling papers and criminal charges/convictions. A conference may be held with the student(s) to assess the situation. Incidences that fall within these categories are subject to University of Regina Academic Regulations and disciplinary actions and the Faculty of Social Work, University of Regina: Policy and Procedures of Student Performance of Professional Responsibilities. See the policy at:

17.8.4.7 Off-Campus Programs
The above policies and regulations apply to both on and off-campus programs. Exceptions and special considerations within off-campus programs are negotiated between the Department Head, Coordinator of Indigenous Social Work and the relevant Community Coordinators. Questions or concerns about any of these regulations must be referred to the Coordinator of Indian Social Work

17.8.4.8 Graduation Requirements
Students must achieve a GPA of 70% on all ISW courses contributing to the degree or certificate and an overall PGPA of 65% on all courses contributing to the degree or certificate.

The School of Indigenous Social Work does not have "Distinction" or "Great Distinction" graduation categories for any of its programs.
SISW Policy Exceptions

Exceptions to any of the above criteria must be approved by the Department Head and Coordinator of the SISW. Required averages for admission, specific courses and graduation are not subject to exceptions.

17.9 ACADEMIC PROGRAMS

17.9.1 BACHELOR OF INDIGENOUS SOCIAL WORK (BISW)

The following diagram outlines the course requirements for a BISW.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</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>ENGL 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>'Indian language' Introductory course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>'Indian language’ second level introductory course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 104 or 200-level INDG course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>SOC 100</td>
<td></td>
</tr>
<tr>
<td>21.0</td>
<td>Subtotal</td>
<td></td>
</tr>
</tbody>
</table>

Indigenous Studies and Arts, Science or Fine Arts Electives

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>4 INDG courses at the 200 level or above</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>2 Social Science courses</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Three open Arts, Science or Fine Arts electives</td>
<td></td>
</tr>
<tr>
<td>27.0</td>
<td>Subtotal</td>
<td></td>
</tr>
</tbody>
</table>

Required Indigenous Social Work Courses

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ISW 200 (prerequisite for all ISW/SW courses except 321,351, 377 which can be taken concurrently)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 321</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 377</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 351</td>
<td></td>
</tr>
<tr>
<td>9.0</td>
<td>INSW 352* (prerequisite ISW 351)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 346*</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 447* (prerequisite ISW 448)</td>
<td></td>
</tr>
<tr>
<td>15.0</td>
<td>INSW 448* (prerequisite ISW 346)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 451* (prerequisite ISW 448)</td>
<td></td>
</tr>
<tr>
<td>15.0</td>
<td>INSW 458* (prerequisite ISW 447)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 469* (recommended 2nd year)</td>
<td></td>
</tr>
<tr>
<td>63.0</td>
<td>Subtotal</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IX

Indian Indigenous Social Work Electives

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.0</td>
<td>3 courses at 300 level or above</td>
<td></td>
</tr>
</tbody>
</table>

Open Electives

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.0</td>
<td>2 courses from any discipline at 200-level or above</td>
<td></td>
</tr>
<tr>
<td>126.0</td>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

*must be accepted into the SISW

Students admitted into the BISW program prior to September 1, 2013, have until August 31, 2020 to complete the program requirements consistent with the date of being admitted into the BISW program.

17.9.2 CERTIFICATE OF INDIAN SOCIAL WORK (CISW)

The following diagram outlines the course requirements for the CISW program.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Arts Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
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</tr>
<tr>
<td>3.0</td>
<td>‘Indian language’ Introductory course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 104 or 200-level INDG course</td>
<td>-</td>
</tr>
<tr>
<td>12.0</td>
<td>Subtotal</td>
<td></td>
</tr>
</tbody>
</table>

Arts Electives

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</th>
<th>Student’s record of courses completed</th>
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</thead>
<tbody>
<tr>
<td>3.0</td>
<td>2 INDG courses at 200 level</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>Subtotal</td>
<td></td>
</tr>
</tbody>
</table>

Required Indian Indigenous Social Work Courses

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>INSW 200</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 321</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 377</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 351</td>
<td></td>
</tr>
<tr>
<td>9.0</td>
<td>INSW 352* (prerequisite INSW 351)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 346*</td>
<td></td>
</tr>
<tr>
<td>15.0</td>
<td>INSW 448* (prerequisite INSW 346)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INSW 469* (recommended 2nd Year)</td>
<td></td>
</tr>
<tr>
<td>42.0</td>
<td>Subtotal</td>
<td></td>
</tr>
</tbody>
</table>

Indian Indigenous Social Work Electives

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required Courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>2 courses at the 300 level or higher</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66.0</td>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

*must be accepted into the SISW

Students admitted into the CISW program prior to September 1, 2013 have until August 31, 2020 to complete the program requirements consistent with the date of being admitted into the CISW program.
APPENDIX IX

INSW 200 3:3-0
Introduction to Social Work
This course provides an overview of both First Nations and western social work models, historical development, and current practice issues. Students are introduced to a critical analysis of the social work profession, and exposed to a range of social work theories and models.
Equivalent to ISW 200 3:3-0

INSW 321 3:3-0
Human Growth and Development from Traditional Teachings
Elders and others share knowledge of human development from conception to death and beyond from a traditional First Nations perspective. This course considers biological, psychological, social and cultural factors of development. Emphasis is placed on individuals continuing to strive for balance personally and professionally.
***Prerequisite: ISW 200. Concurrent enrolment is allowed***
Equivalent to ISW 321 3:3-0

INSW 346 3:3-0
Indian Social Work Practice I
This course examines the theories, methods and skills related to Indian social work with individuals, families, groups and communities. A history of First Nations traditional helping systems is examined. Culturally supportive skills are practiced. Students will be preparing for the first practicum.
***Must be accepted into the SISW ***
Equivalent to ISW 346 3:3-0

INSW 351 3:3-0
Human Relations from First Nations' Perspectives
This course, taught by a traditional Elder, introduces students to philosophies and practices of human relations from a First Nations cultural world-view. Students examine principles and dynamics of self-awareness, personal development, and interpersonal relationships within human relationships and with the environment.
***Prerequisite: ISW 200. Concurrent enrolment is allowed***
Equivalent to ISW 351 3:3-0

INSW 352 9:3-0
Cultural Camp
Cultural Camp is a six-week class, ten days of which are spent at a Saskatchewan First Nation in a traditional camp setting. Taught by traditional Elders, this course is intended to provide students with an opportunity to learn about Indian values, philosophies, spirituality, and ceremonies.
***Must be accepted into the SISW ***
Equivalent to ISW 352 9:3-0

INSW 377 3:3-0
Introduction to Traditional Self-Healing
This course, taught by a traditional person, assists students in self-healing following First Nations ceremonies. This course uses the sacred circle to discuss personal issues. There is a concentration on traditional principles, protocols, philosophies of traditional healing, and ceremonies.
***Prerequisite: ISW 200. Concurrent enrolment is allowed***
Equivalent to ISW 377 3:3-0

INSW 390 3:3-0
Communication Skills in Indian Social Work Practice
This course will provide students with an introduction to skills and theories for personal and professional communication, both within Indian and mainstream contexts. Active listening, assertiveness, interviewing, and public speaking will be practiced throughout the class. Students will increase their competence as communicators in all areas of their lives.
***Prerequisite: ISW 200***
Equivalent to ISW 390 3:3-0

INSW 402 3:3-0
Indian Social Work Practice and Human Sexuality
The role of Indian social work in working toward sexual healing at a personal, community, and national level will be explored. Through connecting the personal to the political, the course will address issues of sexuality in childhood and youth, sexual abuse and healing, sexual violence and sex for sale.
***Prerequisite: ISW 200***
Equivalent to ISW 402 3:3-0

INSW 403 3:3-0
Death Dying Loss and Grief
A traditional First Nations’ perspective regarding death, dying, and loss is examined. Death as a part of the cycle of life, terminal illness and grieving will be explored. Traditional practices and perspectives are discussed reflecting on the role of the social worker in this context.

**Prerequisite: ISW 200**
Equivalent to ISW 403 3:3-0

**INSW 411 3:3-0**
Social Work with Victims of Abuse
Theories of abuse, power and control, and victimization are examined with a particular focus on the historical abuses imposed on the First Nations of Canada. Legislative protections are reviewed. Understanding the process of healing from abuse is a primary objective emphasizing traditional approaches to balance and harmony.

**Prerequisite: ISW 200**
Equivalent to ISW 411 3:3-0

**INSW 414 3:3-0**
First Nations Children’s Services
This course examines the history of Indian child welfare focusing on jurisdictional issues, fundamental agreements, and programming. Traditional principles, values, and philosophies for children are discussed in relationship to family systems, kinship care, and service delivery systems. Also examined is the development of the Indian Child Welfare system.

**Prerequisite: ISW 200**
Equivalent to ISW 414 3:3-0

**INSW 416 3:3-0**
Ageing
This course reviews stages of life from a First Nations’ perspective focusing on how these relate to the needs, supports, and services of the elderly. A focus on the role of traditional Elders will be explored. There is an emphasis on social work skills required when working with ageing individuals.

**Prerequisite: ISW 200**
Equivalent to ISW 416 3:3-0

**INSW 417 3:3-0**
Alcohol and Drug Abuse
This class will examine addictions from the perspective of oppression and racism being major contributors. Healing, using traditional approaches balanced with Western methodology, will be a primary focus.

**Prerequisite: ISW 200**
Equivalent to ISW 417 3:3-0

**INSW 425 3:3-0**
Group Work in First Nations’ Practice
Traditional and western theories of groups will be explored with a focus on group dynamics in various settings. Traditional teachings, learning, and healing circles will be incorporated. The course provides preliminary skills for working with groups regarding problem solving, decision-making, power issues, conflict resolution, and consensus.

**Prerequisite: ISW 200**
Equivalent to ISW 425 3:3-0

**INSW 437 3:3-0**
Social Work with Indian Families
This course introduces social work with First Nation families with an emphasis on colonization and the breakdown of family structures that were in place prior to colonization. The restructuring of First Nations families within a traditional model will be presented.

**Prerequisite: ISW 200**
Equivalent to ISW 425 3:3-0

**INSW 440 3:3-0**
Counselling Theories and Applications Relevant to Indigenous Social Work
This course examines various counseling theories, models, and techniques relevant to Aboriginal communities and includes the medicine wheel and circle teachings. Other counseling approaches include, but are not limited to, traditional, behavioural, cognitive, Rogerian, Freudian, and New Age.

**Prerequisite: ISW 200**
Equivalent to ISW 440 3:3-0

**INSW 447 3:3-0**
Indigenous Social Work Practice II
This course focuses on examining and practicing skills that enhance the helping relationship through First Nations and congruent western counseling methods. Traditional values, principles and ethics are re-examined to support the development of a personal philosophy of being a helper.

**Prerequisite: ISW 200, ISW 346 and ISW 448.**
Equivalent to ISW 447 3:3-0
APPENDIX IX

INSW 448 15:0-3
Indigenous Social Work Practicum I
This course provides the opportunity to do a practicum in First Nation organizations, on reserves and/or incorporating First Nations perspectives into social work practice. The practicum seminar assists students in the integration of theory and practice through sharing of experiences and knowledge.
***Prerequisite: ISW 200 and 346***
*Note: Students must be in School of Indigenous Social Work.*
Equivalent to ISW 448 15:0-3

INSW 450 3:3-0
Community Development from a First Nations Perspective
This course examines community structures that have been in existence for First Nations and how structures have changed throughout time. Community organization, adult education, organization principles are also addressed. Participatory research strategies and ethical issues are examined.
***Prerequisite: ISW 200***
Equivalent to ISW 450 3:3-0

INSW 451 3:3-0
Introduction to Human Service Research with/for First Nations
This course introduces the basic methodologies, protocols, and cultural appropriateness of social research with First Nations. Qualitative and quantitative tools are discussed while drawing on community-based participatory research. Students also study how research can be a vehicle for movement and development in the Aboriginal community.
***Prerequisite: ISW 200 and ISW 448***
*Note: Recommend students be in School of Indigenous Social Work.*
Equivalent to ISW 451 3:3-0

INSW 458 15:0-3
Social Work Practicum II
The purpose of this class will be to increase students’ ability and skill in areas of social work intervention through practice. Emphasis is on initiation, consultation, development and implementation using social work skills. A clearer awareness and ability to integrate First Nations’ approaches into social work is expected.
***Prerequisite: ISW 200 and ISW 447***
*Note: Students must be in School of Indigenous Social Work.*
Equivalent to ISW 458 15:0-3

INSW 469 3:3-0
Social Policy Development and Services Delivery
Students will gain familiarity with the Canadian context of social policy, and how First Nations communities both impact and are impacted by this broader context. The role social workers can play to influence social policy development, to enhance self-determination, and other First Nations’ agendas will be explored.
***Prerequisite: ISW 200***
*Note: Recommend students be in School of Indigenous Social Work. Required for the CISW.*
Equivalent to ISW 469 3:3-0

INSW 478 3:3-0
Traditional Counseling
This course considers characteristics of traditional counselling, the inadequacies of Western-oriented social work counselling with many First Nations clients, and how traditional counselling could improve social work practice. This course is taught with Elders and is suggested for senior students.
***Prerequisite: ISW 200***
*Note: Recommend students be in School of Indigenous Social Work and have completed ISW 448.*
Equivalent to ISW 478 3:3-0

INSW 482 3:3-0
International Themes in Social Work with Indigenous Peoples
Students will explore the international context of social work, human rights and ‘development’ with emphasis given to the experiences of Indigenous peoples. Roles of social workers within the broader context of globalization, international trade, the United Nations, nongovernment organizations, and social movements will be explored.
***Prerequisite: ISW 200***
*Note: Recommend students be in School of Indigenous Social Work.*
Equivalent to ISW 482 3:3-0
APPENDIX IX

INSW 485 3:3-0
Selected Topics in Research - an AA-ZZ series.
Individual or group practice in developing viable research proposals, analyzing specific problems in social work, and carrying through library and/or field research projects.
Equivalent to ISW 485 3:3-0

INSW 495 1-3:3-3
Individual and Group Inquiries - an AA-ZZ series.
Tutorials, directed readings, “learning contracts”, and other agreements stipulating specified objectives negotiated between an instructor and individual students or groups of students.
Equivalent to ISW 485 3:3-0

2) Undergraduate Studies

Motion 4
That students applying for credit for SW 348, Practicum I, must:
- have a minimum of the equivalent of 2 years of full-time waged or unwaged human service experience, which has been completed in the past 10 years;
- have successfully completed the prerequisites for the course (currently SW 390, SW 346, and SW 100, 6 additional SW credit hours, plus a minimum grade point average of 70% in the Social Work portion of their BSW) prior to credit being granted;
- contact the appropriate Practicum Placement Coordinator prior to the relevant practicum application deadline to discuss their intent to apply for PLAR credit and, if needed, participate in the placement planning process; and
- clearly demonstrate in their PLAR application how they have met the objectives and competencies for SW 348.

Rationale:
Students applying for PLAR credit for SW 348 must demonstrate that they have met the competencies and requirements for the course, and that they have engaged in relevant and adequately supervised human service experience. The requirement of 2 years of full-time human service experience has been adapted from the University of Victoria PLAR policy for their equivalent of Practicum 1.

MOTION 5
To change the name of SW qualifying to Pre-Social Work effective May 1, 2014.

Rationale
SW qualifying conveys the message that students would be accepted once completed the qualifying period, which is not the case in Social Work.

MOTION 6
That students be limited to completing SW 100 and SW 202 while in the pre-Social Work program effective May 1, 2014.

Rationale
To protect students from making a significant investment in their education that might, at the end of the day, be a wasted investment. Students who take many courses as a qualifying student and who are unable to gain admission, would then find themselves having paid for "empty" credits that will not be of value to them. Another reason relates to the academic quality within the classes themselves. An instructor is expecting that students in a class will have a specific level of knowledge and experience that was vetted through the admission process. If we
routinely let students who are in their qualifying year take more than the allowed number of courses, we are potentially populating our classes with a group of students who will not have the experience or knowledge to be successful in the class, thus putting the students and the instructor in a poor situation. SW 100 and SW 202 are considered foundation courses.

**MOTION 7**

That grade point average (GPA) calculation for admission to the BSW program include grades earned in courses applicable to the applicant’s BSW program. This includes failing grades from U of R courses if the course(s) would have been used toward the program.

**Rationale**

The rationale for using failed U of R grades in the BSW Admission GPA is to have a more accurate representation of applicants’ performance and grades. It is to prevent students from having falsely elevated GPAs. This is especially important given the competitive nature of our admissions process.
MEMORANDUM

DATE: 29 November 2013

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

FROM: Harvey King

RE: Motions for Consideration

Recently CCE’s Council reviewed and recommended approval of the following motions which are now being presented here for CCUAS consideration at their next convening.

Gary Morin will be in attendance at CCUAS’s December meeting to address any issues of discussion around these items.

Harvey King, Ph. D.
Director
ITEMS FOR APPROVAL

MOTION #1: That the Certificate in Adult Education and Training (CAET) be retired effective January 2016.

Rationale: The CAET Program has encountered a number of different circumstances which have impacted the Certificate:

- In 2009 the Faculty of Education retired the Bachelor of Adult Education and Training (BAET), the program that CAET students traditionally laddered into.
- The SIAST Faculty Certification Program (SIAST FCP) has been running for a number of years and has drawn students who would be enrolling in the CAET. The SIAST FCP offers similar courses to the CAET program.
- Student enrolments in the CAET have been diminishing, and for the last few years the Faculty of Education and the Centre for Continuing Education (CCE) have been sharing the loss on under-subscribed CAET courses. These current numbers are not sustainable.
- The CCE Certificate Review identified significant competition in the market place, further reducing the student base from which to draw.

As a result of the foregoing, the Faculty of Education and CCE have mutually agreed to retire the CAET.

MOTION # 2: That the sunset clause for current CAET students requires the completion of the program by Fall 2015.

Rationale: An audit of the CAET program reveals approximately 20 active students in the program with an additional 30 inactive students. To facilitate the completion of this program, two complete rotations of the 5 courses comprising the certificate will be offered over a two year cycle between January 2014 and December 2015. Attached in “Appendix A” is a sample of the letter we intend on providing to students in the CAET program.

MOTION #3: That admission to the CAET program be suspended effective January 2014.

Rationale: In order to best manage the retirement of the CAET, and not disadvantage students, the Faculty of Education and CCE are proposing the suspension of new admissions into the program effective January 2014.

MOTION #4: Change CCE’s concurrent program policy 18.2.2.6 to allow CCE certificate students to take an additional CCE certificate as a secondary program.

Rationale: On occasion CCE students wish to pursue two certificates simultaneously in order to advance their careers. Allowing CCE students to pursue a certificate as a secondary program will afford students more flexibility in program and course selection.
APPENDIX X

18.2.2.6 Concurrent Programs

- Students may take a maximum of ten courses toward a program in another faculty as a secondary program
- Students must submit a completed Declaration of Secondary Program Form. Signatures of approval are required from the Primary Program Advisor and the Secondary Program Advisor.
- CCE students may not take another CCE credit program as a secondary program

Appendix A

CAET Closure Letter

DATE

Dear ,

I regret to inform you that the Credit Studies Division, Centre of Continuing Education has requested approval from the Faculty of Education and the University of Regina to close the Certificate in Adult Education and Training program. New admissions to this certificate program will be suspended effective the Winter 2014 semester.

According to our records, your progress in the program fits the definition of a current Certificate in Adult Education and Training student for the purpose of the program closure. Given your status, you will have until December 2015 to complete the program. The Certificate in Adult Education and Training will be officially closed at the end of the Fall 2015 semester.

The Credit Studies Division is committed to making your progression towards your goal as smooth as possible. To facilitate your completion of this program, two complete rotations of the 5 courses comprising the certificate will be offered over a two year cycle between January 2014 and December 2015. However, this will be the final offering of these courses, so we would encourage you to register in the courses as they are offered in the rotation.

If for any reason you wish to withdraw from the program, please advise our office of your intent in writing. Send a letter, a fax, or an email to the addresses listed above.

In order to facilitate your completion of this program, please contact the Credit Studies Division at (306) 585-5807 to arrange a phone or in-person advising session with our program advisor, Annette Marche. We regret any inconvenience the closure of the Certificate in Adult Education and Training may cause. However, we look forward to hearing from you and working with you in the upcoming semesters.

Sincerely,

Gary Morin
Head, Credit Studies Division