Council Committee on Undergraduate Admissions and Studies

MEETING DATE: Thursday, December 7, 2017
LOCATION: LI 215
TIME: 1:30 p.m.

1. APPROVAL OF AGENDA
2. APPROVAL OF MINUTES OF LAST MEETING, November 2, 2017
3. UNFINISHED BUSINESS
   3.1 Report from Task Forces, Commissions, or Sub-committees
      3.1.1. Report from the University Regulations Sub-committee, Appendix I pages 2-30
4. NEW BUSINESS
   4.1 Report from the Faculty of Arts, Appendix II pages 31-73
   4.2 Report from the Faculty of Engineering, Appendix III pages 74-81
   4.3 Report from the Faculty of Social Work Appendix IV pages 82-90
   4.4 Report from Enrolment Services, Appendix V page 91
   4.5 Report from the Faculty of Education, Appendix VI page 92-94
5. Winter Meeting Schedule page 95
6. ADJOURNMENT
3.1.1 Report from the University Regulations Sub-committee

**Motion 1: Revised Section 3 of the Undergraduate Calendar, Registration and Withdrawal**

That the following *Registration and Withdrawal* regulations (currently known as *Section 3. Registration* in the U of R Undergraduate Calendar) be recommended for approval to Executive of Council, effective 2018/20.

**Background:**
*Section 3: Registration* in the Undergraduate Calendar has undergone an extensive consultation and revision process prior to being brought to the University’s governance committees for approval.

The following revisions were made with the desire to publish Undergraduate Calendar regulations that are clear and concise for students, faculties, and academic units. This submission was originally presented at CCUAS on November 2, 2017. The Committee recommended that this section be taken back to the Sub-committee for further review. Here is an updated version:

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**Class Registration and Withdrawal**

**Eligibility to Register**

Students are eligible to register for classes if they:

- Have been admitted to the University.
- Have registered at least once in the last three terms.
- Have a financial account that is in good standing.
- Are not currently subject to an academic action or penalty that prohibits registration in classes.
- Have a valid time-ticket.
- Meet the required pre-requisites or, when appropriate, have obtained the required approval to register.

More information on admission and re-admission to the University can be found in the Application and Admissions Section of the Academic Calendar.

**Program Planning**

It is a student’s responsibility to ensure that course registrations and any changes to course registrations meet degree requirements.

We strongly recommend that newly admitted students make an appointment with an Academic Advisor. An [Academic Advisor](insert link) can help develop a program plan and provide important information about university and faculty, federated college, or academic unit regulations.

The University uses Advisor by Conclusive to support program plans and degree audits. [Advisor by Conclusive](insert link) is a self-service system designed to help students and Academic Advisors keep track of the progress made in the completion of program requirements.
Searching for Classes and Building a Class Schedule

Searching for classes and building a class schedule is easy at the University of Regina. Visual Schedule Builder (VSB) is an online self-service tool that provides the ability to view schedule options and to build a class schedule that is based on the days and times that work best for students each term.

Registering for Classes

Class registration is done through the UR Self-Service system. Choose “Student Services” then “Registration” then “Add/Drop/Search for Classes”. Add the CRNs to the “Add Classes Worksheet” and click the “Submit Changes” button.

Registration Regulations

Financial Agreement
By registering for classes, students agree to:

- Pay all tuition and fees associated with courses in which they are registered.
- Follow formal add, drop and withdrawal procedures of the University.
- Be financially responsible for any classes in which they remain registered after the full refund period ends.
- Be financially responsible for late fees, interest, service charges, collection costs, legal fees, and court costs and agree to pay any and all such charges if their account becomes delinquent.

Registration is not cancelled and classes are not automatically dropped for non-payment of fees. Students who decide not to attend must drop all classes prior to the first day of the semester on UR Self-Service or request cancellation by contacting their Academic Advisor.

Registration Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Registration Opens</th>
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<tbody>
<tr>
<td>Spring/Summer</td>
<td>First Tuesday in March up to the published add/drop deadline.</td>
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<tr>
<td>Fall</td>
<td>First Tuesday in March up to the published add/drop deadline.</td>
</tr>
<tr>
<td>Winter</td>
<td>First Tuesday in November up to the published add/drop deadline</td>
</tr>
</tbody>
</table>

Registration Time-Tickets

Students register according to a priority system in which those who have earned the most credit hours register first. Transfer credit hours (which must already be granted by the Faculty and entered in the system) and credit hours in progress are included in the counts, which are not rounded.

Registration time-tickets are visible to students online in UR Self-Service approximately one month prior to the start of registration.

Students are not permitted to register or be registered by a University staff member in any classes in advance of their assigned time-ticket.

Course Availability

Some courses that are listed in the course catalog may not be available each term. Academic Advisors are able to assist students in finding out the next term when a course should be available.

Maximum Class Size and Wait Lists

All classes have a maximum number of students that can register based on a variety of criteria. Once a class has the maximum number of student registrations, students who try to register in the class will receive an error message. For those classes that have “wait lists”, students may add themselves accordingly. Students may review the Waitlist Registration instructions for more information on the processes and regulations that pertain to waitlists.

Class Prerequisites

A prerequisite is a requirement that a student must meet before they are eligible to participate in a class. All students
are required to meet the prerequisites for a class.

The U of R operates on an honor system where students may register in a class prior to completing the prerequisite so not to impede their ability to secure a seat in a class pending completion of the prerequisite. If it is discovered that students do not have or have failed the required prerequisite, they will be withdrawn from the class and will incur all financial and academic penalties in accordance with the published deadline dates of the Academic Schedule.

Class and Registration Restrictions
Some classes are restricted to students within a specific faculty or program. Only students who meet those restrictions will be eligible to register.

Other restrictions pertaining to classes and a student’s ability to register may require permission and the processing of a registration permit override. It is a student's responsibility to consult the appropriate academic regulation, class, program, or degree section of the Academic Calendar to determine if permission is needed and how to obtain that permission. Permission is not automatic and will be given only when the regulations are met.

Repeating Courses
With the exception of ENGL 100, a course may be repeated once only. When a course is repeated, the grade obtained in the final authorized attempt becomes the grade of record for that course and used in the student's program of study. All courses officially attempted are listed on students' official transcripts.

English 100 may be repeated twice. Regardless of whether students pass or fail preceding attempts at English 100, those that receive a failing grade for a third completed attempt at English 100 must withdraw from the university for two years.

Students will not receive credit for repeated courses in which they have received transfer credit or for courses they have already received credit for at the U of R repeated elsewhere. Courses successfully completed at the U of R cannot be repeated at another institution for transfer credit.

Adding and Dropping Classes
Students may make changes to their class up to and including the add/drop deadline that is published in the Academic Schedule. UR Self-Service is used to add or drop classes.

Maximum Course Load
The maximum number of registered credit hours a student may have in the fall and winter terms is normally 15. For the spring or summer terms, the normal maximum number of registered credit hours a student may have is 12 as follows:

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>6 credit hours in part of term 4,</td>
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<tr>
<td>or 3 credit hours each in parts of</td>
<td></td>
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<tr>
<td>term 2 &amp; 3</td>
<td>6 credit hours in part of term 7,</td>
</tr>
<tr>
<td></td>
<td>or 3 credit hours each in parts of</td>
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<td>term 5 &amp; 6</td>
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</tbody>
</table>

Maximum course load includes registered courses in the current term and any courses that are being deferred from the previous term.

Some faculties and programs require or allow a course load that is higher than those described.

Attending Classes without Registration
Students are not allowed to attend classes in which they are not registered.

Late Class Registration
Registration in a class after the add/drop deadline is not permitted.

Registration by Proxy
Students may designate a proxy to register in classes on their behalf. A written and signed authorization or an email must be submitted from the student’s U of R email account with the name of the proxy and the period of time they are providing permission to the proxy to register on their behalf. Authorization will be retained by the student’s faculty, federated college, or academic unit.

Students are responsible for any registration activity made on their behalf by an authorized proxy. Students are also responsible for any registration activity made through their release of their UR Self-Service user ID and password to a third party.
Audit Registration

Some courses may be taken for audit. Audit students may attend classes but may otherwise participate in classes only to the extent permitted by the instructor. Audit registrations begin on the last business day prior to the start of classes.

Students may not register to audit a course that is full or a course with a waitlist.

Students who have been withdrawn from the University as a result of an academic action or penalty of academic or non-academic misconduct are not permitted to audit courses.

Audit Grades

Audit registrations are recorded on the official transcript with a grade of AU. Students who formally withdraw and students who are known to have ceased attending will have the grade of AW recorded on their official transcript.

Changing from Audit to Credit, or Credit to Audit Status

The deadline for changing status from audit to credit, or credit to audit is the published add/drop deadline in the Academic Schedule.

Audit Fees

The cost of auditing a course is 50% of the normal tuition for the course. Payment of tuition for an audit registration is due on the published fee payment deadline of the Academic Schedule.

Withdrawal and Refund of Audit Tuition

Students must drop an audit course within the published deadline of the Academic Schedule in order to be eligible for a refund of audit tuition.

Visiting and Common Visiting Student Registration

Visiting Student Class Registration

Visiting students are from a recognized post-secondary institution other than the University of Regina and are taking classes for credit towards a program at their home institution. All registration regulations apply to Visiting Student class registrations.

Common Visiting Student Course Registration

Common Visiting students are from the University of Saskatchewan or Saskatchewan Polytechnic and are taking classes for credit from the University of Regina towards a program at their home institution or at a regional College in Saskatchewan. All registration regulations apply to Common Visiting Student class registration.

Withdrawals

Failure to Withdraw

The University does not cancel class registration(s) on the basis of non-attendance. Students who do not formally withdraw are liable for assessed tuition and fees, and receive failing grades.

Withdrawal from the University

Students who register and are subsequently unable to attend classes must either drop the classes online or contact their faculty, federated college, or academic unit in writing to cancel their class registration(s). If this is not done before the published add/drop deadline of the term, financial and academic penalties apply.

The date the notification is received will be used in the processing of any course withdrawals.

Withdrawal from Classes

Students may drop classes up to the deadline for withdrawing without receiving a failing grade as published in the Academic Schedule. The date of the withdrawal in UR Self-Service or the date a withdrawal request is received in writing, will be used to determine withdrawal eligibility.
Medical or Compassionate Withdrawal

Students who are withdrawing from one or more courses, after the published refund periods, for reasons beyond their control (such as illness or accident, or involuntary job transfer), should complete an Application for Adjustment of Fees and/or Grades at the time they withdraw. Supporting documentation is required. See the Fees section of the Academic Calendar for information about adjustments of fees for medical or compassionate withdrawals.

Students who become ill or suffer an accident or bereavement after the published academic withdrawal deadline, or unsuccessfully attempt to continue in classes after the deadline, should consult their faculty, federated college, or academic unit about the options available to them.

Retroactive Withdrawal

After the end of the semester, in extenuating circumstances only and at the discretion of the students’ faculty, federated college, or academic unit, students who might have been eligible for a medical or compassionate withdrawal may apply instead to their faculty or college for a retroactive withdrawal, which consists in the conversion of numeric grades and/or grades of NP to neutral grades of W. Only withdrawal from all courses in the relevant semester will be considered. Students must complete an Application for Adjustment of Fees and/or Grades and provide supporting documentation as described on the form, and an explanation of the reason for the lateness of the application.

A retroactive withdrawal is an unusual privilege, not a right, and will be allowed no more than once in a student’s academic career.

(end of Motion 1)

Motion 2: Revised Academic Regulations

That the following Academic Regulations (currently known as Section 5. Attendance, Evaluation, Discipline and Appeals in the U of R Undergraduate Calendar) be recommended for approval to Executive of Council, effective 201820.

Background:
Section 5: Attendance, Evaluation, Discipline and Appeals in the Undergraduate Calendar has undergone an extensive consultation and revision process prior to being brought to the University’s governance committees for approval. The information in the current Section 5 will now be under two headings: Academic Regulations (which is presented in this motion) and Student Code of Conduct and Right to Appeal.

The following revisions were made with the desire to publish Undergraduate Calendar regulations that are clear and concise for students, faculties, federated colleges, and academic units.

Preamble
All University of Regina (U of R) students are responsible for complying with the rules, regulations, policies, and procedures contained in this section as well as those in other sections of the Academic Calendar and other official University publications and announcements which may be issued from time to time.

The University reserves the right to change policies and regulation whenever such action is deemed appropriate or necessary. Throughout these regulations, the term faculty, federated college, or academic unit refers to all U of R Faculties, the Centre for Continuing Education, Federated Colleges, and La Cité universitaire francophone.

Force Majeure
The U of R accepts no responsibility for the continuance of any class or course of instruction which may not be completed as a result of an act of God, fire, riot, strikes, lockout, any act of terrorism, or any other cause beyond the control of the U of R.
Instructor Responsibilities

Students of the U of R can expect their instructors to:

1. Provide them with a written course outline within the first 3 hours of instruction which should include:
   - The content of the course
   - Any prerequisites for the course
   - A list of assignments and exams, with due dates if possible
   - The grading scheme: weightings of the assignments and exams
   - The instructor’s policy on attendance
   - The instructor’s policy on late assignments and missed exams

   Any proposed changes to the grading scheme must be circulated in writing and consented to by the students registered in and attending the course.

2. Maintain proper records of the work subject to assessment during the term and at exam time.
3. Retain final exam papers for a period of six months.
4. Participate in the grade appeal process.
5. Submit grades for approval of the department head or dean (as appropriate) no later than 5 calendar days (not including Sundays and statutory holidays) after the date of the final exam. In the case of courses having no final exam, final grades must be submitted for approval of the department head and dean (as appropriate) no later than 10 calendar days (not including Sundays and statutory holidays) after the start of the Fall or Winter final exam period; or within 5 days of the start of the final exam period in Spring/Summer and other shorter parts of term.
6. Submit / enter the actual grade earned in the class for numerically graded courses.
7. Ensure that at least 75% of the work used to arrive at a student’s grade is of a nature that it can be reassessed by an independent examiner. When an instructor wishes to deviate from established practices, and especially when methods of evaluation may make it impossible to follow these recommendations, such evaluation methods must be approved by the dean.
8. In the case of a practicum, adopt a method of evaluation that provides continuous information to students on their performance and maintain all of the documentation on which the evaluation is based.
9. When appropriate, conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing to obtain a passing grade.
10. Report suspected cases of academic misconduct to the dean or designate of the faculty, federated college, or academic unit offering the course. For further information on academic misconduct refer to the Student Code of Conduct and Right to Appeal (insert link) section of the Academic Calendar.

Attendance

Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty. One written warning will be provided to a student before action is taken. This includes, but is not limited to:

- being dropped from the course;
- being barred from writing the final exam;
- being barred from attending a class or components of a class.

Course Work

Course work comprises all assignments, exams, labs, and tests that are conducted during the term and contribute to the student’s final grade in a course, but excludes the final exam. All course work will be completed no later than the last day of regularly scheduled classes of the relevant term or part-of-term.

Exams

Exam Scheduling

The following regulations apply to the scheduling of exams:

1. No final exams, mid-term exams, or tests worth more than 10% in the total evaluation of the course will be scheduled for on-campus credit courses in the last three hours of scheduled lectures, or in the day(s) between the end of lectures and the first day of the final exam period, without prior written approval from the instructor’s dean, with a copy to the Registrar. Practical assessments such as exhibitions, juries, and recitals are exempt.
2. Mid-term exams are held on the published date(s) of the course outline.
3. Final exams are held in a designated exam period. Courses with take-home final exams will use the scheduled final exam date as the due date.
4. Exam locations are added to the web course schedule towards the end of the term. Once a final exam date and time have been published, they cannot be changed without the written consent of all students in the course, and the approval of the instructor's dean.
5. Information about final exams (including take-home finals) will be included in the course outline, as well as on the UR Self-Service course schedule.

**Exam Regulations**
Students are required to ensure they are familiar with and follow the following exam regulations.

1. Identification for Exam - Exam invigilators are authorized to require students to show photo identification for admission to exams. The preferred form of photo ID is a U of R Student ID Card. Government issued photo id is also acceptable. If a student’s identity cannot be confirmed, exam invigilators have the authority to refuse admission to the exam room. Students should have their photo ID face up in the top right corner of their desk at all times during the exam.
2. Admission to an Exam Room - No student shall be permitted to enter the exam room later than thirty minutes after the beginning of an exam. No additional time will be provided to a candidate who arrives late to an exam.
3. Leaving the Exam Room – No student shall be permitted to leave the exam room within thirty minutes after the exam has commenced. Unless permission has been granted by the exam invigilator, students may only leave their seats to turn in their answer book(s).
4. Cheating – Students caught cheating on an exam will have the suspected incident along with the date and time of the suspected incident notated on their exam answer booklet. All incidents of suspected cheating will be investigated accordingly.
5. Food and Beverage – Only water is allowed in an exam room provided it is in a bottle that does not have a label.
6. Electronic Devices – Electronic devices are not allowed in an exam room unless otherwise permitted by the instructor. This includes, but is not limited to, smart devices, cell phones, wireless devices, calculators, and other electronic devices. All electronic devices must be turned off and stored in designated areas. An instructor may request to see and / or store any electronic device that is not authorized.
7. Personal Belongings – All personal belongings are brought at the student’s own risk and must be stored in designated areas. The only materials students are allowed to have at their desk during an exam are writing instruments and approved calculators, notes, and/or textbooks. Any other personal items, including purses, must be set aside in the designated area prior to the exam start.
8. Blank Paper – Candidates are not allowed to bring blank paper to an exam. Blank paper will be provided.
9. Exam Question Clarification – Candidates may only consult an invigilator for clarification of an exam question.
10. Communication – Communication with other candidates is strictly prohibited.
11. All students are required to sign and date all examination books used during an exam.

**Cancellation of Exam Papers**
A student who becomes seriously ill or is informed of urgent family problems during an exam should report immediately to the person supervising the exam, hand in the unfinished paper, and request that it be cancelled. A dated, signed medical certificate or other supporting documentation must be provided to the student’s faculty, federated college, or academic unit (final exams) or instructor (term exams) within three days following the date of the exam. A request for cancellation after the fact, when an exam has been written and handed in for marking, will be denied. Deferred exam policies and procedures apply to a cancelled final exam, while action taken with respect to a cancelled term exam is at the discretion of the instructor (see Deferrals).

**Invigilation of Distance Learning Exams**
Final exams in distance learning courses (on-line, televised, video-conferenced) must be invigilated by a University-authorized invigilator except for courses with take-home final exams. The Student and Instructor Services (Credit) office at the Centre for Continuing Education will arrange for exams at designated, pre-authorized sites within Saskatchewan. Students who wish to write at a different site within Saskatchewan or to write outside Saskatchewan must receive approval from the Student and Instructor Services (Credit) office at the Centre for Continuing Education for the proposed site and proposed invigilator, and are responsible for any additional costs resulting from their proposed site and invigilator.
Students in the Faculty of Nursing are expected to write their exams at the site in which the course is delivered. The Student and Instructor Services [Credit] office at the Centre for Continuing Education maintains a list of authorized sites and can help in finding an appropriate invigilator, but the student is ultimately responsible for making invigilation arrangements outside of the pre-authorized sites. Students must provide photo identification to the invigilator prior to writing.

Deferral of Final Exams or Course Work

Late Course Work Submission
Students may encounter situations that prevent them from handing course work in on time. In these cases, the instructor’s policy on the late submission of course work applies.

Grounds for Deferral
Extensions of deadlines for completion of assignments or writing of exams, including final exams may be granted to students who are in good standing on the basis of:

- serious illness;
- accident;
- serious illness or death of an immediate family member;
- domestic affliction;
- participation in sanctioned university activities (varsity athletics or academic conference for example);
- involuntary job changes; or
- other extreme circumstances beyond their control.

Deferrals will not be granted on the basis of personal or leisure travel arrangements made by the student or others on their behalf.

Deadlines and Procedures for Deferral Request

Deferral of Course Work and Term Exams
Requests to defer course work during the scheduled class dates must be requested prior to the due date of the course work and directed to the course instructor. The course instructor may extend the due date up to the date of the final exam. If there is no final exam in the course, deferred course work must be completed no later than five days after the scheduled end date of classes.

When a course instructor approves the deferral of a term exam, they may assign a make-up exam or transfer the weight of exam to another exam or assignment that has not yet been submitted, including the final exam. The manner in which deferred course work is made up will be consistent with the policies on deferred course work in the academic unit that is offering the course.

Requests for the deferral of course work that are made after the scheduled final exam date of a class are subject to the approval of the dean (or designate) of the student’s faculty, federated college, or academic unit. Students must complete an Application for Deferral of Course Work and/or Final Exam and include supporting documentation to their faculty, federated college, or academic unit for approval. Requests must be received within 3 business days of the scheduled final exam date or they will be denied.

Deferral of Final Exam
Students who are unable to write their final exam must notify their course instructor or their faculty, federated college, or academic unit. Initial communication by telephone or by email is acceptable. Students must submit an Application for Deferral of Course Work and/or Final Exam including supporting documentation within 3 business days of the scheduled final exam date.

Maximum Length of Deferral
The maximum length of a deferral of course work or final exam that is approved by the Dean (or designate) is as follows:

- Fall courses – by January 31
- Winter courses – by May 31
- Spring/Summer courses – by September 30

In cases of prolonged illness or other incapacity (an absence from the U of R for 2 weeks or more), a dean (or designate) may extend a deferral up to the end date of the following term in which the course was taken. A deferral for a fall
course, for example, may be extended to the end of the winter term.

### Course Instructor Procedures

The course instructor should keep a record of any deferral of course work or term exams that they approve. For this reason, the course instructor will communicate the terms of the approval via the student’s U of R email account.

### Faculty and Academic Unit Procedures

When a student requests a deferral of course work or the final exam to the dean (or designate), the dean (or designate) will consult with the course instructor to establish that the student is in good standing and has a reasonable chance of passing the course if the deferral were to be granted.

When a decision is made, the dean (or designate) will notify the student, the course instructor, the head of the department, the Registrar’s Office (the.registrar@uregina.ca), and the student services area of the faculty, federated college, or academic unit offering the course via their U of R email accounts. This communication will include the details of the deferral and the associated deadlines for completion.

In the absence of the course instructor, the department head is responsible for arranging, setting, and grading a deferred exam.

### Supporting Documentation

Acceptable documentation in support of a deferral includes:

- **Illness or accident**: Students may submit a Student Self Declaration of Illness (insert link) in support of their request for a deferral with the understanding that the U of R retains the right to request additional documentation. If further documentation is required your medical professional must complete the Student Medical Certificate form stating your inability to continue your studies.

- **Death in the immediate family**: You must provide an obituary or death certificate.

- **Illness/accident of immediate family member**: If you needed to provide care to an immediate family member due to an unexpected illness or accident, the medical professional must complete the Student Medical Certificate form.

- **Domestic Affliction**: Proof such as a letter from a lawyer, counsellor, etc.

- **Sanctioned University Activity**: Proof, including the date, of the activity from an officer of the University (athletic director (or designate), instructor, etc.).

- **Jury duty**: The letter advising you have been selected and are required to attend.

- **Involuntary job changes**: A letter, on company letterhead, from your employer, confirming the date of the move.

- **Other extreme circumstances**: A letter from a professional familiar with the circumstances or other support documentation as determined by the dean (or designate).

The U of R reserves the right to verify the authenticity of any documentation submitted in support of a deferral request.

### Maximum Course Load Including Deferrals

The combination of incomplete deferrals and new course registration may not exceed 15 credit hours at the undergraduate level or 12 credit hours at the graduate level unless a cumulative overload is formally approved by the student’s dean (or designate) of the student’s faculty, federated college, or academic unit. For this reason, a deferral might not be granted if the deferral(s) exceed the maximum credit hours allowed.

### Deferrals and Impact on Full Time Status

Deferrals only count as class registration in the original term of registration and cannot be used to achieve full time status in a subsequent term.

### Grading of Deferrals

If the student does not complete the course work or term exam as approved by a course instructor, a grade of zero is assigned to the course work or term exam that has been deferred and a percentage grade for the course is submitted.

When a deferral has been approved by a dean (or designate) an interim grade of DE (deferred) is assigned for a deferred exam or deferral of both final exam and course work. A grade of IN (incomplete) is assigned for a deferral of course work alone.

When the deferred final exam and/or course work has been completed, the course instructor will grade the work and
assign a percentage grade to replace the interim grade. In the absence of the course instructor, the department head (or designate) is responsible for grading the course work and assigning the percentage grade.

On the day following the deadline for completion of deferrals, the Registrar’s Office will convert grades as follows:

- Grades of DE will be converted to NP (not passed).
- Grades of IN will be converted to a percentage grade or to a grade of NP as determined by the course instructor and approved by the dean (or designate).

**Unexpected Delay in Course Delivery**

When the delivery of a course is delayed for reasons intrinsic to the course, beyond the deadline for submission of grades, the dean (or designate) of the faculty, federated college, or academic unit offering the course may approve the assignment of the grade NR (not reported) for those students who are affected until the course can be completed.

**Aegrotat Standing**

In rare circumstances, aegrotat standing in one or more courses in a term may be granted on medical or compassionate grounds to a student who meets the following conditions:

- the student is prevented from completing the term by serious illness or other extreme circumstances beyond the student’s control;
- the student’s illness or other circumstances are certified by a professional in the relevant field or confirmed by other documentation acceptable to the dean;
- a deferral of course work and/or final examination is not appropriate because of the nature or severity of the illness or of the other circumstances;
- a medical or compassionate withdrawal is not appropriate;
- the student has completed at least 50% of the work contributing to the grade in the course; and,
- the instructor of the course confirms in writing that the student has demonstrated an understanding of the course material.

Aegrotat standing is granted by the dean (or designate) of the faculty, federated college, or academic unit in which the student is enrolled. The uncompleted work may be course work, the final examination, or a combination of the two.

**Grading System and Descriptions**

The U of R employs a percentage grading system. Unless otherwise specified, a grade of less than 50% is a failing grade for undergraduate programs.

**Grading Descriptions**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</table>
| 90-100 | An outstanding performance with very strong evidence of:  
- an insightful and comprehensive knowledge and understanding of the course material;  
- an ability to make sound and original critical evaluation of the course material;  
- highly original, creative and/or logical thinking;  
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts in writing. |
| 80-89  | Excellent performance with strong evidence of:  
- a comprehensive knowledge and understanding of the course material;  
- an ability to make sound critical evaluation of the course material;  
- original, creative and/or logical thinking;  
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts in writing. |
| 70-79  | Very Good performance with evidence of:  
- a substantial knowledge and understanding of the course material;  
- sound critical evaluation of the course material; |
Grade | Description
--- | ---
- | some original creative, and/or logical thinking;
- | an above-average ability to organize, to analyze and to examine ideas in a critical and constructive manner, and to express thoughts in writing.
60-69 | Good performance with evidence of:
- | an acceptable basic knowledge and understanding of the course material;
- | some ability to make critical evaluation of the provided course material;
- | acceptable creative and/or logical thinking;
- | an acceptable ability to organize, to analyze and to examine ideas, and to express thoughts in writing.
50-59 | A barely acceptable performance with evidence of:
- | some familiarity with the course material;
- | some evidence that analytical skills have been developed;
- | partially successful attempts at creative or logical thinking
- | partially successful attempts to organize, to analyze and to examine ideas and basic competence in writing.
0-49 | Unacceptable performance.

Alphabetic grades
With the exception of the grades of NP and XF (see “Calculation of Grade Point Averages,” below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral.

AG Aegrotat standing
AU Audit, no credit
AW Audit withdrawal
C Credit for hours shown
CW Compulsory withdrawal
DE Deferred examination
F Failure
IN Incomplete
IP In Progress
MC Maintenance of Candidacy
N No Credit for Hours Shown
NP Not Passed
NR Not Yet Reported
P Pass Standing
W Withdrew from Course
XF Academic Misconduct

Approval Authority for Final Grades
The dean (or designee) has the responsibility to approve final grades including the authority to adjust grades as is deemed necessary.

Calculation of Grade Point Averages (GPA)
Academic standing is determined by use of a grade point average (GPA), calculated by (1) multiplying, for each course, the credit hours by the grade earned, (2) adding together the products of that multiplication, (3) adding together the credit hours for the courses used, and (4) dividing the first sum by the second. The calculation is not rounded but is truncated to two decimal places.

Only percentage grades, grades of NP, and grades of XF are used in GPA calculations. Grades of 0%-39% and NP are all counted as 40% in the calculation, grades of XF are counted as 0%, and grades of 40% to 100% are used as recorded.

Types of GPA Calculations
The GPA calculation is applied to different selections of courses for different purposes. The following are the major kinds of GPA calculations:
<table>
<thead>
<tr>
<th>GPA Type</th>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative grade point average</td>
<td>CGPA</td>
<td>The CGPA is based on all U of R courses taken, whether passed or failed, undergraduate and graduate, repeated or not.</td>
</tr>
<tr>
<td>Undergraduate grade point average</td>
<td>UGPA</td>
<td>The UGPA is also based on all U of R courses taken, but when a course has been repeated, only the grade in the most recent approved attempt is used (refer to the rules on repeating courses).</td>
</tr>
<tr>
<td>Program grade point average</td>
<td>PGPA</td>
<td>The PGPA is calculated according to UGPA rules, but is based only on the courses that are used in a particular program.</td>
</tr>
<tr>
<td>Term Grade Point Average</td>
<td>TGPA</td>
<td>The TGPA is calculated according to CGPA rules, and is based on all courses taken in a particular term (Fall, Winter, or Spring/Summer).</td>
</tr>
<tr>
<td>Sessional Grade Point Average</td>
<td>SGPA</td>
<td>The SGPA is based on all U of R courses taken during the prior academic year (May 1 – April 30). This includes the spring/summer, fall and winter terms in sequential order. When a course has been repeated during this same time period, only the grade in the most recent approved attempt is used (refer to the rules on repeating).</td>
</tr>
</tbody>
</table>

**Academic Standing**

Academic standing refers to the privileges of admission to, continuation at, and graduation from the University. Any changes to regulations governing academic standing apply to all students, including new students, continuing students, and re-admitted students.

**Dean’s Honours Lists**

Students who obtain high standing in a term’s course work may receive the designation of “Dean’s Honours List” for that term on their official transcript. For this purpose, high standing is defined by the University as a TGPA of at least 85.00% on at least 12 credit hours of numerically-graded courses on which the TGPA is calculated. Courses that are completed externally to the U of R are not eligible for inclusion in the minimum credit hour requirement. Some exceptions to this regulation can be found in the table below.

Students who are enrolled in two programs concurrently will be eligible for inclusion on the Dean’s Honours list in both programs.

**Centre for Continuing Education**

The list for part-time students is compiled once an academic year at the end of the Spring/Summer term. To be included on the CCE Honours List, a student must be a CCE student and identify a CCE program as their primary academic program and must achieve a GPA of at least 85% on a minimum of nine numerically-graded credit hours of U of R courses over an academic year (Fall, Winter, and Spring/Summer).

**Faculty of Arts**

The overall regulation applies to full time students. Part time students will be included on the part time students honours list if they complete at least 3 credit hours, but less than 12 credit hours, in the current term and achieved a GPA of at least 85% across the most recent terms needed to complete a minimum of 12 credit hours of numerically graded courses since the term in which they were last on the Dean’s Honours List (or, in the case of students who have never previously been on the Dean’s Honours List, since they were admitted to the U of R).

**Faculty of Business Administration**

The overall regulation applies to full time students. Students will be included on the part-time list if they took at least 3 but less than 12 credit hours of numerically-graded U of R courses in the current term and achieved a GPA of at least 85% across all of the most recent terms needed to complete a minimum of 12 credit hours of numerically-graded U of R courses since the term in which they were last on the Dean’s Honours List (or in the case of students who have never previously been on the Dean’s Honours List, since they were admitted to the U of R).
Minimum Academic Performance Standard
An undergraduate student must maintain a minimum undergraduate grade point average (UGPA) of 60.00% or higher.

Probation and Discontinuance
Students who do not meet the minimum academic performance standard of the U of R will be subject to academic actions such as:
- probation;
- required to discontinue (RTD); or
- must withdraw (MW).

Grounds for Academic Actions
Grounds for academic actions include:
- failure to meet the minimum academic performance standard;
- failure in a third completed attempt at ENGL 100 – Critical Reading and Writing I; or
- failure to meet a faculty, federated college, or academic unit or program regulation.

The first two grounds result in a university-level action and the third results in a faculty- or program-level action.

Concurrent Programs and Academic Actions
For students who are enrolled in two programs concurrently, academic performance regulations will be applied by the faculty, federated college, or academic unit of the primary program. If the programs are in two different faculties, each faculty, federated college, or academic unit will apply its faculty, federated college, or academic unit or program academic performance within the faculty, federated college, or academic unit and program.

When students are required to discontinue (RTD) from a faculty, federated college, or academic unit, they may be required to discontinue from one but not the other. When a student is required to discontinue from the primary program and the secondary program remains valid and current, the secondary program will become the primary program.

Conditions on Registration
When a faculty, federated college, or academic unit admits or re-admits a student on petition or appeal, it may set conditions on registration. These may include a limit on the number of credit hours that may be taken, mandatory academic advising, or performance conditions such as a requirement to pass all courses in the first term.

Notification of Academic Action
Students will be notified of probation, RTD, or MW actions via the student’s U of R email account. It is the student’s responsibility to check their U of R email account and to regularly update any changes to their personal information on UR Self-Service.

University-Level Academic Probation
Students who fail to meet the minimum academic performance standard will be placed on university-level academic probation. Students on probation are permitted to continue studies and may also transfer faculties unless the regulations of the receiving faculty, federated college, or academic unit prohibit this.

Timing of Evaluation
The first assessment of students’ grade point averages for the purpose of imposing university-level academic probation will occur at the end of the term in which the first nine credit hours of study are attempted. The timing of subsequent assessments is at the discretion of the student’s faculty, federated college, or academic unit, but will normally occur at the end of an academic term or part-of-term.
Process for Clearing University-Level Academic Probation
To clear a university-level academic probation, students must raise their university grade point average (UGPA) to a minimum of 60.00% by the time they complete 24 credit hours while on university-level academic probation.

Extending University-Level Academic Probation
A faculty, federated college, or academic unit may extend a student’s university-level academic probation up to an additional 15 credit hours if the student achieves at least a 60.00% average over all credit hours completed while on university-level academic probation. Faculties may impose conditions such as mandatory attendance at study skills classes and restricted course loads on students granted an extension. If at the end of the extension the student has a UGPA of less than 60.00%, the student has not cleared probation and normally, no further extension is available.

Must Withdraw (MW)
There are three academic situations in which a MW will be applied to a student:

Failure in a third completed attempt at ENGL 100 – Critical Reading and Writing I
Regardless of whether they pass or fail preceding attempts at ENGL 100, students who receive a failing grade in a third completed attempt at ENGL 100 must withdraw from the university for two years.

Failure to Clear Academic Probation
Students who do not clear academic probation according to the university’s regulations must withdraw from university for a minimum of one year beginning with the term immediately following the term to which the MW is applied. An MW begins on the first day of the term immediately following the term in which the student fails to clear probation.

Failure to Clear Conditions of Readmission after an MW
When readmitted after a MW, students will be placed on university-level probation and will have 24 credit hours of study to attain a UGPA of at least 60.00%. If these students do not clear university-level probation, they must withdraw from university for at least two years beginning with the term immediately following the term to which the conditions are applied. Such students should review the details of the Fresh Start Program.

Re-admission after the Completion of MW Period
Readmission after an MW is not automatic. Applicants must submit a petition for readmission to the Admissions Office and show cause as to why they should be readmitted so that the relevant faculty, federated college, or academic unit can render a re-admission decision.

When an MW has been applied to a student, the student must withdraw from the University for a specified period. A student on an MW may not register in for-credit courses or proceed toward a degree or certificate at the university and has none of the rights or privileges of a registered student, excepting that of appeal. Students on MW may not audit courses at the university. Students on an MW may not be eligible for transfer credit for courses taken during the MW period. Students need to consult their faculty, federated college, or academic unit for the specific regulations pertaining to transfer credit and an MW status.

Faculty Probation and Requirement to Discontinue (RTD)
Students may be placed on Faculty Probation or be required to discontinue (RTD) from their current faculty, academic unit, or program at the discretion of the faculty, federated college, or academic unit and in accordance with the specific regulations of the program. Students should review their faculty, federated college, or academic unit and the regulations of their program to ensure they are familiar with these regulations.

Minimum Length of a Faculty or Program RTD
The minimum length of a faculty or program RTD is two consecutive terms. An RTD that is considered to be indefinite has a minimum length of two calendar years.

Readmission after RTD Period
Students are not guaranteed readmission to a faculty, academic unit, or program after an RTD period is served. When a student is readmitted after the RTD period on petition, they must meet the performance conditions imposed as part of the relief offered. Students who do not meet these conditions must withdraw from the university for at least two years (six consecutive terms).
Faculty Restricted Program
Students who have been required to discontinue from their faculty, federated college, or academic unit, but not the University, and who have missed the deadline for transfer to another faculty, federated college, or academic unit may be moved to a faculty restricted program.

Students in this category will:
1. Be required to complete a transfer to a new faculty, federated college, or academic unit by the end of the term in which they are placed in this category.
2. Be allowed to register in only those courses open to all students.
3. Will have no special access to courses offered by the restricting faculty, federated college, or academic unit.
4. Will continue to be assessed by the restricting faculty, federated college, or academic unit and have additional academic actions applied at the end of the term in which they are in this category.

The dean of the restricting faculty, federated college, or academic unit will continue to act as the student’s dean for administrative purposes and the advisors in both the restricting and potentially receiving faculties or academic units will provide counsel to these students during the term the student is in a restricted program.

Appeal of Academic Action
Academic actions may be appealed to the faculty, federated college, or academic unit by the deadline set in the academic action notification sent to the student. Appeals received after the deadline will not be accepted. Students should consult their faculty, federated college, or academic unit regulations to determine the process for appealing.

Registration While Appealing
Students who have an academic action of must withdraw (MW) from the University are not permitted to remain in classes during the appeal process. Course registrations may be cancelled by the student’s faculty, federated college, or academic unit. At the discretion of the student’s faculty, federated college, or academic unit, a student who is registered in a cooperative education work term that has already begun may be permitted to complete the work term before beginning the period of discontinuance.

Refund of Tuition Fees
Students whose registration is cancelled receive a full refund of tuition and course- and term-based fees.

Transcript Record
Academic actions of must withdraw (MW) and required to discontinue (RTD) appear on official transcripts. Academic actions of university- or faculty-level probation will not appear on official transcripts.

Academic Relief Programs

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

- for six consecutive terms, prior to (re)admission a student has not registered in any credit courses at the University of Regina;
- in the first 12 credit hours after (re)admission a student achieves a minimum average of 60% in those 12 credit hours with no failing grades; and
- upon satisfying the above conditions the student will submit the completed application form (as found on the U of R website) to their respective faculty, federated college, or academic unit office.

Although the failing grades will NOT be used in calculating the UGPA/PGPA all failing grades will remain on the student’s transcript.

A student who has previously been awarded a degree will be ineligible for the Fresh Start Program.

A student can only be granted a FRESH START once.

All University of Regina regulations regarding students who have received an MW still apply.
**Academic Recovery Program**

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

**Program Availability**
The ARP is offered in the fall, winter, and spring/summer terms.

**Program Eligibility**
Any U of R student who needs extra support is encouraged to apply to the ARP. Acceptance is dependent on faculty regulations.

**Application and Deadline for Application**
Admission to the ARP is not automatic. Students must submit a program application form [www.uregina.ca/student/ssc/academic-recoveryprogram/ARP_Application_Form.pdf](http://www.uregina.ca/student/ssc/academic-recoveryprogram/ARP_Application_Form.pdf) and have a meeting with the Intake Advisor to determine admissibility.

A personal statement by the student describing why they would be a good candidate for the ARP must accompany the application.

The deadline for submission of applications and acceptance into the program is the start of the term.

**Admission**
Students can gain admission to the program in one of the fall term, the winter term, or the spring/summer term. Students admitted into the winter term may complete the program in the spring/summer, or in the fall term.

**Cost and Funding**
The cost of the ARP is $900 per term for six hours of equated credit, plus regular tuition and course fees for credit and non-credit courses. The equated credit will be considered as credit hours for funding purposes.

**Acceptance**
The decision for acceptance to the program will be made by the Intake Advisor, following discussion with the student’s faculty, federated college, or academic unit. Upon acceptance, students are required to complete and enter into an agreement regarding requirements of the program.

Students who are subject to an MW have the ability to be sponsored by a faculty, federated college, or academic unit other than the students’ home faculty, federated college, or academic unit. Sponsorship is not automatic, but may be considered upon recommendation of the Intake Advisor.

**Time Commitment**
Each week students will be required to attend 10 to 17 hours in addition to homework and student time.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSW 010: 2 hours</td>
<td>ACAD 100: 3 hours</td>
</tr>
<tr>
<td>0–2 electives: 0–6 hours</td>
<td>0–2 elective: 0–6 hours</td>
</tr>
<tr>
<td>SSW (Student Success Workshops) 7 hours</td>
<td>SSW (Student Success Workshops) 7 hours</td>
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<tr>
<td>including:</td>
<td>including:</td>
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<td>• Academic Support Workshops</td>
<td>• Academic Support Workshops</td>
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<tr>
<td>• Personal/Professional Coaching</td>
<td>• Personal/Professional Coaching</td>
</tr>
<tr>
<td>• Guided Study Sessions</td>
<td>• Guided Study Sessions</td>
</tr>
<tr>
<td>(6 equated credit hours for funding purposes)</td>
<td>(6 equated credit hours for funding purposes)</td>
</tr>
<tr>
<td>Group advising: 2 hours</td>
<td>Group advising: 2 hours</td>
</tr>
<tr>
<td>Personal professional development: 3 hours</td>
<td>Personal professional development: 3 hours</td>
</tr>
</tbody>
</table>
Completion of the Academic Recovery Program
Students must fulfill all requirements of the program to successfully complete the ARP, as follows:
- A minimum of 60% is required in each credit course.
- The non-credit portion must be passed, including successful portfolio development and adherence to the attendance policy.

Students with a RTD or a MW in the Appeals Process.
Students who are in the process of appealing an academic action of RTD or MW have two options:
- they can complete the appeal process;
- they can abandon the appeal process and apply for admission to the ARP; or
- they can opt to pursue their appeal and if it is successful, proceed in their program according to the conditions of the appeal. If the appeal is unsuccessful, students may decide to apply to the ARP.

Status of RTD and MW on Admission to and Completion of ARP
When students are successfully admitted to the ARP program their MW or RTD status will be suspended. The MW or RTD status will be reinstated in the event the student discontinues the program and/or is unsuccessful in the program on the date of withdrawal or the end of the term the student is deemed to be unsuccessful.

Program Status on Completion of ARP
Successful completion of the ARP, which includes the meeting of all conditions set out by the faculty/college and ARP, will result in students being able to automatically continue in the program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW), with the exception of the Faculty of Nursing. Conditions may be placed on the student’s continuance by the faculty/college or the ARP. These conditions will be determined when students enter the ARP.

Students who continue their studies following successful completion of the ARP and have a GPA that continues to fall below the faculty and university minimum acceptable averages will be allowed an additional 15 credit hours of probation.
Unsuccessful completion of the ARP will result in enforcement of the original academic action. In this case, credit courses taken as part of the ARP will be used toward determining further academic action.

Number of attempts for ARP
Students may complete the ARP only once.

Policies and Regulations within the Academic Recovery Program
1. The Intake Advisor must approve all credit course selection made by program participants in conjunction with their academic advisors. Students are limited to up to three 3-credit hour courses per term of the program, including the mandatory credit course offerings.
2. Students must succeed in all components of the program each term in order to continue their studies at the University of Regina.
3. Students who enter the ARP as the result of an MW and are not successfully complete Term 1 or 2 of the program will have their MW reinstated and be forced to withdraw from the university.
4. Students who enter the ARP after they receive an MW and successfully complete Term 1, but do not enroll in Term 2 will have their MW reinstated and be forced to withdraw from the university. In normal circumstances Term 1 and 2 must be sequential, either Fall to Winter, Winter to Spring/Summer or Fall, or Spring/Summer to Fall.
5. Students who have not received an MW and enroll in ARP will not be required to complete both terms.
6. Students may begin the program in either the Fall, Winter, or Spring/Summer terms.
7. If students successfully complete the ARP, they will automatically be readmitted to the program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW), with the exception of the Faculty of Nursing. Faculty/college specific conditions may be placed on the students upon entry into the ARP.
8. If a student fails to complete the requirements of ARP and has previously been unsuccessful in the Arts Transition Program, then the student will be forced to withdraw from the University of Regina indefinitely.
For specific program details, refer to
www.uregina.ca/student/ssc/academic-recoveryprogram/index.html

or contact:

Student Success Centre
University of Regina
Toll Free: 877-660-0822
Phone: 306-585-4076
academic.recovery@uregina

(end of Motion 2)

Motion 3: Student Code of Conduct and Right to Appeal

That the following Student Code of Conduct and Right to Appeal (currently known as Section 5. Attendance, Evaluation, Discipline and Appeals in the U of R Undergraduate Calendar) be recommended for approval to Executive of Council, effective 2018.

Background:
Section 5: Attendance, Evaluation, Discipline and Appeals in the Undergraduate Calendar has undergone an extensive consultation and revision process prior to being brought to the University’s governance committees for approval. The information in the current Section 5 will now be under two headings: Academic Regulations and Student Code of Conduct and Right to Appeal (which is presented in this motion).

The following revisions were made with the desire to publish Undergraduate Calendar regulations that are clear and concise for students, faculties, federated colleges, and academic units.

Preamble
Throughout these regulations, all references to the University include the University of Regina and its federated colleges. These regulations apply to all students of the University, and to all students at any other location who are taking courses through the University. All references to the term faculty, federated college, or academic unit refers to all U of R Faculties, the Centre for Continuing Education, Federated Colleges, and La Cité universitaire francophone.

Jurisdiction
These regulations cover the conduct of all University students in University related activities, or with respect to and on University property, or involving any member of the University community. University related activities include activities of any type operated under University auspices at any location, whether on or off campus (including on any Co-op work term, practicum, internship or research project).

Definition of a Student
A student is an individual who:
- has accepted an offer of admission to an undergraduate, graduate, or ESL program; and/or
- is enrolled on a full-time, part-time, or visiting basis; or
- has an active status with the University; or
- is participating in a co-operative education work placement, a practicum, an internship, study abroad opportunity, or other sanctioned university activity.

The code is in effect without regard to the physical location of the program.

Student Code of Conduct
Students of the University are expected to conduct themselves responsibly and with propriety both in their studies and in their
general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

Consideration for others and respect for each person is a principal way of life within the university community. The basic behavioral philosophy of the University is that students, academic staff, support staff and administrators must be able to work and study in an environment that is free from harassment, discrimination, and intimidation, that all members of the community are entitled to fair and humane treatment, and that all will conduct themselves appropriately, respectfully and responsibly.

A primary responsibility of the University is to provide its students with the opportunity for inquiry and the freedom to discuss and express one’s views openly without fear of retaliation, or abuse of person or property. These attributes are the foundation of good citizenship.

To this end, students have an obligation to act in a fair and respectful manner toward their peers, the faculty, staff, administration and the physical property of the University and others. Integrity and personal conduct, both on-campus and off-campus, are critical elements in achieving these goals.

The University expects students to:

1. Behave in a way that facilitates and promotes respect and equality toward all University staff, faculty, students, and others.
2. Represent the University with professionalism and integrity on and off campus while attending a university event, an event of a registered student group, attending a conference, attending a student exchange or study abroad travel opportunity, participating in a co-op work placement, during a practicum, or during an internship, as a U of R student.
3. Understand the principles of Academic Integrity, Academic Misconduct, and Non-Academic Misconduct and to conduct themselves in a manner that upholds these principles to their highest standard.
4. Read, understand and comply with all university policies, procedures, academic regulations, program requirements, and deadlines.
5. Be able to produce a student id card or other acceptable form of government issued photo identification when asked to do so by Campus Security or any other university official.
6. Carry a student residence id card at all times when in secured areas of student residence buildings.

**Determination of Misconduct Penalties**

Determination of the penalty for acts of misconduct will be done on a case-by-case basis with consideration for similar incidents. In determining the appropriate penalty, consideration will also be given to the extent of the misconduct, whether there have been previous cases of misconduct, and other mitigating or aggravating circumstances. Following the principles of progressive discipline, repeated cases of academic and/or non-academic misconduct will normally result in more severe penalties.

Withdrawal from the University or from courses while an alleged violation is being investigated does not prevent the subsequent rendering of a disciplinary decision and assignment of a penalty if the misconduct is substantiated.

There may be academic and financial consequences for misconduct, including an appropriate notation on a student’s transcript, and no adjustment of fees.

**Academic Misconduct**

**Academic Integrity**

Academic integrity requires students to be honest and responsible in all learning environments. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from a student’s own understanding and effort. The principles of Academic Integrity include, but are not limited to:

- Completing your own work.
- Documenting your research and citing the works of others.
- Acting ethically and with integrity as you pursue your academic studies.
- Upholding the ethical or professional code of the profession for which you are preparing.
- Being accountable and taking responsibility for your actions.
- Learning from your mistakes.
Acts of Academic Misconduct

Acts of academic dishonesty or misconduct include acts which contravene the general principles of Academic Integrity. Some of these acts are described below. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community.

Cheating on Tests or Examinations
Cheating constitutes academic misconduct. Cheating is dishonest behaviour or the attempt to behave dishonestly. It includes, but is not limited to:

- using books, notes, diagrams, electronic devices, smart devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily unless explicitly authorized by the course instructor or examiner;
- copying the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it or through the use of electronic communication devices;
- consulting others on a take-home examination unless authorized by the course instructor;
- commissioning or allowing another person to write an examination on one’s behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination;
- altering answers on an assignment or examination that has been returned;
- removing an exam or exam related materials from the examination room if not permitted to do so.

Note: In all cases of misconduct during an examination students will have a notation made in the examination booklet detailing the type of behavior observed, the date, and the time.

Plagiarism
Plagiarism is a form of academic dishonesty where the work of another person is submitted without acknowledgement, whether from intent to deceive, lack of understanding, or carelessness. It is expected that students will examine and refer to the ideas of others unless the course instructor states otherwise. These ideas must be incorporated into the student’s own analysis and must be clearly acknowledged through citations, footnotes, endnotes, or other practices accepted by the academic community. Students’ use of others’ expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice in each class. Plagiarism includes, but is not limited to, the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments;
- presenting passages and/or portions of another person’s paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references. This includes copying sources of information found on the Internet;
- paraphrasing text while maintaining the basic paragraph and sentence structure.

Students who are uncertain of what plagiarism is are encouraged to discuss it with their instructors and should consult the vast resources available on this topic that can be found on the internet and in most libraries. The APA and MLA citation guides are also valuable sources of information but students may need to consult other sources of information to follow the format required by their instructor.

Other Forms of Academic Misconduct
In addition to the matters described above, academic misconduct subject to discipline also includes, but is not limited to, the following:

- copying the work of others;
- falsifying lab results;
- adding entries to a bibliography with works not read or used;
- enabling another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student’s studio project;
- providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer;
- providing false information to obtain a deferral of term work or examination;
• using a fictitious name and/or id number on an examination;
• altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one’s own or someone else’s);
• obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
• hindering other students in obtaining fair access to University materials and facilities;
• theft of another student’s notes;
• alteration or destruction of the work of other students;
• behaviour that interferes with the evaluation of another student’s work, such as failure to participate in a group project;
• submitting the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the current course instructor(s) and receive permission to do so;
• working jointly, with another student or group of students, on an assignment that is to be graded if no explicit instructions are given by the instructor about group work. Students who wish to work together must request the instructor’s permission in advance;
• misleading or plagiarized statements on scholarship or grant applications.

Academic Misconduct Procedures

Reporting Academic Misconduct
Anyone may report academic misconduct. Anyone who has reason to believe that academic misconduct has occurred shall immediately notify the relevant Dean, or designate (the “Investigating Dean”). Where the alleged academic misconduct occurs in connection with a particular course, the Dean or designate of the faculty, federated college, or academic unit offering the course shall be the Investigating Dean. For all other acts of alleged academic misconduct, the Dean or designate of the student’s faculty, federated college, or academic unit shall be the Investigating Dean.

For ESL, High School Accelerated, and Casual Studies students admitted through the Centre for Continuing Education, the student’s Dean is the Director of the Centre for Continuing Education. For Visiting Students, the student’s Dean is the University Registrar. For Graduate level students, the student’s Dean is the Dean of the Faculty of Graduate Studies and Research.

Investigation
Upon receiving notification, the Investigating Dean shall investigate the alleged academic misconduct immediately. The process will include offering an opportunity for the student to explain the incident, and conducting any further investigation deemed necessary to ensure procedural fairness. Upon receiving notification, the Investigating Dean will also immediately notify the University Secretary (with a copy to the Registrar and the course instructor) of the alleged misconduct.

If the Investigating Dean is not the Dean of the student’s faculty, federated college, or academic unit, the Investigating Dean will also notify the Dean of the student’s faculty, federated college, or academic unit of the alleged misconduct. If the academic misconduct has been established, the Investigating Dean may take the appropriate academic action, and impose the appropriate penalty with respect to that course.

Academic Misconduct Penalties
The possible penalties for an act of academic misconduct include any one or more of the following, or any other appropriate penalty at the discretion of the Investigating Dean:
• reduction of a grade on an assignment, essay, report or examination;
• notation on the student’s file;
• zero credit on an assignment, essay, report or examination;
• reduction of a grade in a course;
• zero credit in a course;
• a grade of XF (academic misconduct);
• loss and/or repayment of scholarships and other awards;
• requirement to take a course in ethics and/or academic integrity;
• suspension or expulsion from a program;
Disciplinary Decision and Assignment of Penalty
The Investigating Dean will make the disciplinary decision on the academic misconduct. Where a student at the undergraduate level commits academic misconduct in two or more courses in the same semester or there is a record of previous misconduct, the Dean or designate of the student’s faculty, federated college, or academic unit may assign a penalty additional to these assigned by the Investigating Dean. At the graduate level, the disciplinary decision is made by the Investigating Dean.

Notification of Disciplinary Decision and Assignment of Penalty
The Investigating Dean will advise the student of the disciplinary decision(s) in writing via the student’s U of R email address. A copy of the disciplinary decision(s) will be provided to the University Secretary, the student’s faculty, and the Registrar’s Office.

Non-Academic Misconduct
Acts of Non-Academic Misconduct
Acts of Non-academic or misconduct include, but are not limited to, the following ("Violations"):
- a violation of the published rules, regulations, practices, procedures or policies of the University or of any authorized rule-making body within the University, including all academic and administrative units, any residence, and a violation of any professional code of conduct applicable to a student’s faculty or department;
- theft, vandalism and willful or negligent damage to the property of the University or of a member of the University community, the Student’s Union or any other university organization;
- disruption of instructional activities (being any conduct which makes it difficult to proceed with scheduled lectures, seminars, discussion group meetings and related activities, or with examinations, tests, or use of library, laboratory or research facilities);
- assault of any nature, or the threat of any assault;
- the unauthorized use or the misuse of any university facilities, equipment or services;
- the violation or breach of any Federal, Provincial or Municipal laws, so far as they are relevant to student conduct;
- harassment or discrimination in contravention of the principles articulated in the policies of the University, The Saskatchewan Human Rights Code or the Canadian Charter of Rights and Freedoms;
- illegal drug use and/or distribution of illegal drugs;
- refusal to produce a University issued student identification or government issued photo identification when asked to do so by a University officer or staff member;
- the failure to comply with the directions of officials of the University acting within the scope of their authority;
- any conduct which harms or threatens to harm the proper functioning of university programs or activities, the rights of members or guests of the University, the safety or well-being of members or guests of the University, or the property of the University, its members and guests;
- falsification or misuse of university records for improper or fraudulent purposes.

The reporting of a Violation, an investigation, and the assignment of discipline hereunder shall not disentitle an individual from seeking recourse or making a complaint under any other university policy, nor does the bringing of any complaint under the university policy prevent the University from investigating any violation and imposing any discipline hereunder therefore. All rights and remedies under all university policies are cumulative, and a student may be subject to discipline for a violation under more than one policy, code of conduct, regulation or procedure of the University or any authorized rule-making body within the University, including all academic and administrative units, residences, faculties or departments.

It is recognized that an offence can be of one or more of a criminal, non-academic and academic character, (e.g. theft of a key to obtain a copy of an examination paper). In these cases it is understood that both academic and non-academic discipline, and criminal penalties may arise.
Non-Academic Misconduct Procedures

Reporting Non-Academic Misconduct
Any individual may report a Violation to:
- Campus Security;
- the dean of the student’s faculty;
- the manager of the student’s residence; or
- any other appropriate University officer or administrator such as a Vice President, an Associate Vice President, a Dean, the Registrar, or a Department Director.

Investigation
Upon receiving notification, the university officer will investigate the alleged violation immediately in conjunction with Campus Security if appropriate. This process may include taking a statement from the complainant, informing the respondent of the allegation, offering an opportunity for the respondent to reply to the allegation, and conducting any further investigation deemed necessary to ensure procedural fairness.

Incident Report
Following an investigation that involves Campus Security, Campus Security will prepare an Incident Report. When Campus Security is not involved in an investigation, an Incident Report will be prepared by the investigating university officer. The Incident Report will summarize the investigation and findings, and may recommend a penalty in respect of the violation, which may include referral of the matter to a law enforcement agency. The Incident Report will be provided to the University Secretary (and a copy maintained at Campus Security or with the investigating university officer). If the investigating university officer and/or Campus Security determine that the violation did occur, the Incident Report will also be forwarded to the Associate Vice-President, Student Affairs (or designate).

External Investigation
Where the violation falls within the scope of the Criminal Code of Canada or any other federal or provincial statute, the matter may be referred to law enforcement for consideration. Campus Security will liaise between the University and Law Enforcement Officials. The violation will concurrently be reviewed by the Associate Vice-President, Student Affairs (or designate) for an internal disciplinary decision.

Notwithstanding that a violation may have been referred to law enforcement officials for external investigation and action (including judicial action), the University may choose to proceed with an internal investigation and disciplinary decision hereunder.

Presidential Intervention
The President (or the Acting President) has the power to exclude any individual from the University at any time. This will be done if, in the opinion of the President, this action is necessary to avoid disruption to the University, protect the interests of students, faculty, staff or visitors to the University or to protect the property of the University.

If there is no current investigation of non-academic misconduct, the incident(s) giving rise to the exclusion will be reported to the Associate Vice-President, Student Affairs, (or designate) for further investigation and decision as to penalty, including possible continued exclusion from the University. If there is a current Investigation of non-academic misconduct underway, the continued exclusion of the student will be determined through the disciplinary process.

At the completion of the penalty period a student who has been excluded from the University must petition to the Council Discipline Committee for permission to apply for readmission.

Non-Academic Misconduct Penalties
University penalties for acts of non-academic misconduct are assigned by the Associate Vice-President, Student Affairs (or designate). The possible penalties for an act of non-academic misconduct may include any one or more of the following, or another appropriate penalty at the discretion of the Associate Vice-President, Student Affairs (or designate):
- forfeiture of fees;
- restitution for damage;
- fines;
- university community service or remedial measures;
- mandatory counseling;
- alternative dispute resolution;
- loss of, and/or requirement to repay, scholarships or other awards;
- probation;
- eviction from residence;
- restriction of access or use of any University facilities, equipment or services;
- expulsion from the co-op program;
- suspension (dismissal from the University for a fixed period);
- termination of any internship, practicum or research project, without any refund of fees;
- expulsion (dismissal from the University for an indefinite period and in no case less than two calendar years);
- exclusion from university campuses, lands, buildings, and/or the online university systems.

**Review, Disciplinary Decision, and Assignment of Penalty**

Upon receipt of an Incident Report, the Associate Vice-President, Student Affairs (or designate) will review the misconduct in question and recommend a course of action, including an appropriate disciplinary penalty. The Associate Vice-President, Student Affairs (or designate) shall be entitled to call upon the assistance of an Advisory Team which shall comprise the following individuals: the Associate Vice-President, Student Affairs (or designate), the dean of the accused student’s **faculty, federated college, or academic unit**, the director of Campus Security, or such other appropriate administrative personnel as may be required. The Associate Vice-President, Student Affairs (or designate) will make the disciplinary decision.

**Notification of Disciplinary Decision and Assignment of Penalty**

The Associate Vice-President, Student Affairs (or designate) will advise the student of the disciplinary decision in writing and will provide a copy of the disciplinary decision to the University Secretary. If the disciplinary decision involves suspension or expulsion, a copy shall also be provided to the student’s dean and the Registrar’s Office for action with respect to the student record.

**Administration of Penalties of Suspension, Expulsion, and Exclusion from Campus**

**Suspension, Expulsion, and Exclusion - Withdrawal from Courses**

A student who is suspended, expelled, or excluded from campus will be immediately withdrawn from course in progress and assigned grades of Compulsory Withdrawal (CW).

**Suspension and Expulsion – Reinstatement in In-progress Classes and Registration in Future Terms**

To be reinstated in in-progress classes, a student must make their intent to appeal known to the University Secretary within 10 business days of being notified of the suspension or expulsion. The formal appeal may follow this notification and must be received by the University Secretary within the timelines specified in the **Appeals of Academic or Non-Academic Misconduct – Council Disciplines Committee** section of this document. Students who have been excluded from campus are not eligible to have their in-progress classes or future term class registrations reinstated on the receipt of notification of intent to appeal.

A student who is appealing a penalty of suspension or expulsion may continue to register for and attend classes until the appeal process has been exhausted, unless the student has been excluded from campus.

Where the appeal process has been exhausted and a penalty of suspension or expulsion is the final outcome of that process, the student will be withdrawn from courses in progress with grades of CW (“compulsory withdrawal”) and all registrations in future academic terms will be cancelled.

**Reinstatement in Classes - Exclusion from Campus**

A student who is suspended or expelled, and who is also excluded from campus will be reinstated in in-progress classes, if possible, if the outcome of their appeal is successful and the penalty is rescinded. Registrations in future academic terms will be reinstated to the extent possible.

**Return to the University at the Conclusion of a Suspension Period**

At the conclusion of the period specified in a suspension, student who have been suspended must reapply and follow the normal deadlines and procedures for admission, re-admission, or faculty transfer.
Return to the University at the Conclusion of an Expulsion Period
At the conclusion of the period specified in an expulsion, students who have been expelled must petition to the Council Discipline Committee for permission to apply for readmission/reinstatement. There is no guarantee that a student will be granted readmission/reinstatement to their chosen faculty, federated college, or academic unit after serving out the penalty of expulsion.

Exclusion from Receiving Transfer Credit on a Suspension or Expulsion
Students who have been suspended or expelled from the University and who are subsequently readmitted to the University will not receive transfer credit for any courses they may have taken from other institutions during the period of their dismissal.

Application to Graduate and Participation in Convocation Ceremonies during a Suspension, Expulsion or Exclusion.
Students who have been suspended, expelled, or excluded may not apply to graduate or participate in Convocation ceremonies.

Student Appeals

Appeal of Grade
Students have the right to appeal any grade, including a grade in a practicum course. An appeal of grade can be made while the course is in progress for a specific piece of term work or when the course is finished. An appeal can be procedural or substantive as outlined below.

Deadline for Making an Appeal of Grade
For both procedural and substantive appeals, students must submit their appeal within 20 business days of receiving the grade for a piece of term work. In the case of an appeal of final grade the appeal must be made within 20 business days of the final grade being posted to their UR Self Service account.

Deadline for Responding to an Appeal of Grade
For both procedural and substantive appeals, the deadline for a faculty, federated college, or academic unit to respond is 20 business days. This includes an appeal on a piece of term work, or an appeal of final grade.

Potential Grade Appeal Outcomes
An appeal of grade has three potential outcomes:
- the grade remains the same;
- the grade is raised; or
- the grade is lowered.

Procedural Grade Appeal
A procedural grade appeal is initiated when a student believes that there has been a procedural error in the calculation of their grade.

Procedural Grade Appeal - Procedure
In these cases, the student will contact the instructor of the course and make a request for the calculation of their grade to be reviewed. The instructor will review the grading records and, if an error is found, the grade will be changed accordingly. A student who is unable to contact the instructor should contact the faculty, federated college, or academic unit offering the course for assistance. Grade changes will be submitted to the Registrar’s Office. Grade changes at the Graduate level are first submitted to the Faculty of Graduate Studies and Research for approval.

Substantive Grade Appeal
A substantive grade appeal is initiated when:
- a student believes a grade to coursework was assigned on some basis other than academic achievement; or
- the published evaluation standards differ from the evaluation standards applied to the assigned grade.

The student must clearly state the reasons for initiating the appeal.
Substantive Grade Appeal - Procedure

Informal Discussion
Substantive grade appeals are initiated by the student through having an informal discussion of the grade with the course instructor. This informal discussion can help to facilitate misunderstandings about the grade as well as to help the student understand how the grade was determined.

Formal Submission
If a student is not satisfied with the outcome of the informal discussion they may submit a formal grade appeal to the Registrar’s Office. The following documentation must be submitted:

- a completed Appeal of Grade form;
- a letter specifying the grounds for the appeal and the date of the informal discussion with the instructor;
- the original (graded) copy of the term work; and
- the required fee.

Initial Review
The Registrar’s Office will:

- confirm all required documentation and that the required fee has been received; and
- forward the appeal to the designated individual within a faculty, federated college, or academic unit to coordinate the review.

Determination of Grounds
The designated individual within a faculty, federated college, or academic unit will:

- decline to proceed if the student has not established sufficient grounds; or
- proceed with the appeal if sufficient grounds have been established; and
- notify the student via their U of R email address of the status of their appeal (declined or proceeding).

Review of Term Work
On the determination of sufficient grounds the designated individual within a faculty, federated college, or academic unit will coordinate a review of the term work with an instructor, or instructors, in the same discipline. This may result in one of the following outcomes:

- the grade remains the same; or
- the grade is increased; or
- the grade is lowered.

Note: When a reviewer in the same discipline is not available, the University has the right to coordinate the review with a faculty member of the same discipline through a university that is a Universities Canada member.

Notification of Outcome
The designated individual within a faculty, federated college, or academic unit will:

- notify the student of the outcome of an appeal via their U of R email address; and
- notify the Registrar’s Office of the outcome of an appeal; and submit a change of grade request to the Registrar’s Office if the grade differs from the original grade. Grade changes at the Graduate level are first submitted to the Faculty of Graduate Studies and Research for approval.

Grade Change and Refund of Fee
The Registrar’s Office will:

- process grade change requests; and
- initiate a refund of the grade appeal fee if the appeal is declined on the basis of insufficient grounds; or
- initiate a refund of the grade appeal fee if the grade is increased by more than 5% from the original grade.

Appeal of Academic Action
Students have the right to appeal an academic action. Academic actions include Faculty Probation, Required to Discontinue (RTD), and Must Withdraw (MW).

Deadline for Making an Appeal of Academic Action
Students must submit their appeal in writing by the deadline specified in the letter of notification. Late appeals will not be heard.
Potential Appeal Outcomes
An appeal of academic action has three potential outcomes:

- the action remains the same; or
- a previous action is extended; or
- the action is rescinded.

Class Registration/Attendance While Appealing an MW
Students with an academic action of MW are not permitted to attend or register in classes during the appeals process. Class registrations may be cancelled by the student’s *faculty, federated college, or academic unit*.

Cooperative Education Work Term, Practicum, and Internship Completion While Appealing an MW
At the discretion of the student’s *faculty, federated college, or academic unit*, a student may be permitted to complete a cooperative education work term, a practicum, or an internship that has already begun. Students must make their request to complete in writing to their *faculty, federated college, or academic unit*. Making a request to complete does not guarantee that the student will be permitted to complete.

Refund of Fees
Students whose class registrations are cancelled during the appeals process will receive a full refund of tuition, course fees, and term based fees.

Transcript Record during an Appeal
MW and RTD academic actions will remain on a student’s transcript during the appeals process. Faculty probation does not appear on a transcript.

Appeal of Academic Action Procedure
An appeal of academic action is made to the designated authority as specified in the letter of notification. In most instances this is the Chair of the Student Appeals Committee of the *faculty, federated college, or academic unit*. For students at the graduate level, the designated authority is the Dean of the Faculty of Graduate Studies and Research.

Appeal Review and Deadline to Respond
The appeal of academic action will be reviewed at the next scheduled meeting of the *faculty, federated college, or academic unit* appeals committee.

Notification of Outcome
The designated authority will:

- notify the student of the *faculty, federated college, or academic unit* appeals committee’s decision on the appeal via their U of R email address;
- submit a request to the Registrar’s Office to change the academic action if the outcome of the appeal requires a change; and
- copy the University Secretary on the decision.

Further Appeals – Academic Actions and Decisions - Council Committee on Student Appeals
With the exception of matters to be heard by the Council Discipline Committee, all appeals and applications by students regarding *faculty, federated college, or academic unit* decisions will be heard by the Council Committee on Student Appeals. Formal requests for appeals must be submitted in writing to the University Secretary within 30 calendar days of the decision letter from the faculty:

The University Secretary
University of Regina
Administration/Humanities Building, Room 509.1
Regina, SK  S4S 0A2
Tel: 306-585-4956; fax: 306-585-5255
E-mail: student.appeals@uregina.ca

Grounds for an appeal to the Council Committee on Student Appeals include, though are not limited to, the following:

- There is additional relevant information which was not considered at the *faculty, federated college, or academic unit* level;
There was a problem in procedure at the *faculty, federated college, or academic unit* level;

The substance of the case was not considered correctly at the *faculty, federated college, or academic unit* level. For example, relevant rules and regulations were applied incorrectly;

Even if relevant rules and regulations were applied correctly, the resulting decision is unfair or unreasonable in the circumstances.

In accordance with the rules of natural justice, students appealing to the Council Committee on Student Appeals have a right to a fair hearing. This includes the right to be notified of hearings, the right to be present and represented at the hearings, the right to present arguments, and the right to question the dean or person designated by the dean.

Procedures of the Council Committee on Student Appeals include, but are not necessarily limited to, the following:

- the student’s or representative’s presentation, with opportunity for the dean/designate and Committee members to ask questions;
- the dean or designee’s presentation, with opportunity for the student/representative and Committee members to ask questions;
- an opportunity for final statements by the student or representative and dean/designate;
- the student/representative and dean/designate then withdraw from the hearing and the Committee makes its decision on the appeal;
- the student and dean/designate are informed as quickly as possible of the results of the appeal and reasons for the decision;
- a record of the hearing is kept by the University Secretary.

The Council Committee on Student Appeals meets as required. The Committee reports annually to Executive of Council.

**Appeal of Academic or Non-Academic Misconduct - Council Discipline Committee**

Students may appeal the imposition or severity of a penalty for misconduct (academic or non-academic) to the Council Discipline Committee. Requests for a hearing must be submitted, in writing and within 30 days of the date of imposition of the penalty, to:

The University Secretary  
University of Regina  
Administration/Humanities Building, Room 509.1  
Regina, SK  S4S 0A2  
Tel: 306-585-4956; fax: 306-585-5255  
E-mail: student.appeals@uregina.ca

Students who have been expelled for misconduct may submit an application for readmission and letter of petition to the Council Discipline Committee. If their petition is approved by the committee, students must still meet the academic requirements and conditions imposed for admission, readmission, or transfer to their chosen faculty. If the petition is denied by this committee, the decision is deemed final and a new time period may be allotted before the student can petition again to return.

The decision of the committee and the reasons for the decision are rendered in writing to the appellant and the Registrar for action relative to the student record.

At the discretion of the Registrar (undergraduate applicants) or the Dean of the Faculty of Graduate Studies and Research (graduate applicants), an applicant who has been dismissed for disciplinary reasons from another post-secondary institution may be required to petition to the Council Discipline Committee and receive permission to apply for admission or renewal before being considered on academic grounds. If the applicant is admitted, the previous dismissal may be considered in any future proceedings for misconduct.

The Committee reports annually to Executive of Council.
Appeal of the Decision of the Council Discipline Committee – Senate Appeals Committee

If the student or the university officer is dissatisfied with the decision of the Council Discipline Committee, either may appeal the decision to the Senate Appeals committee. The onus is on the appellant to demonstrate that the decision of the Council Discipline Committee was manifestly unfair or contrary to the evidence presented at the Council Discipline Committee hearing. No witnesses are permitted, and no new evidence is entertained.

Appeals can be submitted to:

The University Secretary
University of Regina
Administration/Humanities Building, Room 509.1
Regina, SK  S4S 0A2
Tel: 306-585-4956; fax: 306-585-5255
E-mail: student.appeals@uregina.ca

(end of Motion 3)
4.1 Report from the Faculty of Arts

Items for Approval

The Faculty of Arts recommends approval of the following motions:

Motion 1: Core Requirements – Media, Art, and Performance

To include the following INA and INAH courses as options for the completion of the Faculty of Arts requirement for students to complete a course in Media, Art, and Performance, and that these courses will no longer be options for satisfaction of the requirement for a course in Indigenous Knowledge, effective 2018/20.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INA 100</td>
<td>3:0-0</td>
</tr>
<tr>
<td>Introduction to Indian Art</td>
<td></td>
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<tr>
<td>Contemporary and Traditional Indigenous art practices will be introduced with an emphasis on critical thinking. Indigenous practices will be contextualized alongside international and historical art, craft, criticism, and aesthetics. Discussions by artists and gallery visits will be included.</td>
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<tr>
<td><em>Note: Students may not receive credit for both INA 100 and ART 100</em></td>
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<tr>
<td>INA 210</td>
<td>3:3-0</td>
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<tr>
<td>Traditional Indian Art I</td>
<td></td>
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<tr>
<td>This course will explore the various traditional methods and media in Indian art with emphasis on the production of contemporary but traditional objects of Indian art and culture.</td>
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<tr>
<td>INA 220</td>
<td>3:3-0</td>
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<tr>
<td>Two-Dimensional Design in Indian Art</td>
<td></td>
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<tr>
<td>A studio course to develop awareness of the picture plane expressing traditional and contemporary themes.</td>
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<tr>
<td>Note: Students may not receive credit for both INA 220 and ART 220.</td>
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<tr>
<td>INA 221</td>
<td>3:0-4.5</td>
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<tr>
<td>Three-Dimensional Design in Indian Art</td>
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<tr>
<td>A studio course to develop the production of three-dimensional art, through exploration of traditional and contemporary Indian art.</td>
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<tr>
<td>Note: Students may not receive credit for ART 221 and INA 221 or INA 230.</td>
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</tr>
<tr>
<td>INA 230</td>
<td>3:3-0</td>
</tr>
<tr>
<td>Three-Dimensional Design in Indian Art</td>
<td></td>
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<tr>
<td>A studio course to develop the production of three-dimensional art, through exploration of traditional and contemporary Indian art.</td>
<td></td>
</tr>
<tr>
<td>INA 290</td>
<td>0-6:0-0</td>
</tr>
<tr>
<td>Selected Topics in Indigenous Fine Arts</td>
<td></td>
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<tr>
<td>This series of courses is designated selected topics courses in Indian Art within the Department of Indigenous Languages, Arts, and Cultures.</td>
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</tr>
<tr>
<td>INA 310</td>
<td>3:0-9</td>
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<tr>
<td>Traditional Indian Art II</td>
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<tr>
<td>A second course in the production of traditional Indian art forms.</td>
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<tr>
<td>*** Prerequisite: INA 210 ***</td>
<td></td>
</tr>
<tr>
<td>INA 320</td>
<td>3:0-9</td>
</tr>
<tr>
<td>Two Dimensional Indian Art I</td>
<td></td>
</tr>
<tr>
<td>A second level two-dimensional course in Indian art. Assignments will emphasize styles and concepts related to art in the Indian community.</td>
<td></td>
</tr>
<tr>
<td>*** Prerequisite: INA 220 or ART 220 ***</td>
<td></td>
</tr>
<tr>
<td>INA 330</td>
<td>3:0-9</td>
</tr>
<tr>
<td>Three Dimensional Indian Art I</td>
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<tr>
<td>A second-level course in the study of three-dimensional Indian art. Assignments will explore a contemporary interpretation of three-dimensional expressions in the Indian community.</td>
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<tr>
<td>*** Prerequisite: INA 230 or ART 221 ***</td>
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<tr>
<td>INA 390</td>
<td>1-6:0-6</td>
</tr>
<tr>
<td>Directed Study - an AA-ZZ series.</td>
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<tr>
<td>Individual research in Indian art under the instruction of a faculty member of the student's choice.</td>
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</tr>
<tr>
<td>*** Prerequisite: Senior standing and qualifying scholarship record. ***</td>
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</tbody>
</table>
INA 391  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 392  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 393  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 394  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 395  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 400  3:0-9  
Graduating Exhibition
Students will participate in an exhibition at the end of the semester in which they have completed all of the coursework for their degree.
*** Prerequisite: Graduating year of BFA program. ***

INA 410  3:0-9  
Traditional Indian Art III
Advanced studio explorations in the production of traditional Indian art.
*** Prerequisite: INA 310 ***

INA 420  3:0-9  
Two Dimensional Indian Art II
An advanced studio course exploring two-dimensional art making in the Indian community.
*** Prerequisite: INA 320 ***

INA 430  3:0-9  
Three-Dimensional Indian Art II
Advanced studio course exploring three-dimensional art in the Indian community.
*** Prerequisite: INA 330 ***

INA 490  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 491  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 492  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 493  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 494  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

INA 495  1-6:0-6  
Directed Study - an AA-ZZ series.
Individual research in Indian art under the instruction of a faculty member of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***
### INAH 100
*An Introductory Survey of North American Indian Art*
A survey of North American Indian art from prehistory to the present. Analysis of styles in their historical context, development of the specialist's vocabulary.

### INAH 200
*Indian Art of the Andean Nations*
A study of the art and architecture of the Andean Nations from prehistory to the present.
*** Prerequisite: INAH 100 or ARTH 100 ***

### INAH 202
*Early Canadian Indian Art*
A course investigating the change in Indian art styles and media as the result of European contact in Canada.
*** Prerequisite: INAH 100 or ARTH 100 ***

### INAH 204
*Indian Art and the 20th Century*
The course will examine twentieth-century Indian art. Politics, revolution, education, and economic issues of Canada, USA, and Mexico will be considered as affecting stylistic developments.
*** Prerequisite: INAH 100 ***

### INAH 300
*Pre-Columbian Art in North America*
The ancient arts and cultures of pre-Columbian North America.
*** Prerequisite: Two 200-level INAH or ARTH courses ***

### INAH 301
*Art and the World Council of Indigenous Peoples*
A study of the arts produced by the member nations of the World Council of Indigenous Peoples.
*** Prerequisite: 200-level INAH or ARTH course or INDG 200 ***

### INAH 390
*Directed Studies - an AA-ZZ series.*
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

### INAH 391
*Directed Studies - an AA-ZZ series.*
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***

### INAH 392
*Directed Studies - an AA-ZZ series.*
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***

### INAH 393
*Directed Studies - an AA-ZZ series.*
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***

### INAH 394
*Directed Studies - an AA-ZZ series.*
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***

### INAH 395
*Directed Studies - an AA-ZZ series.*
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
***Prerequisites: Senior standing and qualifying scholarship record. ***

### INAH 401
*Saskatchewan Indian Art*
A reading and research course in the evolution of Indian art in Saskatchewan. Research will include museum and archival visits as well as interviews with elders.
*** Prerequisite: 4th-year standing with a major in Indian Art History, Indian Studies or Art History. ***

### INAH 490
*Directed Studies - an AA-ZZ series.*
Directed studies in the history of Indian Art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

### INAH 491
*Directed Studies - an AA-ZZ series.*
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

**INAH 492**
1-6:3-0
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

**INAH 493**
1-6:3-0
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

**INAH 494**
1-6:3-0
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

**INAH 495**
1-6:3-0
Directed Studies - an AA-ZZ series.
Directed studies in the history of Indian art under the supervision of an instructor of the student's choice.
*** Prerequisite: Senior standing and qualifying scholarship record. ***

(end of Motion 1)

**Rationale:** All offerings in Indigenous Fine Arts (INA) and Indigenous Art History (INAH) are courses in Fine Arts and should not be disqualified as such due to the fact that they also represent Indigenous Knowledge (IK). It is preferable that these courses be represented as Fine Arts for the purposes of the Arts Core and they should be represented here rather than under Indigenous Knowledge. Doing so relegates IK to a token and circumscribed category which is counter to the importance of Indigenization in the U of R’s strategic plan.

**Motion 2: Core Requirements – Inter-cultural Difference**

To add INDG 232, 234, 238, 332 or 415 as presented below as options for the completion of the Faculty of Arts’ requirement for students to complete a course in Inter-cultural Difference, and that these courses would no longer be options for satisfaction of the requirement for a course in Indigenous Knowledge, **effective 201820.**

**INDG 232**
3:3-0
**Indigenous Systems of Religion and Philosophy**
This course will examine the systemic nature and concepts of Indigenous religious and philosophical belief, thought, and practice. The holism of Indigenous perspectives will be demonstrated.
*** Prerequisite: INDG 100 or permission of Department Head ***

**INDG 234**
3:3-0
**Ethnology of North American Indians**
This course is an investigation of the cultural and social systems of the culture areas of North America. Attention to ecological adaptation, social organization, value systems and integration of cultures will be combined with a focus on ethnological problems and anthropological methods.
*** Prerequisite: INDG 100, or permission of Department Head ***
* Note: ANTH 100 recommended. *

**INDG 238**
3:3-0
**Systems of Indigenous Identity, Culture and Society**
This course will examine concepts central to Indigenous identity, including those categorized as cultural, social, and psychological. The holism of Indigenous perspectives will be demonstrated.
*** Prerequisite: INDG 100 or permission of Department Head ***

**INDG 332**
3:3-0
**Indigenous Religions and Philosophy**
This course is an analytical investigation of the traditional world views, philosophies and religions of the Indigenous people of North America, including the narratives of Elders, creation stories, the Trickster, syncretism, ritual studies, dreams, reincarnation and environmental ethics. The holism of Indigenous perspectives will be demonstrated.
*** Prerequisite: INDG 232 or permission of Department Head ***

(end of Motion 2)
**Rationale:** INDG 234: This course in “Ethnology of North American Indians” is an investigation of the cultural and social systems of the culture areas of North America. Attention is given to ecological adaptation, social organization, value systems and integration of cultures and combined with a focus on ethnological problems and anthropological methods.

INDG 238: This course in “Systems of Indigenous Identity, Culture and Society” is a holistic examination of psychological and cultural and social origins of Indigenous identities.

INDG 232, 332, 432: INDG 232 “Indigenous Religions and Philosophies”, and the accompanying 332 and 432, provide examinations of the systemic nature and concepts of Indigenous religious and philosophical belief, thought and practice.

**MOTION 3: Core Requirements – Social and Cultural Heritage**

To add “INDG 208, 210, 215, 216, 218, 219, 221, 228, 229 or INDL 241, 242 or any one of INDL 240AA-ZZ” as options for the completion of the Faculty of Arts’ requirement for students to complete a course in Social and Cultural Heritage, and that these courses would no longer be options for satisfaction of the requirement for a course in Indigenous Knowledge, effective 2018/2019.

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**INDG 208**

**Cree Culture and History**

This course surveys the culture and history of Cree societies, with special emphasis on Cree societies resident in Saskatchewan.

*** Prerequisite: INDG 100 or permission of Department Head ***

* Note: The course includes a field trip or significant cultural event. *

**INDG 210**

**Assiniboine Culture and History**

This course surveys the culture and history of Assiniboine societies, with special emphasis on Assiniboine societies resident in Saskatchewan.

*** Prerequisite: INDG 100 or permission of Department Head ***

* Note: The course includes a field trip or significant cultural event. *

**INDG 215**

**Saulteaux Culture and History**

This course surveys the culture and history of Plains Ojibway (Saulteaux) societies, with special emphasis on Saulteaux societies resident in Saskatchewan.

*** Prerequisite: INDG 100 or permission of Department Head ***

* Note: The course includes a field trip or significant cultural event. *

**INDG 216**

**Dene Culture and History**

This course surveys the culture and history of Dene societies, with special emphasis on Dene societies resident in Saskatchewan and the Northwest Territories.

*** Prerequisite: INDG 100 or permission of Department Head ***

* Note: The course includes a field trip or significant cultural event. *

**INDG 218**

**Dakota Culture and History**

This course surveys the culture and history of Dakota societies, with special emphasis on Dakota societies resident in Canada.

*** Prerequisite: INDG 100 or permission of Department Head ***

* Note: The course includes a field trip or significant cultural event. *

**INDG 219**

**Inuit Culture and History**

This course surveys the culture and history of Inuit societies in Canada, their perceptions, developments, and interpretations.

*** Prerequisite: INDG 100, or permission of Department Head ***

* Note: The course includes a field trip or significant cultural event. *

**INDG 221**

**Metis Culture and History**

This course surveys the historical development of the Metis as a distinct culture and society, their relations to Indian Nations, and their past and present roles in the evolution of Canadian society.

*** Prerequisite: INDG 100 or permission of Department Head ***

* Note: The course includes a field trip or significant cultural event. *
INDG 228  
Indigenous History Within Canada: Eastern Canada  
This course surveys the history of Indigenous/non-Indigenous relations in Eastern Canada from contact to the present, emphasizing the historical perspectives of specific Indigenous societies.  
*** Prerequisite: INDG 100 or permission of Department Head ***

INDG 229  
Indigenous History Within Canada: Western Canada  
This course surveys the history of Indigenous/non-Indigenous relations in Western Canada from contact to the present, emphasizing the historical perspectives of specific Indigenous societies.  
*** Prerequisite: INDG 100 or permission of Department Head ***

INDL 241  
Cree Literature in Translation  
Representative examples of Cree literature from different parts of Canada will be read in translation. Both âtayâhkëwinan (sacred stories, legends) and âcimowinan (ordinary stories) will be discussed in terms of their relationship to Saulteaux culture as a whole.  
***Prerequisite: ENGL 100 and INDG 100 or permission of the Department Head of Indigenous Languages, Arts, and Cultures***  
*Note: Students may only receive credit for one of HUM 250 or INDL 241.*

INDL 242  
Saulteaux Literature in Translation  
Representative examples of Cree literature from different parts of Canada will be read in translation. Both âtayâhkëwinan (sacred stories, legends) and âcimowinan (ordinary stories) will be discussed in terms of their relationship to Saulteaux culture as a whole.  
***Prerequisite: ENGL 100 and INDG 100 or permission of the Department Head of Indigenous Languages, Arts, and Cultures***  
*Note: Students may only receive credit for one of HUM 251 or INDL 242.*

(end of Motion 3)

**Rationale:** INDG 208, 210, 215, 216, 218, 219 and 221: These are courses in the Culture and History of the Cree, Assiniboine (Nakoda), Saulteaux, Dene, Dakota, Inuit, and Métis peoples respectively and, as such, quintessentially match the description of this core requirement.

INDG 228 and 229: INDG 228 and INDG 229 provide examinations of the regional histories of Indigenous peoples of Canada – 228 examines peoples of Eastern Canada, and 229 the West. These courses examine Indigenous/non-Indigenous interactions in these two regions.

INDG 230: This course titled “Indigenous History within the United States” surveys the histories of selected Indigenous groups in their experience of being engulfed by the creation of the United States. It further examines policy development and implementation and the experience of Indigenous people in their resistance and perseverance.

INDL 240AA-ZZ, 241 and 242: INDL 241 and 242 are the new numbers of HUM 250 (Cree Lit in Translation) and 251 (Saulteaux Lit. in Translation) respectively, and INDL 240AA-ZZ will allow for other courses in the “Literatures in Translation” of Indigenous Cultural Groups and these courses present cultural literature discussed in relationship to the specific Indigenous culture (e.g., Cree, Saulteaux, etc.).
Motion 4: Core Requirements – Social Sciences

To add INDG 236, 258, 305, 358 or LING 270 as options for the completion of the Faculty of Arts’ requirement for students to complete a course in the Social Sciences, and that these courses would no longer be options for satisfaction of the requirement for a course in Indigenous Knowledge, effective 2018.

INDG 236 3:3-0
Indigenous Economic, Environmental, and Geographic Systems
This course will examine the interrelationships of Indigenous economies, environments, and geographies. The holism of Indigenous perspectives will be demonstrated.
*** Prerequisite: INDG 100, or permission of Department Head ***

INDG 258 3:3-0
Gender Issues and Indigenous Societies
This course examines the concepts of gender both within and among Indigenous societies. The holism of Indigenous perspectives will be demonstrated.
*** Prerequisite: INDG 100 or permission of Department Head ***

INDG 305 3:3-0
Urbanization and the Indigenous Peoples
This course examines the increasing migration of Canadian Indigenous peoples to urban centres and their changing socio-economic conditions. Includes examination of government policy affecting off-reserve Indians, and urban Indian agents for change.
*** Prerequisite: Any 200-level course in Indigenous Studies or permission of Department Head ***

INDG 358 3:3-0
The Roles of Women in Indigenous Societies
This course is an analytical investigation of the traditional and contemporary roles of Indigenous women in Indigenous societies, including legal status, social systems, political constituency, and spiritual power.
*** Prerequisite: INDG 258 or permission of Department Head ***

LING 270 3:3-0
Sociolinguistics
The study of language from the perspective of linguistics. Topics may include: linguistic variation in space and time; language and social class, gender, and identity; diglossia, multilingualism and code switching; language birth and death, language revitalization and maintenance; language(s) in Canada and language policies.
***Prerequisite: completion of 30 credit hours of University study.***

(end of Motion 4)

Rationale: INDG 236: This is a course in “Indigenous Economic, Environmental, and Geographic Systems” which examines the interrelationships of Indigenous economies, environments and geographies.

INDG 258: This course in “Gender Issues and Indigenous Societies” examines concepts of gender both within and among Indigenous societies.

INDG 305: This course on “Urbanization and Indigenous Peoples” examines the increasing migration of Canadian Indigenous peoples to urban centres and their changing socio-economic conditions. This includes examination of government policy affecting off-reserve Indians, and urban Indian agents for change.

INDG 358: This course in “The Roles of Women in Indigenous Societies” provides an analytical investigation of the traditional and contemporary roles of women in Indigenous societies including legal status, social systems, political constituency, and spiritual power.

LING 270: This is a course in Sociolinguistics and thus the study of language in society. Topics include: linguistic variation in space and time; language and social class, gender, and identity; diglossia, multilingualism and code switching; language birth and death, language revitalization and maintenance; language(s) in Canada and language policies. We feel it is a natural addition to this category.
Motion 5: Core Requirments – Indigenous Knowledge

To add LING 230 as an option for the completion of the Faculty of Arts’ requirement for students to complete a course in Indigenous Knowledge, effective 201820.

LING 230 3:3-0
Survey of American Indian Languages
Introduction to the classification of the Indigenous Languages of the Americas, with specific focus on Canada. Topics will include language in its social and cultural contexts, genetic and areal classification, selected linguistics structures and semantic systems, written and non-verbal communication systems.
**Prerequisite: completion of 30 credit hours of University study or permission of the Department Head ***
*Note: Formerly numbered LING 175. Students may receive credit for only one of LING 175 or 230.*

(end of Motion 5)

Rationale: This “Survey of American Indian Languages” is an exploration of the Indigenous languages of the Americas in their social and cultural contexts, with particular reference to basic grammatical features, oral literatures, gender-based language patterns, writing systems, Plains Sign Language, language-based world views, pre-contact multilingualism, and the reconstruction of older changes of individual languages. (As a side note, virtually all Linguistics courses as taught through the First Nations University of Canada have a considerable amount of Indigenous language content.)

9.9.1.1 Core requirements: (33 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):

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Core requirements summary</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>Academic Integrity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classes that focus on introducing students to the principles of academic integrity and must be completed during the first semester of registration. Subsequent registration will not be permitted until this course is passed. ARTS 099</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Communication and Literacy:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classes that focus on reading critically and writing rhetorically effective prose. ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Numerical or Logical Reasoning:</td>
<td></td>
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<tr>
<td></td>
<td>Classes that provide an introduction to the systematic study of reasoning in theory and practice involving either numerical information or good forms of argument. Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Media, Art, and Performance:</td>
<td></td>
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<tr>
<td></td>
<td>Classes that develop an awareness and appreciation of artistic scholarship and creation. Any course in ART, ARTH, CTCH, MAP, FILM, INA, INAH, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST</td>
<td></td>
</tr>
</tbody>
</table>
### 3.0 The Natural Sciences
Classes that provide an introduction to major ideas being debated in the natural sciences and the process of hypothesis, challenge, and revision by which scientific knowledge is developed.

Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121

### 3.0 Textual Studies
Classes that teach close reading, analysis, and critical interpretation of texts.

One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110

### 3.0 Language
Classes that provide an introduction to the study of the structure and use of a language other than English.

Two language courses (or one six-credit class) in any language other than English. Both classes must be in the same language.

Language courses include those prefixed ARBC, CHIN, CREE, DAK, DENE, FRN, GER, JAPN, KOR, NAK, RUS, SAUL, SPAN or UKR.

Options also include two of the following (must be in the same language): CLAS 150, 151, 160, 161, 250, 251, 260, 261, RLST 184, 186, 188, 281, 284, 288

See note below.*

### 3.0 Inter-cultural Difference
Classes that explore how people from various cultures and/or societies operate, why they live the way they do, how they answer some of the most essential questions of life, and/or how they represent their identities.

Any course in ANTH, or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100 or 120, INDG 223, 234, 238, 332 or 432.

### 3.0 Social and Cultural Heritage
Classes that explore the past to convey a strong sense of continuity and change in culture and society.

Any course in HIST, or CLAS 100, or IDS 100, or CATH 200 or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242 or any one of INDL 240AA-ZZ.

### 3.0 The Social Sciences
Classes that teach general concepts and theories concerning humans and their environments, activities and institutions, with a view to better understanding, and exploring possible solutions to, pressing social problems.

Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST

### 3.0 Indigenous Knowledge
Classes that develop familiarity with North American aboriginal cultures and societies.

Any course in INAH, INAH, INCA,
INDG (except for INDG 208 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 274, 310AA-ZZ; GEOG 344; HIST 310; JS 360, 351; KIN 105; LING 230; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies.

**Motion 6: New Certificate: Indigenous Literatures in English**

To create a Certificate in Indigenous Literatures in English, with the following requirements, **effective 201820**.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Certificate in Indigenous Literatures in English, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ENGL 110 (with an approved Indigenous Literature theme)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 214</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of INDL 241, 242 (formerly HUM 250, 251) or a section of INDG 240AA-ZZ</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One course from the ENGL 310AA-ZZ series</td>
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</tr>
<tr>
<td>3.0</td>
<td>One additional approved course with an Indigenous Literature theme (which may include a second choice from the ENGL 310AA-ZZ series)</td>
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<tr>
<td>15.0</td>
<td><strong>Certificate in Indigenous Literatures in English - 65% GPA required</strong></td>
<td></td>
</tr>
</tbody>
</table>

(end of Motion 6)

**Rationale:** This initial certificate will allow students to gain a basic grounding in Indigenous literature in the English language, and it is aimed at all students of literature and or Indigenous issues who can thus be recognized for incorporating a strong component towards Indigenization within their studies. ENGL 100 is considered a prerequisite for all courses that follow, and the section of ENGL 110 that contributes to this certificate should have an approved theme within the broad category of Indigenous Literature. The remaining courses are all specific to Indigenous Literature. All sections of ENGL 310AA-ZZ require a theme in the North American Indigenous Literature, and the INDL course (240AA-ZZ, 241 or 242) are courses in traditional literatures of Canadian Indigenous groups in English translation. The final choice of an additional approved credit will most likely come from the ENGL 310AA-ZZ series, though we have broadened the criteria just in case additional approved classes (e.g. a section of ENGL 304AA-ZZ focussing on an indigenous author) are offered or created. This basic certificate will be expanded to an 30-credit advanced certificate with the development of further courses.
Courses:

ENGL 110 3:3-0
Critical Reading and Writing II
A study of a special topic in literature, which may include non-literary texts, in conjunction with a continuation of the writing program begun in ENGL 100.
***Prerequisite: ENGL 100***

ENGL 214 3:3-0
Survey of Indigenous Canadian Literature
This survey provides students with knowledge of the terms and issues central to an engaged study of Indigenous Canadian literature. Indigenous Storytelling traditions are linked with developments in writing in the twentieth and twenty-first centuries, focusing on divergences and continuities in the writing. Drama, fiction, and poetry will be considered.
***Prerequisite: ENGL 100 and ENGL 110***

ENGL 310AA-ZZ 3:3-0
Studies of selected texts from North America Indigenous literature, with attention given to historical perspective
***Prerequisite: ENGL 100 and ENGL 110***

Please Note, classes in this series that have currently been timetabled include:
ENGL 310AA – Contemporary Canadian Aboriginal Fiction
ENGL 310AB – American First Nations Fiction
ENGL 310AC – Residential School Literature
ENGL 310AD – Cultural Conflicts
ENGL 310AE – Canadian First Nations Drama
ENGL 310AF – The Metaphor of the Game
ENGL 310AG – Canadian Native Literature

INDL 240AA-ZZ 3:3-0
Indigenous Literatures in Translation
A study of representative samples of the traditional literature of a specific Indigenous group conducted in English. Topics will be discussed in terms of their relationship to the specific cultural tradition, and will include culturally appropriate genres such as sacred stories or legends, ordinary stories, tall tales, word play, etc.
***Prerequisites: ENGL 100 or INDG 100, or permission of the head, Department of Indigenous Languages, Arts and Cultures.***

INDL 241 3:3-0
Cree Literature in Translation
Representative examples of Cree literature from different parts of Canada will be read in translation. Both âtayôhkêwina (sacred stories, legends) and âcimowina (ordinary stories) will be discussed in terms of their relationship to Cree culture as a whole.
***Prerequisites: ENGL 100 or INDG 100, or permission of the head, Department of Indigenous Languages, Arts and Cultures.***

INDL 242 3:3-0
Saulteaux Literature in Translation
Representative examples of Saulteaux as well as Ojibwe literature from different parts of Canada will be read in translation. Both âtahsôhkêwînan (sacred stories, legends) and âcîmowînan (ordinary stories) will be discussed in terms of their relationship to Saulteaux culture as a whole.
***Prerequisites: ENGL 100 or INDG 100, or permission of the head, Department of Indigenous Languages, Arts and Cultures.***
Motion 7: Revisions to BA Honours Major in Linguistics

To revise the BA Honours Major in Linguistics as outlined in the template below, effective 201820.

### 9.20.3.14 BA Honours Major in Linguistics

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Honours Major in Linguistics, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>One of LING 100, LING 200, ENGL 260, or FR 226, FRN 236, or an Indigenous Language course numbered 206. Only one of these courses may be included in the linguistics major.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>LING 210</td>
<td></td>
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<tr>
<td>3.0</td>
<td>LING 211</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>LING 212</td>
<td></td>
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<tr>
<td>3.0</td>
<td>LING 213</td>
<td></td>
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<tr>
<td>3.0</td>
<td>LING 220</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>LING 230 (formerly LING 175)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>LING 380</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>LING 480 or LING 325 or LING 327</td>
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</tr>
<tr>
<td>3.0</td>
<td>Four LING courses at the 400-level; at least two one of these must be chosen from LING 410-413.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One course in historical linguistics or the history of language, chosen from CLAS 110, ENGL 300, ENGL 360 or LING 320.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Four additional LING courses (which may include those listed as “Other Courses in Linguistics”)</td>
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</tr>
<tr>
<td>3.0</td>
<td>Honours paper which has been accepted by the Honours Committee. This may be a paper which has been submitted for a linguistics course numbered 400 or above.</td>
<td></td>
</tr>
<tr>
<td><strong>54.0 51.0</strong></td>
<td><strong>Subtotal: 75% major GPA required</strong></td>
<td></td>
</tr>
</tbody>
</table>
Rationale: These changes bring the BA Honours Major in Linguistics in line with recent changes made to the BA Major in Linguistics, including:

a) Housekeeping changes to the introductory class requirement (deleting the made historical LING 200, correcting FR 226 to FRN 236 as per a change within the French department, and adding the Indigenous Language 206 series;
b) Adding the choice of LING 325 or LING 327 (in place of LING 480) to match a replacement in BA Major in Linguistics;
c) Reducing the number of courses required from the 410-413 series allows us to be more flexible in the required 400-level offerings (and potentially incorporate more applied courses over theoretically-based ones).
d) Deleting the requirement for a class in historical linguistics or history of language due to the loss of expertise in this area within the Linguistics program through retirement.

This results in a net decrease of 3 credit hours, matching the recent decrease in the BA Major in Linguistics. However, the Honours degree retains both the non-credit Honours paper and the requirement for four 400-level courses and thus retains a high level of rigour.

Motion 8: Revisions to BA Major in German

To revise the BA Major in German by replacing the requirement for a GER 300- or 400-level course with a requirement for an additional 3 credit hours of approved electives at that level, effective 201820.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA German major, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>LING 100</td>
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<tr>
<td>3.0</td>
<td>GER 111</td>
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<tr>
<td>3.0</td>
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<tr>
<td>3.0</td>
<td>GER 312</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 411</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GER 300- or 400-level course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Five Four approved electives, two one of which must be at the 300- or 400-level</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.0</td>
<td>Subtotal: 65% major GPA required</td>
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</tr>
<tr>
<td>Arts Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
<td></td>
</tr>
<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, SOST 201, ECON 224</td>
<td></td>
</tr>
<tr>
<td>Credit hours</td>
<td>BA German major, required courses</td>
<td>Student’s record of courses completed</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUCN, MUHI, MUTH, THAC, THDS, THEA or THST</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ASTR, BIOL, CHEM, GEO or PHYS that has a laboratory component, or GEOG 121</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110</td>
<td></td>
</tr>
<tr>
<td>0.0</td>
<td>Two language courses (or one six-credit class) in any language other than English</td>
<td>Requirement met in major</td>
</tr>
<tr>
<td>0.0</td>
<td>Two language courses (or one six-credit class) in any language other than English</td>
<td>Requirement met in major</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in HIST or CLAS 100 or IDS 100 or CATH 200</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 214, 310A-2Z, GEOG 344; HIST 310; JS 350, 351; KIN 105; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies</td>
<td></td>
</tr>
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</table>

Refer to §9.9.1.1 for further details.

<table>
<thead>
<tr>
<th></th>
<th>Subtotal</th>
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<tbody>
<tr>
<td>27.0</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Open Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.0</td>
<td>18 elective courses</td>
</tr>
<tr>
<td>120.0</td>
<td>Total: 60% PGPA &amp; UGPA required</td>
</tr>
</tbody>
</table>

(end of Motion 8)

**Rationale:** Shrinking resources make the continued regular offering of a language intensive course at the 300- or 400 level infeasible. Instead, students who are completing a major in German would gain valuable and related cultural knowledge in other university courses at the University of Regina and would be encouraged to take part in an exchange in a German-speaking country. By completing GER 411, majors will still have completed the most advanced language course offered in the programme.
Motion 9: Revisions to BA Major in Economics

To revise the BA Major in Economics to: 1) require ECON 307 and ECON 310, and one of ECON 321 or 351, and 2) to remove ECON 308 or 309 and “Any two other ECON courses numbered 300 or above; effective 201820.

9.15.2 BA MAJOR IN ECONOMICS

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Economics major, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>ECON 201</td>
<td></td>
</tr>
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<td>3.0</td>
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<td>3.0</td>
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<td>ECON 280</td>
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<tr>
<td>3.0</td>
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<tr>
<td>3.0</td>
<td>ECON 308 or 309</td>
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<tr>
<td>3.0</td>
<td>ECON 307</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON 310</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of: ECON 311, 341, 353, 354, 361, 363, 364, 372, 396, 496</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any two other ECON courses numbered 300 or above.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON 321 or 351</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON course</td>
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<td>3.0</td>
<td>ECON course</td>
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<tr>
<td>3.0</td>
<td>ECON 480</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of MATH 103 or 110</td>
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</tr>
<tr>
<td><strong>45.0</strong></td>
<td><strong>Subtotal: 65% major GPA required</strong></td>
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</tr>
</tbody>
</table>

Arts Core Requirements

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Course requirements</th>
<th>Requirement met in major</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
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</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>0.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224</td>
<td>Requirement met in major</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ASTR, BIOL, CHEM, GEO or PHYS that has a laboratory component, or GEOG 121</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110</td>
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<tr>
<td>3.0</td>
<td>Two language courses (or one six-credit class) in any language other than English</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120</td>
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</tr>
<tr>
<td>3.0</td>
<td>Any course in HIST or CLAS 100 or IDS 100 or CATH 200</td>
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</tr>
<tr>
<td>0.0</td>
<td>Any course in ECON, GEOG (except ECON 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or</td>
<td>Requirement met in major</td>
</tr>
</tbody>
</table>
WGST

| 3.0 | Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 214, 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies |

Refer to §9.9.1.1 for further details.

27.0 Subtotal

Open Electives

| 48.0 | 16 elective courses |
| 120.0 | Total: 60% PGPA & UGPA required |

(end of Motion 9)

**Rationale:** The new requirements for both intermediate Micro II and Macro II (307 and 310) will provide students with a broader coverage of relevant topics. This coverage is consistent with other programs across Canadian Universities. The new requirement of either Econ 321 or Econ 351 will ensure a more adequate quantitative training. In the past, most students in the program take Econ 321 or Econ 351 as electives. Overall, the proposed changes will strengthen the rigor and breadth of the program. Please refer to changes shown in Section 9.15.2 of the UG Calendar.

**Motion 10: Revisions to BA Honours major in Economics**

To revise the BA Honours major in Economics to require ECON 307 and ECON 310 in lieu of ECON 308 and 309, effective 201820.

**9.15.3 BA HONOURS MAJOR IN ECONOMICS**

Students planning to attend graduate school in economics are strongly urged to take MATH 122.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Economics Honours major, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Major Requirements</td>
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<tr>
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<td>3.0</td>
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<td>ECON 322</td>
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<tr>
<td>3.0</td>
<td>ECON 401</td>
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<tr>
<td>3.0</td>
<td>ECON 402</td>
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<tr>
<td>3.0</td>
<td>ECON 480 (with a grade of at least 75%)</td>
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<tr>
<td>3.0</td>
<td>ECON 499</td>
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</tr>
<tr>
<td>3.0</td>
<td>ECON course</td>
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<tr>
<td>3.0</td>
<td>ECON course</td>
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</tr>
<tr>
<td>3.0</td>
<td>ECON course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>STAT 160 or 200</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of MATH 103 or 110</td>
<td></td>
</tr>
</tbody>
</table>
Rationale: Replacing Econ 308 with Econ 310 and Econ 309 with 307 in the ECON Honours programs ensures broader coverage of relevant topics in the intermediate macro/micro level. Such coverage is consistent with other programs across Canadian Universities. Please refer to changes shown in the UG Calendar Sections 9.15.3 and 19.15.10, respectively.

Motion 11: BA Combined Major in Economic and Geography

To revise the BA Combined Major in Economics and Geography to replace the requirement for ECON 321 with ECON course, effective 2018-20.

9.15.5 BA COMBINED MAJOR IN ECONOMICS AND GEOGRAPHY

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Economics/Geography major, required courses</th>
<th>Student's record of courses completed</th>
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<tr>
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<td>ECON 302</td>
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</tr>
<tr>
<td>3.0</td>
<td>One of ECON 311, 341, 353, 354, 361, 363, 364, 372, 396, 496</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON 321</td>
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</tr>
<tr>
<td>3.0</td>
<td>ECON 480</td>
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<td>STAT 160 or 200</td>
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<td>GEOG 121</td>
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<td>GEOG 203 or 207</td>
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<td>3.0</td>
<td>GEOG 222</td>
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<tr>
<td>3.0</td>
<td>Two additional 200-level GEOG courses</td>
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<tr>
<td>3.0</td>
<td>One 400-level GEOG course</td>
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</tr>
<tr>
<td>3.0</td>
<td>Three additional 300- or 400-level GEOG courses</td>
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</tr>
<tr>
<td>63.0</td>
<td>Subtotal: 65% major GPA required</td>
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Arts Core Requirements

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Arts Core Requirements</th>
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</thead>
<tbody>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
</tr>
<tr>
<td>0.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, or 460, SOST 201, ECON 224</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS,</td>
</tr>
</tbody>
</table>
Credit hours | BA Economics/Geography major, required courses | Student’s record of courses completed
--- | --- | ---
THEA or THST |  |  
0.0 | Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121 | Requirement met in major  
3.0 | One of: ENGL 110; RLST 245, 248; 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 | Requirement met in major  
3.0 | Any course in HIST or CLAS 100 or IDS 100 or CATH 200 |  
0.0 | 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 | Requirement met in major  
3.0 | Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 214, 310A- ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies |  

Refer to §9.9.1.1 for further details.

21.0 Subtotal

Open Electives

36.0 12 elective courses

120.0 Total: 60% PGPA & UGPA required

(end of Motion 11)

Rationale: Please note that Department of Geog and ENS was consulted and has agreed to the change. By requiring any “Econ course” instead of Econ 321 Econometrics, students in this program have more choice and flexibility. Students that wish to take Econ 321 may account the course under the new requirement. Prior to today’s proposed changes, Econ 321 was not even required for the BA majors in Econ and it was unclear to why this program had a more rigid quantitative requirement. In addition, this change ensures consistency in major requirements for all combined Econ degrees such as Econ & History/Business Admin. Please refer to changes shown in the UG Calendar Section 9.15.5.

**Motion 12: Revision to all Economics Programs**

To remove ECON 396 and 496 from the list of “ECON 311, 341, 353, 354, 361, 363, 364, 372, 396, 496” for all Economics programs, effective 201820.

9.15.6 BA COMBINED MAJOR IN ECONOMICS AND HISTORY

<table>
<thead>
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<th>Credit hours</th>
<th>BA Economics/History major, required courses</th>
<th>Student’s record of courses completed</th>
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</thead>
<tbody>
<tr>
<td>Major Requirements</td>
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</tbody>
</table>
3.0 | ECON 201 |  
3.0 | ECON 202 |  
3.0 | ECON 224 |  
3.0 | ECON 280 |  
3.0 | ECON 301 |  

CCUAS Agenda 7-December-17
<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Economics/History major, required courses</th>
<th>Student’s record of courses completed</th>
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<tbody>
<tr>
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<td>3.0</td>
<td>ECON course</td>
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<td>3.0</td>
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<td>3.0</td>
<td>One 100-level or 200-level* HiST course</td>
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</tr>
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<td>3.0</td>
<td>Three 200-level HiST courses*</td>
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<tr>
<td>3.0</td>
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<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Five 300- or 400-level HiST* courses (can include PSCI 331)</td>
<td></td>
</tr>
</tbody>
</table>

*Students must complete at least one 200- or 300-level course from each of Groups I – IV, and a second 200- or 300-level course from at least two of the groups.

60.0  Subtotal: 65% major GPA required

**Arts Core Requirements**

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Requirement met in major</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
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<tr>
<td>3.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ASTR, BIOL, CHEM, GEO or PHYS that has a laboratory component, or GEOG 121</td>
</tr>
<tr>
<td>3.0</td>
<td>One of: ENGL 110; RLST 245, 248; 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.</td>
</tr>
<tr>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120</td>
</tr>
<tr>
<td>0.0</td>
<td>Any course in HIST or CLAS 100 or IDS 100 or CATH 200</td>
</tr>
</tbody>
</table>

Refer to §9.9.1.1 for further details.

27.0  Subtotal

**Open Electives**

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Requirement met in major</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.0</td>
<td>11 elective courses</td>
</tr>
<tr>
<td>120.0</td>
<td>Total: 60% PGPA &amp; UGPA required</td>
</tr>
</tbody>
</table>
### 9.15.7 BA MAJOR IN ECONOMICS AND SOCIETY

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Economics and Society major, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON 201</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON 202</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON 224</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON 280</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ECON course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>300- or 400-level ECON course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>300- or 400-level ECON course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Three other social science courses from at least two different disciplines (courses taken toward a joint major or minor can be counted toward this requirement)</td>
<td></td>
</tr>
<tr>
<td>45.0</td>
<td>Subtotal: 65% major GPA required</td>
<td></td>
</tr>
</tbody>
</table>

**Arts Core Requirements**

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Economics and Society major, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
<td></td>
</tr>
<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 or 450, SOST 201, ECON 224</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Two language courses (or one six-credit class) in any language other than English</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in HIST or CLAS 100 or IDS 100 or CATH 200</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 214, 310AA-ZZ, GEOG 344, HIST 310; JS 350, 351, KIN 105, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies</td>
<td>Requirement met in major</td>
</tr>
</tbody>
</table>

Refer to §9.9.1.1 for further details.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Economics and Society major, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.0</td>
<td>Subtotal</td>
<td></td>
</tr>
</tbody>
</table>

**Open Electives**

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Economics and Society major, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.0</td>
<td>15 elective courses</td>
<td></td>
</tr>
<tr>
<td>120.0</td>
<td>Total: 60% PGPA &amp; UGPA required</td>
<td></td>
</tr>
</tbody>
</table>
Rationale: This change is needed to bring consistency with Econ 480 prerequisites that were altered last year. It also ensures that students are adequately prepared as they complete their courses within the writing stream. More specifically, in the past we have observed that students that completed these courses for Econ 480 prerequisites, were not adequately prepared for Econ 480, as these courses did not require a major econ essay. Failing this expectation was primarily due to the fact that 396/496 are occasional offerings, mostly taught by sessional instructors that are less likely to be fully aware of the intent of the writing sequence design in the program. Please refer to changes shown in all programs of the Econ Section of UG Calendar.

Motion 13: Revisions to the Certificate in Nonprofit Sector Leadership

To revise the requirements for the Certificate in Nonprofit Sector Leadership and Innovation to include NSLI 360 and NSLI 390 as being acceptable courses to meet the requirement of “Three of: NSLI 300, 310, 320, 330, 340, 350,” effective 201820.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Certificate in Nonprofit Sector Leadership &amp; Innovation, Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>NSLI 200</td>
</tr>
<tr>
<td>3.0</td>
<td>Three of: NSLI 300, 310, 320, 330, 340, 350, 360, 390**</td>
</tr>
<tr>
<td>3.0</td>
<td>One elective from the following: Any additional NSLI course, BUS 100, BUS 260, IDS 101, PHIL 272, PHIL 276, PSCI 100, SOC 214, SRS 340</td>
</tr>
<tr>
<td>15.0</td>
<td>Total</td>
</tr>
</tbody>
</table>

Rationale: In Canada, Susan Phillips (2012) reports increased competition for scarce resources, technological changes in how nonprofit organizations operate and raise financial resources, and a number of high profile fundraising scandals have resulted in a “reframing” of the regulatory environment in Canada from a focus away from “informed donors to the well-performing charity” (p. 808). In the United States, Putnum Barber (2012) noted similar challenges and regulatory concerns with regard to colossal failures in charitable fundraising. Like Phillips, Barber suggests challenges be addressed at the organizational level with greater emphasis on governance oversight and impact of nonprofit organizations by volunteer boards of directors.

The Saskatchewan Network of Nonprofit Organizations commissioned a sector wide survey of nonprofit and voluntary organizations in Saskatchewan in 2012 and identified “Strong Board Governance” as one of the top three nonprofit operational success factors. This finding lends support for the addition of NSLI 360 Nonprofit Organization Governance and Leadership to the NSLI Certificate program as it meets a local need. A list of other nonprofit organization development needs were identified in the report including, fundraising and resource development, volunteerism, strategic planning, inter-organizational collaborations, total quality and membership management, and excellence in service delivery. To be responsive to sector needs, adding NSLI 370AA-ZZ to the list of NSLI courses allows us to develop new courses that are responsive to emerging trends and needs of the local nonprofit sector.

(end of Motion 13)
In order to address a gap in organizational development and learning for those interested in or already working in third sector organizations, the VSSN would like to add two courses to the NSLI Certificate. NSLI 360, Nonprofit Organization Governance and Leadership, addresses a gap that identified in third sector organizations in North America and Saskatchewan specifically.

**Motion 14: Faculty of Arts Admission Requirements**

To add the following *Saskatchewan* High School Courses to the admission requirements for the Faculty of Arts: Accounting 30, Catholic Studies 30, Entrepreneurship 30, Graphic Arts 30, Information Processing 30, Photography 30, Theatre Arts 30, and Wildlife Management 30, and to revise the undergraduate calendar entry as outlined below, effective 2018.

(end of Motion 14)

<table>
<thead>
<tr>
<th>FACULTY OR PROGRAM</th>
<th>HIGH SCHOOL COURSE REQUIREMENTS BY FACULTY</th>
<th>MINIMUM AVERAGE</th>
<th>ADDITIONAL REQUIREMENTS</th>
</tr>
</thead>
</table>
| ARTS (U of R, Campion, Luther, or FN Univ) | - English Language Arts A30 and B30<sup>1</sup>  
- One math or science course chosen from Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Earth Science 30, Foundations of Mathematics 30, Pre-calculus 20<sup>6</sup>, Pre-calculus 30, Physics 30  
- One of Accounting 30, Catholic Studies 30, Entrepreneurship 30, Graphic Arts 30, Information Processing 30, Photography 30, Theatre Arts 30, or Wildlife Management 30 or One additional course from the two bullets immediately above. | 65% | Students intending to major in Economics are recommended to have one of Math B20, Pre-Calculus 20, Pre-Calculus 30 or Foundations of Mathematics 30.  
Students complete two years of pre-Journalism in the Faculty of Arts before applying to the School of Journalism. |

**Rationale:** The Faculty of Education has approved the addition of the above courses as suitable for the purposes of admission to its programs and we have been asked to do the same. Curriculum documents for the above courses can be found on the Saskatchewan Ministry of Education’s website.

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Accounting_10_20_30_2003.pdf
https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Entrepreneurship_30_2004.pdf
https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/GraphicArts2030_2012.pdf
https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Photography_2011.pdf
https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Theatre_Arts_20_30_1999.pdf
**Motion 15: Revisions to BA Major in Sociology**

To revise the BA Major in Sociology to require students to complete both SOST 306 and SOST 307 and to reduce the number of required 200-level SOC courses to three (from four), **effective 2018/20.**

### 9.32.2 BA MAJOR IN SOCIOLOGY

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Sociology major, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>SOC 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>SOST 201 (Students with credit for equivalent courses, including PSYC 305, may substitute it for this course.)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>SOST 203</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of: SOST 306 or 307</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>SOST 307</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>SOC 285</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>SOC 485</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Three Four 200-level SOC or SOST courses</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Two 300- or 400-level SOC course</td>
<td></td>
</tr>
<tr>
<td><strong>36.0</strong></td>
<td><strong>Subtotal: 65% major GPA required</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Arts Core Requirements

- **0.0** ARTS 099
- **3.0** ENGL 100
- **0.0** Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224
  - Requirement met in major
- **3.0** Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST
- **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; RLST 245, 248; 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 or CATH 200
  - Requirement met in major
- **0.0** 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 214, 310A-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as
<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Sociology major, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>having substantial indigenous content, including special studies</td>
<td>Refer to §9.9.1.1 for further details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27.0</th>
<th>Subtotal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57.0</td>
<td>19 elective courses</td>
<td></td>
</tr>
<tr>
<td>120.0</td>
<td>Total: 60% PGPA &amp; UGPA required</td>
<td></td>
</tr>
</tbody>
</table>

**SOST 306** 3:3-1

**Applied Methods: Quantitative Approaches**

In this course, students will produce and analyze quantitative data, using a survey and other methods. Students will be introduced to computer programs and use these to assist in writing reports and papers that analyze the data. This class is intended for sociology majors.

***Prerequisite: SOST 201 and SOST 203, or permission of department head.***

*Note: This class is intended for sociology majors.*

**SOST 307** 3:3-1

**Applied Methods: Qualitative Approaches**

This course is a practical exploration of the principles and methods of qualitative analysis, including interviews, focus groups, participant observation, content analysis, and discourse and media analysis. Students will design and conduct a research project.

***Prerequisite: One 200- or 300-level sociology course and SOST 203, or permission of Department Head.***

*(end of Motion 15)*

**Rationale:** In the past sociologists tended to specialize in either quantitative or qualitative research methods, and most studies tended to be based exclusively on one or the other methodological approach. In recent times more and more studies are using a mixed methods approach, employing both methodological approaches. It is quickly becoming the norm in sociological research. The Department has always required both Soc St 306 and 307 in its Honours program in order to more adequately prepare our graduates for graduate studies. In the past, an Honours degree was considered necessary to gain access to a graduate program. This is no longer the case. Most graduate schools now accept both Honors and four-year BA majors on an almost equal footing. The Department has therefore concluded that those who do the four year BA major in Sociology should also be required to take both Soc St 306 and Soc St 307.

The committee will also note that the new major does not provide an option of either Sociology or Social Studies courses at the 200 level. This is because with the archiving of Soc St 220 there are no long any 200 level Social Studies courses available beyond Soc St 201 and 203. Both of these are required for the major.
Motion 16: Revision to Certificate in Sustainability

To revise the requirements for the Certificate in Sustainability to permit students to take a maximum of three classes in the same subject, rather than from the same department, effective 201820.

9.26.11 CERTIFICATE IN SUSTAINABILITY

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Certificate in Sustainability</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>The Sustainability Problem</td>
<td>One of: ENST 200, PHIL 282, or SOC 230</td>
</tr>
<tr>
<td>3.0</td>
<td>Dimensions of Human Sustainability</td>
<td>One of: INDG 100, INDG 225, JS 100, JS 280, PHIL 270, PHIL 271, RLST 275, SOC 208, SOC 211, SOC 214, WGST 100, or WGST 300</td>
</tr>
<tr>
<td>3.0</td>
<td>Dimensions of Environmental Sustainability</td>
<td>One of: BIOL 150, GEG 120, GEOL 102, PHIL 275, or SOC 330*</td>
</tr>
<tr>
<td>3.0</td>
<td>Human Sustainability Options</td>
<td>One of: ANTH 340, ECON 253, ECON 281, IDS 101**, INDG 200, INDG 201, JS 290, PHIL 272, PSCI 344, WGST 201, WGST 206, HUM 260, JS 317, SOC 314, SOC 333*, or SOC 355</td>
</tr>
<tr>
<td>3.0</td>
<td>Environmental Sustainability Options</td>
<td>One of: ECON 273, INDG 236, BIOC 200, or BIOL 276</td>
</tr>
<tr>
<td>3.0</td>
<td>Sustainability in Practice</td>
<td>One of: ARTS 301, IDS 290**, PSYC 340*, SOST 307, JS 310, or JS 311</td>
</tr>
<tr>
<td>15.0</td>
<td>Total: 65% PGPA required</td>
<td></td>
</tr>
</tbody>
</table>

Note 1: One class must be taken from each section, and at least one class in the certificate must be 300-level.

Note 2: No more than two classes from a student’s major(s) or minor(s) can be counted in the Certificate.

Note 3: No more than three classes from a single subject department can be counted in the Certificate.

Note 4: At least one class in the certificate must involve a semester-long community engagement project. Classes incorporating community service through Campion Engaged Learning are indicated with a *, and those incorporating community service and/or research through Luther College are indicated with a **.

(end of Motion 16)

Rationale: This clarifies that students may use more than three courses from the same department, so long as they are in different subjects. This recognizes that some departments offer courses in multiple subjects and corrects an unintentional oversight.
Motion 17: BA and BA Honours Major in English Revision

To revise the BA and BA Hounours Major in English by redefining the three Period requirements as follows, effective 201820.

9.16.1 BA MAJOR IN ENGLISH

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA English major, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honours Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 211</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 212</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of ENGL 221, 222, or 223</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 301 or 302</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of ENGL 349, 390 or 399</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>300- or 400-level ENGL course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature from 1500 to 1660</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature from 1660 to 1790: Restoration</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature from 1791 to 1900: Victorian and 20th-Century</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Four of 200-, 300- or 400-level ENGL, or HUM 260 or LING 200, 210, 212, 213</td>
<td></td>
</tr>
<tr>
<td><strong>Arts Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
<td>Required</td>
</tr>
<tr>
<td>0.0</td>
<td>ENGL 100</td>
<td>requirement completed</td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121</td>
<td></td>
</tr>
<tr>
<td>0.0</td>
<td>One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110</td>
<td>Required</td>
</tr>
<tr>
<td>3.0</td>
<td>Two language courses (or one six-credit class) in any language other than English.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Any course in HIST or CLAS 100 or IDS 100 or CATH 200</td>
<td></td>
</tr>
</tbody>
</table>
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 214, 310AA-ZZ, GEOG 344; HIST 310; JS 350, 351; KIN 105; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies

Refer to §9.9.1.1 for further details.

<table>
<thead>
<tr>
<th>27.0</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.0</td>
<td>16 elective courses</td>
</tr>
<tr>
<td>120.0</td>
<td>Total: 60% PGPA &amp; UGPA required</td>
</tr>
</tbody>
</table>

### 9.16.2 HONOURS MAJOR IN ENGLISH

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

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA English Honours major, required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Major Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 211</td>
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</tr>
<tr>
<td>3.0</td>
<td>ENGL 212</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One of ENGL 221, 222, or 223</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 301 or 302</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Two of ENGL 349, 390 or 399</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature to 1600, medieval and early-modern literature to the Restoration (up to 1660).</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature from 1660 to 1790, Restoration, 18th Century, and Romantic literature (1660 to 1838).</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature from 1791 to 1900, Victorian and 20th-Century literature (1838 to the 1960s).</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature to 1600</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature from 1660 to 1790</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One 300- or 400-level ENGL course focusing on literature from 1791 to 1900</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Four of ENGL 400-489, 499</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 490 and 491; or two of ENGL 400-489, 499</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Three of 200-, 300- or 400-level ENGL, or</td>
<td></td>
</tr>
</tbody>
</table>
3.0  HUM 260 or LING 200, 210, 212, 213
3.0
60.0  Subtotal: 75% major GPA required

Arts Core Requirements

27.0  Same as stated above for the BA in English

Open Electives

33.0  11 elective courses
120.0  Total: 70% PGPA & 60% UGPA required

@end of Motion 17

**Rationale:** In regards to modifications to the third (or Period III) requirement, the twentieth century is now decisively in the past, yet students now entering university may have almost no knowledge of, or experience studying, its most influential literary texts. The historical context of the first half or so of the twentieth century, through modernism and the emergence of postmodernism, is crucial for understanding literary tradition. As regards to modifications to the second (or Period II) requirement, this has, as it is presently delimited, sometimes been a problem area for mounting courses; additionally, previously taught courses, particularly in the Romantics, have found the cut-off dates 1790/1791 tricky to negotiate; Queen Victoria’s coronation represents a clearer period break. Finally, in regards to the change in calendar language, there is an established precedent for using conventional names for the literary periods; these period designations therefore appear less arbitrary, and more immediately recognizable, than the dates alone.

**Motion 18: Creation of Minor and Certificate in Law and Society**

To create a Minor and Certificate in Law and Society as follows, effective 201820.

9.x  Law and Society
9.x.1  Minor in Law and Society
9.x.2  Certificate in Law and Society

9.x.2  Law and Society Courses

**Group I – Basics of Law and Society**
HIST 314 - The Legal History of Canada
HIST 323 - Crime and Punishment in Britain since 1500
HIST 434 - American Trials of the Twentieth Century
JS 230 - Introduction to Canadian Law
JS 332 - Law and Society
SOC 297 - Sociology of Law

**Group II – Principles of Law**
HIST 301 / PSCI 331 - Federalism and the Canadian Experience / Canadian Federalism
INDG 225 - Principles of Indigenous Law
PHIL 270 - Ethics
PHIL 272 - Contemporary Moral Issues
PHIL 274 - Philosophy of Law
PPE 200 - Foundations of PPE
PSCI 230 - Canadian Politics
SOC 300 - Issues in Social Policy

**Group III – Law and Rights**
JS 350 - Justice and Indigenous People  
JS 381 - Foundations of Human Rights  
PHIL 271 / PSCI 220 - Social & Political Philosophy / Comparative Politics  
PSCI 334 - Canadian Politics and the Charter of Rights  
SOC 208 - Inequality and Social Justice

**Group IV – Crime and Punishment**  
JS 240 - The Criminal Justice System  
JS 341 - Policing in a Democratic Society  
JS 342 - Best Practices in Correctional Programs  
SOC 215 - Sociology of Crime and Criminal Justice  
SOC 315 - Advanced Studies in Crime and Justice

### 9.x.2 Minor in Law and Society

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Minor in Law and Society, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Group I course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Group II course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Group III course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Group IV course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Group I, II, III, or IV course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Group I, II, III, or IV course</td>
<td></td>
</tr>
<tr>
<td><strong>18.0</strong></td>
<td>L&amp;S minor – 65% GPA required</td>
<td></td>
</tr>
</tbody>
</table>

Note: No more than 3 courses from a single subject may be used in the Minor.

### 9.x.3 Certificate in Law and Society

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Certificate in Law and Society, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>PHIL 150</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>2 Group I courses</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>2 Group II courses</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>2 Group III courses</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Group IV course</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Group I, II, III, or IV course</td>
<td></td>
</tr>
<tr>
<td><strong>30.0</strong></td>
<td>Total: 65% PGPA required</td>
<td></td>
</tr>
</tbody>
</table>

Note: No more than 4 courses from a single department may be used in the Certificate.

*(end of Motion 18)*

**Rationale:** The Minor in Law and Society and the Certificate in Law and Society introduce students to the study of Law, and its impact on Society. Students will have the opportunity to explore a range of disciplinary perspectives and approaches to studying the law. This minor and certificate will appeal to those who are curious about how law shapes society and how law impacts the lives of people; it will be especially appealing to students who are planning to apply to a law school or to pursue a law-related career. The Minor in Law and Society and the Certificate in Law and Society are made up of courses that
allow students to explore a number of important themes. These include: the Basics of Law and Society, Principles of Law, Law and Rights, and Crime and Punishment.

### Motion 19: Creation of a Minor in Geographic Information Science

To create a minor in Geographic Information Science, **effective 201820**.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Geographic Information Science minor, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>GEOG 100-level course</td>
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</tr>
<tr>
<td>3.0</td>
<td>GEOG 203</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GEOG 207</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GEOG 303</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GEOG 307</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>GEOG 309</td>
<td></td>
</tr>
<tr>
<td><strong>18.0</strong></td>
<td>BGISc Minor – 65% GPA required</td>
<td></td>
</tr>
</tbody>
</table>

(end of Motion 19)

**Rationale:** The suggested courses GEOG 203, 207, 303, 307, and 309 are the core courses in geographic information (GI) science offered by the Department of Geography and Environmental Studies. These courses will provide students with the core knowledge and understanding of GI science. The requirement of an introductory GEOG course at the 100-level will allow students to understand and apply spatial analysis in a geographic context. (Both required 200-level GEOG courses have the prerequisite of a 100-level GEOG course.)

All required courses of the Minor in Geographic Information Science are required courses in other degrees offered by the Department of Geography and Environmental Studies, and will not require the department to teach any additional courses.

Students have repeatedly expressed interest in the minor in Geographic Information Science.

### Motion 20: Revision to BA Major in Classical and Medieval Studies

To add CLAS 230 and 280, and remove CLAS 250, 251, 260, and 261 from the BA Major in Classical and Medieval Studies, **effective 201820**.

#### 9.26.6 Major in Classical and Medieval Studies

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Classical and Medieval Studies major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A:</strong> Required courses</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS 100</td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS 150</td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS 151</td>
</tr>
<tr>
<td>3.0</td>
<td>One of HIST 261 or 262</td>
</tr>
<tr>
<td>3.0</td>
<td>HIST 265</td>
</tr>
<tr>
<td>3.0</td>
<td>HIST 266</td>
</tr>
<tr>
<td><strong>Section B:</strong> Cognate courses in the Ancient World</td>
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</tr>
<tr>
<td>3.0</td>
<td>Four or five** of: ARTH 201,</td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS 160, 161, 200, 250, 251</td>
</tr>
<tr>
<td>3.0</td>
<td>260, 261, 210, 211, 220, 230, 280, 290AA-ZZ,</td>
</tr>
<tr>
<td>3.0</td>
<td>291, 390AA-ZZ ZZ HIST 261 or</td>
</tr>
<tr>
<td></td>
<td>262 ** 464, PHIL 210, 211, 310AJ.</td>
</tr>
</tbody>
</table>
Section C: Cognate courses in the Medieval World

3.0 Four or five** of: ARTH 202, 3.0 ENGL 300, 325-327, 361, 362
3.0 400, 405, FR 315, HIST 115, 116, 3.0 224, 261 or 262***, 366, 367, 368, 466, 467, MU 203, 210, PHIL 212, 3.0 PSCI 317, 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

(end of Motion 20)

Rationale: These changes reflect an updating of the Classics curriculum, and the department’s ability to offer CLAS courses.

Motion 21: Revisions to Minor in Classical Studies

To remove CLAS 250, 251, 260, 261 from the Minor in Classical Studies, effective 2018.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Classical Studies minor, required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>TWO courses in either Latin or Greek, chosen from ONE of the following groups:</td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS 150, 151, 250, 251</td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS 160, 161, 260, 261</td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS course or HIST 261</td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS course or HIST 262</td>
</tr>
<tr>
<td>3.0</td>
<td>CLAS course</td>
</tr>
<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, PSCI 315, THEA 350)</td>
</tr>
<tr>
<td>18.0</td>
<td>CLAS Minor - 65% GPA required</td>
</tr>
</tbody>
</table>

(end of Motion 21)

Rationale: These changes reflect an updating of the Classics curriculum, and the department’s ability to offer CLAS courses.
Items for Information

The Faculty of Arts approved the creation, revision and deletion of the following courses and offers them for information, effective 201820.

A. New courses

1. Department of Indigenous Languages, Arts, and Culture

INDG 290BU 3:3-0
Buffalo and the Peoples of the Plains
The course will present the cultural and ecological significance of the American bison to the peoples of the prairie as a historic source of food, materials, spiritual inspiration, and a contemporary development opportunity. The course will include the harvest of a bison with the help of a First Nation buffalo rancher and elders.
* Note: An additional charge will be assessed to cover transportation, accommodation, and other course activities *

Rationale: This course will include a multidisciplinary approach to understanding the importance of buffalo culminating in a field trip to harvest a buffalo in a weekend field trip. Students will gain hands on experience butchering and preparing bison meat, hide with guidance from community elders.

INDG 395GT 6:6-0
Indigenous Field Studies: Guatemala
This six credit summer course will expose students to Indigenous culture, history, politics and economic issues of Guatemala in a two week study abroad experience. The course will consist of one week introductory material to prepare students for international travel followed by an approximately 12 day visit to Guatemala. Instructors will expose students to Indigenous experiences of international and local economic development,
* Note: An additional charge will be assessed to cover transportation, accommodation, and other course activities *

Rationale: This course will expand current FNUniv offerings in Indigenous Studies to an international stage. The opportunity to explore indigenous realities, including post conflict society, international and community approaches to economic development in the primarily Indigenous nation of Guatemala presents an outstanding learning opportunity for our students.

2. Department of International Languages

CHIN 361 3:3-0
Translation 1
This course focuses on the theories and skills of translation from English to Chinese and from Chinese to English. Authentic texts of various genres will be included. A further focus is the comparison of the two languages and cultures including the vocabulary, grammar, and correct idiomatic usage, etc.
* Note: This class is for Chinese dialect speakers and those with advanced Mandarin. *
* Note: Students may receive credit for only one of CHIN 390AB or CHIN 361. *

Rationale: The target population is for either students with advanced level of Chinese or native Chinese students (over 800 Chinese students on campus). Translation has always played an important part in language students’ academic pursuit. For students who are learning the language at an advanced level or international students with Chinese background, translation and interpretation between English and Chinese are needed or closely linked with their future careers. Given its cross-language and cross-cultural nature, this course will help students from both groups not only develop and enhance their understanding, knowledge and skills of translation in the target language as well as their own language.

The course has been running at least twice a year in one or two sections since 200530 as CHIN 390AB. It has had very steady enrollment. Since Fall 2014, the University of Toronto has offered a new English/Chinese translation minor. Three required courses for the minor (ECTB61H3, ECTD68H3, ECTD69H3) are similar to Chinese 390AB (Proposed Chinese 361) and Chinese 490AA (proposed Chinese 461) according to the course descriptions posted on the U of T website. The proposed Chinese 361 (and Chinese 461) also “look roughly parallel to our own two-course translation sequence, CHINA 428 and 438”, commented Dr. Daniel Fried, an Associate Professor from the University of Alberta, after reviewing our course outlines for the two proposed courses. The University of Calgary’s Chinese
Program does not yet have translation courses, but the program advisor has indicated that she would grant transfer credit for CHIN 361 (390AB) at the 300-level. While the Department acknowledges the University of Alberta’s CHINA 428 is roughly equivalent to this proposed CHIN 361, the Department has targeted CHIN 361 at the 300-level of instruction for its own students. The Department wishes to propose a minor in Chinese-English Translation in the future with 3 core Chinese-English translation courses following the University of Toronto model, and would like to introduce the third course at the 400-level.

**CHIN 461**

Translation II

This course is a continuation of CHIN 361. It will further enhance the skills and techniques of translation between English and Chinese. A wider selection of authentic texts of various genres will be included. It will continue to focus on the comparison of the two languages and cultures including the vocabulary, grammar, and usage, etc.

***Prerequisite: Chin 361 or CHIN 390AB or permission of the Dept.***

* Note: Students may receive credit for only one of CHIN 490AA or CHIN 461.*

**Rationale:** This course is the continuation of CH 361 Translation I to further enhance students’ knowledge in translation theories, genres, translation skills and techniques to meet students’ need. The course has been running at least once a year since 200610 as CHIN 490AA with steady enrollment at this level. The target population is for either students with advanced level of Chinese or native Chinese students (mostly Chinese international students). As indicated in the proposal for Chinese 361, the University of Toronto has offered a new English/Chinese translation minor since Fall 2014. Three required courses for the minor (ECTB61H3, ECTD68H3, ECTD69H3) are similar to Chinese 390AB (Proposed Chinese 361) and Chinese 490AA (proposed Chinese 461) according to the course descriptions posted on the U of T website. The proposed Chin 461 (and Chin 361) are also roughly parallel to the two-course translation sequence, CHINA 428 and 438 offered at the University of Alberta - commented by an associated professor, Dr. Daniel Fried, from East Asian Studies, Modern Languages and Cultural Studies, University of Alberta, after reviewing the two course outlines we sent to him. The University of Calgary’s Chinese Program does not yet have translation courses, but the program advisor has indicated that she would grant transfer credit for CHIN 461 (490AA) at the 400-level.

### 3. Department of Economics

**ECON 310**

Intermediate Macroeconomics II

A continuation of Econ 302. Topics include: growth theories, the life-cycle consumption-saving, work – leisure decisions of the representative household, investment theories, issues in fiscal sustainability, the Ricardian equivalence, and time-inconsistency of government policies.

**Prerequisite: Econ 302 and MATH 103 or equivalent**

**Rationale:** Currently the department considers ECON 308 as a second part Intermediate level of macroeconomics. While ECON 308 offers adequate depth in growth theories, its offering as core macro course has limited students’ exposure to other relevant macro topics in the intermediate level. To address this limitation, the curriculum working group for the Macroeconomics stream proposed the creation of part II intermediate level Macro as a core requirement. The proposed description reflects the list of topics (as determined by the working group) that should be covered in each part (I and II) of Intermediate Macro. This list of topics aims a standard coverage and an orderly continuation in Part II. Please see the additional forms for creation of a new course, enclosed in this package.

### 4. Nonprofit Sector Leadership & Innovation Certificate

**NSLI 360**

Oh Nonprofit Organization Governance and Leadership

The course emphasizes theoretical and practical considerations in the governance of nonprofit organizations. It focuses on what boards, the volunteers who serve on them do, and how they do it to maximize nonprofit governance and organizational effectiveness. Emphasis on competencies of highly effective boards, CEOs, board chairs, and leadership volunteers.
**Rationale:** This course will serve as a required option in the NSLI Certificate. The NSLI Certificate is available for students who want to acquire the expertise to serve on boards or interact with them in a supportive operational staff or leadership role. While the NSLI 200 foundations course introduces students to the topic of strategic leadership and governance, it does not provide sufficient detail to meet the Nonprofit Academic Council Curricular (NACC) Guidelines for Nonprofit Governance and Leadership education at the undergraduate level. This course will be available to NSLI Certificate students as well as individuals, who serve on boards, are in executive leadership positions or consultants who work with boards who wish to enhance their knowledge, strengthen their skills, and apply best practices to improve the effectiveness of non-profit governing boards.

NSLI 390AA-ZZ
3:3-0
Nonprofit Organization Special Topics
One or more courses examining specialized aspects of leading and managing nonprofit organization.

**Rationale:** This special topics course will serve as a required option in the NSLI Certificate program. The Saskatchewan Network of Nonprofit Organizations commissioned a sector wide survey of nonprofit and voluntary organizations in 2012 and identified a list of nonprofit organization development needs not addressed in the current NSLI Certificate course offerings. Topics addressed include, fundraising and resource development, volunteerism, inter-organizational collaborations, total quality and membership management, and excellence in service delivery. To be responsive to sector needs, adding NSLI 370AA-ZZ to the list of NSLI courses allows us to offer new courses that are responsive to emerging trends and needs in the local nonprofit sector.

5. Department of Philosophy and Classics

**CLAS 230 Ancient Sport and Spectacle**
3:3-0
Explore the sport, physical training, athletic competitions, and spectacles of the Classical world. Topics include the ancient Olympics, gymnasiurns, athletic festivals, chariot races, gladiators, staged hunts & arena games in the Roman empire, sport & spectacle venues.
***Prerequisite: either CLAS 100, or completion of 15 credit hours, or permission of the instructor***

**Rationale:** This course will enable students to get the real story on some of the most famous institutions of the Classical world: the Greek Olympics and Roman gladiators. Students will come with preconceptions shaped by popular culture and modern sporting history, but these will enable reflection on contemporary and ancient attitudes about how we express cultural values. There is a dark side to ancient spectacle (since most gladiatorial contests were ritualistic public executions staged as entertainment), which will challenge students to think about why societies invent and commemorate certain performances. The topic of Classical sport and spectacle, broadly-speaking, provides an excellent vehicle for helping students learn more about the diverse and interconnected worlds of Greek and Roman religion, politics, social structures, crime and punishment, aesthetics, and constructions of ethnic and personal identity. This course will provide students from a wide range of disciplines with the opportunity to integrate their learning across many fields.

One particular target population is the growing number of Kinesiology and Health Studies students, since this course falls under the heading of Sport History. Another target population are Theatre Studies students, who are already immersed in the study and theories of performance. The more general target population of students for this course includes those from Arts, Science and MAP who are looking for humanities credits in recognizable and interesting topics.

**CLAS 280 Cities of Rome and Pompeii**
3:3-0
This course examines the cities of Rome and Pompeii as they existed and flourished in the ancient world. Through lectures, assigned readings, and visits to various sites it aims to explore the topography and architecture of the cities and to analyze their infrastructure and relationships with their environs.
***Prerequisite: either CLAS 100, or completion of 15 credit hours, or permission of the instructor***
Rationale: This course has been offered four times before (every other year since 2010) as a CLAS 290 “Selected Topics in Classical Studies” course. Because of its regular offering, and the solid enrolment each time, it is herein proposed to make it a permanent addition to the undergraduate calendar. It is also hoped that having the course on the books will result in even greater recognition of it as regular offering.

The course provides an exceptional opportunity for students to experience first-hand the sites and monuments of Rome and Pompeii. This course allows a more extensive treatment of the topic than it is given in courses such as CLAS 100, and moreover does so in a context which allows experiential learning. When discussing such topics as the topography of the cities, the spatial dimensions of their contents, and the interrelationship between various buildings or monuments, there is no substitute for direct observation. Course content and format therefore provide a strong rationale for making CLAS 280 a permanent addition to the calendar.

In past iterations, the course has proven to be popular amongst all levels of undergraduate students. It has attracted first and second year students who have taken CLAS 100 Introduction to the Civilizations of Greece and Rome early in their academic careers, and also students who are nearing completion of their degrees, for whom the course serves as a sort of capstone to the Classics and History courses they have completed during their studies. The course has also proved appealing to students of Art History. It helps students develop their understanding of the Classical roots of, for example, Renaissance art. Indeed, the course has been, and in the future will remain, offered alongside a course in Art History, thereby providing students the ability to complete both courses for credit, and also allowing the instructors to emphasize the connections between the ancient and Renaissance worlds.

B. Revised Courses
1. Department of Women’s and Gender Studies

   WGST 220  
   3:3-0
   The Practice of Feminist Research: Power and Inequality
   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.
   *** Prerequisite: 30 credit hours, or WGST 100, or permission of the department Head ***
   * Note: Formerly numbered WMST 280AF. Students may not receive credit for both WGST 220 and WMST 280AF. *

2. Department of Sociology and Social Studies

   SOC 308  
   3:3-0
   Issues of Power and Social Justice
   This course examines sociological perspectives on the impact of social power on social justice. It utilizes both historical and theoretical materials to analyze the effect on inequalities of power and wealth and justice in society, explanations of the ways in which societies create and maintain systems of stratification. The course places particular emphasis on the various theories of social class and power that have emerged from the Industrial Revolution to the present day.
   *** Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head. ***

   SOC 202 - Cities in the 21st Century and City Life 3:3-0
   This course introduces students to classic and contemporary sociological analyses and theories of urban life. The course normally emphasizes urbanization and urbanism in Canada, but it may also examine historical and cross-cultural aspects of urban life.
   This course examines contemporary urban life and the challenges facing cities in the 21st century using a variety of sociological frameworks. Topics covered in the course may include cities and the environment, urban culture and urban renewal, civil society, and community engagement, and global cities.
   ***Prerequisite: Completion of 12 credit hours or SOC 100 or permission of the Department Head. *Note: SOC 100 is required for all majors in Sociology.*

   SOC 212 - Gender and Sexuality 3:3-0
   This course introduces students to sociological perspectives on gender in contemporary society. The course covers aspects of recent research and current debates on femininity and masculinity, and provides a brief introduction to some classic and contemporary theoretical perspectives on gender.
   This course introduces students to sociological perspectives on gender and sexuality in contemporary society. Key topics include: gender and sexual identity, gender inequality, and changing definitions of masculinity and femininity. Students will be introduced to various theoretical perspectives on gender and sexuality, including feminist theories, LGBT studies, and queer theory.
***Prerequisite: Completion of 12 credit hours or SOC 100 or permission of Department Head.***

*Note: SOC 100 is required for all majors in Sociology*

**SOC 225 – Technology, Internet and Society 3:3-0**

This course introduces students to an analysis of the role of technology in modern society. Specific topics the course might cover include the nature of technology practice, technological change, invention, patents and intellectual property, and ethical issues involving technology.

**SOC 230 – Environment, Nature and Society 3:3-0**

This course introduces students to sociological perspectives on the relationship between society and the natural environment. The course analyzes the ways in which various kinds of people and human actions affect environments. Specific topics that might be covered include sustainability, environmental conflicts, and environmental movements.

**SOC 295 – Theories of Social Change and Social Movements 3:3-0**

This course introduces students to sociological perspectives on the relationship between society and the natural environment. The course introduces students to sociological perspectives on social change and social movements. The course examines both gradual historical change and the swifter changes brought about by social movements, including revolutions. The course will first examine global social change, and then focus on Canada.

***Prerequisite: Completion of 12 credit hours or SOC 100 or permission of Department Head.***

*Note: SOC 100 is required for all majors in Sociology.*

**SOC 308 – Issues of Power and Social Justice 3:3-0**

This course focuses on sociological explanations of the ways in which societies create and maintain systems of stratification. The course places particular emphasis on the various theories of social class and power that have emerged from the Industrial Revolution to the present day.

This course examines sociological perspectives on the impact of social power on social justice. It utilizes both historical and theoretical materials to analyze the effect of inequalities of power and wealth on justice and injustice in society.

***Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head.***

**SOC 314 – Sociology of Studies in Development and Underdevelopment 3:3-0**

This course involves an analysis of development and underdevelopment. Students are introduced to various sociological theories of development/underdevelopment through an analysis of specific topics. Topics might include specific world regions, particular theoritical issues, the concept of the development of underdevelopment, or other aspects of development/underdevelopment.

This course introduces students to sociological theories of international economic, social and political development. It examines the global division between the West and the rest, and looks at the problems which poor countries face as they attempt to develop, including the role of Western corporations and organizations such as the International Monetary Fund.

***Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head.***

**SOC 315 – Advanced Cases Studies and Issues in Crime and Justice 3:3-0**

This course examines selected issues and cases in the field of Canadian crime and justice within the frameworks of traditional and contemporary criminological theory. This course examines advanced sociological perspectives on crime and criminal justice, and explores current controversies in Canadian crime and justice.

***Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head.***

3. Department of Economics

**ECON 402 – Advanced Macroeconomic Theory 3:3-0**

Advanced macroeconomic analysis using dynamic optimization techniques and differential equations. Topics include selected advanced topics in macroeconomic theory. Topics may include growth theory and policy, business cycle theory, stabilization policy, consumption and investment behaviour, monetary policy, and fiscal sustainability.

***Prerequisite: ECON 310, 302, 308 and, ECON 322 or permission of Department Head***

**ECON 301 – Intermediate Microeconomics I 3:3-0**

Presents a more advanced theory of the behaviour of households and firms in competitive and non-competitive markets. Examines consumer preferences and their optimal choices, and cost structures and firm behaviour in various market structures. Applications include household allocation of time (labour supply), consumption choice over time (savings and borrowing) and alternative models of the behaviour of firms.

***Prerequisite: ECON 201***
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 307</td>
<td>3:3:0</td>
<td>Intermediate Microeconomics II A continuation of ECON 301. Topics include: producer and consumer choice over time and under uncertainty, special market structures, labour and capital markets, market failure (public goods, and externalities, and asymmetric information), factor markets, producer and consumer choice over time and under uncertainty, introductory general equilibrium, game theory, and welfare economics and behavioural economics, theory and applications.</td>
<td>*** Prerequisite: ECON 301 and MATH 103 or equivalent, or permission of Department Head ***</td>
</tr>
<tr>
<td>ECON 401</td>
<td>3:3:0</td>
<td>Advanced Microeconomic Theory Advanced microeconomic analysis using optimization techniques including multivariate calculus with public policy applications. Selected advanced topics in microeconomic theory. Topics may include advanced consumer and production theory, general equilibrium and welfare analysis, public goods, externalities, asymmetric information and uncertainty, theory, risk and uncertainty, externalities and public goods, welfare economics, economics of information and behavioural economics.</td>
<td>*** Prerequisite: ECON 301, ECON 309 and ECON 322 or equivalent ***</td>
</tr>
<tr>
<td>ECON 308</td>
<td>3:3:0</td>
<td>Economic Growth This course surveys theories and models of economic growth, along with growth and development experiences of various countries.</td>
<td>*** Prerequisite: ECON 202 or 211 and MATH 103 or 105 or 110 or permission of Department Head ***</td>
</tr>
<tr>
<td>ECON 351</td>
<td>3:3:0</td>
<td>Cost Benefit Analysis Introduces techniques for estimating in dollar terms the costs and benefits of real-world projects and policies.</td>
<td>*** Prerequisite: ECON 201 45 credit hours or three ECON courses ***</td>
</tr>
<tr>
<td>ECON 280</td>
<td>3:3:0</td>
<td>Writing for Economists Students will work, individually and collaboratively, in classroom and library, on a range of writing assignments built around current economic policy issues. The goal is to help students, improve their research and writing skills.</td>
<td>*** Prerequisite: Three ECON courses ***                                                             * Note: This course was formerly numbered ECON 380. Students may receive credit for only one of ECON 280 or 380. * * Note: ECON 280 must be taken concurrently with one of ECON 311, 341, 353, 354, 361, 363, 364, 372. *</td>
</tr>
<tr>
<td>ECON 311</td>
<td>3:3:0</td>
<td>Economics of Developing Countries Comparative case studies of attempts by Third World countries to improve their living standards. Introduction to theories of how economies develop.</td>
<td>*** Prerequisite: ECON 202 or ECON 211 ***                                                           * Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully. *</td>
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<tr>
<td>ECON 341</td>
<td>3:3:0</td>
<td>International Trade Uses theories of international trade to examine Canadian trade patterns, the impact of trade and trade agreements on the domestic economies, and the effects of trade policies, protectionism, and the role of finance.</td>
<td>*** Prerequisite: ECON 201 ***                                                                      * Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully. *</td>
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<tr>
<td>ECON 353</td>
<td>3:3:0</td>
<td>Health Economics Examines the Canadian health care system from an economic perspective. Uses models of patient, physician and institutional behaviour to analyze the factors governing health and the demand for health care, and to evaluate competing proposals for health care reform.</td>
<td>*** Prerequisite: ECON 201 or ECON 253 ***                                                          * Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully. *</td>
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<tr>
<td>ECON 354</td>
<td>3:3:0</td>
<td>Economics of Cities Applies economic analysis to important questions regarding urban areas: Why do they exist? What determines their location? What is their role in the Canadian economy? Other issues considered are: zoning policies, local government spending and taxation, urban economic development policy, and urban transportation policy.</td>
<td>*** Prerequisite: ECON 201 ***                                                                      * Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully. *</td>
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<tr>
<td>ECON 361</td>
<td>3:3:0</td>
<td>Economics of Public Enterprise &amp; Regulation A study of public policy toward big business: advantages and disadvantages of crown corporations, causes and effects of government intervention in private economic activities, regulation of the pricing and investment activities of firms.</td>
<td>*** Prerequisite: 45 credit hours or three ECON courses ***                                          * Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully. *</td>
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<td>ECON 363</td>
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Population Economics
Examine the impact of changing population age structures on economic performance and public well-being.
***Prerequisite: 45 credit hours or three ECON courses***
* Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.*

ECON 364 3:3-3
Economics of Corruption
The course analyzes the incentives and deterrent of corrupt behavior through the use of various economic models of corruption. The course examines causes and consequences of corruption, with a particular focus on transition economies and developing countries. In addition, the course analyzes corruption from an institutional and transaction economics approach and as it sustains other illicit activities such as tax evasion, the underground economy, and organized crime. ***Prerequisites: 45 credit hours or 3 Econ courses.***
* Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.*

ECON 372 3:3-0
Natural Resource Management on the Prairies
Problems in the prairie oil/gas, timber, uranium, potash, power generation and water management sectors; preservation of prairie ecosystems; application of theory to determine how best to deal with these problems.
*** Prerequisite: ECON 201 ***
* Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.*

4. Department of Indigenous Literatures, Arts, and Cultures

INDG 375 230 3:3-0
Indigenous History Within the United States
This course surveys the histories of selected Indigenous groups in their experience of being engulfed by the creation of the United States. This will be done by examining policy development and implementation and the experience of Indigenous people in their resistance and perseverance.
*** Prerequisite: INDG 228 or INDG 229 or permission of Department Head ***
* Note: The course includes a field trip.*

INDG 428 3:3-0
Ethnohistory: Theory and Method in the Study of Peoples of the Americas
In this course, ethnohistory, an important methodological orientation within Indigenous studies, is examined by specific studies to discern applications of developing thought and practice.
*** Prerequisite: INDG 228 and INDG 229 or permission of Department Head. INDG 325-230 is recommended. ***

INDG 415 432 3:3-0
North American Indigenous Religious Philosophies
This course analyzes traditional Indigenous religious systems of thought, practice, and beliefs, and the impact of these philosophies on contemporary Indigenous ideas.
*** Prerequisite: INDG 232 and any 300-level course in Indigenous Studies or permission of Department Head ***

5. Nonprofit Sector Leadership Initiative

NSLI 320 3:3-0
Nonprofit Advocacy and Community Development
Theoretical and practical consideration of nonprofit advocacy work, including power structures and systems, government structures, community development and organizing, and networking and engaging community residents to achieve changes in public policies and programs and to educate about societal problems. Legal restrictions on charities' advocacy are examined.
***Prerequisite: NSLI 200 or permission of the Department.***
* Note: Students may not take both IDS 290AE and NSLI 320 for credit.*

6. Department of Philosophy and Classics

CLAS 100 3:3-0
An Introduction to the Civilizations of Greece and Rome
Topics include: Minoans and Mycenaeans; development of democracy in Greece; Persian wars; Peloponnesian war; daily life in Greece and Rome; Roman Republic and Empire. Other topics will be selected from: pagans and Christians; Greek and Latin literature and philosophy; women in the ancient world; sport, art and architecture.
An introduction to Greek and Roman culture through analysis of its most significant elements. The course reviews in broad outline the main periods of Greek and Roman history, and incorporates discussion of some of the basic social, political, literary, philosophical, and artistic developments.
CLAS 150  3:3-0
**Latin Language I**
Introduction to the Latin language.
An introduction to classical Latin through analysis of some of the fundamental elements of its grammar, syntax, and vocabulary. Completion of the course will enable students to comprehend and translate basic sentences and passages. Discussion of various aspects of Roman literature and culture will complement language study.

CLAS 151  3:3-0
**Latin Language II**
A continuation of CLAS 150. 
***Prerequisite: CLAS 150, with a minimum grade of 60%, or permission of instructor.***
Introduction to Latin II
The follow-up course to Introduction to Latin I. Students will continue to learn many of the basic elements of Latin grammar and syntax in addition to expanding their acquisition of vocabulary. The course aims to improve students' facility in translating Latin into English, and also English into Latin. 
***Prerequisite: CLAS 150 or permission of the instructor.

CLAS 160  3:3-0
**Greek Language I**
An introduction to the language, literature, and civilization of ancient Greece.
Introduction to Ancient Greek I
An introduction to classical Greek through a study of its vocabulary, grammar and syntax. The course aims to have students translating basic sentences by the end of the term. Language instruction will also include discussion of fifth century Athenian culture and civilization.

CLAS 161  3:3-0
**Greek Language II**
A continuation of CLAS 160. 
***Prerequisite: CLAS 160, with a minimum grade of 60%, or permission of instructor.***

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CLAS 200  3:3-0
**Greek Mythology**
Cosmic and divine myths: saga, folktale; study of recurrent motifs; the relationship of the myths to history, archaeology, and art; myth as a medium for the expression of beliefs about religion and human values. 
***Prerequisite: ENGL 100, or permission of instructor.***

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CLAS 210  3:3-0
**Greek and Roman Epic**
A study of the works of Homer, Virgil and Ovid, in English translation, with particular emphasis on their mythological content. 
***Prerequisite: ENGL 100 and 110, or permission of Department Head.***
An introduction to epic poetry in the Greek and Roman literary traditions. Through study of such authors as Homer, Apollonius, and Virgil, students will learn about the main features and conventions of the genre, its history and evolution, and how the works operated within their respective cultural contexts. 
***Prerequisite: either CLAS 100, or completion of 15 credit hours, or permission of the instructor.

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CLAS 211  3:3-0
**Greek Drama**
A study of selected Greek plays in English translation, with particular emphasis on their treatment of myth. 
***Prerequisite: CLAS 200, or permission of Department Head.***
* Note: This course is cross-listed with THEA 350. Students may not receive credit for both CLAS 211 and THEA 350.

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*Greek and Roman Drama*
An introduction to the dramatic texts and performances of Greek and Rome. The course prioritizes close readings of representative playwrights such as Euripides, Aristophanes, and Plautus. But there is also discussion of such topics as the conventions of performance and the social contexts of production. 
***Prerequisite: either CLAS 100, or completion of 15 credit hours, or permission of the instructor.
C. Deleted Courses

1. Department of English

*ENGL 304AM (201220) 3:3:0
G. M. Hopkins
A study of the poetry and aesthetics of G. M. Hopkins. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 304AN (created 201230, never offered) 3:3:0
Edith Wharton
Edith Wharton was a great American writer whose work spans from short stories to fiction, from books on interior decoration and gardening to unique female reporting and writing about World War I. Her views on the cultural and social concerns of her time, including issues of gender, race, and class. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 316 (created 199910, never offered) 3:3:0
Studies in American Literature — an AA-ZZ series.
Studies of selected texts from American literature, with attention given to historical perspective. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 321 (created 199910, never offered) 3:3:0
Studies in Women's Literature — an AA-ZZ series.
Studies of selected texts written by women, with attention given to historical perspective. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 326 (created 199910, never offered) 3:3:0
Studies in Medieval Literature — an AA-ZZ series.
Studies of selected texts from the Middle Ages, with attention given to historical perspective. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 330 (created 199910, never offered) 3:3:0
Studies in Renaissance Literature — an AA-ZZ series.
Studies of selected texts from the Renaissance, with attention given to historical perspective. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 332 (created 199910, never offered) 3:3:0
Studies of selected texts from the Restoration period and the eighteenth century, with attention given to historical perspective. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 333 (created 199910, never offered) 3:3:0
Studies of selected texts from the Restoration period and the eighteenth century, with attention given to historical perspective. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 334 (created 199910, never offered) 3:3:0
Studies of selected texts from the nineteenth century, with attention given to historical perspective. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 337 (created 199910, never offered) 3:3:0
Studies of selected texts from the nineteenth century, with attention given to historical perspective. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 338AK (201230) 3:3:0
Studies in 20C Literature — God after the Wars
This course studies the complex testaments in verse, novels, and short fiction of English-language writers', exploration of, or conversion to, Christian faith, in the years following World War II, contextualizing their wrestling with God by reference to the moral challenges posed by total war, genocide, and the new atomic age. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 341 (created 199910, never offered) 3:3:0
Studies of selected texts from the twentieth century, with attention given to historical perspective. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 373 (created 199910, never offered) 3:3:0
A study of several novels from a generic perspective, with the particular focus to be chosen and announced each semester. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 375 (created 199910, never offered) 3:3:0
Studies in the Short Story — an AA-ZZ series.
A study of several short stories from a generic perspective, with the particular focus to be chosen and announced each semester. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 376 (created 199910, never offered) 3:3:0
Studies in the Short Story — an AA-ZZ series.
A study of several short stories from a generic perspective, with the particular focus to be chosen and announced each semester. ***Prerequisite: ENGL 100 and ENGL 110***

*ENGL 379 (last course offered 200610) 3:3:0
Studies in Drama - an AA-ZZ series.  
A study of several plays from a generic perspective, with the particular focus to be chosen and announced each semester.  *** Prerequisite: ENGL 100 and ENGL 110 ***

*ENGL 381 (created 199910, never offered)  3:3-0

A study of several poems from a generic perspective, with the particular focus to be chosen and announced each semester.  *** Prerequisite: ENGL 100 and ENGL 110 ***

*ENGL 382 (created 199910, never offered)  3:3-0

A study of several poems from a generic perspective, with the particular focus to be chosen and announced each semester.  *** Prerequisite: ENGL 100 and ENGL 110 ***

*ENGL 383 (created 199910, never offered)  3:3-0

A study of narrative texts, with a focus to be chosen and announced each semester.  *** Prerequisite: ENGL 100 and 110 ***

*ENGL 394AB (200520)  3:3-0

Race & Gender in 20thC Lit  
This course will examine the cultural construction of gender with illustrations from select African American and Asian Indian women's writing in the 20th century. The focus will be on construction of subjectivity, woman's space, resistance and its specific dimensions and the interlocking nature of race, caste, class and gender.

*ENGL 415AA (199910)  3:3-0

Literary Archaeology: 1623  
A study of English literary culture in the year 1623, using historical methodologies of literary interpretation.

*ENGL 415AE (200830)  3:3-0

John Donne: Cultural Engagement  
This course proposes two objectives: to engage critically with John Donne's works as a microcosm of cultural developments of the late 16th and early 17th century in England, and to examine the ways in which his works were received by subsequent generations.

*ENGL 430AD (200710)  3:3-0

Poetry of G. M. Hopkins  
An examination of the poetry and poetics of Gerard Manley Hopkins.

*ENGL 435AB (200110)  3:3-0

The Modernist Verse Epic  
This course studies the attraction amongst modern writers to the exploration and revision of the epic mode in poetry and the transformation of this most ancient of literary genres in the apparently revolutionary formal experimentation of early twentieth-century verse.

*ENGL 440AH (200910)  3:3-0

Eli Mandel  
This course will study the poetry and criticism of Saskatchewan writer (and governor-general award winner) Eli Mandel and his contribution to Canadian literature and culture.

*ENGL 445AB (200130)  3:3-0

Gender & 19 C American Fiction  
An examination of the separate spheres paradigm; the validity of the gender binary in the analysis of nineteenth-century American fiction.

*ENGL 445AC (200230)  3:3-0

Henry James and Subjectivism  
This course is a study of the dual influence on James of Walter Pater and Ralph Waldo Emerson and their part in creating a particular breed of late 19th century subjectivism that is developed by James. The course studies four novels by James: Portrait of a Lady, The Ambassadors, Wings of the Dove, and The Golden Bowl.

*ENGL 445AF (200830)  3:3-0

Politics of Marriage in 19th Century American Women's Literature  
This course will explore the implications of the role of the marriage contract for 19C American women. The period was marked by tension between the "cult of domesticity" and the first wave of feminism, which attempted to remove gender-specific limits on women's roles and to gain the right to vote. ***Permission of the Department Head is required to register.***

*ENGL 450 (created 199910, never offered)  3:0-3

Studies in English Language — an AA-ZZ series.  *** Intended for Honours or prospective Honours students only.***

Students who are not English Honours majors require permission of the Department Head to register. **

*ENGL 460AB (200310)  3:3-0

Rhetoric and Drama  
Via plays selected from classical, medieval, Renaissance, modern and contemporary drama, this course will...
explore the influence of rhetoric upon the historical development of the theatre.

*ENGL 470 (created 199910, never offered) 3:0
Studies in Form — an AA ZZ series. ** Intended for Honours or prospective Honours students only. Students who are not English Honours majors require permission of the Department Head to register. **

*ENGL 475AA (199930) 3:3:0
Autobiography.
Types of Canadian life writing, with particular reference to the creation of subjectivity through language, gender and sexuality.

*ENGL 475AB (200130) 3:3:0
The Ballad
A study of the English and Scottish traditional ballad.

*ENGL 475AE (200410) 3:3:0
Realisms: Theory & Practice
Tracing the development of realism from early nineteenth century to contemporary fiction, this course questions recent theories of realism which, following Catherine Belsey’s attack on the form in Critical Practice, takes it as a species of ideological state apparatus. Background readings range from Aristotle and George Eliot to Christopher. Nash.

*ENGL 480AB (200130) 3:3:0
Textual Meaning & Implication
For several decades textual indeterminacy has held almost axiomatic status. This course argues that determinate meaning is real and can be investigated systematically. Using Dowling’s The Senses of the Text, we consider arguments for determinate meaning, and apply these theories in close readings of several texts including Amis’ The Information.

*ENGL 485AA (199930) 3:3:0
History of Rhetoric
The major phases in the evolution of rhetoric from Greek and Roman times through Medieval, Renaissance, and Enlightenment periods to the twentieth century.

*ENGL 485AH (200130) 3:3:0
Prehistoric Romance
This course examines fictional depictions of prehistoric human societies from the late nineteenth century to today. It will pay particular attention to the way that discoveries in paleoanthropology have affected popular conceptions of prehistoric men and women. *** Prerequisite: Completion of 60 credit hours, and an average of at least 70% both overall and in English courses. ***

*ENGL 485AR (201030) 3:3:0
Prehistoric Fiction
The course examines fictional depictions of prehistoric human societies from the late nineteenth century to today, as a way of understanding hominization, or the way human beings might have evolved into the exceptional species that we are today. It will pay particular attention to the way that discoveries in paleoanthropology have influenced popular conceptions of prehistoric men and women.

2. Department of Philosophy and Classics

CLAS 250 3:3:0
Latin Language and Literature I
Completion of foundation in the Latin language. Readings from Latin literature. *** Prerequisite: CLAS 151 ***

CLAS 251 3:3:0
Latin Language and Literature II
Completion of basic grammar and syntax. Selected readings. *** Prerequisite: CLAS 250 ***

CLAS 260 3:3:0
Greek Language and Literature I
Continuation of the Greek language. Selected readings from the New Testament. *** Prerequisite: CLAS 161 ***

CLAS 261 3:3:0
Greek Language and Literature II: Continuation of classical Greek. *** Prerequisite: CLAS 161 ***
4.2 Report from the Faculty of Engineering and Applied Science

Appendix III

Items for Approval

Motion 1: Revisions to all Engineering and Applied Science Major Programs

To approve the curriculum changes in Semesters 1, 3, and 4 as outlined below for all Engineering and Applied Science major programs, effective 2018230

<table>
<thead>
<tr>
<th>Semester 1 (Fall)</th>
<th>BASc in Electronic Systems Engineering, required courses</th>
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<tr>
<td>3.0 CHEM 104</td>
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<td>3.0 ENGG 123</td>
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<td>3.0 MATH 122</td>
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<td>3.0 PHYS 109 ENGG 140</td>
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<tr>
<th>Semester 2 (Winter)</th>
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<tr>
<td>3.0 CS 110</td>
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<tr>
<th>Semester 3 (Fall)</th>
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<td>3.0 STAT 160 STAT 289</td>
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<tr>
<th>Semester 4 (Winter, Spring/Summer)</th>
<th>BASc in Electronic Systems Engineering, required courses</th>
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<tr>
<td>3.0 CS 210</td>
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<td>3.0 ENEL 280</td>
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<td>3.0 ENEV 372</td>
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<tr>
<th>Semester 4 (Winter, Spring/Summer)</th>
<th>BASc in Environmental Systems Engineering, required courses</th>
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<td>3.0 MATH 213</td>
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<td>3.0 STAT 160 STAT 289</td>
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<th>Semester 1 (Fall)</th>
<th>BASc in Industrial Systems Engineering, required courses</th>
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<td>3.0 *Natural Science Elective</td>
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<tr>
<th>Semester 4 (Winter, Spring/Summer)</th>
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<td>3.0 *Humanities Elective</td>
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<tr>
<th>Semester 1 (Fall)</th>
<th>BASc in Petroleum Systems Engineering, required courses</th>
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<td>Semester 1 (Fall)</td>
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<td>PHYS 109--ENGG 140</td>
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<td>MATH 217</td>
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<td>3.0</td>
<td>ENGG 240--PHYS 112</td>
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<td>MATH 213</td>
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<td>STAT 160 STAT 289</td>
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Rationale: In order to re-introduce Engg 140 and 141, the curriculum must be revised. The proposal is ENGG 140 will be a Semester 1 course which can be offered at least 2 times per academic year. EVSE, ISE and PSE will take ENGG 141 in Semester 3. ESE and SSE will include PHYS 112 in Semester 3 to ensure adequate natural science AUs. The pre-requisite for PHYS 112 will need to be altered, it currently reads PHYS 111 (recommended) or 109, and MATH 105 or 110 (may be taken concurrently).

Replacing STAT 160 with STAT 289 in Semester 4 is proposed because there was a request to consider reviewing STAT 160 as the required course in programs. STAT 289 was the previous course with topics focused on engineering. The Department of Math has indicated that they would be willing to offer this course if brought back into the Engineering curriculum. STAT 289 provides fundamental knowledge required by students as they progress in the program. Please see course catalogue descriptions for both STAT 160 and STAT 289 below:

**STAT 160** 3:3-0

*Introductory Statistics*
A comprehensive introduction to probability, probability distributions, sampling distributions, basic techniques of statistical inference, analysis of variance, linear regression, inference for categorical variables, and non-parametric statistics. ***Prerequisite: Precalculus 30, or MATH B30 and MATH C30, or MATH 127*** *Note: STAT 160 is designed to provide a comprehensive single semester introduction to statistical techniques and is intended for students majoring in statistics, actuarial science, or any other program requiring a detailed knowledge of statistics. Students who receive credit for STAT 160 may not receive credit for STAT 100 or STAT 200*

**STAT 289 Statistics & Numerical Analysis for Engineers**
Probability: distributions, confidence levels, standard deviations; linear regression, statistical test, finite differences, errors, numerical solutions of equations; numerical differentiation and integration.
***Prerequisite: Math 111 with grade of at least 60%***

Note: Designed for engineering students. Students who receive credit for Stat 289 may not receive credit for Stat 100, 160 or 200.
### Motion 2: Revisions to Faculty of Engineering and Applied Science Regulations

To approve the following revisions to section 12.5.2.1 Faculty Regulations and 12.7 Other Faculty Regulations in the Undergraduate Calendar, **effective 2018.30**

<table>
<thead>
<tr>
<th>12.5.2.1 Faculty Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Faculty of Engineering and Applied Science evaluates academic performance each semester.</td>
</tr>
<tr>
<td><strong>Starting from the completion of first full-time semester (with at least nine credit hours), students are expected to maintain a PGPA of at least 60.00%. Those whose PGPA falls below 60.00% will be placed on faculty probation (faculty probation does not appear on official transcripts). Their next academic semester will be considered to be a probationary semester, during which they may take any courses for which they have the prerequisites, and must achieve a TGPA of at least 60.00%. Students who do not achieve the 60% TGPA and who still have a PGPA of less than 60.00% are required to discontinue (Faculty RTD) for at least 2 semesters from the Faculty of Engineering and Applied Science.</strong></td>
</tr>
<tr>
<td>Students on faculty probation who achieve the 60.00% TGPA but who still have a PGPA of less than 60.00% will remain on faculty probation. Students will be reviewed at the end of their next academic semester subject to the faculty probation conditions outlined above. Students will be permitted two continuations of their probationary semesters to increase their PGPA to the required minimum of 60.00%. Failure to achieve this minimum in three probationary semesters will result in a required to discontinue for at least two semesters from the Faculty.</td>
</tr>
<tr>
<td>Students may be required to discontinue from the Faculty for a period of eight months (two semesters) if a course is failed more than once with the exception of ENGL 100. See §5.12.6.6.</td>
</tr>
<tr>
<td>Students may also be required to discontinue from the Faculty at any time for unacceptable professional conduct. Refer also to §5.13 Discipline.</td>
</tr>
<tr>
<td>Notification of a requirement to discontinue will be issued no later than one week after the start of lectures and students who are required to discontinue studies will have their registration in academic courses cancelled immediately.</td>
</tr>
<tr>
<td>Students must repeat all required courses in which they have a grade of less than 50% (failed course).</td>
</tr>
<tr>
<td>When calculating a student's average, the Faculty will use the last grade obtained for all repeated courses (see §5.11).</td>
</tr>
<tr>
<td>If an IN is not completed by the end of the following semester, an NP will be assigned.</td>
</tr>
<tr>
<td>Averages are calculated to 2 decimal points. The calculation is not rounded but is truncated to 2 decimal points.</td>
</tr>
<tr>
<td>These decisions can be appealed to the Faculty's Student Appeals Committee. Refer to §12.8 for procedures.</td>
</tr>
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<table>
<thead>
<tr>
<th>12.7 Other Faculty Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12.7.1 Repeating Courses</strong></td>
</tr>
<tr>
<td>Refer also to §5.11. Students are permitted to repeat a maximum of 15 credit hours of courses in which they obtained a grade of 50% or higher.</td>
</tr>
<tr>
<td>Students may be required to discontinue from the Faculty for a period of eight months (two semesters) if a course is failed more than once with the exception of ENGL 100. See §5.12.6.6.</td>
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<tr>
<td>(end of Motion 2)</td>
</tr>
</tbody>
</table>

**Rationale:** The proposed regulations on academic performance will simplify the regulations to follow the general University policy on must withdraw. Currently, two slightly different types of actions can be confusing for students and have a more negative impact on first year students.
a) Starting from the completion of first full-time semester (with at least nine credit hours), students are expected to maintain a PGPA of at least 60%. Those whose PGPA falls below 60% will be placed on faculty probation (faculty probation does not appear on official transcripts). Their next academic semester will be considered to be a probationary semester, during which they may take any courses for which they have the prerequisites, and must achieve a TGPA of at least 60%. Students who do not achieve the 60% TGPA and who still have a PGPA of less than 60% are required to discontinue (Faculty RTD) for at least 2 semesters from the Faculty of Engineering and Applied Science.

b) Students on faculty probation who achieve the 60% TGPA but who still have a PGPA of less than 60% will remain on faculty probation. Students will be reviewed at the end of their next academic semester subject to the faculty probation conditions outlined above. Students will be permitted two continuations of their probationary semesters to increase their PGPA to the required minimum of 60%. Failure to achieve this minimum in three probationary semesters will result in a required to discontinue for at least two semesters from the Faculty.

Regulations in (a) has a negative impact on our first year students as we currently RTD if their TGPA is below 60 in both terms 1 & 2. For (b) these regulations were used before the university changed to MW regulations and are confusing to the students and unnecessary to have 2 types of actions that are similar. The University MW policy can be referred to in 5.13.6

**Motion: 3 Co-operative Education Programs in Engineering and Applied Science**

To approve the revision of the co-operative education information as outlined below, effective 2018.30

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### 12.9 CO-OPERATIVE EDUCATION PROGRAMS

In conjunction with the University’s Co-operative Education Program, the Faculty of Engineering and Applied Science operates a program in Co-operative engineering education in which students take university courses and obtain engineering-oriented work experience in industry or business. This is made possible by fully using 3 four-month semesters per year.

Experience has shown that putting classroom theory into practice early in students’ university life tends to improve motivation and academic performance. As well, the practical experience aids in choosing the area of studies best suited to students’ talents. Being employed during a mix of work/study semesters will help students who require financial assistance, but such employment is not assured by acceptance into the Co-operative Education Program.

Refer to §8.1.1 for general regulations governing University of Regina Co-operative Education Programs.

#### 12.9.1 SEQUENCING

Work terms and study semesters are sequenced over a total period of four years and eight months as shown below. There are four required work terms and nine study semesters (see below and §12.10.)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Fall</th>
<th>Winter</th>
<th>Study</th>
<th>Summer</th>
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<td>4 or Work term</td>
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Normally, students must complete the first work term before study semester 5, the second before study semester 6, the third before study semester 7, and the fourth before study semester 8. Changes to this sequencing (e.g. double work terms) must consult with the Director, Co-op Work Study Programs for approval.
12.9.2 **ACADEMIC RULES**

Students registered in a BASc program in Systems Engineering in the Faculty of Engineering and Applied Science (except for those explicitly excluded, such as by an exchange agreement) may participate in the Co-operative Education program, under the direction of the Director, Co-op Work Study Programs, who is responsible for admitting, withdrawing, and monitoring the progress of students through the program according to the following regulations. Appeals may be made to the Faculty of Engineering and Applied Science Student Appeals Committee.

### 12.9.2.1 Admission

To apply for admission to the Co-operative Education program in the Faculty of Engineering, a student must:

1. be registered in at least twelve credit hours in a Systems Engineering program in the Faculty of Engineering;
2. have completed or been given credit for no less than 27 and no more than 63 credit hours towards the Systems Engineering degree (students are expected to have successfully completed the first three Semesters of the Systems Engineering program before going on a first work term);
3. have a PGPA of at least 60.0%; and
4. have completed or been given credit for ENGL 100, ENGG123 and ENGG100.

Acceptance into the Co-operative Education program will be shown on the student’s transcript. Students will remain in the Co-operative Education program until completion of the program requirements and convocation, or withdrawal. Upon graduation there will be an appropriate designation on the diploma and transcript of each student who successfully completes the four work terms required for Co-operative Education designation.

### 12.9.2.2 Progress

Students will register for four work terms, designated ENGG051 through ENGG054, which are graded on a pass/fail basis. At the end of each work term, students must submit a work term report to the Faculty of Engineering, which will be evaluated. Employers will provide an informal evaluation of student performance during the job-site visit (normally midway through the work term) and a formal evaluation at the end of the work term. A “Pass” grade requires both an acceptable work term report and an acceptable employer evaluation.

If the content of the work term report is deemed to be confidential or proprietary, the employer may request to evaluate the report in-house. The request should be in the form of a signed letter from an engineering supervisor, addressed to the Director, Co-op Work Study Programs, on company letterhead with the supervisor’s position/title clearly stated and including an explanation of the necessity for a confidential report. Permission should be requested one month before the end of the work term. However, the ENGG051 work term report cannot be confidential, and the student is permitted only two confidential reports in total.

Students must maintain a PGPA and TGPA (in the most recent semester completed) of at least 60.0% in order to be eligible for a work term.

Students who are placed on academic probation by the Faculty of Engineering and Applied Science or the University of Regina will not be eligible for a work term until the probation is lifted.

Students who are required to discontinue (RTD) from the Faculty of Engineering and Applied Science and/or the University of Regina (MW) will be withdrawn from the Co-operative Education program and from the work term (if placed).

Students who wish to change the sequencing of their academic/work semesters (e.g., double work term) must consult Director, Co-op Work Study Programs for approval.

### 12.9.2.3 Withdrawal

Students who are admitted into the Co-operative Education program are expected to remain in the program. However, under special circumstances, a student may withdraw from the program voluntarily or be withdrawn by the Director, Co-op Work Study Programs. Students who withdraw or are required to withdraw will normally not be re-admitted to the Co-operative Education program.

- **(voluntary)** Under special circumstances, a student who has completed one work term may request withdrawal from the program. Such requests must be made, in writing and with supporting documentation, to the Director, Co-op Work Study Programs.
- **(voluntary)** Under exceptional circumstances, a student who has completed two or three work terms may request withdrawal from the program. Such requests must be made, in writing and with supporting documentation, to the Dean of the Faculty of Engineering, after consultation with the Director, Co-op Work Study Programs and the Co-op Office.
- Students who receive an “F” grade for a work term will be required to withdraw from the Co-operative Education program.
- Students who behave in an unprofessional manner during the placement process or the work placement will be required to withdraw from the Co-operative Education program.
- Students who complete more than 63 credit hours towards the Systems Engineering degree without obtaining a work placement are no longer eligible for the Co-operative Education program, and will be withdrawn.
- Students who are required to discontinue from the Faculty of Engineering and Applied Science (RTD) and/or the University of Regina (MW) will be withdrawn from the Co-operative Education program. If, at a later date, the student is re-admitted to the Faculty of Engineering and Applied Science, the student may apply for re-admission to the Co-operative Education program.

### 12.9.3 **CO-OPERATIVE EDUCATION INTERNSHIP PROGRAM**

In conjunction with the University of Regina Co-operative Education Program, the Faculty of Engineering and Applied Science offers a Co-operative Education Internship program for students enrolled in the Bachelor of Applied Science in Systems Engineering. This program is administered by the Director, Co-op Work/Study Programs, who is responsible for academic rules proposed in §12.9.2. The Co-operative Internship Program also involves individual members of the Faculty of Engineering and Applied Science, who mentor students during the internship placement.

Co-operative Internship is a single 12- or 16-month placement immediately preceding the two final academic semesters. Students who successfully complete the requirements of the program will receive “Internship” designation on their degree. Students who participate in Co-operative Education are not eligible for internship.

The objectives of the Co-operative Internship program are to:

- Enhance Engineering education by:
  - Exposing students to the application of engineering science and engineering design methods in the workplace;
• Confirming academic theory through direct and indirect application in a workplace environment;
• Enhancing the student’s analytical and communication skills through active participation in the application of engineering in the workplace;
• Enhance the University of Regina’s partnerships with industry and the engineering community by providing students of varying skills, available for work placements of varying duration;
• Provide opportunities to Joint Undergraduate Degree Program, Canadian and International students;
• Provide internship opportunities in Saskatchewan, across Canada, and selected international placements.

Sequencing
• The Co-operative Internship Program consists of a single, consecutive 12- or 16-month placement, normally taken between academic semesters 7 and 8, and followed by a minimum of 15 credit hours towards the Systems Engineering program.

Co-operative Internship for Industrial, Environmental, and Petroleum Systems Engineering

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Winter Spring Fall Winter Spring Fall Winter

| 7    | Internship | Internship | Internship | 8      | 9      |

Co-operative Internship for Electronic and Software Systems Engineering

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<th>Fall</th>
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<th>Spring</th>
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Winter Spring Fall Winter Spring Fall Winter

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Co-operative Internship for the Joint International Undergraduate Degree Program

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<th>Fall</th>
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<th>Spring</th>
<th>Fall</th>
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<td>6</td>
<td>Internship</td>
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</tbody>
</table>

Winter Spring Fall Winter

| Internship | Internship | 8      | 9      |

Alternate sequencing to accommodate individual student programs is possible, and should be discussed with and approved by the Director, Co-op Work Study Programs.

Academic Rules

Admission
• Applications to the Co-operative Internship program in the Faculty of Engineering and Applied Science are due six months before the intended placement, as listed in the Academic Calendar. To apply for admission, a student must:
  • be registered in at least twelve credit hours in a Systems Engineering Program in the Faculty of Engineering;
  • have completed or been given credit for no less than 22.87 and no more than 102.105 credit hours towards the Systems Engineering degree. Students are expected to have successfully completed academic Semesters 1, 2, 3, 4, 5, 6, and 7 of the Systems Engineering program before the internship placement;
  • have a PGPA of at least 60.0%;
  • have withdrawn from the Co-operative Education program, if previously admitted. Students who have completed more than 1 work term are not eligible for the Co-operative Internship program;
  • have demonstrated fluency, written and oral, in both English and the language of employment in their desired country of internship.
  • Acceptance into the Co-operative Internship program does not ensure work placement.
  • The diploma and transcript of each student who successfully completes the minimum of these consecutive internship semesters required for Co-operative Internship will include “Internship” designation.

For further information, please contact the Director of Co-op Work Study programs.

12.9.3.1 Progress
After admission to the Co-operative Internship program, students are expected to maintain a PGPA and TGPA of 60.0% prior to the placement. If the PGPA and/or TGPA falls below 60.0%, the student may be asked to continue academic studies for a further semester, or may be withdrawn from the Co-operative Internship program.

Students who are required to discontinue from the Faculty of Engineering and Applied Science and/or the University of Regina after admission to the Co-operative Internship Program will be withdrawn from the internship (if placed), and the Co-operative Internship program.

Once the internship placement has been made (normally 2 months before the start of the internship semester), the student must:
• prepare an “Internship Study Plan”, documenting his/her expectations for the internship period.
• meet with potential Faculty mentors to discuss the academic aspects of the internship.

Students will register for 3 or 4 consecutive 4-month Co-operative Internship semesters, ENGG 071 through ENGG 074, which are graded on a pass/fail basis. The grade is assigned by the Director, Co-op Work Study Programs, based on acceptable employer evaluation, the intern evaluation report submitted by the employer, and the Faculty mentor’s evaluation of the Internship Progress Report and the “Internship Final
Report” and Learning Skills Summary submitted by the student at the end of each semester. The student must receive a “P” grade in all registered internship semesters in order to receive Internship designation. If the analytical content of the students reports are deemed to be confidential or proprietary, the employer should contact the Director, Co-op Work Study Programs, one month before the end of each internship semester to discuss alternative methods of evaluation.

The first two months of ENGG 071 are probationary. During this period, the student or employer may terminate the placement by mutual consent and with the agreement of the Faculty of Engineering and Applied Science and the Co-operative Education Office. During each term a site visit will be conducted to ensure both parties are satisfied with the progress of the internship. After the first month of employment, the internship placement will be evaluated, and the student will either continue (with counseling as to any deficiencies which should be addressed in the coming month), or the internship will be terminated. If the deficiencies have not been adequately addressed by the end of the second month of employment, the student will be withdrawn from the placement.

Once the probationary period is completed, the employer and student will submit periodic Intern Evaluation Reports and Internship Progress Reports, respectively, as indicated in the table below.

A grade will be issued at the end of each internship semester. “P” will allow the student to continue. “F” will result in termination of the internship and removal from the Co-operative Internship program.

<table>
<thead>
<tr>
<th>Internship Semester</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
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</thead>
<tbody>
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</table>

At the end of the final internship semester, the student must submit a comprehensive analytical report dealing with the work accomplished and the goals achieved, referring to the Internship Study Plan. If the analytical content of the final report is deemed to be confidential or proprietary, the employer should contact the Director, Co-op Work Study Programs, one month before the end of the final internship semester to discuss alternative methods of evaluation.

12.9.3.2 Withdrawal
Students who are admitted into the Co-operative Internship program are expected to complete the program; however, under special circumstances, a student may withdraw voluntarily or be withdrawn by the Director, Co-op Work Study Programs. Students who withdraw or are required to withdraw will normally not be re-admitted to the Co-operative Internship program.
• Under exceptional circumstances, a student who has progressed beyond the 2-month probationary period may request withdrawal from the internship. Such requests must be made, in writing and with supporting documentation from the employer and any other relevant source, to the Dean of the Faculty of Engineering and Applied Science, after consultation with the Director, Co-op Work Study Programs and the Co-op Office.
• Students who behave in an unprofessional manner during the placement process or the internship will be required to withdraw from the Co-operative Internship program. This includes, but is not limited to, §5.13.3 Non-Academic Misconduct.
• Students who complete more than 120 credit hours towards the Systems Engineering degree without obtaining an internship placement are no longer eligible for the Co-operative Internship program.
• Students who are required to discontinue from the Faculty of Engineering and Applied Science and/or the University of Regina after being admitted to the Co-operative Internship program will be withdrawn from the program.
• Students whose employment is terminated for cause by their employer will receive a grade of “F” for the current internship, and be withdrawn from the Co-operative Internship program.
• Appeals may be made to the Faculty of Engineering and Applied Science Student Appeals Committee.

(end of Motion 3)

Rationale: The proposed changes have been brought forward by the Co-op Committee. The section was revised to simplify the wording of sections. Faculty mentoring has been decreased as the Co-op Office conducts regular site visits with students on their work terms. The monthly reporting requirements for Internship programs have been reduced to semester reporting due to the Co-op Office regular site visits.

Items for Information

The Faculty of Engineering and Applied Science approved the revisions of the following courses and offers them for information. Revisions become effective 201823.

A. Revised Courses

ENEV 261 3:3-3
Engineering Fluid Mechanics
Properties of fluids; fluid statics, mass, energy and momentum principles; steady state flow in pipe systems and open channels; flow measurement, dimensional analysis.

*** Prerequisite: ENGG 140 or ENGG 240 and PHYS 109 and completion of 45 Credit Hours.***
ENIN 253 3:3-2
Engineering Thermodynamics
Fundamental laws of thermodynamics and their application to various engineering systems. Ideal and actual processes, power and refrigeration cycles.

***Prerequisite: PHYS 119 ENEV 261***
ENPE 481 3:3-3
Natural Gas Engineering
Determination of gas properties: estimation of reserves, material balance equation, decline curve analysis, and deliverability of individual gas wells. Single and multiphase flow in pipes, gas-condensate reservoirs; design of production facilities, metering, compression, gas storage, transmission and pipeline transportation.

*** Prerequisite: ENPE 300 (concurrent enrolment allowed)***

B. Reactivated and Revised Courses

ENGG 140 3:3-0
Mechanics for Engineers - Statics
Introduction to engineering mechanics including force vectors, statics of particles and rigid bodies, centroids, mass centres, construction of free-body diagrams, analysis of structure, internal loads of structures, structure of analysis of structures, distributed forces, moments of inertia, friction, forces in beams and cables, distributed forces, moments of inertia, friction, virtual work, introduction to kinematics. *** Corequisites: MATH 110 ***

ENGG 141 3:3-0
Mechanics for Engineers - Dynamics
Engineering applications of mechanical systems; kinematics and kinetics of particles and rigid bodies (such as gears, linkages and other mechanisms), free body diagram drawing and application sin dynamics, D'Alembert's Principle, work, energy impulse, momentum. Introduction to mechanical vibrations.

*** Prerequisite: ENGG 140 and MATH 111 (may be taken concurrently) ***
4.3 Report from the Faculty of Social Work

The Social Work Faculty Council met on March 8, 2017, and on November 15, 2017, and approved and recommends the following motions:

**Items for Approval**

<table>
<thead>
<tr>
<th>Motion 1: Revisions to Admissions regulation in the Faculty of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recommend the approval of the following revisions to the Admissions regulations in the Faculty of Social Work, effective 201820</td>
</tr>
</tbody>
</table>

17.2.1 par. 1 – Admission to the University

Students are limited to a maximum of 2 SW courses (SW 100 and SW 202) either as U of R courses or transfer credit approved courses taken from another institution, before being admitted to the Bachelor of Social Work (BSW) program.

17.2.1.1 par. 2 – Admission to the University

Those who do not meet this criterion may petition the Faculty of Social Work Student Appeals Committee Associate Dean for admission (refer to § 17.7 for procedures)

(End of Motion 1)

**Rationale:**

<table>
<thead>
<tr>
<th>Motion 2: Revisions to Policy on Prior Learning Assessment and Recognition in the Faculty of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recommend the approval of the following revisions to the Policy on Prior Learning Assessment and Recognition in the Faculty of Social Work, effective 201820.</td>
</tr>
</tbody>
</table>

17.3.3 par. 2 – Policy on Prior Learning Assessment and Recognition

A student may apply for recognition of prior learning assessment and recognition (PLAR), (RPL) obtained through a supervised practicum, based on learning obtained through employment experience in a social work setting, and/or completion of professional development activities, to be considered for social work course credit where their knowledge, skills and abilities meet the goals and objectives of that course. A supervised practicum from another educational institution may be considered if presented in combination with work experience and/or professional development activities. Note: Practicum may be eligible for transfer credit on its own, see Section 17.3.2.

(End of Motion 2)

**Rationale:** If a supervised practicum from another institution on its own is equivalent to a particular course, transfer credit is granted. PLAR would not be needed.
**Motion 3: Revisions to Bachelor of Social Work**

To recommend approval to revise the Bachelor of Social Work program as outlined below, effective 201820.

1. To reduce the number of open electives in the General University Studies section of the BSW program by 3 credit hours (total of 57 credit hours in this section);
2. To reduce the maximum number of Social Work or Indigenous Social Work courses that can be used in the General University Studies section of the BSW to 9 credit hours (from 12);
3. To increase the number of required courses in the Social Work studies section of the BSW by 3 credit hours (the newly added requirement can be met with any of the following: SW 405, SW 480AI, INSW 414 or INSW 437);
4. To insert a recommendation beside the requirement of INDG LV 200 or higher (in the General University Studies section of the BSW) for INDG 260 or INDG 262.
5. To change “Three SW or INSW electives” to “Three SW or INSW courses”

**17.8.2.2 - BSW Requirements**

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BSW Required Courses</th>
<th>Student’s record of courses complete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GENERAL UNIVERSITY STUDIES</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
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<tr>
<td>3.0</td>
<td>ENGL 110</td>
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<tr>
<td>3.0</td>
<td>INDG 100</td>
<td></td>
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<tr>
<td>3.0</td>
<td>INDG 200 Level or higher</td>
<td><em>(Recommended: INDG 262 or 260)</em></td>
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<tr>
<td>3.0</td>
<td>PSYC 101</td>
<td></td>
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<tr>
<td>3.0</td>
<td>SOC 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Two SOC 200-level or higher courses</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>WGST 100</td>
<td></td>
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<tr>
<td>3.0</td>
<td>Eleven Ten Open Electives: Courses at the 100-level or higher. May include up to 22.0 maximum credit hours of SW or INSW courses.</td>
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<td>3.0</td>
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<td>3.0</td>
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<tr>
<td><strong>60.0- 57.0</strong></td>
<td>TOTAL General University Studies credit hours</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>SW 100</td>
<td></td>
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<tr>
<td>3.0</td>
<td>SW 202</td>
<td></td>
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<tr>
<td>3.0</td>
<td>SW 346</td>
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<tr>
<td>3.0</td>
<td>SW 347</td>
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<td>SW 451</td>
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<td>3.0</td>
<td>SW 460</td>
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<tr>
<td>3.0</td>
<td>SW 469</td>
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</tbody>
</table>
Three SW or INSW electives courses

Choose one of:
SW 405, 480AI, INSW 414 or INSW 437
(This is a newly added requirement)

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<table>
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<tr>
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<tbody>
<tr>
<td>3.0</td>
<td>Three SW or INSW electives courses</td>
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<tr>
<td>3.0</td>
<td>Choose one of: SW 405, 480AI, INSW 414 or INSW 437 (This is a newly added requirement)</td>
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<tr>
<td>6.0</td>
<td>SW 348</td>
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<tr>
<td>15.0</td>
<td>SW 448</td>
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<tr>
<td>60.0</td>
<td>TOTAL SW credit hours:</td>
</tr>
<tr>
<td>63.0</td>
<td></td>
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<tr>
<td>120.0</td>
<td>TOTAL credit hours for BSW:</td>
</tr>
</tbody>
</table>

(End of Motion 3)

**Rationale:** To better align the BSW curriculum with the Truth and Reconciliation Commission calls to action regarding Child Welfare:

iii. Ensuring that social workers and others who conduct child welfare investigations are properly educated and trained about the history and impacts of residential schools.

iv. Ensuring that social workers and others who conduct child welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing (p. 277, Vol. 5).

**Motion 4: Revision to Transfer Credit Regulations in the Faculty of Social Work**

To revise section 17.3.2 in the Calendar to replace the words “a waiver” with “PLAR credit”, effective 201820.

**17.3.2 Paragraph 2**
For the BSW and CSW programs, the Faculty of Social Work will not grant transfer credit or a waiver PLAR credit for SW 448.

(End of Motion 4)

**Rationale:** The current Calendar does not specifically state that PLAR is not available for SW 448. In the main section on transfer credit, 17.3.2, it states "the Faculty of Social Work will not grant transfer credit or a waiver for SW 448". This should say "the Faculty of Social Work will not grant transfer credit or PLAR credit for SW 448"; we no longer offer waivers. This proposed change in 17.3.2 would clarify that PLAR is not awarded for SW 448.
Motion 5: Revisions to Admission Requirements in the Faculty of Social Work

To recommend for approval the following revisions to the Admission Requirements in the Faculty of Social Work, effective 2018

A) That we increase the **minimum BSW Admission GPA from 65% to 70%** (see 17.2.2)

B) That we increase the **high school admission GPA** (see 2.4.1.1) for entrance into Pre-Social Work from 65% to 70%;

C) That we increase the **post-secondary admission GPA** (see 2.4.2) for entrance (transfer) into Pre-Social Work from 60% to 70%;

D) That we increase the overall **BSW Program GPA (PGPA)** (see 17.6.1) requirement for graduation from 65% to 70%.

E) That the minimum **SW Studies GPA** requirement for graduation remain as 70%.

F) That the current BSW program be discontinued and assigned an expiration date of **April 30, 2023** (see 17.6.2).
   * All current BSW students must be notified of this expiration date, and the date must be added to our website.
   * Note, we currently have 2 BSW programs in place (in addition to our current program) that are set to expire on April 30, 2019.
   * Students whose program expires must switch to the program in place May 1 of the expiration year.

G) That a stipulation be added to the undergraduate calendar re: BSW Admissions indicating that (in addition to our posted BSW Admission requirements) to be eligible for admission students must have a minimum 60% undergraduate GPA at the U of R (in other words, they must be in good academic standing – not on academic probation). Because our BSW Admission GPA is a program average, not a cumulative average, one could potentially be admitted with a high program average but a low cumulative average (failed courses from many years ago, perhaps). See 17.2 – Insert a third bullet point into 1 – Academic Requirements - “**Minimum UGPA of 60% at the University of Regina**”

(End of Motion 5)

**Rationale:**
* Students will be better prepared academically to enter Pre-Social Work and the BSW.
* This change will impact applicants to the BSW for the 2019 intake (applying January 2019)
* Applicants in January 2018 will follow the 2017/18 calendar that is already in place.
Motion 6: Changes to the BSW Practicum Hours

To change BSW practicum hours from 705 to 700. Students in SW 348 will complete 230 hours and students in SW 448 will complete 470 hours, effective 201810.

Note: During the transition, it will be important to adjust SW 448 practicum hours for students according to when they completed SW 348. If a student has taken a 225 hour placement for SW 348, that student will need to complete 475 hours in SW 448 to attain the 700 hour requirement.

(End of Motion 6)

Rationale: To align our requirements for practicum hours in our BSW program to meet with CASWE accreditation standards.

Motion 7: Pre-Social Work Requirements

To change the Pre-Social Work requirements (17.8.2.1) to include SW 100 as a required course, effective 201820 to align with the new Undergraduate Calendar (2018/19).

Note: this would not impact the course requirements in the BSW program.

(End of Motion 7)

Rationale:

- Students would have more knowledge of SW, and would be applying with at least that foundation.
- Consistent with many other Canadian universities:
  o U of Calgary – SOWK 201 is a required prerequisite (SW 100)
  o U of Victoria – SOCW 200A and 200B (SW 100 and SW 469)
  o McMaster U – a full-year university level intro. SW course
  o U of British Columbia – SOWK 200 and 201 (SW 100 and 200 – needs review)
  o Some list no specific course requirements, some admit to the BSW right from high school.
Motion 8: Summer Practicums – SW 448

To recommend the approval to end summer practicums for SW 448. Exceptions are faculty special projects/approvals. Effective 2019/20

(End of Motion 8)

**Rationale:** Placement Coordinators at both campuses are reporting great difficulty in finding summer practicums: many social service/government practicums have told our coordinators that they will not accept any summer students. We have also encountered increased issues in having field liaisons commit to being around during the summer to support students and attend midterm evaluations. This break during the summer will also give the field team increased time and opportunity to focus on program development and field education research.

Motion 9: Assessment – Admissions to BSW

To clarify the review panel assessment criteria for admission to the BSW (17.2.2) as outlined below. Effective immediately.

2. Assessment

All applicants who meet the academic requirements will have their admission application evaluated by a social work review panel. Reviewers will assess the applicants’ commitment to, and experience in human service, as well as their writing skills, critical thought, self-awareness, ethics and values. The assessment will be based on the applicants’ work, volunteer/community, educational experiences, personal statement, overall academic history and personal statement and overall student portfolio.

The decision of the admission panel cannot be appealed.

(End of Motion 9)

**Rationale:**

1) Provides more detail on what the panelists are looking for
2) Includes ‘overall academic history’ caveat - in the case that concerns are raised based on classroom conduct as an example. The Dean may be consulted and a secondary review may occur.
**Items for Information**

1. The Faculty of Social Work will now delegate the responsibility for assurance and approval of eligible graduands to an administrative process in which the Dean and/or delegate to Executive of Council will submit/recommend approval of graduation to the Executive of Council, following review by the Faculty's Student's Services staff.

2. The following sections of the Faculty of Social Work calendar be revised as indicated below, effective 201820

**Revisions**

17.1.2 par. 4 - Undergraduate Programs

Social Work courses are offered on a regular basis in Regina and Saskatoon, and are available in other communities throughout the province. The Faculty of Social Work regularly offers monthly information sessions for students who are interested in applying to the Faculty. Students are strongly encouraged to attend one of these sessions. Students should check bulletin boards in the events calendar on the Faculty's of Arts, the Registrar's Office, Student Development Centre, Luther and Campion Registrar's offices, or the Faculty of Social Work general offices in Regina or Saskatoon website for notice of these sessions.

17.1.3 par. 1 – U of R; Saskatoon Campus

Courses are regularly scheduled at the Saskatoon campus, making educational resources and studies accessible to an increased proportion of the province’s population. In addition, it provides a means for the Faculty to remain alert to current concerns, needs, and services in the human services field. Please note that the Saskatoon Campus offers only SW courses. Students have access to courses required for the general university studies section of their BSW through the University of Saskatchewan, through the University of Regina online and televised courses, as well as through online courses offered by other universities. In addition to offering SW courses, the Saskatoon Campus offers a selection of general university studies courses in a face-to-face format. Students may take additional courses required for the general university studies section of their BSW through the University of Regina’s online and live-streamed offerings, including First Nations University of Canada courses, as well as through the University of Saskatchewan.

17.1.3.3 – Home-based Learners

(Entire section will be deleted.)

The existing Faculty of Social Work regulations, policies and procedures for admission, registration and academic performance will apply to applicants who have been admitted on the basis of the home-based learning admission policy.

17.3.2 par. 3 – Transfer Credit

...Students also have the option to have previous experience, which is not from another educational institution, assessed for Prior Learning Assessment and Recognition (PLAR) as outlined in section 17.3.3.

17.3.3 par. 3 – Policy on Prior Learning Assessment and Recognition

...An individual interested in seeking credit for prior learning is strongly encouraged to contact the RPL PLAR Centre (see: http://www.uregina.ca/rpl cce/student-services/admitted/plar.html). The RPL PLAR Mentor will assist students with the process to facilitate a focused application. The approval of credit is at the discretion of the Associate Dean.

17.8.1 par. 5 - Social Work Practicum

Students may choose to complete the practicum through the University of Regina campuses in Regina, or Saskatoon or Prince Albert on a full-time or part-time (SW 448 only) basis. All students must have a minimum grade point average (GPA) of 70% on the social work studies section of their BSW program, or, for the CSW, on all courses taken prior to practicum, and must have successfully completed the prerequisite courses to be eligible to register for SW 348 or SW 448. With the exception of Yukon College BSW and Aurora CSW programs, instructions to apply for a practicum placement are on the Social Work website www.uregina.ca/socialwork. SW 348 and SW 448 are generally offered at all locations during the Fall and Winter semesters. In the Spring/Summer semester there are limited placements available for SW 448, and no placements for SW 348. BSW students must complete SW 348 in Saskatchewan. SW 448 may be attempted on a part-time basis over two semesters starting in the Fall semester only. Practica have enrolment limits; contacting the Coordinator by the deadline date does not, therefore, guarantee a space. SW 348 placements must be completed in Saskatchewan, and are generally not available in the Spring/Summer semester unless otherwise indicated by the Faculty. SW 448 may be completed on a part-time basis over two semesters.
17.8.1.1 - Deadlines for Application for Practicum (SW348 and SW448) in Saskatchewan and Canada:

Deadlines for Application for Practicum (SW348 and SW448) in Saskatchewan and Canada:

17.10 – Social Policy Research Unit (SPR)

Social Policy Research Unit (SPR) Centre (SPRC)

3. Will add the following to the Undergraduate Calendar:

**17.3.5 Articulation Agreements**

**17.3.5.1 Articulation Agreements with Medicine Hat College**

The Faculty of Social Work has a block transfer agreement that enables graduates from the Social Work Diploma program at Medicine Hat College to transfer two complete years of study the Bachelor of Social Work (BSW) program at the University of Regina. This articulation agreement is an exception to the standard residence requirement (17.3.1) in the Faculty; students who receive this block of credits must complete a minimum of 42 credit hours of the Social Work Studies section of the BSW through the University of Regina.

In order to be eligible to receive this block of credits, graduates must have completed the Social Work Diploma program in the Fall of 2012 or after, and must have obtained a minimum cumulative GPA of C+ (65%) in their program.

Block Transfer Credit Granted (60 Credit Hours):
- SW 100, SW LV 200 (6 credits), SW 348, SW 390, SW 425, SW 437, SW 450, SW 451, SW 469
- ENGL 100
- INDG 100
- KIN LV 100
- PSYC 101, PSYC 102, PSYC 210
- 9 additional credits to be assessed on a course-by-course basis

Social Work diploma graduates from Medicine Hat College must follow the BSW admission requirements outlined in Section 17.2.2 in UG calendar.

4. Revised Courses

**SW 348 – Social Work Practicum I**

Students, with support of agency supervision, will become directly involved in social work services and systems within the community, and experience professional practice. Seminars assist in the integration of theory and practice through sharing of experience and knowledge. **Prerequisite:** Completion of SW 100, SW 346, SW 390, and 6 other social work credit hours. **Note:** All students must have a minimum GPA of 70% on the social work portion of the BSW to be eligible to register for SW 348. **Note:** Practicum requires 225-230 hours in your placement, typically done as 2 days per week over 15 weeks. In addition, a mandatory orientation session is held prior to the field placement and students are required to attend bi-weekly seminars. Graded on a pass/fail basis. No mid-term break. Pre-Social Work students are not eligible to register for SW 348. **Exception:** Yukon and Aurora College have different requirements and procedures for SW 348 and students should speak to their Academic Advisor.

**SW 448 – Social Work Practicum II**

Students, with support of agency supervision, will become directly involved in social work services and systems within the community, and experience professional practice. Seminars assist in the integration of theory and practice through sharing of experience and knowledge. **Prerequisite:** SW 100, SW 202, SW 346, SW 347, SW 348, SW 350, SW 390, SW 421, SW 451, SW 460, and SW 469. **Note:** All students must have a minimum GPA of 70% on the social work portion of the BSW. **Note:** Practicum requires 460-470 hours in your placement, typically done as 4 days per week over 16 weeks. In addition, a mandatory orientation session is held prior to the field placement and students are required to attend bi-weekly seminars. A part-time practicum, completed over two terms, may be arranged. Graded on a pass/fail basis. No mid-term break. **Note:** Yukon and Aurora College have different requirements and procedures for SW448 and students should speak to their Academic Advisor.

We are offering SW 480AS (Social Work and Animals) as a pilot course beginning in the 2018 Winter semester. The course will be taught by Garson Hunter in Regina and by Darlene Chalmers in Saskatoon for the first offering. This course has already been added to the Catalogue:

**Pilot Course**
SW 480AS Social Work and Animals

An introduction to the theoretical and practical applications of animals and social work. This course offers a perspective on why and how animals ought to be important to social work. It will explore applications across the lifespan and include attention upon the welfare of animals in and of themselves. ***No Prerequisite***

**Rationale:** This is a third year social work elective course designed to present contemporary issues of the relationship between animals and social work theory and practice. Offering a course of this nature is a response to increasing student interest in areas such as veterinary social work, animal assisted interventions, the link between animal and human violence. This course will address a gap in the curriculum on human-animal interaction and will integrate with other required social work courses such as ethics, critical thinking, practice methods, anti-oppressive practice, and research.

5. More Undergraduate Calendar Edits

- To rename section 17.8.3 **PARTNER PROGRAMS** and;
- To move current content of 17.8.3 to a new section **17.8.3.1 CERTIFICATE OF SOCIAL WORK (CSW) AURORA COLLEGE**; and
- To create section **17.8.3.2 BACHELOR OF SOCIAL WORK (BSW) YUKON COLLEGE**.

To add the following content to this new section:

Effective immediately.

**New Section:**
**17.8.3.2 BACHELOR OF SOCIAL WORK (BSW) YUKON COLLEGE.**

The following table outlines the course requirements for the BSW (Yukon College). Admission to this program follows a two-step process: 1) application and admission directly through Yukon College; 2) application and admission to the University of Regina. For full details, please visit the Yukon College website.

<table>
<thead>
<tr>
<th>GENERAL UNIVERSITY STUDIES</th>
<th>60 TOTAL GENERAL UNIVERSITY STUDIES CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3  HIST 140 (Yukon College course, transfers as HIST LV 100 or INDG LV 100)</td>
<td></td>
</tr>
<tr>
<td>3  ENGL 100 LEVEL</td>
<td></td>
</tr>
<tr>
<td>3  ENGL LV 100 OR HIGHER</td>
<td></td>
</tr>
<tr>
<td>3  PSYC LV 100</td>
<td></td>
</tr>
<tr>
<td>3  PSYC LV 100 OR HIGHER</td>
<td></td>
</tr>
<tr>
<td>3  SOC LV 100</td>
<td></td>
</tr>
<tr>
<td>42  FOURTEEN OPEN ELECTIVES (May include up to 9 credit hours of SW or INSW courses)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL WORK STUDIES</th>
<th>120 TOTAL CREDIT HOURS FOR BSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>3  SW 200 (Yukon College course, transfers as SW 200)</td>
<td></td>
</tr>
<tr>
<td>3  SW 346</td>
<td></td>
</tr>
<tr>
<td>3  SW 347</td>
<td></td>
</tr>
<tr>
<td>6  SW 352</td>
<td></td>
</tr>
<tr>
<td>3  SW 389</td>
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<tr>
<td>3  SW 390</td>
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<tr>
<td>3  SW 414</td>
<td></td>
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<tr>
<td>3  SW 421</td>
<td></td>
</tr>
<tr>
<td>3  SW 451 or SW 469</td>
<td></td>
</tr>
<tr>
<td>9  THREE SW ELECTIVES (May be SW or INSW courses)</td>
<td></td>
</tr>
<tr>
<td>6  SW 348</td>
<td></td>
</tr>
<tr>
<td>15  SW 448</td>
<td></td>
</tr>
<tr>
<td>60  TOTAL SOCIAL WORK CREDIT HOURS</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:** As an oversight, the Yukon College program requirements are not listed in the Undergraduate Calendar. This is a current program, and these requirements reflect updates effective March 2014. With this proposed numbering, we would not need to re-number the School of Indigenous Social Work sections.
4.4 Report from Enrolment Services

<table>
<thead>
<tr>
<th>Motion 1: English Proficiency - Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To revise the admission policy regarding high school credentials for English proficiency as outlined below. <strong>Effective date: 2018.30.</strong></td>
</tr>
</tbody>
</table>

### 2.2.1 HIGH SCHOOL CREDENTIALS FOR ENGLISH PROFICIENCY

One of the following:

1. Completion of Grades 11 and 12 English, in sequence, as part of two full academic years, in a high school using a provincially- or state-accredited Canadian or U.S. curriculum.

2. A grade of 80% or better in a Grade 12 provincially-examined English course, as part of one full term of study (does not apply to admission to the Faculty of Nursing).

Note: Candidates who are eligible to be considered for mature admission or admission on the basis of Adult 12 standing must have completed the last three years of their formal education at an English language school or present other evidence of proficiency in English.

1. Successful completion of at least three years of formal, full-time study in English at a secondary school that is a recognized school or institution where English is the primary language of instruction; OR

2. GCSE/IGCSE/GCE O-level English, English Language, or English as a Second Language with a minimum grade of 'B' or GCE A/AS/AICE Level English or English Language with minimum grade of 'C'; OR

3. Advanced Placement English with a grade of 3 or better; OR

4. International Baccalaureate Higher English with a grade of 4 or better.

(End of Motion 1)

**Rationale:** This change would align the written requirements with current practice in terms of the types of credentials we accept. It also aligns our requirements with those of other universities across Canada. This wording will cover international and domestic high school graduates, mature students, adult 12 students, and students with international qualifications.
4.5 Report from the Faculty of Education

Items for Approval

The Faculty of Education has approved and recommends approval of the following motions.

Motion 1: Revision to Certificate of Extended Studies in Inclusive Education (in conjunction with the Centre for Continuing Education).

That the following program changes be made to the Certificate of Extended Studies in Inclusive Education as outlined below, effective 201820.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Certificate of Extended Studies in Inclusive Education Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EPSY 323*</td>
</tr>
<tr>
<td>3</td>
<td>EPSY 324*</td>
</tr>
<tr>
<td>3</td>
<td>EPSY 326 or EPSY 329</td>
</tr>
<tr>
<td>3</td>
<td>EPSY 328*</td>
</tr>
<tr>
<td>3</td>
<td>EPSY 330</td>
</tr>
<tr>
<td>3</td>
<td>EPSY 333</td>
</tr>
<tr>
<td>3</td>
<td>EMTH 335</td>
</tr>
<tr>
<td>3</td>
<td>ERDG 425 or EPSY 401</td>
</tr>
</tbody>
</table>

**List A: One of the following: ECCU 200, ECCU 300, ECCU 400, EFDN 306, EHE 258, 385, EISE 332, ELNG 326, EMTH 425, EPSY 317, EPSY 326, EPSY 300 level, EPSY 400 level, ERDG 300AA, EPSY 322 OR 325, JS 100, KIN 120, SW 479, EPSY 490AB, Special Education or Psychology 620, Special Education or Psychology 629 (Augustana College), or approved elective.**

| 3            | **List B: One of the following: ECCU 200, ECCU 300, ECCU 400, ERDG 425, EFDN 306, EFDN 308, EHE 258, EHE 385, EISE 332, ELNG 326, EMTH 425, EPSY 217, EPSY 326, EPSY 329, EPSY 400, EPSY 401, EPSY 418, KIN 120, PSYC 220, PSYC 230, PSYC 311, SW 479, or approved elective.** |

Total 30

*Indicates course is required for teacher certification.

The prerequisite to all courses in the EPSY series is EPSY 322. Students with Special Needs or EPSY 400, Working with Difference and Diversity, or EPSY 418, Vers une pédagogie inclusive. For those students who do not have Students who have not successfully completed one of EPSY 322, 400, 418 or an equivalency the course may be taken may take the prerequisite course within the Certificate of Extended Studies in Inclusive Education as one of the approved elective courses.

Students must meet the following criteria to obtain a Certificate of Extended Studies in Inclusive Education (CESIE):

1. The student must hold a BEd or its equivalent to be admitted to the program.
2. The student must complete 30 additional credit hours for the CESIE beyond their degree(s).
3. Transfer Credits from Other Institutions: Students accepted into a CCE program will be permitted to transfer only those courses that meet program requirements. Students can receive transfer credit for up to 50% of their program. See 18.2.3.2.
4. Students with a minor in Special Education as part of the BEd are eligible to enroll in the Certificate in Inclusive Education, provided that courses that have been used for the BEd are not used as part of the Certificate of Extended...
Studies in Inclusive Education. Decisions involving course work to be considered for substitution will be made by CCE, based on the approved list of courses from the Faculty of Education. Education will assist CCE to determine if the courses were used for the degree.

5. Outdated courses: Please refer to 11.7.5.

(end of motion 1)

Rationale: The proposed changes create greater flexibility for students enrolled in Certificate of Extended Studies in Inclusive Education to complete the program and enhance indigenization of the program.

Items for Information

The Faculty of Education has approved the following course changes and offers them to CCUAS for information only, effective 2018-20.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 323</td>
<td>Designing Learning Environments for the Inclusive Classroom</td>
<td><em><strong>Prerequisite: EPSY 322, EPSY 400, or EPSY 418</strong></em></td>
</tr>
<tr>
<td>EPSY 324</td>
<td>Individual Assessment and Differentiated Instruction in the Inclusive Classroom</td>
<td><em><strong>Prerequisite: EPSY 322, EPSY 400, or EPSY 418</strong></em></td>
</tr>
<tr>
<td>EPSY 326</td>
<td>Change, Collaboration and Consultation to Support Inclusive Education</td>
<td><em><strong>Prerequisite: EPSY 322, EPSY 400, or EPSY 418</strong></em></td>
</tr>
<tr>
<td>EPSY 328</td>
<td>Communication Disorders in the Inclusive Classroom</td>
<td><em><strong>Prerequisite: EPSY 322, EPSY 400, or EPSY 418</strong></em></td>
</tr>
<tr>
<td>EPSY 329</td>
<td>Enhancing Inclusive Classroom Management</td>
<td><em><strong>Prerequisite: EPSY 322, EPSY 400, or EPSY 418</strong></em></td>
</tr>
<tr>
<td>EPSY 330</td>
<td>Autism Spectrum Disorders in the Inclusive Classroom</td>
<td><em><strong>Prerequisite: EPSY 322, EPSY 400, or EPSY 418</strong></em></td>
</tr>
<tr>
<td>EPSY 331</td>
<td>Contemporary Trends in Inclusive Education</td>
<td>***Prerequisite: EPSY 322/400/418, EPSY 323, EPSY 324, and EPSY 328 ***</td>
</tr>
<tr>
<td>EPSY 332</td>
<td>Selected Topics in Inclusive Education - an AA-ZZ series.</td>
<td><em><strong>Prerequisite: EPSY 322, EPSY 400, or EPSY 418</strong></em></td>
</tr>
</tbody>
</table>
EPSY 333 3:3:0
Functional Behaviour Assessment and Positive Behaviour Support
This course provides the theoretical basis and extensive discussion and demonstration of current methods for conducting Functional Behaviour Assessments (FBA) and creating Positive Behaviour Supports (PBS) for persons who engage in challenging behaviours. Attention is paid to demonstrating how FBA and PBS planning can be effectively applied in inclusive education settings for students with a range of needs and characteristics.
***Prerequisite: EPSY 322, EPSY 400, or EPSY 418***

EPSY 400 3:3:0
Working with Difference & Diversity
This course focuses on understanding the construct of "disability". We will look at the writings of people with disabilities and use their self-accounts to develop a cultural understanding of disability. With this information in mind, the course concentrates on methods of working with students whose performance differs from the established norm.
*** Prerequisite: One of EFLD 400, 402, 405, 407, 409, 411 or status as a secondary minor in Special Education. ***
* Note: EPSY 322 is equivalent to EPSY 400 and EPSY 418.
Students will not only receive credit for both one of the following EPSY 322 and EPSY 400, or EPSY 418. *

EPSY 401 (previously 490AB) 3:2.75:3:0
Teaching Students with Specific Learning Disabilities
This course provides an understanding of the characteristics associated with Specific Learning Disabilities and considerations for instruction. Content includes effective instructional practices with an emphasis on students at Middle Years and Secondary Levels reading and writing in K-12 inclusive settings.
***Prerequisite: EPSY 322 or EPSY 400 or EPSY 418***
Council Committee on Undergraduate Admissions and Studies
Winter 2018 Meeting Dates

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Date</th>
<th>Deadline for Agenda Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30 – 3:30 p.m.</td>
<td>CW 113</td>
<td>Thursday, January 11</td>
<td>Friday, December 22, 2017</td>
</tr>
<tr>
<td>1:30 – 3:30 p.m.</td>
<td>ED 114</td>
<td>Thursday, February 8</td>
<td>Friday, January 26</td>
</tr>
<tr>
<td>1:30 – 3:30 p.m.</td>
<td>CW 113</td>
<td>Thursday, March 8</td>
<td>Friday, February 23</td>
</tr>
<tr>
<td>1:30 – 3:30 p.m.</td>
<td>CW 113</td>
<td>Thursday, April 5</td>
<td>Friday, March 23</td>
</tr>
<tr>
<td>1:30 – 3:30 p.m.</td>
<td>CW 113</td>
<td>Thursday, May 3</td>
<td>Friday, April 20</td>
</tr>
<tr>
<td>1:30 – 3:30 p.m.</td>
<td>CK 185</td>
<td>Thursday, June 14</td>
<td>Friday, May 25</td>
</tr>
</tbody>
</table>

Agenda Submission Check List

**Formatting:**

Word Document

11 pt Times New Roman

No text boxes – use the border feature for emphasizing motions

**Program templates:**

7.5 pt Arial

Underline additions, strikethrough deletions

Do not use Track Changes feature

No screen clips

**Items for Approval**

All items recommended for approval must include:

- Effective Date
- Rationale

**Items for Information**

All Course Forms must be included at time of submission

Deleting courses and/or prerequisites? Will this affect other Faculties/Programs?

Submit agenda items to ccuas@uregina.ca

All agendas and approved meeting minutes are posted here:

[https://www.uregina.ca/student/registrar/about/committees/ccuas.html](https://www.uregina.ca/student/registrar/about/committees/ccuas.html)

Any questions? Please contact Coby at 4584.