DATE: April 4, 2017  
TO: All Members of the Council Committee on Undergraduate Admissions and Studies  
FROM: Coby Stephenson, Registrar’s Office  
RE: NOTICE OF MEETING

AGENDA

1. APPROVAL OF AGENDA
2. APPROVAL OF MINUTES OF LAST MEETINGS, March 8, 2017
3. OLD BUSINESS
   3.1 Report from Task Forces, Commissions or Sub-committees
      3.1.1 Commission to Review Fresh Start Program
      3.1.2 University Regulations Sub-committee
4. NEW BUSINESS
   4.1 Report from the Faculty of Arts Appendix I pages 2-3
   4.2 Report from the Faculty of Education Appendix II pages 4-5
   4.3 Report from the Centre for Continuing Education Appendix III pages 6-8
   4.4 Report from La Cité universitaire francophone Appendix IV pages 9-10
   4.5 Report from the Faculty of Nursing Appendix V pages 11-13
   4.6 Report from the Faculty of Science Appendix VI pages 14-16
   4.7 Report from the Registrar’s Office Appendix VII page 17

5. Next CCUAS submission deadline is April 26 and the next CCUAS meeting is on Monday, May 8, in AH 527 Boardroom at 2:30 p.m.
6. ADJOURNMENT
1. Report from the Faculty of Arts

Items for Approval

The Faculty of Arts recommends approval of the following motion:

### Motion 1 Catholic Studies Program Revisions

To revise the minor in Catholic Studies as follows, **effective 201730**:
- Delete an approved elective from any discipline;
- To increase to four (from three) the number of approved electives from the list below;
- To require students complete an approved elective in Philosophy (instead of Religious Studies);
- To limit the number of RLST courses that students can count toward the minor to two, including RLST 100;
- To limit the number of CLAS courses students can count toward the minor to two; and,
- To update the list of approved electives.

### 9.14.1 Catholic Studies Minor

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Catholic Studies minor, required courses</th>
<th>Student's record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>CATH 200</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>RLST 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Approved PHIL RLST-elective</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Approved elective in any discipline</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>2 approved electives, only one of which may be a RLST course.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>An additional 2 approved electives, excluding RLST or CLAS courses.</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>3 approved electives from disciplines other than RLST</td>
<td></td>
</tr>
<tr>
<td>21.0</td>
<td>Subtotal – 65% GPA required</td>
<td></td>
</tr>
</tbody>
</table>

### 9.14.1.1 Approved electives for Catholic Studies minor

- ARTH 202, 212, ARTH 290AA-ZZ
- CATH 290AA-ZZ, 390AA-ZZ
- CLAS 150, 151, 160, 161, CLAS 290AA-ZZ
- ENGL 325-327
- MAP 300AC, 300AF
- HIST 265, 266, 270, 290AB, 366, 368, 370
- HUM 201AB, 201AC 201210
- PAST 340
- PHIL 100, 212, 242, 244, 310AH/410AH, 310AN/410AN 201310
- RLST 219, 227, 248, 258, 273, **290AC-290AD, 290AF, 334**
- THST 300AB

Students should check printed or web listings and/or consult with the Catholic Studies Director to determine if other Selected Topics courses are approved electives.

(end of Motion 1)

**Rationale:** Given that Philosophy as a discipline has been a major part of the Catholic academic tradition, a one philosophy course requirement for the Minor seems appropriate. It is not fair that some earning a minor in Catholic Studies does not have some familiarity with philosophical principles. The courses being deleted as approved electives are no longer offered and have been removed from the *Undergraduate Catalogue.*
**Items for Information**

The Faculty of Arts approved the creation, revision and deletion of the following courses and offers them for information. Each becomes effective 201730.

**Revised Courses**

1. **Departments of Economics, Philosophy and Political and International Studies**

   **PPE 400**
   
   **3:3-0**
   
   **Capstone Seminar in PPE**
   
   In this inter-disciplinary course, students will present their research on various issues within Philosophy, Politics, and Economics to each other, and their efforts will be analyzed by other students, under the guidance of faculty members.
   
   *** Prerequisite: PPE 200 or permission of instructor***

   **Rationale:** PPE 200 was always envisioned as the prerequisite to this course; in preparing to offer the course for the first time the omission of the prerequisite was noted and this motion remedies that oversight.

2. **Department of Economics**

   **ECON 234**
   
   **3:3-0**
   
   **Monetary Financial Crisis and Financial Crises**
   
   “Why do stock markets and national currencies occasionally collapse and what lessons can we learn from such crises? These questions are examined through a study of classic cases like the Asian currency crisis of 1997-98 and the global financial crisis of 2007-8.”
   
   Causes and effects of famous financial panics and crashes throughout history, such as the stock market crash of 1929 and the Great Depression, and the dot.com bubble of the 1990s.
   
   *** Prerequisite: 15 credit hours or ECON 100 ***

   **Rationale:** Please note that prerequisites remain the same. The change in description is needed to reflect the current content of the course.

   **ECON 480**
   
   **3:3-0**
   
   **Capstone Seminar in Economics**
   
   Students will research an economic issue of personal interest under the supervision of a faculty member, present their work in class, and produce a term paper.
   
   *** Prerequisite: ECON 224, ECON 280, and one of ECON 311, ECON 341, ECON 353, ECON 354, ECON 361, ECON 363, ECON 364, ECON 372, ECON 396 or ECON 496 or permission of Department Head ***

   **Rationale:** This motion comes on recommendation from Writing Sequence group to ensure that students have completed a 300 level elective with a significant writing component before taking ECON 480. ECON 480 instructors reported that few occasional offerings under 396 AA-ZZ did not include such component and hence students were ill prepared for ECON 480. Given that 396 courses are occasional offerings and some of them are taught by sessional instructors, maintaining the list of writing electives courses compact will address the issue.
2. **Report from the Faculty of Education**

**Items for Approval**

The Faculty of Education has approved and recommends approval of the following motions. (Approved at Faculty Council on March 21, 2017).

**Motion 1: Changes to Secondary Social Studies Education**

That the following changes to the BEd and BEAD Social Studies Education Major be approved, effective 201820.

### SECONDARY BEd PROGRAM

#### SOCIAL STUDIES MAJOR (ESST)

(120 credit hours)

<table>
<thead>
<tr>
<th>Semester 1 (Fall)</th>
<th>Semester 2 (Winter)</th>
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<tbody>
<tr>
<td>ECS 100 (3)</td>
<td>ECS 110 (3)</td>
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<td>GEOG 100 (3)</td>
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<tr>
<td>HIST 100-level (3)</td>
<td>INDG 200-level (3)</td>
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<td>INDG 100 (3)</td>
<td>PSCI 100 (3)</td>
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<td>Minor (3)</td>
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<table>
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<tr>
<td>ECS 200 (3)</td>
<td>ECS 300 (3)</td>
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<tr>
<td>INDG 200-level or 300-level (3)</td>
<td>GEOG 120 (note 1) (3)</td>
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<tr>
<td>Can Geog 200-level or 300-level (3)</td>
<td>Eur Hist 200-level or 300-level (3)</td>
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<tr>
<td>Can Hist 200, 201, 202 or 219 (3)</td>
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<tr>
<td>Minor (3)</td>
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<table>
<thead>
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<tr>
<td>ECS 210 (3)</td>
<td>ECS 310 (3)</td>
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<tr>
<td>ESST 300 (major curr. course) (3)</td>
<td>ECS 350 (3)</td>
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<tr>
<td>E (300 minor curr. course) (3)</td>
<td>ECS 410 (3)</td>
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<tr>
<td>Can Hist 300-level (3)</td>
<td>ESST 350 (3)</td>
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<td>Minor (3)</td>
<td>ESST 360 (3)</td>
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<table>
<thead>
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<th>Semester 7</th>
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<tr>
<td>EFLD 400 (internship) (15)</td>
<td>EPSY 400 (3)</td>
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<tr>
<td>Major approved elective (3)</td>
<td>ESST 369 (major post- internship course) (3)</td>
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<td>Major approved elective (3)</td>
<td>Major approved elective (3)</td>
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<tr>
<td>Senior Education elective (3)</td>
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</table>

**NOTE:**

1. GEOG 316 (Geography of the Third World) is also an option with the Geography Department’s approval.
2. Major approved electives include 200-level or higher courses in Anthropology, Economics, Geography, History, Indigenous Studies, Political Science or Sociology.

### SECONDARY BEd AFTER DEGREE (BEAD) PROGRAM

#### SOCIAL STUDIES MAJOR (ESST)

(60 credit hours)

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<td>ECS 350 (3)</td>
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<tr>
<td>ESST 300 (major curr. course) (3)</td>
<td>ECS 410 (3)</td>
</tr>
<tr>
<td>E(minor curr. course) (3)</td>
<td>ESST 350 (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
<td>ESST 360 (3)</td>
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</tbody>
</table>
Semester 3
EFLD 400 (internship) (15)

Semester 4
EPSY 400 (3)
ESST 369 (major post-internship course) (3)
Elective (3)
Elective (3)
Elective (3)

BEAD Planning

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<tr>
<th>Major (minimum 24 credit hour of academic course work in major)</th>
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<tr>
<td>1. HIST 100-level (Intro to History) (3)</td>
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<td>2. GEOG 100 (Intro to Geography) (3)</td>
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<tr>
<td>3. PSCI 100 (Intro to Political Sci) (3)</td>
<td>3. Minor ___________ (3)</td>
</tr>
<tr>
<td>4. INDG 100 (Intro to Indg. Studies) (3)</td>
<td>4. Minor ___________ (3)</td>
</tr>
<tr>
<td>5. INDG (any 200 or 300-level) (3)</td>
<td>5. Minor ___________ (3)</td>
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<tr>
<td>6. HIST (Can Hist 200-level or 300-level) (3)</td>
<td>6. E(minor curr. course) (3)</td>
</tr>
<tr>
<td>7. HIST (Eur Hist 200-level or 300-level) (3)</td>
<td></td>
</tr>
<tr>
<td>8. GEOG (Can GEOG 200-level or 300-level) (3)</td>
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</table>

(end of Motion 1)

**Rationale:** The proposed changes create flexibility for students in completing their degree requirements in the social studies subject-area.
3. Report from the Centre for Continuing Education

The following items were considered and passed at the March 21, 2017, CCE Council meeting and are now presented here for CCUAS consideration:

Items for Approval

Motion 1: Concurrent Programs in CCE

To revise the policy around Concurrent Programs for CCE students in Section 18.2.2.6 of the U of R Undergraduate Calendar as follows, effective 201730.

- Student may take a maximum of ten courses toward a program in another faculty as a secondary program.
- Students must submit a completed Declaration of Secondary Program Form Application for Undergraduate Concurrent Program form. Signatures of approval are required from the Primary Program Advisor and the Secondary Program Advisor.

Background:
With the implementation of concurrent curricula, we will be better able to track student progress in more than one program at a time. This could open the door for more students to declare secondary programs, including degree programs as secondary to CCE Certificate programs.

(end of Motion 1)

Rationale:
CCE students often work toward more than one certificate at one time, or they may be working toward a degree program and toward meeting admission requirements. Further, with the implementation of Concurrent Curricula, the existing policy is problematic.

Motion 2: UR Accelerated Program for High School and Home-based Learners – English Language Proficiency

To add a policy for English Language Proficiency for students applying to the §2.5.2 UR Accelerated Program for High School and Home-based Learners program, effective 201730.

- Applicants must meet English Language Proficiency Requirements via one of the following:
  - Completion of Grades 9 and 10 English, or grades 10 and 11 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, or equivalent international qualification.
  - A grade of 80% or better in a Grade 12 provincially-examined English course, as part of one full term of study, or equivalent international qualification.
  - Any approved test of proficiency in English as outlined in the Undergraduate Calendar section 2.2.3.

Background:
Section 2.2.1 of the U of R Undergraduate Calendar states that in order to meet English Language Proficiency for admission to the U of R, students must have 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).

Section 2.2.3 of the U of R Undergraduate Calendar outlines approved tests of proficiency in English such as the U of R’s ESL program, the CANTEST , TOEFL, and IELTS.

@end of Motion 2

**Rationale:**
Recently there have been an increasing number of applications to the High School Accelerated Program (HSXL) from students who have studied high school outside Canada and whose first language may not be English. Additionally, all U of R students must meet ELP, and while most domestic students would meet ELP on Canadian high school as outlined above, High School Accelerated students often do not meet the above requirements as they have not yet taken a grade 12 English course. Students are permitted to apply to the HSXL program while they are in Grade 11 or 12. These students often will not have met ELP as outlined by the University of Regina in Section 2.2 of the Undergraduate Calendar.

**Motion 3: Casual Student Program**

To revise the policy governing admission to the Casual Student Program as follows, effective 201730.

2.5.4 CASUAL STUDENTS

The Casual Student Program is designed to allow members of the general public to take courses for general interest. The following restrictions apply to this program:

- Applicants must be aged at least 18 (or if under 18, they must have already graduated from high school).
- Students who have received a Faculty requirement to discontinue (RTD) or University-Level forced withdrawal (MW) at the University of Regina or another post-secondary institution are not eligible to participate and are not currently in good standing in their previous program, are not eligible to petition the Casual Student Program for admission.
- Students can register in open registration.
- The maximum registration for any term is 6 credit hours.
- The maximum length of time students are allowed to stay in either the Casual Student Program and/or the General Studies Program before applying to transfer to a Faculty is 24 credit hours.
- Regular evaluation of academic performance applies to Casual Students. Academic performance is evaluated following each term. If Casual Students already have full or part of a U of R degree and come in with more than 24 credit hours, those credit hours count towards evaluation of academic performance and application of academic policies.

@end of Motion 3

**Rationale:** The policy has been interpreted in the past to exclude students who have ever been required to discontinue from any institution, which has been unnecessarily punitive for students who have since returned to their studies and successfully completed further courses. This revision clarifies the language in order to align with the spirit of the policy.
**Motion 4: English as a Second Language Regular Program, Placement Testing**

To change IELTS (Academic) Band Score for Direct Admission into Advanced EAP (Level 050) and to add IELTS (Academic) Band Score for Direct Admission to ESL 040 High Immediate and to amend the wording of 18.4.3.1 in the Undergraduate Calendar, as follows, **effective 201730**.

Students who have submitted proof of an overall IELTS (Academic) Band score of 6.0 with no IELTS Band score less than 5.5, or a TOEFL iBT score of 70 with no skill below 17, or a TOEFL Paper score of 525, or a CAEL score of 50 will be directly admitted into Advanced EAP (Level 050). Students who have submitted proof of an overall IELTS (Academic) Band score of 5.5 with no IELTS Band score less than 5.0, will be directly admitted into ESL 040 High Intermediate. These scores must also be submitted no later than the 100% Refund (minus tuition deposit) deadline. If documents are submitted prior to the start of the semester, there is no requirement to write the in-house placement test. Test results may not be more than 2 years old at the time of application to the ESL program if they are to be considered for placement.

(end of Motion 4)

**Rationale:** To have the English Language Proficiency (ELP) scores for Advanced EAP 050 Direct Entry better match the scores accepted by International Admissions at the University of Regina. To enable prospective students to have a clear indication of the potential length of their ESL studies and to provide an inviting pathway to Undergraduate studies.

To enable prospective students to have a clear indication of the potential length of their ESL studies and to provide an inviting pathway to Undergraduate studies.

The suggested entry scores are based on them being attainable steps to the U of R requirements.
4. Report from La Cité universitaire francophone

The following bilingual motion was adopted unanimously by the La Cité Unit Council and is presented here for CCUAS consideration:

**Item for Approval**

Motion 1: Creation of Certificate in French & Francophone Intercultural Studies

La Cité universitaire francophone recommends that the creation of a *Certificate in French and Francophone Intercultural Studies* be approved as follows:

La Cité universitaire francophone recommande l’approbation d’un nouveau *Certificat en études francophones et interculturelles*.

**Effective Date: 201830**

<table>
<thead>
<tr>
<th>Crédits/Credits</th>
<th>Cours obligatoires/ Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Trois cours de niveau FRN 200 L// Three courses from FRN 200 level</td>
</tr>
<tr>
<td>3.0</td>
<td>FRN 201 (ou FRN 210 - 6 crédits pour remplacer FRN 201 et FRN 300 // FRN 201 (or FRN 210 – 6 credits to replace FRN 201 and FRN 300)</td>
</tr>
<tr>
<td>3.0</td>
<td>FRN 300</td>
</tr>
<tr>
<td>3.0</td>
<td>FRN 301</td>
</tr>
<tr>
<td>3.0</td>
<td>Deux cours de niveau FRN 300L// Two courses from FRN 300 level</td>
</tr>
<tr>
<td>3.0</td>
<td>Deux cours au choix (à choisir parmi la liste)/ Two electives from list</td>
</tr>
<tr>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>30 crédits/Credits</td>
<td>PGPA 60%</td>
</tr>
</tbody>
</table>

List of electives:
- tous les cours FRN, à l’exception des cours FRN 100, FRN 101 et FRN 110 // All FRN courses, with the exception of FRN100, FRN 101 and FRN 110.
- FRN 141 (seul cours offert en anglais qui serait accepté) // FRN 141 (only course offered in English that would be accepted).
- tous les autres cours enseignés en français à l’Université de Regina // all other courses taught in French at the University of Regina.
- tout cours qui recevrait une permission du PÉFI // all courses receiving a permission from the FFIS program.

(end of Motion 1)

**Rationale**: A certain number of students cannot do a minor in French within their chosen programs of study but could benefit from the addition of this minor to their diploma. This program is similar to what is offered in Japanese, German, and Spanish by the Department of International Languages. Please note that this program will not require any supplementary human resources within the department but could...
potentially attract new students to our program - in particular the advanced courses (potential students are those exiting immersion schools who have a level sufficient to take FRN 201).

This bilingual motion was adopted unanimously by the La Cité Unit Council on January 24, 2017 and was recommended for approval by CCAM on Feb 14, 2017 and by CCB on Feb 27, 2017.

**Item for Information**

Les membres du Programme d’études francophones et interculturelles (PÉFI) proposent la création du cours FRN 352.

Faculty members of the French and Francophone Intercultural Studies Program recommend the creation of new course FRN 352.

**Effective Date: 201830**

**Description du cours/ Course Description**

**FRN 352 — Lecture et écriture critique I/ Critical Reading and Writing I**

Ce cours développe les compétences de l’étudiant pour la lecture et l’écriture critique au moyen d’un large éventail de textes non-littéraires et littéraires, ainsi que de l’étude de la composition, en mettant l’accent sur les liens entre les modes de lecture et d’écriture.

NOTE: Ce cours remplace ENGL 100 seulement pour les étudiants de l’option bilingue du baccalauréat en sciences infirmières. Ces étudiants ne peuvent pas demander de crédits pour FRN 352 et ENGL 100.

//This course develops students’ proficiency in critical reading and writing through the study of a wide range of non-literary and literary texts, and the study of composition, with emphasis on connections between modes of reading and writing.

NOTE: This course replaces ENGL 100 only for students registered in the bilingual option of the Bachelor of Science in Nursing. These students cannot claim credits for both FRN 352 and ENGL 100.

**EXPLICATION/ RATIONALE:**

Les étudiants de l’option bilingue du baccalauréat en sciences infirmières ont besoin de faire la moitié de leurs cours en français. Dans la programmation actuelle, offrir ENGL 100 en français est le seul moyen de satisfaire aux exigences.

// Students registered in the Bilingual Option of the Bachelor of Science in Nursing have to take half of their courses in French. In the current program, to offer ENGL 100 in French is the only way to meet the requirements.

**DESCRIPTION OF ENGL 100 IN THE CURRENT COURSE CATALOG (FOR REFERENCE ONLY):**

**ENGL 100 – Critical Reading and Writing I**

This course develops students’ proficiency in critical reading and writing through the study of a wide range of non-literary and literary texts, and the study of composition, with emphasis on connections between modes of reading and writing.

NOTE: Students who are planning to repeat ENGL 100 should seek academic advising before doing so.
5. Report from Faculty Nursing

The Faculty of Nursing Council has approved the following program changes and hereby recommends them to CCUAS for approval:

Motion 1 Creation of a BScN Bilingual Option

To approve the template for the BScN Bilingual option as noted below, effective for the 2018 Fall intake.

Bachelor of Science in Nursing (BScN) Bilingual Option

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BScN Bilingual Option, required courses</th>
<th>Student's record of courses completed</th>
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<tbody>
<tr>
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<td>CNUR 100 (FR)</td>
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<tr>
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<td>CNUR 101</td>
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<td>84.0</td>
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<td></td>
</tr>
<tr>
<td>3.0</td>
<td>BIOL 110</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>BIOL 111</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>BIOL 222</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>FRN Any level</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 100 (FR)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>STAT 100 (FR)</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Open Elective (FR)</td>
<td></td>
</tr>
</tbody>
</table>
Rationale: This option has been approved by both CCB and CCAM. The option provides an additional opportunity for nursing education in western Canada and Saskatchewan. It also addresses the need to expand access to French education programming in sparsely populated areas or areas with a lower francophone population. The Saskatchewan population continues to grow and attract new immigrants whose primary language is French, which intensifies the need for access to health services in French in Saskatchewan and increases the need to address access to education for professionals who can deliver these health services in French. At present, Saskatchewan is the only prairie province without a French language option with respect to nursing education. Seven seats (within the current funded complement) will be available in Regina only; Saskatoon does not have the infrastructure needed to support the courses that will be delivered in French.

Motion 2 Admission requirements for the BScN Bilingual Option
To approve the admission requirements for the Bachelor of Science in Nursing (BScN) Bilingual option as noted below, effective 201830.

Admission to the Bachelor of Science in Nursing (BScN) Bilingual option is competitive entry. Applicants must meet all admission requirements of the regular Bachelor of Science in Nursing (BScN) program. In addition, applicants must meet the French language proficiency requirements as identified by La Cité universitaire francophone [http://lacite.uregina.ca/en/evaluations-linguistiques/tef].

Rationale: Classes in the BScN Bilingual option are the same as the regular BScN program; 50% are in English, 50% in French. Therefore, applicants must have proficiency in both English and French. Since the content of the program is the same as the regular BScN program, the same admission requirements are needed.

Motion 3 Creation of an option for Minors in Nursing
To add Section 15.8.3 Minors for Nursing Programs as follows, effective 201730.

15.8.3 Minors for Nursing Programs
Students may complete one minor in a subject other than their major. The minor is a concentration of at least six courses in a discipline from any of the Faculties of Science; Arts; Media, Art, and Performance; or La Cité universitaire francophone. The applications to graduate with a minor are ultimately approved by the Faculty offering the student’s first major. The specific courses required for a minor in a given discipline can be found under the relevant departmental listing. A minimum of three (3) courses from outside the major are required.
Rationale: A minor option will facilitate students learning about fields that are complementary to nursing and provide the opportunity to interact with students in other disciplines. As a result students will have a broader perspective than taking the majority of their courses in a cohort of similar minded individuals. Students who want to focus on a specific specialty, area of practice or location on graduation may find that the learning attained through completion of the minor assists them with their career. For example, students interested in working with Indigenous populations may find the additional learning associated with a minor in Indigenous Health Studies, Indigenous Studies or a Language Studies minor focusing on a language specific to the area/population of their interest helpful and appropriate. A minor in French may be of interest to bilingual students who are either currently in the SCBScN program or if the bilingual option is not realized within the SCBScN program. In each minor, the requisite GPA is 65% that must be achieved in all courses that contribute to the minor.
6. Report from Faculty of Science

The Faculty of Science approved the inactivation of the following courses and offers them for information.

Items for Information

A. Inactive courses – effective 2017/2018

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 399AA</td>
<td>3.0-0</td>
</tr>
<tr>
<td>Microeconomic Game Theory and Behaviour</td>
<td></td>
</tr>
</tbody>
</table>
This course introduces students to the concepts and techniques of game theory and behavioural economics. Game theory can be used to describe any circumstances in which two or more decision makers face interdependent payoffs. Behavioural economics explores the actual decision making processes used by humans. The student will learn how to translate a variety of situations into standard game theory notation and explore a wide variety of biological applications. |
| BIOL 490AU  | 3.3-0   |
| Medical Microbiology |  
Aetiology, pathogenesis, diagnosis, treatment and epidemiology of infectious diseases of humans, caused by bacterial, viral, fungal and parasitic organisms.  
*** Prerequisite: BIOL 205, BIOL 220, and BIOL 288 *** |
| BIOL 490AV  | 3.3-0   |
| Advanced Animal Behaviour |  
The purpose of the course will be to review and discuss a variety of issues related to avian incubation. Subtopics will include energetics, predator evasion, subdivision of labour, and nest selection.  
*** Prerequisite: BIOL 380 *** |
| BIOL 490AW  | 3.3-0   |
| Plant Salinity Stress |  
Topics include: effects of salinity on plant functioning, sodicity stress versus water stress, and especially plant adaptations to high salinity (biochemical, physiological and morphological aspects of adaptation). Lastly, the course will address prospects for employment of genetic engineering techniques to improve salinity tolerance of crop plants. |
| BIOL 490AX  | 3.3-0   |
| Special Topics on Fish Ecology |  
Topics include: Habitat structure at the local and landscape levels; spatial and temporal patterns in stream fish distribution; ecological patterns at the population and community levels; ecological morphology; analytical approaches in analyzing ecological patterns. |
| BIOL 490AY  | 3.3-0   |
| Environmental Physiology of Animals |  
This course will examine animal physiology in the context of evolutionary and environmental constraints. It will step beyond the whole animal and the cell and provide molecular biology insights in the mechanistic basis of adaptation.  
*** Prerequisite: BIOL 100, 101, and 293 *** |
| BIOL 490AZ  | 3.3-0   |
| Global Biogeochemistry |  
Biogeochemistry is defined as the interdisciplinary science examining the behaviour of elements in the lithosphere, atmosphere and biosphere. The course will act as an introduction to biogeochemical cycles and how they have been altered by anthropogenic activities.  
*** Prerequisite: BIOL 275 or 276, and CHEM 102 *** |
| BIOL 490BA  | 3.3-0   |
| Stable Isotope Ecology: Methods and Applications |  
This course focuses on basic methodology and applications of stable isotope analysis in ecology. Discussing the classical and current literature in the field will enable students to critically evaluate published studies, and understand the principles and capabilities of stable isotope analysis in the field of ecology. |
| BIOL 490BB  | 3.3-0   |
| Applied Animal Behaviour |  
An examination of how the science of Animal Behaviour is and/or should be used to further Wildlife Conservation issues.  
*** Prerequisite: BIOL 380 *** |
| BIOL 490BC  | 3.3-0   |
| Phylogeography |  
Methods of phylogenetics applied to topics in biogeography, particularly those dealing with origin, dispersal and vicariance. |
| BIOL 490BD  | 1.0-0   |
| Analytical Methods for the Measurement and Quantification of Metals |  
The course will examine four modern analytical chemistry methods for metal quantification: GFAAS, ICP-MS, AES-MS and voltammetry. |
| BIOL 490BE  | 3.3-0   |
Animal Behavior and Wildlife Conservation
An examination of how the science of Animal Behaviour is and/or should be used to further Wildlife Conservation.

BIOL 490BF 3-3-0
Environmental Microbiology
This course covers the study of microorganisms in natural environments. We will examine the ecology and diversity of microbial communities in water, soil, and air, as well as in extreme and unusual environments.
*** Prerequisite: BIOL 220 and 275 ***

BIOL 490BG 3-3-0
Genomics
This course covers the fundamental theories and bioinformatic methodologies underlying comparative, evolutionary, and functional genomics, with examples from bacteria, plants, animals and humans.

BIOL 490BJ 3-3-0
Bacterial Cell Envelope
This course will be an research focused course with a directed readings component. The subject matter will be on studying genes involved in cell envelope formation in the bacterium Rhizobium leguminosarum.
*** Prerequisite: BIOL 220 ***

BIOL 490BL 3-3-0
Advanced Topics in Bacterial Gene Regulation
This course will be a research focused course with a directed readings component. The subject matter will be on studying genetic regulatory pathways in Bacterial.
*** Prerequisite: BIOL 220 ***

BIOL 490BM 3-3-0
Independent Research Project - Microbial Genetics and Genomics I
This research-based course provides undergraduate students with the opportunity to learn basic laboratory and/or computational techniques, and develop the necessary scientific skills that will allow them to initiate their own unique research project.
***Prerequisite: BIOL 220***
**Permission of the instructor is required to register.**

BIOL 490BN 3-3-0
Ecology Concepts and Techniques: Independent Study
Students will study a particular area of ecology in detail through an independent study project conducted in close consultation with the instructor. The course requires in-depth learning and assessment of current techniques in ecology, followed by an original independent study using data collected by the student.
***Permission of the Instructor is required to register***

BIOL 490BO 3-3-0
Independent Research Project - Microbial Genetics and Genomics II
This advanced research-based course provides undergraduate students with the opportunity to conduct their own independent research. Topics include, but are not limited to, microbial pathogenicity, disease determinants, host-microbe interactions, and antibiotic production and resistance. Students may also choose to explore unique research questions in genetics or evolutionary, comparative, and functional genomics using only bioinformatic and computational approaches.
***Prerequisite: BIOL 490BM***
**Permission of the Instructor is required to register.**

BIOL 490BP 3-3-0
Independent Research Project - Limnology
This research-based course provides undergraduate students with the opportunity to learn basic laboratory and/or computational techniques, and develop the necessary scientific skills that will allow them to initiate their own unique research project.
***Prerequisite: BIOL275***
**Permission of the Instructor is required to register.**

BIOL 490BQ 3-3-0
Independent Research Project - Neurobiology
This research-based course provides undergraduate students with the opportunity to learn basic laboratory and/or computational techniques, and develop the necessary scientific skills that will allow them to initiate their own unique research project.
***Prerequisite: BIOL 220 ***
**Permission of the Instructor is required to register.**

BIOL 490BR 3-3-0
Evolution
This course explores the evidence supporting evolution as a scientific theory, its role as the main unifying theory of biology, and how biologists use evolution to guide research. Topics covered include molecular evolution, phylogeny, the history of life, natural selection and adaptation, the evolution of life histories, speciation, and macroevolution. ***Prerequisite: BIOL 205 ***

BIOL 490BT 3-3-0
Neurophysiology
This course provides an in-depth introduction to the organization of the nervous system, in both health and disease. Here electrical and chemical properties of neurons and supportive glial cells will be studied. Other aspects that will be covered are the physiology and functional anatomy of sensory systems, memory, and movement. Comparison between different species and analytic scientific techniques will be used to construct/deconstruct the nervous system.
BIOL 490BU 3:3-3
Entomology
An introduction to insects. The course will introduce several topics in Entomology, including the evolutionary origins and relationships of the insects and their relatives, morphology, life history strategies, and an introduction to insect diversity, taxonomy and ecology.
***Prerequisite: One of BIOL 265, BIOL 275, BIOL 276 or permission of the department head***

BIOL 490BV 3:0-0
Photosynthesis and Photoinhibition
A review of photosynthesis and the light-dependent inhibition of photosynthesis, a process known as photoinhibition. The interactions between light and environmental stresses, especially low temperature, and the induction of photoinhibition.

BIOL 490BX 0-3:0-3
Independent Research project - Biogeochemistry
This research-based course provides undergraduate students with the opportunity to do guided study in an area of biogeochemistry.
**Permission of the instructor is required to register**

BIOL 490BY 0-3:0-3
Independent studies in Limnology
This research-based course provides undergraduate students with the opportunity to do guided study in an area of Limnology.

Rationale: There are no plans to offer these courses in the near future.
7. Report from the Registrar’s Office

**Item for Discussion**

**Background:**
There has been some confusion in the past as to what can be approved at the Faculty/Department/Academic Unit level and what needs to move through the governance process to Senate.

The CCUAS submission guide has been developed to clarify the approval processes for various academic items that are presented to Faculty/Department/Academic Unit Councils for approval and/or information.

The guide will also be presented to the Associate Deans Academic group, Deans Council, and the Executive Director, University Governance and University Secretary for input before coming back to CCUAS for recommended approval by Executive of Council and Senate.

**Note:** The new program approval process and the new program template are currently being reviewed by CCAM and CCB. Any changes made will be affected to the final version that comes forward for approval.
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What is the Academic Catalogue?

The academic catalogue is the University of Regina’s inventory of academic programs and courses. It helps the intended audience understand what programs and courses are available, what the expectations are for a student to complete a program, what a student can expect to learn in a course, and so on.

Changes and additions to the catalogue are often necessary and it is imperative that the information published is current and accurate. This guide has been developed to help Faculties, Departments, and Academic Units at the University of Regina understand the processes and procedures for making changes and additions to the academic catalogue.

Note: For the purposes of this guide the term Academic Area refers to the Faculty, Department, Academic Unit or College responsible for the course or program.

A Snapshot of the University of Regina’s Governance

The University’s governance structure is established by The University of Regina Act and is bicameral - simply put, there is one decision stream for academic decisions and another for administrative ones.
Decisions on academic programs and related matters generally originate in the academic area, are reviewed by a University academic committee, are considered by Executive of Council on behalf of the University's Faculty Council, and then are decided upon by Senate.

Issues requiring administrative decisions may originate almost anywhere, and the Board of Governors makes major final administrative decisions, particularly where significant expenditures are concerned.

The two streams often come together at the Board; for example, Senate decisions regarding establishment of new or major expansions of academic units and programs or major changes are subject to ratification by the Board of Governors.

This guide focuses on decisions on the academic side that are specifically related to programs, courses, and academic regulations. More information on the University of Regina's governance structure can be found on the Office of the President's Governance web page.

What is the Council Committee on Undergraduate Admissions and Studies (CCUAS)?

CCUAS is a committee of Council that is responsible for advising Council on academic programs, policy, regulations and standards at the undergraduate level.

The terms of reference for CCUAS can be found here:


Understanding Effective Dates

Effective dates are necessary so that students can follow the program requirements that are in place at the time of their admission, and so that courses are accurately reflected with what courses student register in and complete.

The University of Regina has three terms. Each are specified with the year.

- Term 10 – winter (201910 for the 2019 Winter Term)
- Term 20 – spring/summer (201920 for the 2019 Spring/Summer Term)
- Term 30 – fall (201930 for the 2019 Fall Term)

The effective date for a new course or a change to an existing course is generally specified for a future term where class registration has not yet commenced.

The effective date for a program is generally specified for the next fall catalogue term. A catalogue term determines the program template that a student will follow through to graduation.
Deadlines for final approval at CCUAS are:

<table>
<thead>
<tr>
<th>Level</th>
<th>Effective Term</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 10</td>
<td>10 – winter</td>
<td>September CCUAS Meeting</td>
</tr>
<tr>
<td>Course 20</td>
<td>20 – spring/summer</td>
<td>January CCUAS Meeting</td>
</tr>
<tr>
<td>Course 30</td>
<td>30 – fall</td>
<td>January CCUAS Meeting</td>
</tr>
<tr>
<td>Program 30</td>
<td>30 – fall</td>
<td>January CCUAS Meeting</td>
</tr>
</tbody>
</table>

More information on deadlines is contained in the next section “Submission Planning Cycle”.

Submission Planning Cycle

The table below will assist you in planning your catalog needs.

<table>
<thead>
<tr>
<th>Proposed Submission</th>
<th>Timing</th>
<th>Effective Date</th>
<th>Deadline</th>
<th>Approval Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-substantive course change</td>
<td>Can be made at any time.</td>
<td>Next term after submission.</td>
<td>The month prior to start of the next term.</td>
<td>Associate Dean (UG)</td>
</tr>
<tr>
<td>Substantive course change</td>
<td>Should be planned at least 12 months in advance.</td>
<td>Next available registration term that has not opened for registration.</td>
<td>Must be approved by Faculty Council by December for terms 20 &amp; 30 and June for term 10.</td>
<td>Academic Unit Council</td>
</tr>
<tr>
<td>New course</td>
<td>Should be planned at least 12 months in advance.</td>
<td>Next available registration term that has not opened for registration.</td>
<td>Must be approved by Faculty Council by December for terms 20 &amp; 30 and June for term 10.</td>
<td>Academic Unit Council</td>
</tr>
<tr>
<td>New/Changed/Suspended/Archived Minor</td>
<td>Should be planned at least 12 months in advance.</td>
<td>Next available fall term.</td>
<td>Must be approved by E of C by February.</td>
<td>Executive of Council</td>
</tr>
<tr>
<td>New/Changed/Suspended/Archived Major</td>
<td>Should be planned at least 12 months in advance.</td>
<td>Next available fall term.</td>
<td>Must be approved by Senate by February.</td>
<td>Senate</td>
</tr>
<tr>
<td>New Program</td>
<td>Should be planned at least 24 months in advance of anticipated opening.</td>
<td>Next available fall term.</td>
<td>Must be approved by Senate by February.</td>
<td>Senate</td>
</tr>
<tr>
<td>Changed/Suspended/Archived Program</td>
<td>Should be planned at least 12 months in advance.</td>
<td>Next available fall term.</td>
<td>Must be approved by Senate by February.</td>
<td>Senate</td>
</tr>
</tbody>
</table>
Proposed Submission | Timing | Effective Date | Deadline | Approval Authority
--- | --- | --- | --- | ---
Change to Academic Area names. | Should be planned at least 48 months in advance. | At least 12 months from the meeting of Senate. | Needs to be approved by E of C by November for February Senate, April for June Senate, & June for October Senate. | Senate

### CCUAS Submission Format

Submissions for the inclusion on the CCUAS agenda must be submitted in a Word document. The appropriate font is Times New Roman 11 point and there can be no text boxes. A template for the agenda item submissions can be found in Appendix A. Submissions that are not in the correct format will be returned to the Academic Area.

Agenda items may be submitted to ccuas.ccuas@uregina.ca

### Courses

This section of the guide focuses on the processes associated with changing, adding, inactivating a course, making a course historical, and reactivating a course.

Appendix B has a checklist for the level of approval that is required for courses.

### New Course

A new course is one that does not currently exist in the University of Regina’s course catalogue.

#### Effective Date

The effective date of a new course must be made for a future term where registration has not yet opened and should reflect the term in which the course will be offered. For example, a motion would not be made with an effective date for term 20 when the course will not be opened until term 30.

**Note:** Because a new course that has been submitted for information can be brought to the table for discussion, a new course request will not be processed by the Registrar's Office until after the CCUAS meeting.

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be approved by Academic Area Council by June to meet the agenda submission deadline for the September meeting of CCUAS.</td>
<td>Term 10 of the upcoming year.</td>
</tr>
</tbody>
</table>
Timing
New courses should be planned at least 1 year in advance of the anticipated opening of the course to allow time for approval by the Academic Area's Council and for cataloguing, scheduling and registration.

Process
1. If the new course will result in changes to existing program regulations within and outside of the academic area, the program regulations changes will also need to be approved (see Program Change section of the document).
2. If the new course has impact outside of the academic area, consult with the academic area(s) the change will impact.
3. The Registrar's Office is consulted to ensure the assigned subject code and course numbers do not conflict with information that already exists in the system.
4. The admissions and studies committee of the academic unit reviews the new course and recommends approval.
5. The Council Committee of the academic unit reviews the new course and has final approval authority.
6. The new course is submitted to CCUAS for information. A template for the agenda item submissions can be found in Appendix A.

Sub Process
A new course may impact the published degree regulations of other programs. For this reason, once a new course is approved it should also be affected to the program regulations of all programs the change impacts. See Program Change process.
CCUAS Guide for the Submission of Changes to the Academic Catalogue

Process Flow

New Course

Academic Unit

Considers impact to program regulations

Internal impact?

External impact?

See Program Change process

External Academic Unit

Exit sub process

Consult

Changes to program regulations?

See Program Change process

Academic Unit

Faculty Council

Review new course

Approved?

YES

NO

Return to submitter

Receives for information

Discusses and reviews

Approved?

YES

NO

Return to submitter

NO

YES

Add new course to Banner and Catalogue

Registrar’s Office
Non-substantive change to an existing course

Unless a change in a course description is so radical as to constitute a new course or will alter degree regulation requirements, a non-substantive change to a course is normally approved by an Academic Unit’s course/program development committee. These kinds of changes are generally made as housekeeping items and can include:

- A change to course titles. (Not changing the context.)
- A change of grade modes.
- A change to the schedule type of the course.*
- Typographical errors*

Effective Date

The effective date of a non-substantive change will be for the next available term in which students are not yet registered. Typographical errors can be submitted for immediate processing.

Process

1. A non-substantive change is brought forward through to the Academic Area’s admissions and studies committee for approval. The background information (rationale) for the motion should include a copy of the change.
2. A non-substantive change is taken to the Academic Area’s Council Committee for information.
3. Once approved, a Course Inventory Form - Undergraduate is submitted to the Registrar’s Office for processing. There is no need to submit the non-substantive change to CCUAS for information. Changes to course titles, grade modes, and schedule types will be affected to the next term where registration has not yet commenced.

*Note: Typographical errors and changes to schedule type do not need Council Committee approval and can be made by submitting a course inventory form.
CCUAS Guide for the Submission of Changes to the Academic Catalogue

Process Flow

Non-substantive Course Change

- Academic Unit: Receives change, processes change to course.
- Does this change alter degree regulations? (Yes/No)
  - Yes: Go to Substantive Change Process
  - No: Return to Submitter

Admissions & Studies Academic Unit

- Review Change: Receives change for information
- Approved? (Yes/No)
  - Yes: Return to Submitter
  - No: End Process

Council Committee Academic Unit

Registrar's Office

Revised: March 13, 2017
Substantive Change to a Course
A substantive change to a course is one that significantly alters the course. This kind of change usually results from one or a combination of the following:

- A substantive change in the course description and/or content of the course.
- A change in the number and type of credit hours of the course (from 3 to 6, or 6 to 3 for example) or addition of hours.
- A change in the course that alters the program templates of one or more programs.
- A change or addition of course attributes.
- A change to pre-requisites, co-requisites, equivalent courses, mutually exclusive courses, or restrictions.

A substantive change may impact the published degree regulations of programs outside of the academic unit responsible for the course. For this reason consideration must be given to what program regulations the change will impact and consultation with other academic units is essential if the change impacts the programs of other units.

Program regulations that are impacted by a course change will need to be brought forward for approval at the same time. Refer to the Program Change process for further details.

Example: If WXYZ 100 is a required course in the Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration programs, and the credit value of that course changes from 3 credit hours to 6 credit hours, then the regulations of all three programs will need to change. For this reason, it is important to determine what programs the substantive change will impact before taking the course change forward for approval.

Effective Date
The effective date of a substantive change must be made for a future registration term that has not yet opened for student registration. If the change involves a change to program regulations, it would be made in accordance with the effective date information in the appropriate Program Change process section of this document.

Timing
Substantive course changes should be planned at least 1 year in advance of the anticipated change.

Process
1. Consider the impact the change has on existing program regulations within and outside of the academic area.
2. If the change has impact outside of the academic area, consult with the academic area(s) the change will impact.
3. The admissions and studies committee of the academic area reviews the change.
4. The Council Committee of the academic area reviews the change.
5. The course change is submitted to CCUAS for information. A template for the agenda item submissions can be found in Appendix A.

Sub Process
A substantive change may impact the published degree regulations of other programs. For this reason, once a substantive change is approved it should also be affected to the program regulations of all programs the change impacts. See Program Change process.

Process Flow
Substantive Course Change

[Diagram showing the process flow]
Variable and Experimental Content Courses (AA to ZZ series)

Most departments offer a variety of topic courses for which the content and credit hours are announced each semester. These courses may be repeated for credit by a student with a change in content.

Variable and experimental content courses at the U of R are identified with a series AA-ZZ behind the course number (i.e. SW 480AC). These courses are required to have a base course (i.e. SW 480) approved as a new course (see the New Course section of this document). Base courses are never scheduled, only the series courses. When a base course is made inactive or historical, all courses in that series will be inactivated or made historical.

Variable and experimental courses require the approval of the Academic Unit’s Council Committee. Setting up the experimental course within a series, once the course has been approved by the Academic Unit’s Council Committee, requires the completion of a Course Inventory Form – New Course tab, identifying the title and description of the course and the remaining items should be entered to match the base course (i.e. grade mode, attributes, credit hours, and schedule types). If prerequisites and/or corequisites are attached to the base course, then they will automatically be attached to all courses in the series. If there are no prerequisites and/or corequisites on the base course then they can be assigned to the series courses as needed.

Variable and experimental content courses can be scheduled in the InfoSilem Data Collection Utility (DCU).

Course Schedule Types

The delivery of instruction often requires educational material to be organized and presented to students in a variety of ways. In order to facilitate the planning for and scheduling of classes to accommodate these multiple types of instruction, it is necessary to divide courses into organizational parts which reflect the unique combinations of instructors, meeting places, and time patterns used to conduct the instruction. Courses can have one or many schedule types. Available schedule types and their descriptions follow.

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Banner Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>A</td>
<td>An academic discourse given by an instructor before a group</td>
</tr>
<tr>
<td>Lab</td>
<td>B</td>
<td>That part of a course set aside for experimentation, observation, or practice in a field of study</td>
</tr>
<tr>
<td>Activity</td>
<td>C</td>
<td>A course or educational procedure designed to stimulate learning via firsthand experience</td>
</tr>
<tr>
<td>Thesis</td>
<td>E</td>
<td>A course designed to cover the thesis research and writing</td>
</tr>
<tr>
<td>Schedule Type</td>
<td>Banner Code</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Field/Field Trip</td>
<td>F</td>
<td>A course that gives students experience and knowledge in a non-traditional learning environment.</td>
</tr>
<tr>
<td>Ensemble</td>
<td>H</td>
<td>A course that assembles a group of students who perform together. Approval to register in the course normally requires a student to audition.</td>
</tr>
<tr>
<td>Independent Study</td>
<td>I</td>
<td>A course of organized instruction or research determined solely by a student and his/her instructor.</td>
</tr>
<tr>
<td>Project</td>
<td>J</td>
<td>A course with individualized instruction designed for students to complete an independent project of the students design.</td>
</tr>
<tr>
<td>Technique</td>
<td>K</td>
<td>A studio based course that gives students the appropriate techniques that they can apply to teaching.</td>
</tr>
<tr>
<td>Maintenance of Candidacy</td>
<td>M</td>
<td>A graduate level course shell that allows students to register and maintain their candidacy in a doctoral program.</td>
</tr>
<tr>
<td>Internship</td>
<td>N</td>
<td>An experiential course designed to provide on-the-job experience where students can earn academic credit.</td>
</tr>
<tr>
<td>Applied</td>
<td>O</td>
<td>A course that develops a particular skill.</td>
</tr>
<tr>
<td>Practicum</td>
<td>P</td>
<td>A course designed for the preparation of teachers and clinicians that involve the practical application of previously studied theory under the supervision of a senior instructor.</td>
</tr>
<tr>
<td>Research</td>
<td>R</td>
<td>A course through which students earn credit for a studious inquiry or examination aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts or practical application of such new or revised theories or laws, and/or the collecting of information about a particular subject.</td>
</tr>
<tr>
<td>Seminar</td>
<td>S</td>
<td>A course pursued by a small group of students under the direction of an instructor for the purpose of presenting and exchanging ideas or research findings via lectures, reports, and discussions.</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>T</td>
<td>A course shell that is established to award transfer credit.</td>
</tr>
<tr>
<td>Studio</td>
<td>U</td>
<td>A course incorporating practical experience where students receive individualized instruction and lectures in a studio setting.</td>
</tr>
<tr>
<td>Directed Reading</td>
<td>V</td>
<td>A course focused on designated subject matter to be read by a student and discussed with an instructor.</td>
</tr>
<tr>
<td>Co-op Education Work Term</td>
<td>W</td>
<td>A course relating to, derived from, or providing paid experience.</td>
</tr>
<tr>
<td>Examination</td>
<td>X</td>
<td>An examination provided at the end of the course. Required when a course has a schedule type of lecture.</td>
</tr>
</tbody>
</table>
**Inactivating a Course**

A course is inactivated when it is being temporary closed for registration. The reasons for inactivating a course can be one or a combination of the following:

- The course content requires revision.
- The content is specialized and there is a temporary unavailability of faculty to teach the course.
- Funds to offer the course are temporarily unavailable.
- The course has not been offered in 5 or more years

**Note 1:** A core course should never be made inactive without a replacement course or alternative course that students can take to fulfil their degree requirements.

**Note 2:** Inactivating a course does not prohibit an Academic Area from reactivating the course (see course reactivation).

**Note 3:** Before inactivating a course, an Academic Area needs to ensure that other degree programs are not impacted by the inactivation so that other Academic Units can make the necessary changes to their programs.

**Effective Date**

The effective date to inactivate a course should be for the subsequent fall term where registration has not yet opened.

**Timing**

Course inactivation should be submitted prior to the January CCUAS meeting.
Process

1. The Registrar’s Office will provide a list of courses each October that have not been offered in five or more years.
2. If the inactivation of a course will result in changes to existing program regulations within and outside of the academic area, the program regulations changes will also need to be approved (see Program Change section of the document).
3. If the inactivation of a course has impact outside of the academic area, consult with the academic area(s) the change will impact.
4. The admissions and studies committee of the academic area reviews the course inactivation and recommends approval.
5. The Council Committee of the academic unit reviews the new course inactivation and has final approval authority.
6. CCUAS receives the course inactivation for information. The agenda submission must include a list of courses to be inactivated for the following fall term.
## Process Flow

### Course Inactivation

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Process</th>
<th>Decision</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit</td>
<td>Course on file or other to be inactivated?</td>
<td>YES</td>
<td>Consult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>YES and NO</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internal impact?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO</td>
<td>External impact?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO</td>
<td>See Program Change process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>YES</td>
<td>End sub process</td>
</tr>
<tr>
<td>External Unit</td>
<td>Changes in program regulations?</td>
<td>YES</td>
<td>See Program Change process</td>
</tr>
<tr>
<td>Academic Unit</td>
<td></td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Admissions &amp; Studies</td>
<td>Review inactivation</td>
<td>YES</td>
<td>Approved?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO</td>
<td>Return to submitter</td>
</tr>
<tr>
<td>Academic Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Council</td>
<td>Review inactivation</td>
<td>YES</td>
<td>Approved?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO</td>
<td>Return to submitter</td>
</tr>
<tr>
<td>CCUAS</td>
<td>Receives for information</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>Discuss and review</td>
<td>YES and NO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>YES</td>
<td>Inactivates course in Banner and Catalogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO</td>
<td>Return to submitter</td>
</tr>
</tbody>
</table>

- YES: Yes
- NO: No
- YES and NO: Yes or No

---

**Revised:** March 13, 2017

**CCUAS Submission Guide** – Page 18
Making a Course Historical
A course is made historical when it is being closed for registration permanently. The reasons for making a course historical can be one or a combination of the following:

- The course content is no longer relevant.
- The course has been replaced with a more modern version of the course.
- The content is specialized and there is permanent unavailability of faculty to teach the course.
- Funds to offer the course have been suspended or eliminated.
- A series course that now has a permanent offering.
- The course has been inactive for 5 years or longer.

Note 1: A core course should never be made historical without a replacement course or alternative course that students can take to fulfill their degree requirements.

Effective Date
The effective date to make a course historical should be for the subsequent fall term where registration has not yet opened.

Timing
Historicized courses should be submitted prior to the January CCUAS meeting

Process
1. If making a course historical will result in changes to existing program regulations within and outside of the academic unit, the program regulations changes will also need to be approved (see Program Change section of the document).
2. If the making a course historical has impact outside of the academic unit, consult with the academic unit(s) the change will impact.
3. The admissions and studies committee of the academic unit reviews the course that is being made historical and recommends approval.
4. The Council Committee of the academic unit reviews the course that is being made historical and has final approval authority.
5. CCUAS receives the course that is being made historical for information. The agenda submission must include a list of courses to be inactivated for the following fall term.
## Process Flow

<table>
<thead>
<tr>
<th>Historical Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit: Considers impact to program regulations</td>
</tr>
<tr>
<td>External Impact?</td>
</tr>
<tr>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>Academic Unit: Externally consults</td>
</tr>
<tr>
<td>External Impact?</td>
</tr>
<tr>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>End sub process</td>
</tr>
<tr>
<td>YES and NO</td>
</tr>
<tr>
<td>Academic Unit: Receives historical recommendation</td>
</tr>
<tr>
<td>Approved?</td>
</tr>
<tr>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>Return to submitter</td>
</tr>
<tr>
<td>Academic Unit: Discusses and reviews</td>
</tr>
<tr>
<td>Approved?</td>
</tr>
<tr>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>Return to submitter</td>
</tr>
<tr>
<td>CCUAS: Receives for information</td>
</tr>
<tr>
<td>Brought to table?</td>
</tr>
<tr>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>CCUAS: Discusses and reviews</td>
</tr>
<tr>
<td>Approved?</td>
</tr>
<tr>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>Makes the course historical in Banner and Catalogue</td>
</tr>
<tr>
<td>Registrar's Office:</td>
</tr>
</tbody>
</table>

### Course Reactivation

A course can be reactivated when it has been closed temporarily (inactive).

#### Effective Date

The effective date to reactivate a course should be for a future registration term where registration has not yet opened.

#### Timing

The reactivation of a course should be planned at least 1 year prior to a course being made active.
Process

1. If reactivating a course will result in changes to existing program regulations within and outside of the academic area, the program regulations changes will also need to be approved (see Program Change section of the document).

2. If reactivating a course has impact outside of the academic area, consult with the academic unit(s) the change will impact.

3. The admissions and studies committee of the academic area reviews the course that is being reactivated and recommends approval.

4. The Council Committee of the academic unit reviews the course that is being reactivated and recommends approval.

5. The course change is submitted to CCUAS for information. A template for the agenda item submissions can be found in Appendix A.
### Process Flow

**Course Reactivation**

- **Academic Unit**
  - Considers impact to program regulations
  - Internal impact?
    - Yes
      - External impact?
        - Yes
          - See Program Change process
        - No
          - End sub process
      - No
    - NO
- **External Academic Unit**
  - Consult
  - External impact?
    - Yes
      - See Program Change process
    - NO
      - End sub process
- **Academic Unit & Administration**
  - Review reactivation recommendation
  - Approved?
    - Yes
      - Return to submitter
    - NO
      - Return to submitter
- **Academic Unit & Faculty Council**
  - Review reactivation recommendation
  - Approved?
    - Yes
      - Return to submitter
    - NO
      - Return to submitter
- **CCUAS**
  - Receives for information
  - Brought to table?
    - Yes
      - YES
    - NO
      - NO
  - Discuss and review
  - Approved?
    - Yes
      - Reactivates the course in Banner and Catalogue
    - NO
      - Return to submitter
 Programs
This section of the Guide will be useful for individuals interested in developing and launching a new program or proposing a program modification (i.e., changes to the program title, adding or changing majors, concentrations, minors, changes to admission requirements, changes to program regulations, etc.).

New Program
Developing a new program is a substantial undertaking and should be planned well in advance of the anticipated opening of the program for admission. In all cases, when a new program is being considered, it should have the support of the Dean or Director of the Academic Area and the Provost.

When developing a new program, it is advisable to establish a program advisory committee. The advisory committee should include various members within a Faculty, Department, or Academic Area and, whenever possible, one or two academic members outside of the Faculty, Department, or Academic Area. There may also be times when inviting a representative from outside of the University community is appropriate.

The advisory committee will need to consider:

- The credential that graduates will receive.
- The admission requirements for the program.
- The program description.
- The program of study including the mode(s) of delivery and all program completion requirements.
- A draft of the course descriptions for courses in the program that will be under development and/or the names of existing courses that can be used to fulfill the program completion requirements.
- The graduation requirements for the program.
- A needs analysis.
- Applicant demand.
- Indication of any accreditation, certification or licensing requirements.
- Alignment with the University’s and the Faculty, Department, or Academic Areas strategic priorities.
- Cost analysis including any additional resources that may be required to implement the program.

For these reasons, a New Program Template – Undergraduate Programs (see Appendix C) has been developed and approved by the Council Committee on Undergraduate Admissions and Studies (CCUAS), with input from the Council Committee on Academic Mission (CCAM), and the Council Committee on Budget (CCB).

Revised: March 13, 2017
Effective Date
The effective date of a new program should be for a future admission term where admission has not yet opened. Student admission to a program is normally affected to a fall term, even though the application to the program occurs before then.

Timing
A new program requires the approval of the Academic Area, the Faculty, CCUAS, CCAM, CCB, Executive of Council, and Senate. The timing and planning of the new program needs to take into consideration the length of time it takes for program development and the approval processes. The planning for a new program should start at least 2 years before the first admissions to the program will take place. An important consideration in the timing would be to plan for how recruitment to your program would be impacted by your program opening date.

<table>
<thead>
<tr>
<th>Faculty Council Meeting Date</th>
<th>CCUAS Meeting Date</th>
<th>CCAM &amp; CCB Meeting Date</th>
<th>Executive of Council Meeting Date</th>
<th>Senate Meeting Date</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No later than June.</td>
<td>October.</td>
<td>Need approval prior to E of C November agenda deadline.</td>
<td>November</td>
<td>February</td>
<td>Term 30 of the upcoming year.</td>
</tr>
</tbody>
</table>

Note: A new program proposal can be submitted at any time throughout the year, but proposals that are received after the CCUAS November agenda deadline will be recommended for opening in Term 30 of the next available academic year (for example, a proposal received in December of 2016 would have a recommended opening of 201830).

Process
1. A Program Advisory Committee (PAC) is established.
2. The PAC works through the New Program Template – Undergraduate Program (see Appendix C).
3. The admissions and studies committee of the academic area reviews the new program and recommends approval.
4. The Council Committee of the academic unit reviews the new program and recommends approval.
5. CCUAS reviews the new program. If budget or academic issues exist, CCUAS forwards to CCAM or CCB, otherwise CCUAS recommends approval to E of C.
6. CCAM reviews the new program and recommends approval.
7. CCB reviews the new program and recommends approval.
8. Academic Area forwards required documents including letters of approval from CCAM and CCB to E of C.
9. Executive of Council reviews the new program and recommends approval to Senate.
10. Senate reviews the new program and has final approval authority.
11. Once approved, the Registrar’s Office affects changes to Banner, in Advisor by Conclusive; and publishes it in the Undergraduate Academic Calendar.
Process Flow

New Program - Undergraduate

1. Program Accreditation Committee
   - Establishes what the program looks like.
   - Complete the New Program Template UG Program

2. Faculty Council of Academic Area
   - Reviews the new program
   - Approved?
     - No: Return to PAC
     - Yes: Proceed to next step

3. CCUAS/CFGS
   - Reviews the new program
   - Approved?
     - No: Return to PAC
     - Yes: Proceed to next step

4. CCAM/CCB
   - Reviews the new program
   - Approved?
     - No: Return to PAC
     - Yes: Proceed to next step

5. E of C
   - Reviews the new program
   - Approved?
     - No: Return to E of C
     - Yes: Proceed to next step

6. Senate
   - Reviews the new program
   - Approved?
     - No: Return to Senate
     - Yes: Proceed to next step

7. Registrar’s Office
   - Add program to Banner
   - Add program to Advisor
   - Add program to Academic Calendar
New or Substantially Modified Major to an Existing Program

When a new major is proposed, or when substantial modifications are being proposed to a current major, the “New Program” process is followed. A substantive change to a major is one that results in a major that is radically different than the original one.

Substantially Modified Program

A substantive change to a program is one that results in a program that is radically different from the original one.

- Restructuring the core or the major of the program
- Substantive redistribution of core, major, or elective requirements
- Name change to a program and degree ie: Bachelor of Physical Activity Studies to Bachelor of Kinesiology

Changing Admission and Graduation Requirements

Changes to admission and graduation requirements include but are not limited to:

- Changing the minimum high school average required for admission
- Changing the high school courses required for admission
- Changing the minimum transfer GPA and/or credit hours required for admission
- Changing the number of credit hours required for completion
- Changing specific regulations that apply to the program (minimum GPA for example)

Non-Substantive Program Changes

Non-substantive program changes may include one or more of the following:

- Replacing courses that are planned to be made inactive or historical with new or existing courses
- Adding a course(s) to an existing list of requirements
- Moving an existing course from one area of course completion requirements to another
- Making an existing minor available within a program
- Adding a co-op route to an existing program
- Creating a new minor

Effective Date

The effective date of a program change should be for a future admission term where admission has not yet opened. Student admission to a program is normally affected to a fall term, even though the application to the program occurs before then.
Timing

Substantive program changes and changes to admission and graduation requirements require the approval of the Academic Area, CCUAS, Executive of Council and Senate, so the timing and planning needs to consider the length of time of the approval processes. These kinds of changes should start at least 18 months before the first admission will take place.

Whenever possible, all changes to a program should be bundled and brought forward at the same time. This would include the approval of new courses, courses that are going to be made inactive or historical, and any other changes. If course additions and/or changes impact other programs, these too should be brought forward.

<table>
<thead>
<tr>
<th>Faculty Council Meeting Date</th>
<th>CCUAS Meeting Date</th>
<th>Executive of Council Meeting Date</th>
<th>Senate Meeting Date</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No later than October</td>
<td>November</td>
<td>November</td>
<td>February</td>
<td>Term 30 of the upcoming year</td>
</tr>
</tbody>
</table>

Note: Program changes can be submitted at any time throughout the year, but changes that are received after the CCUAS November agenda deadline will not be included in the publication of the upcoming academic calendar.

Submission Format

The Registrar’s Office will release the most recently approved academic calendar copy to the Faculty, Department, or Academic Area as a template for changes.

The required font for submission is Times New Roman 11 pt. Changes are made as follows:

- Deletions are made with the strike through feature.
- Additions are underscored.
- **DO NOT USE TRACK CHANGES.**

Two examples follow.

Example 1: Adding and removing courses.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Core requirements summary, see details above</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>ARTS 099</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
<td></td>
</tr>
</tbody>
</table>
### 3.05.0
Any two courses in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224, ART, or MU.

### 3.0
Any course in ART, ARTH, CTCH, FA, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST

Refer to the text above for further details.

---

**Example 2: Changing Specific Course Regulations.**

**Residency and Transfer Credit**

A maximum of 60 hours of eligible transfer credit may be applied to a degree program and 30 hours of eligible transfer credit to a certificate program. Students must take at least 15 of the last 30 credit hours of their degree program at the University of Regina. As well, at least half the credit hours of required discipline courses for the major and/or minor must be completed at the University of Regina.

**Example 3: Changing Admission Requirements.**

**Admission to the University**

Students who have attempted fewer than 24 credit hours of university courses will be admitted based on the high school admission criteria. Students who have attempted 24 or more credit hours of university courses must have a minimum university grade point average of 60% or a completed baccalaureate degree.

**Process**
1. Obtain most recently approved and edited academic calendar copy from the Registrar’s Office.
2. Submit proposed changes to the Registrar’s Office for initial review and feedback.
3. The admissions and studies committee of the academic area reviews the changes to the program and recommends approval.
4. The Council Committee of the academic area reviews the changes to the program and recommends approval for substantive changes and has final approval for non-substantive changes.

5. CCUAS reviews the substantive changes to the program and recommends approval. Non-substantive changes are received as items for information.

6. Executive of Council reviews the substantive changes to the program and has final approving authority except for changes to admission and graduation requirements.

7. Senate reviews the changes to admission and graduation requirements and has final approval authority. Substantive program changes are received as items for information.

8. Registrar’s Office affects changes to Banner, in Advisor by Conclusive, and the Academic Calendar.
Process Flow

Program Change - Undergraduate

Registrar's Office
- Releases most recently approved template to Academic Unit
- Reviews Proposed Changes – makes recommendations

Academic Unit
- Makes changes to the template
- Reviews the program changes
  - Approved?
    - Yes
      - E of C
      - Senate
      - CCUAS
      - Faculty Council of Academic Unit
      - Return to submitter
    - No
      - Return to submitter

Faculty Council of Academic Unit
- Substantive or Regulatory?
  - Yes
    - End Process
  - No
    - Back to Academic Unit

CCUAS
- Reviews changes
  - Approved?
    - Yes
      - E of C
      - Senate
      - CCUAS
      - Faculty Council of Academic Unit
      - Return to submitter
    - No
      - Return to submitter

E of C
- Reviews the program changes
  - Approved?
    - Yes
      - E of C
      - Senate
      - CCUAS
      - Faculty Council of Academic Unit
      - Return to submitter
    - No
      - Return to submitter

Senate
- Reviews changes
  - Approved?
    - Yes
      - E of C
      - Senate
      - CCUAS
      - Faculty Council of Academic Unit
      - Return to submitter
    - No
      - Return to submitter

Registrar's Office
- Add changes to Banner
- Add changes to Advisor
- Add changes to Academic Calendar
Adding or Modifying a Minor

Adding or modifying a minor can be done and approved at the faculty level provided it does not require the development of new program areas.

Process
1. Obtain most recently approved and edited academic calendar copy from the Registrar’s Office.
2. The admissions and studies committee of the academic area reviews the new/changed minor and recommends approval.
3. The Council Committee of the academic area reviews the new/changed minor and has final approval.
4. The new/changed minor is submitted for Information to CCUAS.
5. Registrar’s Office affects the new/changed minor to Banner, Advisor by Conclusive, and the Academic Calendar.

Process Flow

<table>
<thead>
<tr>
<th>New/Modified Minor</th>
<th>Registrar’s Office</th>
<th>Academic Unit</th>
<th>Faculty Council of Academic Unit</th>
<th>CCUAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Releases most recently approved template to Academic Unit</td>
<td>Makes changes to the template</td>
<td>Reviews new/modified minor</td>
<td>Approved?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approved?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td>Return to submitter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>Receives for information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Affects new/changed minor to Banner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Affects new/changed minor to Advisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Affects new/changed minor to Academic Calendar</td>
</tr>
</tbody>
</table>
Faculties and Departments
The creation of and/or change to an existing faculty, department, or academic area must be approved by the University of Regina Senate. These kinds of changes require careful consideration and planning. For example, a change to the name of a faculty can impact thousands of courses, programs, and student records and require a significant financial investment in rebranding.

A proposal to change the name of, or to merge one or more, faculties, departments, or academic areas must contain the following:

- Proposed name of faculty, department, or academic unit.
- Planned implementation date.
- Rationale.
- Evidence that meetings have been held with the Registrar’s Office, the Office of Resource Planning, and Financial Services to gather data on the institutional implications of the change or merger.
- Organizational and program changes that will result from the change or merger including a strategy and plan on how those changes will be implemented and managed and how any associated risks or issues will be mitigated.
- Resource implications, including rebranding costs, as a result of the change or merger.
- The results of the vote of the faculty members within the faculty, department, or academic unit impacted.

Process
1. Develop proposal.
2. Consult with faculty members impacted.
4. The Council Committee of the academic unit reviews the proposal and recommends approval to E of C.
5. Executive of Council reviews the proposal and recommends approval to Senate.
6. Senate reviews the proposal and has final approval authority.
Appendix A – CCUAS Agenda Submission Template

NAME OF ACADEMIC AREA

Date: XXXXX
To: Council Committee on Undergraduate Admissions and Studies (CCUAS)
From: Name of individual on CCUAS from the Academic Area
Re: Report from name of Academic Area

ITEM(S) FOR APPROVAL:

The (insert name of Academic Area) is submitting the following motions for approval to CCUAS:

MOTION 1
That the revisions to the requirements for the Majors in YYY and ZZZZ in the Bachelor of ABCD Degree be approved with an effective date of (insert effective date).

  Delete XYZ 100 and replace with XYZ 110
  Change XYZ electives from 9 credits to 6 credits
  Add XYZ 250

Rationale:
The proposed changes in these majors will update the requirements to be the same as the recent changes that were approved for ABCF majors. The requirements for majors in the ABCD and ABCF degrees have been the same since majors were introduced and we wish to continue this practice. The changes have been recommended by the XYZ Department.

ITEM(S) FOR INFORMATION:

The (insert name of Academic Area) is submitting the following items for information to CCUAS.

New Courses

Subject and Course Number (Effective Term¹)
Short Course Title² (Long Course Title if applicable)
This is where you would put the course description. Please keep the course description under 50 words and remember to spell check.

***Prerequisite(s): If applicable***
**Corequisite(s): If applicable**
*Note(s): If applicable*

Is this replacing another course: Course subject and number (if applicable)
Equivalent Course(s): If applicable
Mutually Exclusive Course(s): If applicable
Restriction(s):
Course Attribute(s):
Grade Mode(s):
Schedule Type(s):

Credit Hours:
Lecture Hours:
Lab Hours:
Other Contact Hours:

**New Course Example**

**ECON 120 (201730)**
**Intro Intermediate Economics (Introduction to Intermediate Economics)**
This course is an intermediate introduction to economic theory, building on knowledge gained in ECON 100.

***Prerequisite: ECON 100***
*Note: Students cannot receive credit for both ECON 120 and ECON 201*

Is this replacing another course: n/a
Equivalent Course(s): ECON 201
Mutually Exclusive Course (s): n/a
Restriction(s): n/a
Course Attribute(s): n/a
Grade Mode(s): N
Schedule Type(s): A, X

Credit Hours: 3
Lecture Hours: 3
Lab Hours: 0 - 3
Other Contact Hours: 0
Course Change

Subject and Course Number (Effective Term\(^1\))
Short Course Title
List the changes:

Course Change Example

ECON 100 (201730)
Introduction to Economics
List the changes: Changing the title to Introduction to Basic Economics

Course Deletion

Subject and Course Number (Effective Term\(^1\))
Short Course Title

Inactive or Historical:
All courses and/or templates that this course is being removed from:

Course Deletion Example

ECON 100 (201730)
Introduction to Economics

Inactive or Historical: Historical
All courses and/or templates that this course is being removed from: 9.15.2 – BA Major in Economics

Notes
\(^1\)The effective term should be for a semester where registration has not opened.
\(^2\)The short course title is what appears on a student’s transcript. This is limited to 30 characters.
\(^3\)This course will be made historical for the same term the new course is being created.
\(^4\)The equivalent/mutually exclusive course will be entered for all terms it has been active unless otherwise stated.
\(^5\)You can restrict courses by either including or excluding by department, field of study (major/minor/concentration), class, degree, program code, campus, college, student attribute or student cohort.
\(^6\)An attribute code is used to identify a group of courses and sometimes for course prerequisites.
\(^7\)Allowable grade modes include; ‘N’ – Normal which is the regular 0-100% grade; ‘P’ – Pass/Fail; ‘C’ – Credit/No Credit; and ‘X’ Non-Graded. The first grade mode listed, will always be considered the default

End of Report
### Appendix B – Level of Approval for Courses

<table>
<thead>
<tr>
<th>Course Catalog Elements</th>
<th>New Course</th>
<th>Existing Course - Change</th>
<th>Existing Course - Inactive/Historical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Course Number</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Long Course Title (100 characters)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Short Course Title (30 characters)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade Modes</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Credit/Billing Hours</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Lecture/Lab/Other Hours</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Schedule Types</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Equivalent Courses</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Co-requisite Courses</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pre-requisite Courses</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mutually Exclusive Courses</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Restrictions</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Attributes</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Calendar Descriptions &amp;/or Notes</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Additional Fees</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

An email can be sent to the catalog@uregina.ca to correct errors. See the CCUAS Submission Guide for information on effective dates, and motion/informational item templates.

1 CCUAS may bring any informational items to the table for discussion and/or decision related to the establishment of new courses, changes to existing courses, and/or making courses inactive/historical.

2 All course fees need to be approved through a special fee approval form submitted. (https://www.uregina.ca/feeforms/)

3 Faculties must submit all “Y” elements and the completed Course Inventory Form - New Course to CCUAS for information by the published agenda deadline.

4 Faculties must submit all “Y” elements and the completed Course Inventory Form - Course Change form to CCUAS for information by the published agenda deadline. For changes to elements that do not need to be submitted to CCUAS for information, the Course Inventory Form - Course Change along with the date and name of the meeting where the changes were approved must be submitted to the catalog@uregina.ca.
Appendix C – New Program Template – Undergraduate Programs

I. PROGRAM INFORMATION

Program Name:

Type of Program:

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Baccalaureate</th>
<th>After Degree</th>
<th>Other (specify):</th>
</tr>
</thead>
</table>

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s):

Expected Proposal Submission Date (Month/Year):

Expected Start Date (Month/Year):

II. RATIONALE

1. Describe the rationale/need for this program.

2. What are the key objectives and/or goals of this program and how will it be delivered?
3. What is the impact on current programs?

4. How does this program compare to similar programs (Provincial/National)?

III. STRATEGIC CONSIDERATIONS

1. How does this program support your Faculty’s Strategic Plan?

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?
3. Are there any other strategic considerations for this program?

4. Does this program support external and/or community needs? Please attach letters of support if available.

IV. Program Plan

1. What are the program admission requirements?
2. Insert the proposed curriculum here.

<table>
<thead>
<tr>
<th>Course Name or Subject Area</th>
<th>Subject and Course Number(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Elective Requirements</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Requirements (if applicable)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Minor Requirements (if applicable)</td>
<td></td>
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</tr>
</tbody>
</table>

3. Is any of the curriculum new or under development? If so, list here.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Subject and Course Number</th>
<th>NEW</th>
<th>UD</th>
<th>Anticipated Date of Course Availability</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Note: Please attach new and under development course descriptions as appendices.

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?
5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

6. What is the source of students for the program?

7. How will students be recruited to the program?

8. What is the expected 5 year enrolment?

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

9. How will prospective and current students receive academic advising?
Needs and Costs of the Program

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

2. What is the budget source of the new resources?

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

4. Proposed budget and revenue from the Program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Revenue</th>
<th>Projected Expenses</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>5</td>
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</tr>
<tr>
<td>5 Year Total</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
5. What additional Library holdings are required and what is the cost?

6. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

V. Faculty/Department/Academic Unit Contact Person

<table>
<thead>
<tr>
<th>Contact Person(s)</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
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VI. Approvals

<table>
<thead>
<tr>
<th></th>
<th>Signature (if required)</th>
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</tr>
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<tbody>
<tr>
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<tr>
<td>Executive of Council</td>
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<td>Senate</td>
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I. PROGRAM INFORMATION

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Credential Name (if different from Program Name):

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New Program Template – Undergraduate Program

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