DATE: June 6, 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
3. OLD BUSINESS
   3.1 Report from Task Forces, Commissions or Sub-committees
      3.1.1 Commission to Review Fresh Start Program – Appendix I, pages 2-3
      3.1.2 University Regulations Sub-committee
4. NEW BUSINESS
   4.1 Report from the Faculty of Arts Appendix II, pages 4-7
   4.2 Report from the Faculty of Education Appendix III pages 8-9
   4.3 Report from Faculty of Science Appendix IV pages 10-15
   4.4 Report from the Registrar’s Office Appendix V page 16, plus the Guide (45 pages)
5. CCUAS Meeting Schedule for 2017-2018 will be distributed at the meeting.
6. ADJOURNMENT
## Report from the Commission to review the Fresh Start Program

The following item was considered by the Commission on the Fresh Start Program and is now presented here for CCUAS consideration.

### Item for Approval

<table>
<thead>
<tr>
<th>Motion 1: The Fresh Start Program Revision</th>
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</thead>
<tbody>
<tr>
<td>To revise the Fresh Start Program, as outlined below, effective date: <strong>201820</strong>.</td>
</tr>
</tbody>
</table>

The Fresh Start Program (as currently outlined in the 2017/2018 Calendar)

**5.13.6.8 Fresh Start Program**

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

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

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

**2.6.2.6 FRESH START PROGRAM**

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

- For six consecutive terms, prior to (re)admission a student has not registered in any credit courses at the University of Regina;
- In the first 12 credit hours after (re)admission a student must achieve a minimum average of 60% in those 12 credit hours with NO failing grades;
- Upon satisfying the above conditions the student will submit the completed application form (as found on the U of R website) to their respective faculty office.

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

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

A student can only be granted a FRESH START once.

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

(end of Motion 1)
**Rationale:** While there is widespread support across campus for the continuation of the Fresh Start Program, the language around the current program was open to interpretation which sometimes went against the spirit and nature of the program. The recommended changes will update the policy to ensure greater consistency of application. These changes also reflect a more holistic, and contemporary, approach to the program, involving the participation of the student, the student’s faculty, the Registrar’s Office, and the Student Success Centre. It is hoped that by involving multiple partners early in the process, a unified and cohesive approach/plan will give students the support system they need to succeed as they continue forward on their academic career. The changes continue to place the responsibility for success with the student but encourage them to use a number of support systems across the university campus. Historically, in any given semester, the number of students who would qualify to participate in this program is under one hundred and would not be disruptive to currently existing support programs or networks.

**Notes on the operational plan**

1. The RO will run a term by term report of all readmitted students who have been out for at least six consecutive terms and have failed at least one class.

2. This list will be forwarded to the Student Success Centre who will contact the student and the student’s faculty (typically the student advising centre).

3. The list of eligible students will also be made available/forwarded to the various faculties and academic units.

4. The student will be encouraged to contact both the SSC and their faculty to discuss strategies for success.

5. After the successful completion of the 12 credit hours (as outlined above) student submits the completed form to their faculty office who will then forward it to the RO.

[https://www.uregina.ca/student/registrar/assets/docs/pdf/fresh_start_application.pdf](https://www.uregina.ca/student/registrar/assets/docs/pdf/fresh_start_application.pdf) - the application form needs to be updated (wording should match once finalized, FA to MAP etc).
4.2 Report from the Faculty of Arts

Item for Approval

Motion 1: Bachelor of Arts, Linguistic Major Revisions

To revise the BA major in Linguistics to:
1. permit students to offer an Indigenous Language course numbered 206;
2. add LING 325 and 327 as a replacement for the requirement of a course in historical linguistics or the history of language;
3. require only one of LING 410 – 413 (instead of two); and
4. require that students complete one of their approved electives at the 400-level, effective 201730.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA Linguistics major, required courses</th>
<th>Student's record of courses completed</th>
</tr>
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<tbody>
<tr>
<td>3.0</td>
<td>One of LING 100, LING 200, ENGL 260, FRN 236, CREE 206, DAK 206, DENE 206, HAK 206 or SAUL 206. Only one of these courses may be included in the linguistics major.</td>
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<td>3.0</td>
<td>LING 210</td>
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<td>3.0</td>
<td>Two One of LING 410-413</td>
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3.0

One course in historical linguistics or the history of language, chosen from CLAS 110, ENGL 300, 360, or LING 320, 325 or 327.

3.0

Four additional LING courses (which may include those listed as “Other Courses in Linguistics”), at least one of which must be at the 400-level. A course in historical linguistics or the history of language is highly recommended.

425.0 Subtotal: 65% major GPA required

Arts Core Requirements

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<th>Credit hours</th>
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<td>3.0</td>
<td>Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224</td>
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<td>3.0</td>
<td>Any course in ART, ARTH, CTCH, MAP, FILM, MU, MUCCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST</td>
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<td>Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121</td>
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<td>3.0</td>
<td>One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110</td>
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<tr>
<td>Credit hours</td>
<td>BA Linguistics major, required courses</td>
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<td>Two language courses (or one six-credit class) in any language other than English.</td>
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<td>3.0</td>
<td>Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288AA-ZZ), GEOG 100, 120</td>
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<td>Any course in HIST or CLAS 100 or IDS 100 or CATH 200</td>
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<tr>
<td>3.0</td>
<td>Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423AA-ZZ, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST</td>
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<tr>
<td>3.0</td>
<td>Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 214, 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies</td>
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33.0 Subtotal

Open Electives

45.2.0 15.4 elective courses

120.0 Total: 60% PGPA & UGPA required

OTHER COURSES IN LINGUISTICS

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<td>Greek &amp; Latin Elements in English</td>
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<td>CREE 206</td>
<td>Cree Linguistics</td>
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<td>CREE 310</td>
<td>Cree Phonology</td>
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<td>CREE 311</td>
<td>Cree Morphology</td>
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<td>CREE 410</td>
<td>Seminar in Cree Phonology</td>
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<td>Seminar in Cree Morphology</td>
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<td>CREE 412</td>
<td>Cree Semantics</td>
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<td>CREE 413</td>
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<td>Dakota Linguistics</td>
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<td>DENE 206</td>
<td>Dene Linguistics</td>
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<td>EFL 150</td>
<td>Introduction to Teaching French</td>
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<td>EISL 225</td>
<td>Acquisition of English as a Second Language</td>
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<td>ELNG 326</td>
<td>Teaching English as a Second Language</td>
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<td>History of the English Language</td>
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<td>ENGL 367</td>
<td>Gender and Language</td>
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<td>EINL 225</td>
<td>Indigenous Language Arts</td>
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<td>EINL 325</td>
<td>Bilingual/Bicultural Language Processes</td>
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<td>ELNG 316</td>
<td>Language Awareness</td>
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<td>NAK 206</td>
<td>Nakota Linguistics</td>
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<td>PSYC 270</td>
<td>Human Information Processing</td>
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<td>PSYC 374</td>
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<td>SAUL 206</td>
<td>Saulteaux Linguistics</td>
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<td>Saulteaux Morphology</td>
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<td>SAUL 413</td>
<td>Saulteaux Syntax</td>
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<tr>
<td>WGST 367</td>
<td>Gender and Language</td>
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(end of Motion 1)
Rationale: The removal of LING 200 is housekeeping as this has been previously removed from the calendar. The addition of “an Indigenous language course numbered 206” follows the approved changes made to our Linguistics Minor.

Rationale: We find that it is increasingly difficult to maintain consistent offerings of our 410-413 series, whereas other 400-level courses are in increasing demand. Thus, the decrease of the requirement from two to one of the 410-413 series addresses this.

Rationale: With recent and upcoming changes to personnel within Classics, English and Linguistics, it is extremely difficult to maintain the requirement of a course in historical linguistics. Although we leave this as a recommendation (see also Rationale 4), we here suggest that this requirement be replaced by a choice of LING 325 (First Language Acquisition) and LING 327 (Evaluation of Language Learning Processes) which are courses in increasing demand within our program. LING 327 in particular has long been a required course in our CREE and SAUL degree programs and one that our Linguistics majors have long accessed. This change moves these popular courses into the main degree program and allows us to better streamline a variety of our programs offerings.

Rationale: The addition of at least once course at the 400-level to the choice of 4 LING electives compensates for the removal of the absolute requirement of a second course from the 410-413 series. Additionally, the recommendation for a course in historical linguistics is added as per Rationale 3 above.

Rationale: The overall effect of these changes is to reduce the Linguistics degree from 45 to 42 credit hours. In a survey of Arts major degree programs, the usual range is between 36 and 45 credits. Thus, though this is a decrease, the Linguistics major has always been at the high end of this requirement and this reduction does not drastically affect the integrity of the Linguistics degree. Additionally, it may make the completion of a double major with Psychology, English or an International language more attractive to prospective students.

**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.

**A. New courses**

None.

**B. Revised Courses**

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

**PPE 400** 3:3-0

*Capstone Seminar in PPE*

This course examines topics at the intersection of Philosophy, Politics, and Economics (e.g., justice, power, and choice), each in significant depth. The precise topics examined will vary to some extent, based on the expertise of the particular instructor and the research topics pursued by students in any given year. In this interdisciplinary 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.

*** Prerequisites: PPE 200 or permission of the instructor and have completed 60 credit hours. ***

**Rationale:** The previous description was too restrictive and didn’t afford instructors sufficient flexibility. Also, since this is a capstone course, the prerequisite should ensure that only senior students are eligible to register in it.
2. Department of Economics

ECON 201 3:3-0
Introductory Microeconomics
Theory of how individual consumers and firms behave in a market economy. Emphasis is on evaluating how well markets deliver efficient and fair outcomes.
*** Prerequisite: 15 credit hours or ECON 100 or Pre-Calculus 20 (or equivalent) ***
* Note: Students who have already received credit for both ECON 201 and ECON 301 may not retake ECON 201 for credit. *

ECON 202 3:3-0
Introductory Macroeconomics
Basic economic concepts are used to explain how economies operate at a national or regional level, with a focus on production, income, interest rates, prices, inflation, and unemployment. Principles are introduced for understanding and evaluating the methods by which governments can smooth fluctuations in overall economic activity.
*** Prerequisite: 15 credit hours or ECON 100 or Pre-Calculus 20 (or equivalent) ***
* Note: Students who have already received credit for both ECON 202 and 302 may not retake ECON 202 for credit. *

Rationale: The change is needed to close a loophole by which students who have already completed the upper level Micro/Macro are retaking the introductory level courses in the last year of their program with the intention to improve the graduating average. Given that the coverage of the topics is the same in introductory and intermediate levels is the same and they differ in the technical level of difficulty retaking ECON 201/202 after having completed ECON 301/302 is truly a way to cheat the system. Students that are seeking to improve their graduating average can take other ECON courses instead. We would also like to encourage students to retake ECON 201/202 if they wish, on the appropriate order, namely before taking ECON 301/302.

C. Deleted Courses
None
4.3 Report from the Faculty of Education

Items for Approval

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

**Motion 1: Changes to Secondary Education, effective 201730**

That, the Visual Education Minor in the Secondary Program be modified according to the course lists below:

11.11.4.11 Secondary Visual Education Minor (EVIS)
1. ART 100 or INAH 100, ARTH 100 or INA 100
2. ART____ (studio course) ART 220 or INA 220
3. ART____ (studio course) ART 221 or INA 221
4. ARTH 100 EAE 350
5. EVIS 326
6. EVIS 328 ART/CTCH/INA/INAH course

(end of motion 1)

**Rationale:** Responds to changes made in the Arts Education Program effective 201730. Changes are consistent with certification requirements in Saskatchewan.

**Motion 2: Changes to Indigenous Education**

That open electives in Indigenous Education be changed to approved electives, effective 201730.

(end of motion 2)

**Rationale:** The Faculty of Education supports the goals and vision of the Indigenous Education program that requires students to take academic electives which support curriculum development in Indigenous Education.

Items for Information

The Faculty of Education approved to make the following courses historical and offers them for information, effective 201810.

**Historical**

**EFIL 150**

Introduction to Teaching French and Other International Languages
This course presents an overview of beginner, intermediate, and advanced language curricula in French and in "heritage" language classrooms. It examines current phenomena in Canadian language education and their implications for the teacher.
* Note: Offered in fall semester only. *

**EFIL 350**

Teaching for Proficiency
This course is based on proficiency as the organizing principle in the second language course. It prepares the future second language teacher for teaching and testing for proficiency.
*** Prerequisite: Enrolment in CTSL. ***
EFLD 409 15:15-0
Pre-K to Grade 3 Elementary Internship
Required of all Pre-K to Grade 3 elementary students. Can be taken either semester although usually taken in the fall semester for a total of 16 weeks.
*** Prerequisite: Successful completion of pre-internship year. ***
** Permission from the Program Area is required to register. Visiting or special students must seek permission from the Director of Professional Development. **
* Note: Students must fill out the Workers’ Compensation Agreement Form. Pass/Fail grade. *

EFLD 410 1-14:14-0
Pre-K to Grade 3 Elementary Practicum
An alternate field experience for Pre-K to Grade 3 elementary students in programs leading to a BEd or certificate. Open to students whose goals require a unique form of practicum.
** Consent of the Director of Professional Development is required to register. **
* Note: Students must fill out the Workers’ Compensation Agreement Form. Pass/Fail grade. *

EMY 498 1-3:0-0
EMY Independent Study II
EMY 499 1-3:0-0
EMY Independent Study I

EPSY 390 3:3-0
Educational Psychology Directed Reading Courses
Courses developed by instructors as directed reading courses in the Educational Psychology Subject Area

EPSY 390AA 3:3-0
Teaching as a Helping Profession
Experimental Course: This course provides an overview of basic communication skills used in counselling settings but appropriate for the classroom. Students will also be provided with an opportunity to examine the role of social context in developing a non-stereotypic framework for communication. Emphasis is placed on self-awareness and skill development.

ESST 190 3:0-0
Métis Knowledge, Customs and Traditions
Experimental Course: This course will provide students with teachable skills and knowledge in Métis identity and traditions. Students will experience the principles of traditional Métis ways of teaching and learning such as learning by doing; learning by deeply observing; learning through listening and telling stories; learning within a community; and learning by sharing and providing service to the community. This course will integrate hands-on practical activities with theoretical knowledge.

ESST 315 3:3-0
Curriculum and Instruction: Social Studies in the Elementary School
Development of curriculum, instructional materials, and methodology in elementary school social studies.
*** Prerequisite: 3rd year standing in Elementary program. ***
* Note: Normally offered in winter semester only. *

ESST 390 3:3-0
Narrative & Social Studies Curriculum
EXPERIMENTAL COURSE: This course will examine the narratives about nation, world, and self that are told when we teach social studies. On an applications level, the role of story in teaching social studies will be explored through various genres including autobiography, memoir, poetry, adult fiction, young adult, children's literature, and the atlas. *** Prerequisite: ESST 215 or 300, ESST 350, and ESST 351 ***

Rationale: Most of these courses have not been offered in at least five years and there are no plans to offer them again.
The Faculty of Science has approved the following program change and offers it for approval.

**Items for Approval**

**Motion 1: BSc and BSc Hons Combined Major in Computer Science and Mathematics**

**Revision**

To remove MATH 429 from the “Three courses from:” in the BSc and the “Two courses from:” BSc Hons Combined Major in Computer Science and Mathematics, **effective 201820**

**16.17.2.3 BSc with Combined Major in Computer Science and Mathematics**

Refer to §16.6 and §16.9.1 for additional important information.

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<th>BSc with major in Mathematics and Computer Science, required courses</th>
<th>Student’s record of courses completed</th>
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</tr>
<tr>
<td>3.0</td>
<td>MATH 305</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 312</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 313</td>
<td></td>
</tr>
</tbody>
</table>

Three courses from: MATH 301, 322, 323, 329, 381, CS 350, 410, 411, 412

75.0 Subtotal: Major Requirements

65% Major GPA required

16.17.2.4 BSc Honours with Combined Major in Computer Science and Mathematics

Refer to §16.6 and §16.9.2 for additional important information.
<table>
<thead>
<tr>
<th>Credit</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>MATH 327</td>
</tr>
<tr>
<td>3.0</td>
<td>STAT 160</td>
</tr>
<tr>
<td>3.0</td>
<td>Two courses from: MATH 322, 323, 329, 427, CS 410, 411</td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 301, 381, CS 350, or 461</td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 301, 381, CS 350, or 461</td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 400-level or CS 400-level</td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 400-level or CS 400-level</td>
</tr>
</tbody>
</table>

90.0 Subtotal: Major Requirements

65% Major GPA required

(end of motion 1)

**Rationale:** The motion is to simply delete Math 429 from these programs, as this course has been archived.

---

**Motion 2: Residency and Transfer Credit Addition**

To add RDWT 120 to the list of courses not accepted for credit toward any degree or certificate in the Faculty of Science to Section 16.3 of the Undergraduate Calendar, effective 201820

16.3 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. No transfer credit is accepted towards the University of Regina portion of joint Saskatchewan Polytechnic-University of Regina degree programs.

The Faculty of Science awards transfer credit for courses taken at other institutions only if the grade received was 60% or higher or equivalent.

The Faculty of Science does not accept ACAD 100, UNIV 100, UNIV 101 and/or UNIV 110, AMTH 001, 091, 002, 092 and/or 003, Science 101 and 105, RDWT 120 or courses numbered 0xx for credit toward any degree or certificate in the Faculty.

(end of motion 2)

**Rationale:** RDWT 120 is a preparatory course for ENGL 100.
Motion 3: Science Qualifying Process revision

To remove “Not permitted to begin their program in the Spring/Summer semester without permission of the Associate Dean (Academic)” from Section 16.2.3 of the Undergraduate Calendar and Course Catalogue, effective 2017.

16.2.3 Science Qualifying Process

Students possessing a high school admissions average between 65% and 70% or a post-secondary UGPA (minimum 24 credit hours) between 60% and 65%, and/or are missing a course requirement (i.e. Math A30, B30 or C30, Pre-Calculus 30, science course) will be admitted to the Science Qualifying Process.

Science Qualifying students are:

- Not permitted to begin their program in the Spring/Summer semester without permission of the Associate Dean (Academic).
- Limited to 12.0 credit hours per term.
- Must complete the missing pre-requisite or approved replacement course.
- Must attend an academic advising session prior to first year registration.
- Must see an advisor prior to registration every semester until Science Qualifying conditions are met.

Once a student has reached 18.0 credit hours, completed the necessary course requirements and obtained a UGPA of 65% or higher, they will be automatically moved from Science Qualifying to Science. Students who meet the course requirements and obtain a Post-Secondary UGPA of 65% prior to completing 18.0 credit hours may request, at the Science Student Services Office, to be admitted to the Bachelor of Science program.

(End of motion 3)

Rationale: Students that are accepted for the Spring/Summer term often want to start their courses within that term. Currently, in order to do so, they must seek permission from the Associate Dean (Academic). As this request is usually granted, removing this condition will allow for a smoother registration process, and alleviate the current individual approval required to allow students to start in the Spring/Summer semester. As the courses offered in the Spring/Summer semester are more intensive, the additional challenge these students may face within starting in that semester will be communicated through the Academic Advising Session they are required to attend prior to registering for courses.
Items for Information

The Faculty of Science has approved the following Course Changes, and offers them for information only.

1. **Department of Computer Science**

   **Effective Date: 201810**

   **CS 261** 3:3-12
   **Methods of Numerical Analysis**
   Number systems and errors, solutions of polynomial and other nonlinear equations, interpolation, numerical differentiation and integration, the cubic spline.
   ***Prerequisite: MATH 111, MATH 122, and CS 110***
   *Note: Students will receive credit for only one of CS 261, CS 345 or MATH 261.*

2. **Department of Biology, in conjunction with First Nations University**

   **Effective Date: 201810**

   **ENVS 200**
   **Indigenous Environmental Law**
   This course provides students with a comprehensive overview of environmental law, regulation and policy at the provincial and federal levels. Students will also be introduced to land use and environmental protection, natural resource development, rights associated with hunting, fishing and gathering, and approaches to Indigenous lands and resources.
   ***Prerequisite: ENVS 100 or 30 credit hours***

3. **Department of Chemistry**

   **Effective Date: 201810**

   **CHEM 100** 3:3-0
   **Introductory Chemistry**
   An introduction to the basic principles of chemistry. This course serves as an equivalent to high school chemistry and is intended primarily for students who require it as a prerequisite for CHEM 104.
   *NOTE: Persons who have completed Chemistry 30 or equivalent within the last four years, with a grade of 70% or higher, may not take this course for credit.*

4. **Department of Geology**

   **Effective Date: 201810**

   **GEOL 270** 3:3-3
   **Resources of the Earth** Earth Resources and the Environment
   An intermediate course focused on origin, global distribution, use and environmental impact of earth resources, metallic minerals, energy resources, industrial minerals, and the social, economic and political implications of mineral resources.
   ***Prerequisite: GEOL 102***
5. Department of Mathematics & Statistics

Effective Date: 201810

MATH 111 3:3-1
Calculus II
Differentiation and integration of exponential and logarithmic functions; methods of integration and applications; indeterminate forms, L'Hopital's rule and improper integrals; first order differential equations: separable equations, linear equations, exact equations, modeling, and applications; sequences, series, power series and Taylor Series.
***Prerequisite: MATH 110, or MATH 103 with a grade of at least 80%***

Effective Date: 201810

MATH 261 3:3-12
Methods of Numerical Analysis
Number systems and errors, solutions of polynomial and other nonlinear equations, interpolation, numerical differentiation and integration, the cubic spline.
***Prerequisite: MATH 111, MATH 122, and CS 110***
* Note: Students will receive credit for only one of CS 261, CS 345 or MATH 261.

6. Department of Physics

Effective Date: 201810

PHYS 319 3:3-0
Health Physics
An introductory course on radiation, its sources, and its biological effects. A course on radiation, its effects and protection of biological systems. Interaction of radiation with matter. Radiation detection and measurement. Introduction to dosimetry and dose calculations. Health instrumentation and risk management.
***Prerequisite: PHYS 242, or 119, 219***
Appendix V

4.5 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.
# CCUAS Guide for the Submission of Changes to the Academic Catalogue

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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</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 catalogue 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

Admissions & Studies

External Academic Unit

Academic Unit

Faculty Council

Registrar's Office

Considers impact to program regulations

External impact?

NO

YES

See Program Change process

External impact?

NO

YES and NO

Consult

Changes in program regulations?

NO

YES

See Program Change process

NO

YES

Review new course

Approved?

NO

Return to submitter

NO

YES

Review new course

Approved?

NO

Return to submitter

NO

YES

Receives for information

Brings to task?

NO

YES

Discuss and review

Approved?

NO

Return to submitter

NO

YES

Add new course to Banner and Catalogue
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.
Process Flow

Non-substantive Course Change

Academic Unit

Is this a radical change to a course?

Council Committee Academic Unit

Does this change alter degree regulations?

Registrar’s Office

Receives change for information

YES

NO

Processes Change to Course

End Process

YES

NO

Return to Submitter

NO

Processes Change to Course

End Process

YES

NO

Processes Change to Course

End Process

YES

NO

Processes Change to Course

End Process

YES

NO

Processes Change to Course

End Process
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
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>
**Schedule Type** | **Banner Code** | **Description**
---|---|---
Exchange Program | Z | A course shell that is established to track students who are participating in an exchange program.
Training Session | 2 | A course used by the TLC to register staff members into a training session course.
Workshop | 3 | A credit bearing courses offered for special populations by special arrangement.
Grad Single Work Placement | 4 |  
Challenge Credit Examination | 8 | A course that is set up to register a student in a challenge for credit version of a course.

**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.
### CCUAS Guide for the Submission of Changes to the Academic Catalogue

## Process Flow

### Course Inactivation

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Unit</strong></td>
<td>Course on list or other to be inactivated?</td>
</tr>
<tr>
<td><strong>Admissions &amp; Studies</strong></td>
<td>Consider impact to program regulations</td>
</tr>
<tr>
<td><strong>External Academic Unit</strong></td>
<td>Changes in program regulations?</td>
</tr>
<tr>
<td><strong>Academic Unit Faculty Council</strong></td>
<td>Discuss and review</td>
</tr>
<tr>
<td><strong>CCUAS</strong></td>
<td>Generates and submits report of courses without activity</td>
</tr>
<tr>
<td><strong>Registrar’s Office</strong></td>
<td>Inactivates course in Banner and Catalogue</td>
</tr>
</tbody>
</table>

**Flow Diagram:**
- Yes: Proceed to next step.
- No: Return to submitter.
- Circular flow: Repeat process.

---

**Yes and No Process:**
- Yes and No:
  - End sub process
  - Consult
  - See Program Change process

**Decision Points:**
- Internal impact?
- External impact?
- Review inactivation Approved?
- Inactivates course in Banner and Catalogue

---

**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.
**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.
CCUAS Guide for the Submission of Changes to the Academic Catalogue

### Process Flow

#### Course Reactivation

- **Academic Unit**: Considers impact to program regulations
  - Internal impact?
    - NO
    - End sub process
  - YES
    - External impact?
      - NO
      - Consult
      - Changes in program regulations?
        - NO
        - Return to submitters
        - YES
        - See Program Change process
      - YES
        - See Program Change process

- **External Academic Unit**: Consult
  - NO
  - YES
  - See Program Change process

- **Academic Unit & Admissions & Studies**: Review reactivation recommendation
  - Approved?
    - NO
    - Return to submitter
    - YES
    - YES
    - Brought to table?
      - YES
      - Discuss and review
        - Approved?
          - NO
          - Return to submitter
          - YES
          - 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).
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</th>
<th>CCUAS Meeting Date</th>
<th>CCAM &amp; CCB</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.
CCUAS Guide for the Submission of Changes to the Academic Catalogue

### Process Flow

**New Program - Undergraduate**

- Establishes what the program looks like.
- Complete the New Program Template UG Program
- Faculty Council of Academic Area
- Reviews the new program
- Approved?
- Yes
- Return to PAC
- No
- Faculty Council of Academic Area
- Reviews the new program
- Approved?
- Yes
- Return to PAC
- No
- CCAM/CCB
- Reviews the new program
- Approved?
- Yes
- E of C
- Reviews the new program
- Approved?
- Yes
- Senate
- Reviews the new program
- Approved?
- Yes
- Registrar's Office
- Add program to Banner
- Add program to Advisor
- Add program to Academic Calendar
- No
- Returns to PAC
- Academic or Budget concerns?
- Yes
- Returns to PAC
- No
- Returns to PAC
- Academic or Budget concerns?
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- Academic or Budget concerns?
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- Returns to PAC
- No
- Returns to PAC
- Academic or Budget concerns?
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>
### 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.
CCUAS Guide for the Submission of Changes to the Academic Catalogue

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
    - Substantive or Regulatory?
    - Yes
      - Program Change - Undergraduate
    - No
      - Regulatory?
      - Yes
        - End Process
      - No
        - Return to submitter
    - No
      - Return to submitter

Faculty Council of Academic Unit
- Reviews the program changes
- Approved?
  - Yes
    - Substantive or Regulatory?
    - Yes
      - Program Change - Undergraduate
    - No
      - Regulatory?
      - Yes
        - End Process
      - No
        - Return to submitter
  - No
    - Return to submitter

CCUAS
- Reviews changes
- Approved?
  - Yes
    - Return to submitter
  - No
    - Return to submitter

E of C
- Reviews the program changes
- Approved?
  - Yes
    - Return to submitter
  - No
    - Regulatory?
    - Yes
      - End Process
    - No
      - Return to submitter

Senate
- Reviews changes
- Approved?
  - Yes
    - 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>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Releases most recently approved template to Academic Unit</td>
</tr>
</tbody>
</table>
| Ac
demic Unit |
| Makes changes to the template |
| Reviews new/modified minor |
| Approved? |
| Return to submitter |
| Yes |
| Faculty Council of Academic Unit |
| Reviews new/modified minor |
| Approved? |
| Return to submitter |
| Yes |
| CCUAS |
| Receives for information |
| Yes |
| Registrar’s Office |
| Affects new/changed minor to Banner |
| Affects new/changed minor to Advisor |
| Affects new/changed minor to Academic Calendar |

Revised: March 13, 2017
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 YYYY 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

**Revised: March 13, 2017**
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>
<td>✔</td>
</tr>
<tr>
<td>Attributes</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</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 catalogue@uregina.ca to correct typos. 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/taforms/)

3. Faculties must submit all X elements and the completed Course Inventory Form-Course Change form to CCUAS for information by the published agenda deadline. Faculties must submit all X 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 catalogue@uregina.ca.
Appendix C – New Program Template – Undergraduate Programs

I. PROGRAM INFORMATION

Program Name:

Type of Program:

<table>
<thead>
<tr>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
</tr>
<tr>
<td>Baccalaureate</td>
</tr>
<tr>
<td>After Degree</td>
</tr>
<tr>
<td>Other (specify):</td>
</tr>
</tbody>
</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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<tr>
<td></td>
<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>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Requirements (if applicable)</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>
<td></td>
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</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>
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</tbody>
</table>

9. How will prospective and current students receive academic advising?


CCUAS Guide for the Submission of Changes to the Academic Catalogue

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>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<td></td>
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<tr>
<td>4</td>
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<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Year Total</td>
<td></td>
<td></td>
<td></td>
</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>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. Approvals

<table>
<thead>
<tr>
<th></th>
<th>Signature (if required)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head/Program Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Dean (Undergraduate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental/Program Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCAM</td>
<td></td>
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<tr>
<td>CCB</td>
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<tr>
<td>CCUAS</td>
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</tr>
<tr>
<td>Executive of Council</td>
<td></td>
<td></td>
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<tr>
<td>---------------------</td>
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<td></td>
</tr>
<tr>
<td>Senate</td>
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</tbody>
</table>