Meeting Date: Thursday, June 13, 2019
Location: ED 312
Time: 9:00 a.m.

AGENDA

1. Approval of the Agenda
2. Approval of the Minutes for May 9, 2019 meeting – circulated with the agenda
3. Business Arising from the Minutes
4. Reports from Faculties and other Academic Units
   4.1 Faculty of Arts, Appendix I, pages 2-8
   4.2 Faculty of Education, Appendix II, pages 9-11
   4.3 Faculty of Science, Appendix III, pages 12-14
   4.4 The Registrar’s Office, Appendix IV, pages 15-18
      4.4.2 CCUAS Submission Guide, Appendix V
4.5 Membership in September
5. Adjournment
Appendix I

4.0 Reports from Faculties and other Academic Units

4.1 Faculty of Arts

Items for Approval

The Faculty of Arts submits the following motions, for approval, to CCUAS:

4.1.1 Catholic Studies

Motion 1: Revision to the Minor in Catholic Studies

To revise the Minor in Catholic Studies requirements as outlined below, effective 2020.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Catholic Studies minor Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>CATH 200</td>
</tr>
<tr>
<td>3.0</td>
<td>CATH – any level</td>
</tr>
<tr>
<td>3.0</td>
<td>RLST 100</td>
</tr>
<tr>
<td>3.0</td>
<td>Approved PHIL elective</td>
</tr>
<tr>
<td>3.0</td>
<td><strong>Two Three CATH courses or approved electives, only one of which may be a</strong></td>
</tr>
<tr>
<td>3.0</td>
<td><strong>RLST course</strong> and only two of which may be CLAS courses**</td>
</tr>
<tr>
<td>3.0</td>
<td>An additional two approved electives, excluding RLST or CLAS courses</td>
</tr>
<tr>
<td>21.0</td>
<td>Subtotal – 65.00% GPA required</td>
</tr>
</tbody>
</table>

Approved electives for Catholic Studies minor:

- ARTH 202, 212, selected courses from ARTH 290AA-ZZ as approved by Director of Catholic Studies
- CATH 290AA-ZZ, 390AA-ZZ
- CLAS 150, 151, 160, 161, selected courses from CLAS 290AA-ZZ as approved by Director of Catholic Studies
- ENGL 325AA-ZZ-327AA-ZZ
- MAP 300AC, 300AE
- HIST 265, 266, 270, 290AB, 368, 370
- HUM 201AB, 201AC
- PAST 340
- PHIL 100, 212, 242, 244, 310AH/410AH, 310AN/410AN
- RLST 219, 227, 248, 258, 273, 290AD, 334
- THST 300AB
- Students should check printed or web listings and/or consult with the Director of Catholic Studies (located at Campion College) director to determine if other selected topics courses are approved electives.

**Rationale:** The previous version of the minor required only one CATH course (CATH 200) with a myriad of approved electives from other subject areas, creating an inter-disciplinary minor. Since Campion College now has the faculty capacity to consistently offer more CATH courses beyond CATH 200, students should be required to study within the academic field of Catholic Studies in more depth in order to earn the minor in Catholic Studies. With this in mind, it is suggested the minor now require students to take at least one additional CATH course with an emphasis placed on the option to choose further
CATH courses as approved electives.

In the 2018-2019 UG Calendar, the logic of the wording regarding approved electives in the Catholic Studies minor is unclear. The current wording does not allow a student to take one approved RLST elective and two CLAS approved electives. This was not the intention of the Director of Catholic Studies when changes to the requirements were changed in 2018-2019.

The changes to the approved electives list reflect updates for inactive courses and recognizes that not all selected topics courses in ARTH or CLAS relate to Catholic Studies.

(End of Motion 1)

4.1.2 Indigenous Language and Linguistics - First Nations University of Canada

Motion 2: Other Courses in Linguistics

To add FRN 330AA-ZZ and FRN 430AA-ZZ to the list of “Other courses in Linguistics”, effective 202020.

For the major and minor, the specified additional courses in linguistics may include the following courses offered by various departments.

Other Courses in Linguistics

ANTH 202 Anthropology of Language
CLAS 110 Greek and Latin Elements in English
CREE 206 Cree Linguistics
DAK 206 Dakota Linguistics
DENE 206 Dene Linguistics
EFIL 150 Introduction to Teaching French
EISL 225 Acquisition of English as a Second Language
ELNG 326 Teaching English as a Second Language
ENGL 367 Gender and Language
EINL 225 Indigenous Language Arts
EINL 325 Bilingual/Bicultural Language Processes
ELNG 316 Language Awareness
FRN 330AA-ZZ Etude de sujets varies sur la linguistique en contexte
FRN 430AA-ZZ Etude avancée de sujets varies en linguistique française en contexte
NAK 206 Nakota Linguistics
PSYC 270 Human Information Processing
PSYC 374 Psycholinguistics
SAUL 206 Saulteaux Linguistics
WGST 367 Gender and Language

FRN 330 3:3-0
Etude de sujets varies sur la linguistique en contexte
Study of specific topics in French linguistics in context. Étude de sujets variés sur la linguistique en contexte.

***Prerequisite: FRN 236 or permission of Department Head***

FRN 330AA 3:3-0
Langue, société et identité
Étude du rapport entre la langue et la société, des phénomènes liés au contact des langues (bilinguisme, multilinguisme, diglossie, etc.) ainsi que du rôle de la langue ou des langues dans la construction de l'identité culturelle et nationale. Le cours s'appuiera principalement sur des exemples tirés de la société canadienne.

***Prerequisite: FRN 236 or permission of the Department Head***
FRN 430  3:3-0
Étude avancée de sujets variés en linguistique française en contexte.
Advanced treatment of specific topics in French Linguistic in context. Étude avancée de sujets variés en linguistique française en contexte.
***Prerequisite: FRN 236 and FRN 301, and completion of a further six credit hours of 300-level FR or FRN courses, or permission of Department Head***

FRN 430AA  3:3-0
Initiation a la terminologie
Fondement, théorie et pratique de la terminologie; conceptualisation et denomination; intellectualisation et particularisation; terminologie et normalisation.
***Prerequisite: FRN 236 and FRN 301, and completion of a further six credit hours of 300-level FR or FRN courses, or permission of Department Head***

FRN 430AB  3:3-0
Gestion des langues
Ce cours examinera les concepts théoriques autour de la gestion des langues (aménagement linguistique), ainsi que les raisons sociopolitiques à l’origine de l’intervention linguistique (officielle ou non officielle). Étude du rôle de la langue dans le développement national ou communautaire, des enjeux sociopolitiques de choix de langue et des retombées au niveaux macro (État, institution) et micro (famille, communauté, etc.). Étude de cas.
***Prerequisite: FRN 236 and FRN 301, and completion of a further six credit hours of 300-level FR or FRN courses, or permission of Department Head***

FRN 430AC  3:3-0
Sociolinguistique
Ce cours s’intéresse à l’étude des concepts, aux théories, aux orientations actuelles, ainsi qu’à la méthodologie d’enquête en sociolinguistique. Il réclame également un volet pratique, lequel amènera l’étudiant.e à construire des connaissances sur divers aspects de la discipline : la variation ou le changement linguistique observé au sein d’un groupe linguistique ; le transfert linguistique ; la question de survie et de vitalité des groupes linguistiques minoritaires ; les situations de bi/multilinguisme ; les phénomènes liés aux contacts de langues et aux conflits diglossiques.
***Prerequisite: FRN 236 and FRN 301, and completion of a further six credit hours of 300-level FR or FRN courses, or permission of Department Head***

Rationale:
These courses cover topics of interest to students in the Linguistics programs and are complementary to the courses we offer here.

(End of Motion 2)

4.1.3  Law and Society

Motion  3: Revisions to the Approved Elective List for Law and Society

To include PHIL 276 and JS 276, Professional Ethics, to the Group II approved elective list for Law and Society programs, effective 202020.

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

Group II – Principles of Law
HIST 301 / PSCI 331 - Federalism and the Canadian Experience / Canadian Federalism
INDG 225 - Principles of Indigenous Law
PHIL 270 - Ethics
PHIL 272 - Contemporary Moral Issues
PHIL 274 - Philosophy of Law
PHIL 276 / JS 276 – Professional Ethics
PPE 200 - Foundations of PPE
PSCI 230 - Canadian Politics
SOC 300 - Issues in Social Policy

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

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

**JS 276 3:3-0**
Professional Ethics
Philosophical consideration of ethical problems which arise in the context of the conduct of professional practice. Areas include ethics of privacy and confidentiality with applications to justice.
***Prerequisites: Completion of 12 credit hours or permission of Department Head***
*Notes: Students may receive credit for only one of PHIL 276 or JS 276. JS 276 is only offered to JS students when PHIL 276 is not scheduled in neither a Fall or a Winter.*

**Rationale:** The course deals with topics that are relevant to Group II. Moreover, the course is taught frequently, so its inclusion in Group II will make it easier for students to complete the Certificate.

(End of Motion 3)

**4.1.4 Nonprofit Sector Leadership and Innovation**

**Motion 4: Revisions to Certificate in Nonprofit Sector Leadership and Innovation**

To amend the Certificate in Nonprofit Sector Leadership template with the changes to course numbers and pre-requisites, effective 202020.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Certificate in Nonprofit Sector Leadership and Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>NSLI 200 100</td>
</tr>
<tr>
<td>3.0</td>
<td>One of: NSLI 300, 310, 320, 330, 340, 350, 360, 390AA ZZ; Any NSLI course not used as a required course in the Certificate, BUS 100, BUS 260, BUS 364, IDS 101, IS 302, JS 384, PHIL 272, PHIL 276, PSCI 100, SOC 214, SRS 340</td>
</tr>
<tr>
<td>15.0</td>
<td>Total</td>
</tr>
</tbody>
</table>
NSLI 200 100  3:3-0  
Foundations of the Nonprofit Sector  
An introduction to the nonprofit and voluntary sector in Canada and the organizations that comprise it. The course examines the history, size, scope, and roles of the sector in society, relationships with government and other sectors and accountability in the context of governing and managing a private not-for-profit corporation.  
***Pre-requisite: Completion of 15 credit hours or permission of the Department.***  
*Note: Formerly numbered IDS 290AA and NSLI 200. Students may receive credit for only one of NSLI 100, IDS 290AA, or NSLI 200.*

NSLI 320 220  3:3-0  
Nonprofit Advocacy and Community Development  
Theoretical and practical consideration of nonprofit advocacy work, including power structures and systems, government structures, community development and organizing, and networking and engaging community residents to achieve changes in public policies and programs and to educate about societal problems. Legal restrictions on charities’ advocacy are examined.  
***Prerequisite: NSLI 100, 12 credit hours, NSLI 200 or permission of the Department.***  
*Note: Formerly numbered NSLI 320. Students may receive credit for only one of NSLI 220, NSLI 320, or JS 384.*  
*Note: NSLI 100 may be taken concurrently.*

NSLI 340 230  3:3-0  
Nonprofit Communications and Strategic Relationship Building  
Communications with the general public, governments, other nonprofits, businesses, media, funders, and donors in order to build intentional relationships are explored. Theory and practice are integrated in examining relationships and accountabilities. New perspectives on social media, virtual/public presence, branding, key messages, and time-sensitive response mechanisms are discussed.  
***Pre-requisite: NSLI 100, 12 credit hours, NSLI 200 or IDS 290AA or permission of Department.***  
*Note: Formerly numbered NSLI 330. Students may receive credit for only one of NSLI 230 or NSLI 330*  
*Note: NSLI 100 may be taken concurrently.*

NSLI 360 260  3:3-0  
Nonprofit Organization Governance and Leadership  
The course emphasizes theoretical and practical considerations in the governance of nonprofit organizations. It focuses on what boards, the volunteers who serve on them do, and how they do it to maximize nonprofit governance and organizational effectiveness. Emphasis on competencies of highly effective boards, CEOs, board chairs, and leadership volunteers.  
***Prerequisite: NSLI 100, 12 credit hours, NSLI 200 or permission of the Department.***  
*Note: Formerly numbered NSLI 360. Students may receive credit for only one of NSLI 360 or NSLI 260*  
*Note: NSLI 100 may be taken concurrently.*

NSLI 300  3:3-0  
Nonprofit Organization Management  
This course is an introduction to nonprofit organization management and leadership. It focuses on the leadership competencies of effective managers from the Competing Values Approach to organization effectiveness. Students will explore management situations and the leadership competencies to address them in different dimensions of organization effectiveness.  
***Prerequisite: NSLI 100, 12 credit hours, NSLI 200 or permission of the Department.***  
*Note: NSLI 100 may be taken concurrently.*

NSLI 310  3:3-0  
Nonprofit Human Resources  
A focus on human resources fundamentals and management for both paid staff and volunteers in nonprofits, including recruitment, screening, orientation, evaluation, retention, supervision/mentoring, job descriptions, policies and procedures, records management, communication and recognition, confidentiality, relationships, conflict resolution, and self-care. Labour, human rights, and cultural diversity standards are examined.  
***Pre-requisite: NSLI 100, 12 credit hours, NSLI 200 or IDS 290AA or permission of the Department.***  
*Note: NSLI 100 may be taken concurrently.*
NSLI 340 3:3-0
Nonprofit Program Planning and Evaluation
Effective program planning and evaluation based on understanding the shifting external environment in which staff and volunteers operate, as well as their internal environment. Includes mixed methods research; external environment trend analyses and projections; internal organization database management and analytic strategies; program evaluation and decision-making models; and special projects management.
***Prerequisite: NSLI 100, 12 credit hours, NSLI 200 or permission of the Department.***
*Note: NSLI 100 may be taken concurrently.*

NSLI 350 3:3-0
Nonprofit Financial Management and Philanthropy
Financial management and philanthropy, focusing on diverse funding sources and formulas: governments, donors, corporate sponsorships, fundraising, social enterprises, etc. Introduction to financial monitoring systems, roles in nonprofit organizations, creating and monitoring annual budgets, internal and external reports and procedures, cost accounting methods, long range financial planning, building capacity for innovation.
***Prerequisite: NSLI 100, 12 credit hours, NSLI 200 or permission of the Department.***
*Note: NSLI 100 may be taken concurrently.*

NSLI 370 3:3-0
Fund Development in Nonprofit Organizations
Fund Development in Non-Profit Organizations will cover the fundamentals and challenges of fundraising and resource development in non-profit and voluntary sector organizations. Topics covered will include working through the donor cycle, the importance of relationship building, establishing revenue streams, grant-writing, and the role of the Board and governance for organizational sustainability. Formerly numbered NSLI 390AB.
***Prerequisite: NSLI 100, 12 credit hours, or permission of the Department.***
*Note: NSLI 100 may be taken concurrently.*

NSLI 390AA 3:3-0
Managing Diversity in Nonprofit Organizations
This special topics course is concerned with the increasing diversity of the workforce and the major challenges and opportunities faced by organizations and their managers. Topics will include: maintaining fairness and justice, making effective decisions for performance improvement, allowing flexibility, and management in the global environment. The course also examines the legal frameworks in place that value and protect employee and employer rights, related to gender, race, age, religion, sexual orientation, and ability.

Rationale: The program template is being revised to reflect the changes to the courses below. In addition to the changes to the numbering of the NSLI courses, JS 384, Advocacy Strategies and Skills will be added as an elective. JS 384 is currently cross listed with NSLI 320 Nonprofit Advocacy and Community Development, which will be retired. BUS 364 Managing a Diverse Workforce, will also be added as an elective. This course is considered equivalent to NSLI 390AA. NSLI 390AA will be retired in favor of BUS 364 as an elective.

The NSLI Certificate program is open to first year students and practitioners, many of whom are mature students. These students are more likely to register for NSLI 200, the foundations course, if it is a 100 level course. Amending NSLI 200, Foundations of the Nonprofit Sector, which has no pre-requisites, will be attractive to prospective (high school) students as well, particularly those who have been active in school clubs and community organizations and looking to engage in the community as service and leadership volunteers.
Rationale for amending NSLI 320, 330, and 360 to 220, 230 and 260: This amendment provides the foundational knowledge articulated in the Nonprofit Academic Centers Council (NACC) Curricular Guidelines for nonprofit undergraduate study. These courses are foundational in that they “promote an awareness of society as an integration of public, private, and voluntary behaviors and structures necessary to prepare an active and engaged citizenry” (p. 9).

NACC also recommends upper level courses such as those listed at the 300 level focus on the structures and functions of non-profit and voluntary sector organizations from managing
people, finance, philanthropy and human resources. In sum, the changes listed above are in keeping with NACC guidance and will help the program meet accreditation standards.

Regarding amending NSLI 390 AB to NSLI 370: The Nonprofit Academic Centers Council recommends that Nonprofit Fundraising be included in the list of upper level courses to provide choices for students who would like to focus studies and/or prepare for careers in development.

(End of Motion 4)

**Items for Information**

*Course Revisions*

**Department of Indigenous Languages and Linguistics**

**DENE 104  3:3-0**  
Dene Grammar and Orthography I  
This course is designed for students who speak some Dene. Emphasis is on Roman Orthography and basic grammar, with some attention to dialect variation.  
**Permission of the Department Head is required to register.**  
Note: Students may receive credit for only one of DENE 100 or DENE 104.**

**Rationale:**  
This is a housekeeping item; it looks like the wrong note has been inserted by mistake. The suggested changes bring this course in line with comparable classes (Cree 104, Saul 104), allows students to register without approval from Department Head (which is unnecessary in an introductory class) and clarifies that it is mutually exclusive with Dene 100.

**Department of English**

**ENGL 300 3:3-0**  
Chaucer  
A study of some of the major works of Chaucer, including selections from “The Canterbury Tales”.  
***Prerequisite: ENGL 100 and ENGL 110 and either ENGL 110 or completion of 48 credit hours***

**Rationale:** Ever since the revised Arts Core dropped ENGL 110 as a required class for all Arts students, the number of students in the Faculty opting for ENGL 110 has, unsurprisingly, decreased. This has meant the offering of fewer sections of ENGL 110. It has also meant that the upper-level courses that might prove attractive to non-English majors have been made inaccessible for potentially interested Arts students. This revision allows an alternate pathway to 300-level classes, by requiring the completion of 16 courses including ENGL 100 before students may undertake 300-level study in English. Thus it makes those courses accessible to non-majors while continuing to present ENGL 110 as the simplest gateway to them. ENGL 300 was intended to be part of an earlier motion changing pre-requisites for a whole suite of 300-level courses.

**Department of Justice Studies**

**JS 291 3:1.5-0**  
Professional Communications and Writing  
An introduction to the integration of theory and practice in justice issues.  
This course explores professional communication and writing practices in a justice context. Case study examples will be used to instruct students on various communication strategies. Students will develop their professional writing and reporting competencies within a justice framework.  
***Prerequisite: Completion of 12 credit hours***

**Permission of the Practicum Coordinator is required to register or permission of Department Head**

*Note: Formerly numbered HJ 203. Students may receive credit for only one of HJ 203 or JS 291.*
The Faculty of Education has approved and recommends approval of the following motions.

**Items for Approval**
The Faculty of Education has approved and recommends approval of the following motions.

### 4.2.1 Four-Year Arts Education Program and Arts Education After Degree (BEAD)

#### Motion 1: Program Changes

That the following changes be made to the Four Year Arts Education Program, Arts Education Major and Arts Education After Degree (BEAD) Program, Arts Education Major, **effective 2020**.

<table>
<thead>
<tr>
<th>Four-Year Arts Education Program</th>
<th>(120 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts Education Major</strong></td>
<td>Concentration areas: Dance Education, Drama Education, Literature Education, Music Education, Visual Education</td>
</tr>
<tr>
<td>Term 1-2 (Fall-Winter)</td>
<td></td>
</tr>
<tr>
<td>CTCH 110 or CTCH 111 (3)</td>
<td></td>
</tr>
<tr>
<td>EAE 201 (3)</td>
<td></td>
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<tr>
<td>ECS 100 (3)</td>
<td></td>
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<tr>
<td>ECS 110 (3)</td>
<td></td>
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<tr>
<td>ENGL 100 (3)</td>
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<td>ENGL 110 (3)</td>
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<td>INGD 100 (3)</td>
<td></td>
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<tr>
<td>MATH 101 (3)</td>
<td></td>
</tr>
<tr>
<td>Natural Science (3) note 1</td>
<td></td>
</tr>
<tr>
<td>Concentration elective (3) note 2</td>
<td></td>
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<tr>
<td>Term 3 (Fall)</td>
<td></td>
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<tr>
<td>ELIT 101 (3)</td>
<td></td>
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<tr>
<td>EDAN 101 (3)</td>
<td></td>
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<tr>
<td>EDRA 101 (3)</td>
<td></td>
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<tr>
<td>EMUS 101 (3)</td>
<td></td>
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<tr>
<td>EVIS 101 (3)</td>
<td></td>
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<tr>
<td>Term 4 (Winter)</td>
<td></td>
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<tr>
<td>ELIT 202 (3)</td>
<td></td>
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<tr>
<td>EDAN 202, 402, or 403 (3)</td>
<td></td>
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<tr>
<td>EDRA 202 (3)</td>
<td></td>
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<tr>
<td>EMUS 202 (3)</td>
<td></td>
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<tr>
<td>EVIS 202 (3)</td>
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<tr>
<td>Term 5</td>
<td></td>
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<tr>
<td>EAE 302 (3)</td>
<td></td>
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<tr>
<td>Elective (3)</td>
<td></td>
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<tr>
<td>ECS 210 (3)</td>
<td></td>
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<tr>
<td>EF LD 060 (0)</td>
<td></td>
</tr>
<tr>
<td>Concentration elective (3) note 2</td>
<td></td>
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<tr>
<td>Concentration elective (3) note 2</td>
<td></td>
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<tr>
<td>Term 6</td>
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<tr>
<td>EAE 312 (3)</td>
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<tr>
<td>EAE 350 (3)</td>
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<td>ECS 410 (3)</td>
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<tr>
<td>EF LD 061 (0)</td>
<td></td>
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<tr>
<td>ECCU 400 or EAE 400 EPSY 400 (3)</td>
<td></td>
</tr>
<tr>
<td>Concentration elective (EMUS 366/377, EVIS 326, ERDG 310/317, ELNG 351, EDAN 301, EDRA 203) (3) note 2</td>
<td></td>
</tr>
<tr>
<td>Term 7</td>
<td></td>
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<tr>
<td>EF LD 402 (15)</td>
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<tr>
<td>Term 8</td>
<td></td>
</tr>
<tr>
<td>MAP 202 (3)</td>
<td></td>
</tr>
<tr>
<td>Concentration elective (3) note 2</td>
<td></td>
</tr>
<tr>
<td>EPSY 400-EAE 400 (3)</td>
<td></td>
</tr>
<tr>
<td>Open elective (3)</td>
<td></td>
</tr>
<tr>
<td>Open elective (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

1. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics, or an approved natural science.
2. Students require an area of concentration (Dance Education, Drama Education, Literature Education, Music Education, or Visual Education) as part of their program.
3. Students’ progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development.
## Arts Education After Degree (BEAD) Program
(60 credit hours)
**Arts Education Major**
Concentration Areas: Creative Technologies Education, Dance Education; Drama Education, Literature Education; Music Education, Visual Education

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAE 302 (3)</td>
<td>EAE 312 (3)</td>
</tr>
<tr>
<td>EFLD 060 (0)</td>
<td>EAE 350 (3)</td>
</tr>
<tr>
<td>Choose four of the following (12): EDAN 101, EDRA 101, ELIT 101, EMUS 101, EVIS 101</td>
<td>ECS 410 (3)</td>
</tr>
<tr>
<td></td>
<td>EFLD 061 (0)</td>
</tr>
<tr>
<td></td>
<td>ECCU 400 or EAE 400, EPSY 400 (3)</td>
</tr>
<tr>
<td></td>
<td>Concentration elective (EMUS 366/377, EVIS 326, ERDG 310/317, ELNG 351, EDAN 301, EDRA 203) (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4 (note 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFLD 402 (15)</td>
<td>Secondary Focus</td>
</tr>
<tr>
<td></td>
<td>Choose four of the following (12): EDAN 202/400/403, EDRA 202, ELIT 202, EMUS 202, EVIS 202 EPSY 400 Indigenous Studies elective or Education Elective (note 4-5) (3)</td>
</tr>
<tr>
<td></td>
<td>Elementary Focus</td>
</tr>
<tr>
<td></td>
<td>ECS 210 (3)</td>
</tr>
<tr>
<td></td>
<td>One of EDAN 202/402/403, EDRA 202, ELIT 202 or EVIS 202 (3)</td>
</tr>
<tr>
<td></td>
<td>ELIB/ELIT/ELNG/ERDG (3)</td>
</tr>
<tr>
<td></td>
<td>One of ECE, EHE, EMTH, EPE, ESCI, ESST 310 or 317 (3)</td>
</tr>
<tr>
<td></td>
<td>EPSY 400 Indigenous Studies elective or Education Elective (note 4-5) (3)</td>
</tr>
</tbody>
</table>

**Notes:**
1. Students require an area of concentration (Creative Technologies Education, Dance Education, Drama Education, Literature Education, Music Education or Visual Education) as part of their program.

2. Students’ progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development.

3. Student may choose either focus in term 4 based on preference for Elementary or Secondary Teacher Education.

Only students who have the Indigenous Studies elective competency within their previous degree may choose an Education Elective.

Indigenous Studies elective includes: INA 100-400, INAH 100-400, INDG 100-400, INHS 100-400, Indigenous Language or approved Indigenous Studies content area.

**Rationale:** Currently, Arts Education students taking EPSY 400 during the pre-internship semester must be absent from class during the three week pre-internship block. The move to Term 8 and Term 4 respectively will ensure that students do not miss content required for their degree and certification.

EAE 400 has not yet been offered. ECCU 400 will provide students with necessary program content related to Treaties in the Classroom. ECCU 400 follows the same scheduling as other courses taken during the three week pre-internship block semester in Term 6.

ECCU 400 will provide students with necessary program content related to Treaties in the Classroom. ECCU 400 follows the same scheduling as other courses taken during the three week pre-internship block semester in Term 2.

(End of Motion 1)
Item for Information

Course Creation

ECS 495: Curriculum and Pedagogy: Teaching in Saskatchewan 3:3-0
Designed to examine curriculum and instructional methods, topics explored in this course include generic and subject-specific instructional strategies for K-12, knowledge of the historic and current context of Saskatchewan education (including curriculum documents), and developmentally appropriate and culturally responsive pedagogy, with a particular focus on Indigenous education in the province.

Rationale: This change is to update the pedagogy and content for curriculum and instruction in Saskatchewan. This course is generally completed by teachers as a requirement for certification and accreditation by the Saskatchewan Professional Teachers Regulatory Board and Ministry of Education.

(End of Report from the Faculty of Education)
4.3 Faculty of Science

Items for Approval

The Faculty of Science Admissions & Studies Committee has approved the following calendar change and offers it for approval.

4.3.1. Residency and Transfer Credit

<table>
<thead>
<tr>
<th>Motion 1: Revision to Residency and Transfer Credit</th>
</tr>
</thead>
</table>

To change the wording in the Science section titled *Residency and Transfer Credit* as outlined below, **effective 2020**

“A maximum 60 credit hours of eligible transfer credit may be applied to a degree program, 30 credit hours of eligible transfer credit to a diploma program, and 15 credit 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.”

Rationale: The spirit of this regulation is that students must complete at least 50% of the credits towards their program at the University of Regina. This wording needs to include the Diploma requirements as we now offer the Diploma in Computer Science.

(End of Motion 1)

Items for Information

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

Department of Chemistry & Biochemistry

Effective Date: 202010

**CHEM 104** 3:3-2

**General Chemistry I**

An introduction to the fundamental principles of chemistry. Topics discussed will include atomic structure, bonding, stoichiometry, enthalpy, solutions, and organic compounds. Lab component: Introduction to standard chemistry laboratory techniques.

***Prerequisite: CHEM 30 or CHEM 100 (minimum 65%); Precalculus 30 or Mathematics G30 with a grade of at least 65%, or AMTH 092 with a grade of at least 80%, or Math 102***

*Note: Students cannot receive credit for both CHEM 102 and CHEM 104*

Effective Date: 202010

**CHEM 490AI** 3:3-0

**Selected Topics in Pure and Applied Inorganic Chemistry**

Selected advanced topics in inorganic chemistry will be discussed, including spectroscopy, solid state chemistry, magnetic materials and catalysis. ***Prerequisites: CHEM 330***
Effective Date: 202010

BIOC 428AI 3:3-0
**Selected Topics in Chemical Biology and Nanotheranostics**
Selected topics in the development of theranostic nanoparticle systems will be discussed in terms of their structure, stability, and dynamics. In addition, recent developments in protein engineering, chemical genetics, ribozymes and nucleic acid aptamers will be introduced. ***Prerequisite: BIOC 330***

Department of Computer Science

Effective Date: 202010

CS 361 3:3-0
**Numerical and Symbolic Computing**
Least squares and other approximations. Difference equations. Solutions of algebraic systems. Symbol manipulators - *Mathematica*. ***Prerequisite: CS 261 or MATH 261 and MATH 213 with grades of at least 60%***

Department of Mathematics & Statistics

Effective Date: 202010

STAT 289 3:3-0
**Statistics & Numerical Analysis for Engineers**
Probability; distributions; confidence levels; standard deviation; linear regression; statistical tests; finite differences; errors; numerical solutions of equations; numerical differentiation and integration. Topics include probability, discrete and continuous distributions, the central limit theorem, confidence intervals and hypothesis tests for one and two samples, linear regression and correlation. ***Prerequisite: MATH 111 with a grade of at least 60%***
*Note: Designed for engineering students. Students who received credit for STAT 289 may not receive credit for STAT 100, 160, or 200.

Note: Course is exclusive to Engineering students.

Effective Date: 202010

MATH 418 3:3-0
**Introduction to Lie Algebras and Representation Theory**
The course is an introduction to the structure of finite dimensional complex semisimple Lie algebras, via root systems, as well as their finite dimensional irreducible representations, through highest weight modules. * Prerequisites: Math 222 and Math 323

Note: Course is to be cross-listed with Math 818.

Effective Date: 202010

MATH 495AD 3:3-0
A first course on Lie Algebras aimed at studying and classifying Finite Dimensional Semisimple Complex Lie Algebras in terms of root systems, which will be axiomatically investigated on their own. **Permission of the Department Head is required to register**

Effective Date: 202010

ACSC 300 - **Statistical Learning and Predictive Modeling**
Selected topics and techniques in statistical learning and predictive modeling, including linear models, logistic regression models, regression trees, classification models and statistical software. ***Prerequisite: MATH 122, STAT 251, STAT 252, and CS 110*** *Note: Students can receive credit for only one of ACSC 300 and STAT 300*
Effective Date: 202010

**STAT 300 - Statistical Learning and Predictive Modeling**
Selected topics and techniques in statistical learning and predictive modeling, including linear models, logistic regression models, regression trees, classification models and statistical software. ***Prerequisite: MATH 122, STAT 251, STAT 252, and CS 110*** *Note: Students can receive credit for only one of ACSC 300 and STAT 300*

Effective Date: 202010

**MATH 361 - Numerical Analysis I**
Least squares and other approximations. Difference equations. Solutions of algebraic systems. Symbol manipulators - Mathematica. ***Prerequisite: MATH 213 and either MATH 261 or CS 261.***

(End of Report from the Faculty of Science)
4.4 Report from the Registrar’s Office

The Registrar’s Office submits the following items for approval to CCUAS.

4.4.1 Exams Section of the Undergraduate Calendar

**Motion 1: Exams Section Addition**

That the Exams section (page 48) of the Undergraduate Calendar include the addition of a section defining Exam Conflicts as follows:

An examination conflict is defined as the occurrence of a student being faced with
* two formal examinations scheduled at the same time; or
* three or more formal examinations scheduled within a 24-hour period (e.g., from 8:00 a.m. to 7:59 a.m. the following day).

A student facing an examination conflict(s) will be given a new examination date and time for the second formal examination by the respective instructor or department/faculty. The student must notify the instructor of the second formal examination no later than one month prior to the examination date for courses in the fall or winter terms, and no later than two weeks prior to the examination date for courses in the spring/summer term. If the examination conflict concerns more than three (3) formal examinations, this process is to be repeated.

When a student has multiple formal examinations scheduled on the same day and at the same time, or where the allotted times for scheduled formal examinations overlap, alternate arrangements should be made as soon as possible. The student should first contact the instructor(s) to determine if an alternate time to write the exam is available; if the instructor(s) is unable to resolve the examination conflict, then the department head or dean/director is to be consulted.

If an alternate writing time is not available at the faculty level, the instructor will make alternate arrangements.

**Effective Date: 2020**

**Rationale:** The rationale is to provide clear parameters for students and academic areas facing examination conflicts. Below is how the calendar statement would read and research from other institutions statements concerning examination conflicts.

Calendar Statement:

**Exams**

**Exam Scheduling**
The following regulations apply to the scheduling of exams:

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

5. Information about final exams (including take-home finals) will be included in the course outline, as well as on the UR Self-Service course schedule.

**Exam Regulations**

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

1. Identification for Exam - Exam invigilators are authorized to require students to show photo identification for admission to exams. The preferred form of photo ID is a U of R Student ID Card. Government issued photo id is also acceptable. If a student’s identity cannot be confirmed, exam invigilators have the authority to refuse admission to the exam room. Students should have their photo ID face up in the top right corner of their desk at all times during the exam.

2. Admission to an Exam Room - No student shall be permitted to enter the exam room later than thirty minutes after the beginning of an exam. No additional time will be provided to a candidate who arrives late to an exam.

3. Leaving the Exam Room – No student shall be permitted to leave the exam room within thirty minutes after the exam has commenced. Unless permission has been granted by the exam invigilator, students may only leave their seats to turn in their answer book(s).

4. Cheating – Students caught cheating on an exam will have the suspected incident along with the date and time of the suspected incident notated on their exam answer booklet. All incidents of suspected cheating will be investigated accordingly.

5. Food and Beverage – Only water is allowed in an exam room provided it is in a bottle that does not have a label.

6. Electronic Devices – Electronic devices are not allowed in an exam room unless otherwise permitted by the instructor. This includes, but is not limited to, smart devices, cell phones, wireless devices, calculators, and other electronic devices. All electronic devices must be turned off and stored in designated areas.

7. Personal Belongings – All personal belongings are brought at the student’s own risk and must be stored in designated areas. The only materials students are allowed to have at their desk during an exam are writing instruments and approved calculators, notes, and/or textbooks. Any other personal items, including purses, must be set-aside in the designated area prior to the exam start.

8. Blank Paper – Candidates are not allowed to bring blank paper to an exam. Blank paper will be provided.

9. Exam Question Clarification – Candidates may only consult an invigilator for clarification of an exam question.

10. Communication – Communication with other candidates is strictly prohibited.

11. All students are required to sign and date all examination books used during an exam.

**Exam Conflict(s)**

An examination conflict is defined as the occurrence of a student being faced with:

- two formal examinations scheduled at the same time; or
- three or more formal examinations scheduled within a 24-hour period (e.g., from 8:00 a.m. to 7:59 a.m. the following day).

A student facing an examination conflict(s) will be given a new examination date and time for the second formal examination by the respective instructor or department/faculty. The student must notify the instructor of the second formal examination no later than one month prior to the examination date for courses in the fall or winter terms, and no later than two weeks prior to the examination date for courses in the spring/summer term. If the examination conflict concerns more than three (3) formal examinations, this process is to be repeated.

When a student has multiple formal examinations scheduled on the same day and at the same time, or where the allotted times for scheduled formal examinations overlap, alternate arrangements should be made as soon as possible. The student should first contact the instructor(s) to determine if an alternate time to write the exam is available; if the instructor(s) is unable to resolve the examination clash, then the department head or dean/director is to be consulted.
If an alternate writing time is not available at the faculty level, the instructor will make alternate arrangements.

Cancellation of Exam Papers
A student who becomes seriously ill or is informed of urgent family problems during an exam should report immediately to the person supervising the exam, hand in the unfinished paper, and request that it be cancelled. A dated, signed medical certificate or other supporting documentation must be provided to the student’s faculty, federated college, or academic unit (final exams) or instructor (term exams) within three days following the date of the exam.

A request for cancellation after the fact, when an exam has been written and handed in for marking, will be denied.

Deferred exam policies and procedures apply to a cancelled final exam, while action taken with respect to a cancelled term exam is at the discretion of the instructor (see Deferrals).

Invigilation of Distance Learning Exams
Final exams in distance learning courses (on-line, televised, video-conferenced) must be invigilated by a University-authorized invigilator except for courses with take-home final exams. The Student and Instructor Services (Credit) office at the Centre for Continuing Education will arrange for exams at designated, pre-authorized sites within Saskatchewan. Students who wish to write at a different site within Saskatchewan or to write outside Saskatchewan must receive approval from the Student and Instructor Services (Credit) office at the Centre for Continuing Education for the proposed site and proposed invigilator, and are responsible for any additional costs resulting from their proposed site and invigilator.

Students in the Faculty of Nursing are expected to write their exams at the site in which the course is delivered.

The Student and Instructor Services (Credit) office at the Centre for Continuing Education maintains a list of authorized sites and can help in finding an appropriate invigilator, but the student is ultimately responsible for making invigilation arrangements outside of the pre-authorized sites.

Students must provide photo identification to the invigilator prior to writing.

Institution Exam conflicts statement/policy

UBC pg. 3 Examination hardship - three or more formal examinations scheduled within a 24-hour period (e.g., from 8:00 a.m. to 7:59 a.m. the following day)

uCalgary 3 exams in 24 hours - one calendar day or 24-hour period - consecutive

uSask 2 exams at the same time; 3 exams in a row (24 hour period) - valid conflict

uManitoba more than one exam scheduled at the same time; three consecutive exams

uToronto simultaneous exams; three consecutive exams

York U 2 or more exams at the same time; 3 exams on the same calendar day; exams during 3 consecutive periods w/in 24 hours

McGill 2 exams, same day, same time; 3 exams in one day; 3 exams in a row in 24 hours; 4 exams in two days; 4 exams in three days

Dalhousie more than two exams on the same day contact the dean/director of your faculty/school/college for assistance websites accessed on 4.23.19

(End of Motion 1)
4.4.2 CCUAS Submission Guide

**Motion 2: CCUAS Submission Guide Revision**

That the CCUAS Submission Guide be updated as attached as Appendix V, effective 2019/30.

Rationale: The guide was approved on March 8, 2018. An annual (or regular) review of this document ensures that it is up to date and relevant to current processes. Reviewing the guide also allows for conversations concerning policies or processes that may no longer be serving the students or academic areas such that they can be revisited and updated accordingly.

(End of Report from the Registrar’s Office)

5. Membership in September

6. Adjournment
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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 unit refers to the Faculty, Department, Federated College, or Academic Unit 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 unit(s), are reviewed by a University academic committee, are considered by Executive of Council (E of C) 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 and Executive of Council on academic programs, policy, regulations and standards at the undergraduate level.
The terms of reference for CCUAS can be found here: http://www.uregina.ca/student/registrar/assets/docs/pdf/ccuas/2015/terms.pdf

Understanding Effective Dates/Term
Effective dates/term 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 students 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 submission to CCUAS are:

<table>
<thead>
<tr>
<th>Level</th>
<th>Effective Term</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>10 – winter</td>
<td>September CCUAS Meeting</td>
</tr>
<tr>
<td>Course</td>
<td>20 – spring/summer</td>
<td>January CCUAS Meeting</td>
</tr>
<tr>
<td>Course</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. Your planning will need to take into consideration approval by your academic area council and the agenda deadline for the associate CCUAS meeting.

<table>
<thead>
<tr>
<th>Proposed Submission</th>
<th>Timing</th>
<th>Effective Date</th>
<th>CCUAS 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>Immediate or for a term where registration is not open.</td>
<td>The next available CCUAS meeting.</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>January for terms 20 and 30, June for term 30.</td>
<td>Council of the academic area.</td>
</tr>
<tr>
<td>New course</td>
<td>Should be planned at</td>
<td>Next available</td>
<td>January for terms 20 and</td>
<td>Council of</td>
</tr>
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<tbody>
<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>January.</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>January.</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>January.</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>January.</td>
<td>Senate</td>
</tr>
<tr>
<td>Change to Academic unit area names.</td>
<td>Should be planned at least 48 months in advance.</td>
<td>At least 12 months from the meeting of Senate.</td>
<td>January to meet February Senate deadline. April to meet June Senate deadline. June to meet October Senate deadline.</td>
<td>Senate</td>
</tr>
</tbody>
</table>

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 Arial 10 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 unit 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 Term Date**

The effective term 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.
Deadline | Effective Date
--- | ---
Must be approved by academic unit-area council by June to meet the agenda submission deadline for the September meeting of CCUAS. | Term 10 of the upcoming year.
Must be approved by academic unit-area council by December to meet the agenda submission deadline for the January meeting of CCUAS. | Terms 20 or 30 of upcoming year.

**Timing**
New courses should be planned at least one 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 unit-area, consult with the academic unit-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-area reviews the new course and recommends approval.
5. The council of the academic unit-area 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 made to the program regulations of all programs the change impacts. See Program Change process.
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 or the associate dean as the case may be. 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 and Term

The effective date and term 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 unit’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 unit’s council 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 made to the next term where registration has not yet commenced.

*Note:* Typographical errors and changes to schedule type do not need the approval of the academic unit council 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?
  - Yes: Go to Substantive Change Process
  - No: Proceed with change

**Academic Unit**
- Is the change to a course title?
  - Yes: Refers to the academic unit for information
  - No: Proceed with change

**Academic Unit**
- Is the change to a course title?
  - Yes: Refers to the academic unit for information
  - No: Proceed with change

**Academic Unit**
- Is the change to a course title?
  - Yes: Refers to the academic unit for information
  - No: Proceed with change

**Registrar’s Office**
- Refers to the academic unit for information

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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 prerequisites, corequisites, equivalent courses, mutually exclusive courses, or restrictions.

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

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/Term
The effective date/term 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/term information in the appropriate Program Change process section of this document.

Timing
Substantive course changes should be planned at least one 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 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 made to the program regulations of all programs the change impacts. See Program Change process.
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 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 council of the academic area. Setting up the experimental course within a series 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 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>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 Candidy</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>
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<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>
</tbody>
</table>
## CCUAS Guide for the Submission of Changes to the Academic Catalogue

### Schedule Type | Banner Code | Description
---|---|---
Transfer Credit | T | A course shell that is established to award transfer credit.
Studio | U | A course incorporating practical experience where students receive individualized instruction and lectures in a studio setting.
Directed Reading | V | A course focused on designated subject matter to be read by a student and discussed with an instructor.
Co-op Education Work Term | W | A course relating to, derived from, or providing paid experience.
Examination | X | An examination provided at the end of the course. Required when a course has a schedule type of lecture.
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 Technology Learning Centre (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 temporarily 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; or
- the course has not been offered in five 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 unit-area from reactivating the course (see course reactivation).

**Note 3:** Before inactivating a course, an academic unit-area needs to ensure that other degree programs are not impacted by the inactivation so that other academic unit-areas can make the necessary changes to their programs.

**Note 4:** Inactivating a course removes it from the published (online) course catalogue until it is reactivated.
Effective **Date Term**
The effective **date term** 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—**and will be provided to the academic area designate(s)**.

2. If the inactivation of a course will result in changes to existing program regulations within and outside of the academic **unit 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**, initiating the inactivation will 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 of the academic **unit area** 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

1. **Academic Unit**
   - Course on list or other to be inactivated?
   - Yes → Consider impact to program regulations. → External impact?
   - Yes → See Program Change process → YES
   - No → Return to submitter → NO
   - No → External impact?
   - Yes → See Program Change process → YES
   - No → Internal impact?
   - Yes → See Program Change process → YES
   - No → End sub process → NO

2. **External Academic Unit**
   - External impact?
   - Yes → See Program Change process → YES
   - No → Return to submitter → NO

3. **Academic Unit Admissions & Studies**
   - Review inactivation
   - Approved?
   - Yes → Return to submitter → NO
   - No → Return to submitter → NO

4. **Academic Unit Council**
   - Review inactivation
   - Approved?
   - Yes → Return to submitter → NO
   - No → Return to submitter → NO

5. **CCUAS**
   - Receives for information
   - Strategic map?
   - Yes → Return to submitter → NO
   - No → Discuss and review
   - Approved?
   - Yes → Inactivates course in Banner and Catalogue → YES
   - No → Return to submitter → NO

6. **Registrar's Office**
   - Generous cut off subject prior to course without activity
   - Inactivates course in Banner and Catalogue → YES

YES = YES
NO = NO
Making a Course Historical

A course is made historical when it is being permanently 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 modernized 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; or
- the course has been inactive for five 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 Term

The effective date term 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 area, 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 area, the academic area requesting the change will consult with the academic area(s) the change will impact. The admissions and studies committee of the academic area reviews the course that is being made historical and recommends approval.
3. The council of the academic area reviews the course that is being made historical and has final approval authority.
4. 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/Term**
The effective date/term 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 one 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 unit/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 unit/area, the academic unit/area initiating the change will consult with the academic unit/area(s) the change will impact.
3. The admissions and studies committee of the academic unit/area reviews the course that is being reactivated and recommends approval.
4. The council of the academic unit/area reviews the course that is being reactivated and has final approval authority.
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**

1. **Academic Unit**
   - Considers impact to program regulations.
   - Returns to submitter if impact is external.
   - Sees Program Change process if impact is internal.

2. **External Academic Unit & Admissions & Studies**
   - Reviews reactivation recommendation.
   - Returns to submitter if recommendation is rejected.

3. **Academic Unit Council**
   - Reviews reactivation recommendation.
   - Returns to submitter if recommendation is rejected.

4. **Registrar’s Office**
   - Receives for information.
   - Discusses and reviews.
   - Reactivates the course in Banner and Catalogue.

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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 unit area and the Provost.

When developing a new program, it is advisable to establish a program advisory committee. If an advisory committee is established the team should include various members within an academic unit area and, whenever possible, one or two academic members outside of the academic unit area. There may also be times when inviting a representative from outside of the University 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;
- the convocation hood colour and design in consultation with the Registrar’s Office;
- a needs analysis;
- applicant demand;
- indication of any accreditation, certification, or licensing requirements;
- alignment with the University’s and the faculty, department, or academic units strategic priorities; and
- cost analysis including any additional resources that may be required to implement the program.

The Council Committee on Academic Mission and Executive of Council approved processes and templates are used for the submission of new programs.

https://www.uregina.ca/student/registrar/faculty-staff/program_development_resources.html

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

Timing
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 about 18 months to 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 the program would be impacted by your the program opening date.
### CCUAS Guide for the Submission of Changes to the Academic Catalogue

<table>
<thead>
<tr>
<th>Faculty Council</th>
<th>CCUAS Meeting Date</th>
<th>CCAM &amp; CCB Meeting Date</th>
<th>Senate Meeting Date</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No later than October.</td>
<td>November to allow for time that may be required if the program needs CCAM or CCB approval.</td>
<td>Need approval prior to E of CCAM agenda deadline if approval is required.</td>
<td>January</td>
<td>February</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).

**New or Substantially Modified Core Requirements or Major of an Existing Program**

When a new major is proposed, or when substantial modifications are being proposed to a current major, the process flow is basically the same as that of a new program but do not require the consideration of CCAM or CCB.

**Program Changes**

**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; or
- 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; or
- 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 made 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 unireen, 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 Approved 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 230 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.

**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 unit area reviews the changes to the program and recommends approval.
4. The council of the academic unit 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

<table>
<thead>
<tr>
<th>Registrar's Office</th>
<th>Academic Unit</th>
<th>Academic Unit Council</th>
<th>CCUS</th>
<th>Senate</th>
<th>Registrar's Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Releases most recently approved template to Academic unit</td>
<td>Makes changes to the template</td>
<td>Reviews the program changes</td>
<td>Reviews changes</td>
<td>Reviews changes</td>
<td>Add changes to Banner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approve?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>No</td>
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<td>Reviews the program changes</td>
<td>Approved?</td>
<td>No</td>
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<td>No</td>
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<td></td>
<td>Substantive or Regulatory?</td>
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<td>End Process</td>
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</table>
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 unit-area reviews the new/changed minor and recommends approval.
3. The council of the academic unit-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**

```
New/Modified Minor

Registrar's Office

Academic Unit

Academic Unit Council

CCUAS

Registrar's Office

Releases most recently approved template to Academic Unit

Makes changes to the template

Reviews new/modified minor

Approved?

Yes

Return to submitter

No

Revisions new/modified minor

Approved?

Yes

Return to submitter

No

Reviews for information

Affects new/changed minor to Banner

Affects new/changed minor to Advisor

Affects new/changed minor to Academic Calendar
```
Agenda Item Submission Format

The required font for submission is Times New Roman 11, Arial 10 point. Changes are made as follows:

- Do not use track changes.
- Deletions are made with the strike through feature.
- Additions are underscored.

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>
<tr>
<td>3.00-3.45</td>
<td>Any two courses in MATH, STAT, CS (except CS 100), PHIL, 150, 352, 450, 452, 460, SOST 201, ECON 224, ART, or MU</td>
<td></td>
</tr>
<tr>
<td>3.40</td>
<td>Any course in ART, ARTH, CTCH, EA, FILM, MU, MUEN, MUTH, THAC, THDS, THEA or THST</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.

Note 1: Context and rationale for changes must be included.
Name Change of Faculty or Department
The creation of and/or change to an existing faculty, department, or academic unit 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 units 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; and
- 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 area reviews the proposal and recommends approval to E of C.
5. E of C reviews the proposal and recommends approval to Senate.
6. Senate reviews the proposal and has final academic approval authority.
7. Board of Governors approval is required for the creation of a new faculty.
Appendix A – CCUAS Agenda Submission Template

NAME OF ACADEMIC UNIT

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 Term)
Short Course Title (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:
**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(s)**

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

```markdown
Subject and Course Number (Effective Term)
Short Course Title

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

**Course Change Examples**

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

#### Level of approval required for changes to the Course Catalog in Banner

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

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* 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.

** Faculties must submit all * 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 submitted to the catalogue@uregina.ca.

*** Faculties must submit all ** elements and the completed Course Inventory Form - Course Deletion form to CCUAS for information by the published agenda deadline.