Council Committee on Undergraduate Admissions and Studies

Date: January 4, 2022
To: Council Committee on Undergraduate Admissions and Studies
From: Coby Stephenson on behalf of Dr. Stephen Cheng, Chair
Re: Meeting of January 11, 2022

A meeting of the Council Committee on Undergraduate Admissions and Studies is scheduled for January 11, 2022, 1:30 p.m. - 3:30 p.m. via web conferencing (Zoom). The Zoom details were provided in the distribution email.

AGENDA

1. Approval of the Agenda

2. Approval of the Minutes of Meeting December 7, 2021 - circulated with the Agenda

3. Business Arising from the Minutes

4. Reports from Faculties and Academic Units
   4.1 Faculty of Business Administration
   4.2 Centre for Continuing Education
   4.3 La Cité universitaire francophone
   4.4 Faculty of Kinesiology and Health Studies
   4.5 Faculty of Media, Art, and Performance
   4.6 Faculty of Science

5. Adjournment
4. REPORTS FROM FACULTIES AND ACADEMIC UNITS

4.1. FACULTY OF BUSINESS ADMINISTRATION

ITEM(S) FOR APPROVAL

The Faculty of Business Administration submits the following motions for approval to CCUAS:

4.1.1. RENAMING THE MAJOR IN MANAGEMENT

**MOTION:** That the BBA and BAdmin major currently named Management be renamed General Business Studies, effective 2022-23.

The change to 2022-23 Undergraduate Calendar (Faculty of Business Administration section) would be:

Major in Management - General Business Studies

Five BUS courses beyond the core requirements of the BBA degree.

Rationale: The Management Major does not adequately reflect the intent and content of this major. The requirements of the Management Major are the core BBA/BAdmin courses plus five BUS/ADMN courses beyond the core. Taking any five courses wouldn’t necessarily provide any expertise in the field of management beyond what is in the core and thus the current name for the major is misleading. The revised name for the major, General Business Studies, more accurately describes the situation.

(End of Motion)

ITEMS FOR INFORMATION

The Faculty of Business Administration is submitting the following items for information to CCUAS.

I. COURSE CHANGES

**ADMN 203 (202220)**

*Comparative Management*

This course deals with the relationship between organizational forms, business and government institutions, economic development, and values and cultures of societies. The roles and responsibilities of the business manager and public administrator are examined in the context of the impact of changing technologies and institutions on values and cultures. Case studies from Indian Indigenous business and public administration will be used.

***Prerequisite: ADMN 260 (or BUS 260) and INDG 100. Concurrent enrolment is allowed in INDG 100.***

**ADMN 225 (202220)**

*First Nations Economic Development*

This course is designed to evaluate the strengths and weaknesses of various approaches to band entrepreneurial development undertaken by government agencies, research and planning groups, band organizations, band councils and individual band entrepreneurs. Problem areas and alternative approaches will be investigated in relation to the physical and social environments, external factors, and the socio-cultural environment.

***Prerequisite: ADMN 100 (or BUS 100) and INDG 100. Concurrent enrolment is allowed in INDG 100.***
ADMN 228 (202220)  3:3-0
First Nation Public Administration in Canada

This survey course focuses on First Nation governments. Emphasis is on its concepts, issues, and rapidly emerging and changing systems. Special emphasis is given to the policy, financial and personnel aspects of First Nations public sector administration. ***Prerequisite: ADMN 100 (or BUS 100) and INDG 100. Concurrent enrolment is allowed in INDG 100.***

ADMN 375 (202220)  3:3-0
Managing Information Systems

An overview of management and organizational issues surrounding the Information Systems/Information Technology (IS/IT) function, in its interaction with business functions within and between organizations. Topics will include the evolution of the IS/IT functions, functional area systems, current trends, strategy, managing and acquiring IS resources, and ethical issues surrounding IS/IT.

***Prerequisite: ADMN 205 (or ADMN 265 or BUS 205), ADMN 210 (or BUS 210), ADMN 250 (or BUS 250), ADMN 275 (or BUS 275), ADMN 285 (or BUS 285), ADMN 288 (or BUS 288), ADMN 290 (or BUS 290), and ADMN 007 (or BUS 007), and CS 100 (or CS 110).***

*Note: Students may only receive credit for one of ADMN 375, ADMN 435AI, and BUS 375.*

**Note: Bachelor of Business Administration students wishing to enrol in ADMN 375 will need to have taken ADMN/BUS 205 in addition to the prerequisite courses listed above.**

ADMN 210 (202220)  3:3-0
Introduction to Marketing

This course presents the fundamentals of marketing theory and practice at the introductory level. Drawing upon contributions from the social sciences, the course will introduce students to the generic nature of marketing activity. In particular, attention is directed toward the study of the price, promotion, place, and product components of the “marketing mix.” Attention is also directed toward the social and legal environment within which the marketing system functions.

This course presents the fundamentals of marketing theory and application. Starting at a societal level, it works through environmental scanning, explores the differences between consumer and business customer groups, followed with a strategic focus on segmentation, targeting and positioning. Tactical applications of the marketing mix are then addressed – product, price, place and promotion. Attention is also directed to ethical and legal considerations.

***Prerequisite: ADMN 100 (or BUS 100) and ADMN 260 (or BUS 260). Concurrent enrolment is allowed in ADMN 260.***

*Note: Students may not receive credit for both ADMN 210 and BUS 210.*

ADMN 310 (202220)  3:3-0
Strategic Marketing

The purpose of the course is to introduce the student to the types of decisions that they would be facing in a marketing-related job. This course will introduce students to qualitative and quantitative analysis tools and forecasting along with alternate approaches to decision-making in the marketing context. Visioning, strategy, branding and the value-proposition plus risk and mitigation are then addressed. Emphasis will be placed on the application of theoretical concepts to real-world problems by using case studies. It is on applying disciplined theoretical frameworks to the development of critical thinking and sound judgement, harmonizing. The course will focus on the major decisions facing marketing executives in their attempt to harmonize the objectives and resources of the organization with the opportunities found in the marketplace-real world marketplace opportunities.

***Prerequisite: ADMN 210 or BUS 210 ***

* Note: Students may not receive credit for both ADMN 310 and BUS 310.
ADMN 312 (202220)  3:3-0

Consumer Behaviour
This course examines the key concepts and theories in consumer behaviour, psychology, and other relevant fields. Contributions of the various research techniques in the social sciences that contribute to the understanding of consumer purchasing and decision-making processes, with particular attention to formal and informal influence patterns. Includes a survey of models of consumer purchasing behaviour, brand loyalty, and product cycles. It addresses perception, personality, culture, and other topics to better understand consumer actions, motivations, decisions and response to various marketing strategies.

*** Prerequisite: ADMN 210 or BUS 210 ***

* Note: Students may only receive credit for one of ADMN 312, BUS 312, or ADMN 412. *

ADMN 414 (202220)  3:3-0

The Management of Promotion
This course addresses the art of designing a strategic communications plan that integrates all aspects of combines advertising, personal selling, and other marketing communications tools to provide an overall the promotional mix. It focuses on the theory and rationale behind various structures, and keeps the purely descriptive content to a reasonable minimum. Advertising, public relations, digital media, word of mouth, direct marketing, and sales promotion are all part of the analysis and discussion. Problems are viewed through the eyes of the promotions manager rather than from the technician's perspective. Creative messaging and media planning are explored to maximize effective and efficient use of company resources in reaching the intended target audience.

*** Prerequisite: ADMN 210 (or BUS 210) ADMN 312 (or BUS 312)***

* Note: Students may not receive credit for both ADMN 414 and BUS 414. *

ADMN 415 (202220)  3:3-0

International Marketing
This course will concentrates on the problems associated with conducting business in a foreign market on the principles associated with conducting business and implementing marketing strategies across national and cross-cultural boundaries. How should a company, large or small approach an export market? It teaches how to use environmental scanning and international marketing research to evaluate foreign country opportunities and plan market entry. How significant are the cultural differences and how will these differences affect the selection of a marketing strategy? Strategic importance of segmentation, targeting and positioning is considered. How should this strategy be selected and what retaliation can be expected from the domestic competition? Strategic standardization versus adaptation decisions are explored for the “4 P’s” (product, pricing, distribution, and promotion).

***Prerequisite: BUS 31x course or BUS 374AA-ZZ***

*Note: Students may not receive credit for both BUS 415 and ADMN 415*

ADMN 007 (202220)  0:0-2

Administration Computer Lab
In this lab, students will be instructed in the use of spreadsheet, word processing and presentation applications. This compulsory pass/fail laboratory will familiarize students with microcomputers and the application software available for personal computers. Students will be instructed in the use of word processing, spreadsheets, presentation software, databases and communication packages. The emphasis of the lab will be on managerial applications of the software so students will be able to utilize the computer for their remaining administration courses.

*Note students must are strongly encouraged to take this course during their first semester year in the Administration program.
BUS 007 (202220) 0:0-2
Business Computer Lab

In this lab, students will be instructed in the use of spreadsheet, word processing and presentation applications. This compulsory pass/fail laboratory will familiarize students with microcomputers and the application software available for personal computers. Students will be instructed in the use of word processing, spreadsheets, presentation software, databases and communication packages. The emphasis of the lab will be on managerial applications of the software so students will be able to utilize the computer for their remaining business administration courses.
*Note students must are strongly encouraged to take this course during their first semester year in the BBA program.

BUS 201 (202220) 3:3-0
Entrepreneurship: Creativity, Design and Innovation
This experiential and case based course will identify barriers to individual and group creativity, approaches for overcoming these barriers, and methods for generating ideas that solve commercial, operational and/or institutional problems. This course is thus designed for typically non-business students and can be applied to almost any disciplinary area.

*Note: Students may not receive credit for both BUS 201 and BUS 235AC.

BUS 308 (202220) 3:3-0
International Business
The rapid growth of international business and competition requires business executives to view business management from a global perspective. This course focuses upon the nature of international business and the distinctive opportunities and problems that arise in a global business environment. Topics include international trade, the international monetary system, multinational business operations, economic integration, and business relations with host countries.
***Prerequisite: BUS 100 or ADMN 100 BUS 210 and BUS 260; or 60 credit hours (including at least one business class)***

BUS 441 (202220) 3:3-0
Independent Research Study in Business
This course offers the opportunity to engage in an in-depth literature review. The final product of the course will be a substantive research report that summarizes the findings of the literature review.
***Prerequisite: At least 60 credit hours and permission from the Associate Dean, Undergraduate Academic.***

BUS 442 (202220) 3:3-0
Applied Research Study in Business
This course offers the opportunity to earn academic credit for experiential learning gained through engaging in hands-on research with a Faculty supervisor. The course will entail engaging in 120 hours of research-related activities (10 hours per week). The deliverable will be a written report/reflection piece addressing applied competencies that were developed during the course.
***Prerequisite: At least 60 credit hours and permission from the Associate Dean, Undergraduate Academic.***

End of Report from the Faculty of Business Administration
4.2. CENTRE FOR CONTINUING EDUCATION

ITEMS FOR APPROVAL

CCE’s Council approved the following six items at their October 7 meeting and also by email vote in December, to be moved forward to CCUAS for consideration.

4.2.1. ENGLISH AS A SECOND LANGUAGE PROGRAM – COURSES FOR CREDIT

**MOTION:** That the English as a Second Language Program at the University of Regina offer the High Intermediate (040) and Advanced English for Academic Purposes (050) courses for credit, effective 202230.

**BACKGROUND:**

University of Regina ESL Program
As a mid-sized comprehensive university, the U of R ESL Program typically registers between 600 and 700 students per year. The pandemic has drastically cut those numbers, but through online courses, we have been teaching 75 students. With more developed online teaching skills, when the border opens, we hope to welcome at least as many students as we taught pre-pandemic in online and blended formats, if not more.

University of Regina English language policies and practices place English language learners on the periphery of the university community, and under more financial strain than students in their degree programs. The non-credit status of ESL courses means that this language learning is remedial and preparatory. It equates knowing English with full inclusion in the university and not knowing English with a status on the periphery. The learning that takes place in the ESL Program is not validated in the same way as learning in other language and content courses.

This proposal is based on a shift in thinking about English language learners and English language learning on campus.

1) **English language learners should receive the same credit for their English language learning as students of other languages.**
   Credit programming will address a disparity in the equity and inclusion of international students.

2) **English language courses are academically rigorous.**
   The expectations of work in ESL courses exceeds the work expectations in international language courses and is in line with the expectations in La Cité’s French as a Second Language program.

3) **International students bring post-secondary level academic and linguistic knowledge to the university community.**
   Their English language studies should also be credited at a post-secondary level.

(End of Motion)

4.2.2. ENGLISH AS A SECOND LANGUAGE PROGRAM – COURSE MODELS

**MOTION:** That the English as a Second Language courses 040 Core, 040 Academic Writing, 050 Core and 050 Advanced Writing be offered for credit with the following course models, effective 202230.
BACKGROUND AND RATIONALE: The goal of this credit course proposal is to create an attractive program for prospective international students by offering them credit for their English language learning in diverse formats, including online, blended, hyflex, and face-to-face course delivery. This goal will support recruitment of international students to the University of Regina’s undergraduate programs by offering credit for coursework completed within the ESL program. The proposal also reflects the view that ESL students do work that is similar to students who earn undergraduate credit for their additional language courses.

Successful completion of the ESL program is "an acceptable demonstration of proficiency in English for entry into credit studies at the University of Regina" (from the U of R Undergraduate Calendar). As such, this proposal involves the creation of two equally weighted credit courses at each level.

PROPOSED COURSE MODELS:

The ESL Program proposes that our upper-level courses in the English for Academic Purposes Program (EAP) - 040 Core, 040 Academic Writing, 050 Core and 050 Advanced Writing - be offered for undergraduate credit within the following framework. The names for these new courses are Academic Reading and Communication 090, Academic Writing 090, Advanced Reading and Communication 100, and Advanced Writing and Research 100.

Students must pass both Advanced Reading and Communication 100, and Advanced Writing and Research 100 in order to meet the U of R English Language Proficiency requirement. Students do not have to pass both classes in the same semester. If a student fails one course at one level, then the student has two subsequent semesters to pass the course. In other words, students have three opportunities to pass each course.

A student who passes Academic Reading and Communication 090 is eligible to take Advanced Reading and Communication 100. A student who passes Academic Writing 090 is eligible to take Advanced Writing and Research 100.

Students who successfully complete the proposed Advanced Reading and Communication 100 and Advanced Writing and Research 100 would be eligible for six credits towards their degrees.

Students who are in Advanced Reading and Communication 100 and Advanced Writing and Research 100 may enrol in the ESL+1 program and take an undergraduate credit course from the authorized course list. In doing so, they are eligible to receive up to three additional credits towards their degrees.

COURSE MODEL OVERVIEW:

<table>
<thead>
<tr>
<th>Skill Focus</th>
<th>Academic Reading and Communication 90</th>
<th>Academic Writing 090</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Speaking, Reading, Listening</td>
<td>Writing</td>
</tr>
<tr>
<td># of Credits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hrs/Week</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Delivery</td>
<td>Online, hyflex, blended or face-to-face, up to 40% asynchronous/online</td>
<td>Online, hyflex, blended or face-to-face, up to 40% asynchronous/online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Focus</th>
<th>Advanced Reading and Communication 100</th>
<th>Advanced Writing and Research 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Speaking, Reading, Listening</td>
<td>Writing</td>
</tr>
<tr>
<td># of Credits</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hrs/Week</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Delivery</td>
<td>Online, hyflex, blended or face-to-face, up to 40% asynchronous/online</td>
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</tr>
</tbody>
</table>
PROJECTED BENEFITS FOR STUDENTS:

1. Receiving credit for their language study
2. Moving through their degree programs more quickly
3. Enhanced success in the ESL +1 program

(End of Motion)

4.2.3. REMOVAL OF CANTEST FROM LIST OF OFFICIAL ENGLISH LANGUAGE PROFICIENCY EXAMS

MOTION: To remove all CanTEST information from the CCE section of the 2021-2022 Undergraduate Calendar due to its discontinuance as an official English Language Proficiency exam, effective immediately.

Approved by CCE Council electronic vote on December 3, 2021

BACKGROUND AND RATIONALE
CanTEST was used as an official English Language Proficiency exam, however, it has now been discontinued. Therefore, reference to all CanTEST information should be removed from the Undergraduate Calendar. These deletions are noted in the Centre for Continuing Education section of the calendar as part of the sixth motion.

Additional CanTEST information is also found in Undergraduate Admissions on page 3 and also under General Information for Students on page 59 of the Undergraduate Calendar.

(End of Motion)

4.2.4. ESL COURSE LEVEL NAMES

MOTION: That the ESL 005, 010, 020 and 030 level names be changed as follows, effective 2022-2023.

005 (low basic) – 005 Foundations 1 (Beginner)
010 (basic) – 010 Foundations 2 (Elementary)
020 (high basic) – 020 Vantages 1 (Low Intermediate)
030 (Intermediate) - 030 Vantages 2 (Intermediate)

Approved by ESL Academic Committee electronic vote on December 9, 2021
Approved by CCE Council electronic vote on December 17, 2021

BACKGROUND AND RATIONALE:
The level names will appear on student credit transcripts effective 2022-2023. At the ESL Academic Committee Meeting on December 3, the Director of the Centre for Continuing Education suggested that the level names be reviewed. Suggestions were submitted by members of ESL and this motion was passed by electronic vote.
These changes are noted in the Centre for Continuing Education section of the Undergraduate Calendar as part of the Items for Information section.

(End of Motion)
4.2.5. EAP 030 DIRECT ENTRY

**MOTION:** To include Direct Entry for EAP 030 Vantages 2 (Intermediate) in the ESL section of the Undergraduate Calendar, **effective 2022.**

Approved by ESL Academic Committee electronic vote on December 9, 2021
Approved by CCE Council electronic vote on December 17, 2021

**BACKGROUND AND RATIONALE:**

In an effort to attract more students to the EAP Program, Direct Entry scores for Intermediate will be added. The IELTS and Duolingo tests will be articulated to Intermediate level based on current scores for Advanced EAP and High Intermediate. This change needs to be reflected in the University Calendar.

The following equivalency charts explain how these scores articulate to Intermediate. Although the TOEFL iBT score is included for Direct Entry into Advanced EAP, further research would have to be done to reach an accurate score for Direct Entry into High Intermediate and Intermediate. The scores for the IELTS and Duolingo tests are more closely aligned, making the articulation to Intermediate clearer.

These changes are noted in the Centre for Continuing Education section of the Undergraduate calendar as part of the sixth motion.

<table>
<thead>
<tr>
<th></th>
<th>IELTS</th>
<th>Duolingo</th>
</tr>
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<tbody>
<tr>
<td><strong>EAP Advanced Direct Entry scores</strong></td>
<td>Overall IELTS (Academic) score of 6.0 with no IELTS Band score less than 5.0</td>
<td>Duolingo score of 95 – 105</td>
</tr>
<tr>
<td><strong>EAP High Intermediate Direct Entry scores</strong></td>
<td>Overall IELTS (Academic) score of 5.5 with no band lower than 5.0</td>
<td>Duolingo score of 85-90</td>
</tr>
<tr>
<td><strong>EAP Intermediate Entry scores</strong></td>
<td>Overall IELTS (Academic) score of 5.0 with no band lower than 4.5</td>
<td>Duolingo score of 75-80</td>
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</table>

Comparison charts showing the equivalencies.

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<tr>
<td></td>
<td><a href="https://englishtest.duolingo.com/scores">https://englishtest.duolingo.com/scores</a></td>
</tr>
<tr>
<td>ESL equivalency draft chart from August 2014: Note that these are exit scores resulting</td>
<td><a href="https://netstorage.cc.uregina.ca/oneNet/NetStorage/DriveT%40VOL2/cce/esl/Academic/Curriculum%20Revitalization%20Process/2014.2%20Phase%20I%20Myra%20and%20Amy/Phase%20II%20Documents/Alignment%20CLBs">https://netstorage.cc.uregina.ca/oneNet/NetStorage/DriveT%40VOL2/cce/esl/Academic/Curriculum%20Revitalization%20Process/2014.2%20Phase%20I%20Myra%20and%20Amy/Phase%20II%20Documents/Alignment%20CLBs</a></td>
</tr>
</tbody>
</table>
from analysis of tests that students write to pass the level

Comparison of the TOEFL iBT, CBT, PBT, IELTS and TOEIC

Comparison of IELTS and CEFR

(End of Motion)

4.2.6. CALENDAR REVISIONS

MOTION: To update the ESL section of the undergraduate calendar, effective 202220.

Approved by CCE Council electronic vote on December 17, 2021

BACKGROUND AND RATIONALE:
The five previous motions require changes to the 2021-2022 Undergraduate calendar. The following pages reflect these changes in the Centre for Continuing Education section, which includes the English as a Second Language section of the calendar.

Additional ESL information that require updates is also found on the following pages in the Undergraduate Calendar:
- Undergraduate Admissions on page 3
- Undergraduate Admissions on page 15
- Faculty of Arts on page 74

Changes to the calendar are included in the attached document labelled Appendix A.

End of Motion

ITEMS FOR INFORMATION

The Centre for Continuing Education submits the following items for information.

English for Academic Purposes Program

This intensive English language program is a pathway to degree programs at the University of Regina. Completing this program satisfies the English language proficiency requirements for undergraduate and graduate admission to the University of Regina.

Admission Requirements

Students are admitted to the program by achieving the required scores for a level on the EAP Placement test or through Direct Entry scores into EAP 030 level, EAP 090 level, or EAP 100 level.

In the first two Motions, the effective date is 202230. The Registrar’s Office suggested that the effective date
should be 202220. This would be a better date to begin attracting International students once the effects of the pandemic on world travel lessen.

In order to allow a smooth transition from the earlier levels of English Language acquisition currently studied in ESL levels 005, 010, 020, and 030, all levels of ESL will move from the 15, 25, 35 non-credit terms to the 10, 20, and 30 credit terms in the Banner system. These courses would not receive credits.

The 090 and 091 courses were first titled Academic, but the Subject Code for all is English for Academic Purposes EAP, so the original title of High Intermediate should be used.

An environmental scan done in 2020 found that university credits for ESL are already offered by a number of Canadian universities. Some examples are Capilano University, Carleton University, Thomson Rivers University, Trent University, and Victoria Island University which all offer some credits for ESL study. A larger number of Canadian universities also have programs similar to the University of Regina’s ESL + 1 program which enables conditionally accepted students in the Advanced English classes to enroll in additional credit courses. See Appendix B.

It will be up to individual faculties to decide if they will accept the EAP 100 and/or EAP 101 courses as electives in their programs. Members of CCE have met with members of Arts, Business, Engineering, K&HS and Science faculties to discuss this.

There have been discussions with Financial Services about approval for a special fee structure for these courses. The proposal will go to the Board of Governors in 2022. For a comparison of fees for ESL programs, see Appendix C.

I. COURSE DESCRIPTIONS

EAP Foundations 1
Foundations 1 is an intensive English language level for speakers of languages other than English who have not studied English before. There are three courses, including a Core class of 15 hours per week, a Grammar and Writing Skills class of 3 hours per week and a Communications class of 3 hours per week. The Core class is worth 70% of the level grade, and the Grammar and Writing and the Communication class are each worth 15% of the level grade.

EAP 005 0:15-0
Foundations 1 Core Class
This course focuses on developing reading, writing, listening and speaking skills using concrete, personal and everyday topics at the beginner level. Vocabulary and grammar components are also integrated into the lessons.
***Prerequisite: Foundations 1 ESL Placement Test Scores ***
***Co-requisite: EAP 006 and EAP 007***

EAP 006 0:3-0
Foundations 1 Grammar and Writing Class
This course focuses on developing beginning writing skills, including forming letters of the English alphabet, spelling, and writing simple sentences using concrete, personal and everyday topics.
***Prerequisite: Foundations 1 ESL Placement Test Scores ***
***Co-requisite: EAP 005 and EAP 007***

EAP 007 0:3-0
Foundations 1 Communications Class
This course focuses on developing listening and speaking skills that involve concrete, personal and everyday topics, including recognizing and pronouncing English vowel and consonant sounds, and fulfilling simple social
functions.
***Prerequisite: Foundations 1 ESL Placement Test Scores ***
***Co-requisite: EAP 005 and EAP 006***

EAP Foundations 2
Foundations 2 is an intensive English language level for speakers of languages other than English who can communicate concrete, personal and everyday topics in conversation and writing. There are three courses, including a Core class of 15 hours per week, a Grammar and Writing Skills class of 3 hours per week and a Communications class of 3 hours per week. The Core class is worth 70% of the level grade, and the Grammar and Writing and the Communications class are each worth 15% of the level grade.

EAP 010:0:15-0
Foundations 2 Core Class
This course focuses on developing reading, writing, listening and speaking skills using concrete common and familiar topics at the elementary level. Vocabulary and grammar components are also integrated into the lessons.
*** Prerequisite: Completion of EAP 005 AND 006 AND EAP 007 or Foundations 2 level ESL Placement Test Scores ***
***Co-requisite: EAP 011 and 012***

EAP 011:0:3-0
Foundations 2 Grammar and Writing Class
This course focuses on developing elementary writing skills, including sentence and paragraph writing using concrete common or familiar topics.
*** Prerequisite: Completion of EAP 005 AND 006 AND 007 or Foundations 2 level Placement Test Scores ***
***Co-requisite: EAP 010 and 012***

EAP 012:0:3-0
Foundations 2 Communications Class
This course focuses on developing elementary listening and speaking skills that involve concrete common or familiar topics.
*** Prerequisite: Completion of EAP 005 AND 006 AND 007 or Foundations 2 level Placement Test Scores ***
***Co-requisite: EAP 010 and 011***

Vantages 1
Vantages 1 is an intensive English language level for speakers of languages other than English who can communicate using concrete common and familiar topics in conversation or in writing. There are three courses including a Core class of 15 hours per week, a Writing Skills class of 3 hours per week and a Communications class of 3 hours per week. The Core class is worth 70% of the level grade, and the Grammar and Writing and the Communications class are each worth 15% of the level grade.

EAP 020:0:15-0
Vantages 1 Core Class
This course focuses on developing reading, writing, listening and speaking skills using somewhat simple general knowledge at the intermediate level. Vocabulary and grammar components are also integrated into the lessons.
*** Prerequisite: Completion of EAP 010 AND EAP 011 AND 012 or Vantages 1 level ESL Placement Test Scores ***
***Co-requisite: EAP 021 and 022***
EAP 021 0:3-0
Vantages 1 Grammar and Writing Class
This course focuses on developing intermediate writing skills, including sentence and paragraph writing using simple general knowledge.
*** Prerequisite: Completion of EAP 010 AND EAP 011 AND 012 or Vantages 1 level ESL Placement Test Scores ***
***Co-requisite: EAP 020 and 022***

EAP 022 0:3-0
Vantages 1 Communication Class
This course focuses on developing intermediate communication skills that involve simple general knowledge.
*** Prerequisite: Completion of EAP 010 AND EAP 011 AND 012 or Vantages 1 level ESL Placement Test Scores ***
***Co-requisite: EAP 020 and 021***

Vantages 2 Level
Vantages 2 is an intensive English language level for speakers of languages other than English who can communicate simple general knowledge orally or in writing. There are two courses including a Core class of 15 hours per week and a Writing Skills class of 6 hours per week. The Core class is worth 70% of the level grade, and the Writing Skills class is worth 30% of the level grade.

EAP 030 0:15-0
Vantages 2 Core Class
This course focuses on developing reading, writing, listening and speaking skills using somewhat complex general knowledge at the intermediate level. Vocabulary and grammar components are also integrated into the lessons.
*** Prerequisite: Completion of EAP 020 AND 021 AND 022 or Vantages 2 ESL Placement Test Scores or Direct Entry into Vantages 2 level***
***Co-requisite: EAP 031***

EAP 031 0:6-0
Vantages 2 Grammar and Writing Class
This course focuses on developing intermediate writing skills, including sentence and paragraph writing on topics that are somewhat complex general knowledge.
*** Prerequisite: Completion of EAP 020 AND 021 AND 022 or Vantages 2 ESL Placement Test Scores or Direct Entry into Vantages 2 level***
***Co-requisite: 030 (only one of 031 or 032 are required to pass the level)***

EAP 032 0:6-0
Vantages 2 Communication Class
This course focuses on developing intermediate communication skills that involve somewhat complex general knowledge.
*** Prerequisite: Completion of EAP 010 AND EAP 011 AND 012 or Vantages 2 level ESL Placement Test Scores or Direct Entry into EAP Vantages 2 level ***
***Co-requisite: EAP 030 (only one of 031 or 032 are required to pass the level) ***
EAP 090 3:12-0
High Intermediate English Reading and Communication

Course Description:
EAP 090 is an intensive academic English language course for high-intermediate speakers of languages other than English for students who can communicate somewhat complex general knowledge orally or in writing. It focuses on somewhat complex and abstract academic skill development in listening, speaking and reading for somewhat complex and abstract topics.
*** Prerequisite: Completion of Vantages 2 level (EAP 030 and ONE of 031 or 032) or EAP 090 Level Placement Test Scores or Direct Entry to EAP 090 Level ***

EAP 091 3:9-0
High Intermediate English Writing

Course Description:
EAP 091 is an intensive academic English language course for high-intermediate speakers of languages other than English. It presents somewhat complex and abstract academic writing, including complex grammatical and sentence construction, paragraph and essay structures.
*** Prerequisite: Completion of Vantages 2 level (EAP 030 and ONE of 031 or 032) or EAP 091 Level Placement Test Scores or Direct Entry to EAP Academic Level ***

EAP 100 3:12-0
Advanced English Reading and Communication

Course Description:
This is an intensive academic English language course for advanced speakers of languages other than English. It covers interesting and often controversial topics while developing advanced academic reading, listening and speaking skills for complex and abstract topics. It includes content in academic integrity, critical thinking skills, study skills and time management.
*** Prerequisite: Completion of EAP 090 or EAP Advanced Level Placement Test Scores or Direct Entry to EAP Advanced Level ***
***Co-requisite: EAP 101 in order to complete the level and satisfy the University English Language Proficiency requirement for admission to University degree programming.

EAP 101 3:9-0
Advanced English Writing and Research

Course Description:
This is an intensive advanced academic English language course for speakers of languages other than English. It presents formal academic or professional writing and research skill development for advanced English language learners using complex, and abstract topics.
*** Prerequisite: Completion of EAP 091 or EAP Advanced Level Placement Test Scores or Direct Entry to EAP Advanced Level ***
***Co-requisite: EAP 100 in order to complete the level and satisfy the University English Language Proficiency requirement for admission to University degree programming. ***

End of Report from the Centre for Continuing Education
FLEXIBLE LEARNING (FL)
Flexible Learning (FL) works closely with the University of Regina academic faculties and supports institutions to provide flexible learning options to students in Regina, across Saskatchewan and beyond. Classes are delivered using the following modes: Face-to-face, Online, LIVE-streamed, Video-conferenced and Blended. Flexible Learning offers a large selection of on-campus courses with flexible class times from early morning to evenings, on Saturdays and in the spring and summer (May, June, July, and August).

Online Courses
The University of Regina is continually expanding its online course offerings. Students can access courses which are entirely online, or which utilize a combination of instructional methods. The schedule can be viewed at www.uronline.ca.

LIVE-streamed Courses
LIVE-streamed courses are offered throughout the province. Students watch the on-campus class via the LIVE-streamed eCast Network on any device connected to the internet. Students have the choice of taking the course in a classroom setting with other students or can utilize our YOURHOME section, which allows students to watch from anywhere on any computer or mobile device. The schedule can be viewed at https://www.uregina.ca/cce/flexible-learning/live-streamed/index.html.

Off-Campus Face-to-Face Courses
Flexible Learning delivers many courses each year on a face-to-face basis through regional colleges and the Faculty of Social Work Saskatoon Campus. Full-time first- and second-year University of Regina studies are offered at most college locations. The schedule can be viewed at: https://www.saskatchewan.ca/residents/education-and-learning/universities-colleges-and-schools/post-secondary-institutions

Full-time first- and second-year University of Regina studies are offered at most college locations. The University of Regina schedule can be viewed at: https://www.saskatchewan.ca/residents/education-and-learning/universities-colleges-and-schools/post-secondary-institutions

University of Regina Faculty of Social Work
www.uregina.ca/socialwork
Flexible Learning offers Social Work programs on both full- and part-time basis in Saskatoon and throughout Saskatchewan.

Video-Conference Courses
Students attend a course at an off-campus location equipped with video-conferencing equipment.

Blended Courses
Blended courses employ a combination of the following: face-to-face, LIVE-streamed, online and/or video-conference instruction.

Early Morning
Flexible Learning offers early morning courses beginning at 7:30 am.

Evening and Saturday Courses
Flexible Learning offers evening and Saturday courses, providing students with flexibility and convenience. All faculties offer a variety of courses scheduled in the evenings as well as on Saturdays.

Spring and Summer University
Flexible Learning offers a large selection of courses in May, June, July and August, both on and off-campus. Spring and Summer University lets students:

- Finish a program faster.
- Lighten a course load during the fall and winter terms.
- Catch up on missed courses.
- Complete a class in a compressed time frame.

The schedule can be viewed at www.ursummer.ca.

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

Tests to Establish English Proficiency
University of Regina ESL Placement Test
For information on ESL Placement test dates and registration, contact the ESL Program at 306-585-4585.

Canadian Test of English for Scholars and Trainees (CanTEST)
Candidates must register at least seven days before the test date (photo ID required). The test takes 3.5 hours and results are available a week later. CanTEST dates offered by the U of R are as follows:

<table>
<thead>
<tr>
<th>Dates for 2021</th>
<th>Dates for 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 6</td>
<td>TBD</td>
</tr>
<tr>
<td>May 8</td>
<td>TBD</td>
</tr>
<tr>
<td>November 6</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Note: 2021 and 2022 dates are subject to change. *The test may not be offered in 2021.

For additional information about the University’s English Proficiency requirements, please refer to the Admissions section.

English as a Second Language English for Academic Purposes (EAP) Academic Program
The University of Regina ESL EAP Program offers a 12-week non-credit Academic Program, 3 times per year coinciding with University of Regina academic terms for students 16 years of age and older. Students receive 252 hours of instruction per term consisting of core curriculum (15 hours/week) and skills courses (6 hours/week) from TESL Canada certified ESL instructors. Instructional activities involve individual, pair and group work and include workshops, seminars, and socio-cultural activities. Evaluation is based on graded assignments and in-class examinations, tests, mid-term and final examinations. Students are required to purchase course texts and other materials at an approximate cost of $250.00 CAD.

Classes are held on campus and through remote and blended delivery modes with an average class size of 18 students. The ESL Program has its own computer lab with scheduled class time. Upon successful completion, Advanced EAP (Level 050) students receive a certificate of completion at a formal closing ceremony.

Many EAP learners need to satisfy the English language proficiency (ELP) requirement to remove conditions for admission pertaining to language in order to pursue their degree programs. Passing Advanced EAP (Level 050) (Advanced English Reading and Communication 100, and Advanced English Writing and Research 101) of the ESL EAP Academic Program satisfies the University of Regina English Language Proficiency ELP requirement. Passing Advanced EAP only removes conditions relating to English language proficiency and does not change any academic conditions relating to admission. Students who are conditionally admitted to the University of Regina can continue begin their credit studies in the term immediately after successfully completing their ESL studies. (See the ESL-1 Program section which enables students to take additional credit classes while studying at the Advanced EAP level).
Mandatory Orientation and Placement Testing

New students write an in-house on-line placement test and are placed in one of six levels:

1. EAP 005 Foundations 1 (Beginner) (low-basic)
2. EAP 010 Foundations 2 (Elementary) (basic)
3. EAP 020 Vantages 1 (Low Intermediate) (high-basic)
4. EAP 030 Vantages 2 (Intermediate)
5. EAP 040 090 and 091 (High Intermediate)
6. Advanced EAP Level 050 EAP 100 and 101 (Advanced)

Placement testing is part of a general orientation program preceding the start of each term’s classes.

Students who have submitted proof of an overall IELTS (Academic) Band score of 6.0 with no IELTS Band score less than 5.0 or a TOEFL IBT score of 70 with no skill below 17, or a TOEFL Paper score of 525, or a CAEL score of 50, or a Duolingo score of 95-105 will be directly admitted into Advanced EAP (Level 050). Students who have submitted proof of an overall IELTS (Academic) Band score of 5.5 with no IELTS Band score less than 5.0, or a Duolingo score of 85-90 will be directly admitted into ESL 040 High Intermediate EAP. Students who have submitted proof of an overall IELTS (Academic) Band score of 5.0 with no IELTS Band score less than 4.5, or a Duolingo score of 75-80 will be directly admitted into EAP 030 Vantages 2 (Intermediate). These scores must be submitted no later than the 100% Refund (minus tuition deposit) deadline. If documents are submitted prior to the start of the term, there is no requirement to write the in-house placement test. Test results may not be more than 2 years old at the time of application to the ESL program if they are to be considered for placement.

English for Academic Purposes Program Curriculum

Within the ESL English for Academic Purposes (EAP) Program, for levels 005 to 030, the curriculum consists of an integrated core class courses supplemented by one skills class per level, either one or two skills classes depending on the level of the student.

Within the integrated core courses study listening, speaking, reading, and writing through a theme-based integrated curriculum. The core courses are offered include 15 hours of instruction per week a week Monday to Friday.

The skills courses focus on specific language skills and are offered through classroom instruction, workshops, seminars and examinations, and socio-cultural activities. In the lower levels, skills classes consist of writing and/or communication and include 6 hours per week. In the highest, Advanced EAP (Level 050), skills classes consist of Literature and Writing (a writing and research class recommended for students entering Undergraduate Studies) and Advanced Writing (a writing and research class recommended for students entering Graduate Studies).

In the High Intermediate and Advanced EAP (levels 90 and 91, and 100 and 101), there are two courses at each level. These courses are: EAP 090 High Intermediate English Reading and Communication at 12 hours a week, and EAP 091 High Intermediate English Writing at 9 hours a week. EAP 100 Advanced English Reading and Communications at 12 hours a week and EAP 101 Advanced English Writing and Research at 9 hours a week.

Courses are graded numerically and carry no degree credit and EAP 100 Advanced English Reading and Communication and EAP 101 Advanced English Writing and Research carry 3 credits each. A student who passes EAP 090 High Intermediate English Reading and Communication is eligible to take EAP 100 Advanced English Reading and Communication. A student who passes EAP 091 High Intermediate English Writing is eligible to take EAP 101 Advanced English Writing and Research.

Performance Regulations

In levels 005 to 030, to receive a full pass the level, the student must achieve a minimum grade of 60% in the integrated core class, and an average grade of 60% weighted across the integrated core and skill classes.

No conditional passes will be given.

Students who are enrolled in Advanced EAP (Level 050) and who are applying to a degree credit program will be granted conditional acceptance if their previous education qualifies them academically for admission. Full Admission (the removal of conditions pertaining to language proficiency) will be confirmed or revoked by University of Regina Admission Offices upon receipt of the final grades in Advanced EAP (Level 050 and 101).

Students who receive a Fail grade may repeat the course once. Second and subsequent failures have additional requirements that must be met before registration can occur. Refer to the ESL Policy book for details.

ESL English for Academic Purposes Program Dates

Registration follows a first-come, first-served basis. Students are recommended to apply as early as possible so that they can ensure a spot in their chosen term.

ESL Tuition Fees

All fees are subject to change without notice.

A non-refundable tuition deposit is required for each session. The first deposit is non-refundable. The remainder of tuition fees are due on the first day of classes.

2022 Winter and Spring/Summer Tuition fees (approximate) for Visa students in the Academic Program are as follows with an approximate additional cost of $250 for materials:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
<th>Tuition Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Class</td>
<td>15 hours</td>
<td>$3014.29</td>
</tr>
<tr>
<td>Skills Class</td>
<td>3 hours</td>
<td>$602.86</td>
</tr>
<tr>
<td></td>
<td>(36 hours term)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 hours</td>
<td>$1205.71</td>
</tr>
<tr>
<td></td>
<td>(72 hours term)</td>
<td></td>
</tr>
</tbody>
</table>

2022 Winter and Spring/Summer Tuition Fees (approximate) for Permanent Residents and Canadian citizens are as follows with an approximate additional cost of $250 for materials:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
<th>Tuition Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Class</td>
<td>15 hours</td>
<td>$2364.29</td>
</tr>
<tr>
<td>Skills Class</td>
<td>3 hours</td>
<td>$472.86</td>
</tr>
<tr>
<td></td>
<td>(36 hours term)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 hours</td>
<td>$945.71</td>
</tr>
<tr>
<td></td>
<td>(72 hours term)</td>
<td></td>
</tr>
</tbody>
</table>

2022 Winter and Spring/Summer Tuition Fees (approximate) for Visa students in the Academic Program are as follows with an approximate additional cost of $250 for materials:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
<th>Tuition Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Class</td>
<td>15 hours</td>
<td>$3310</td>
</tr>
<tr>
<td>Skills Class</td>
<td>3 hours</td>
<td>$472.86</td>
</tr>
<tr>
<td></td>
<td>(36 hours term)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 hours</td>
<td>$945.71</td>
</tr>
<tr>
<td></td>
<td>(72 hours term)</td>
<td></td>
</tr>
</tbody>
</table>

2022 Fall Tuition fees (approximate) for Permanent Residents and Canadian citizens are as follows with an approximate additional cost of $250 for materials:
Full Program
- 21 hours per week
- 252 hours per term
- Includes $4500 non-refundable tuition deposit

Core class
- 15 hours per week
- 180 hours per term

Skills class
- 3 hours per week (36 hours term)
- 6 hours per week (72 hours term)

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Hours per Week</th>
<th>Hours per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>21</td>
<td>252</td>
</tr>
<tr>
<td>Core</td>
<td>15</td>
<td>180</td>
</tr>
<tr>
<td>Skills</td>
<td>3, 6</td>
<td>36, 72</td>
</tr>
</tbody>
</table>

$3385
$2417.86
$483.57
$967.14

Deadline

The deadline for the submission of applications is approximately one month before classes start: August 1 (fall term), December 1 (winter term), and April 1 (spring/summer term). Late applications may be considered after the deadline, but some classes may be at full capacity.

For information on 2022 0 tuition fees contact:

**English as a Second Language Program**

Wakpá Tower, Room 114
University of Regina
Regina, SK, Canada S4S 0A2
Tel: 306-585-4585
Fax: 306-585-4971
E-mail: esl@uregina.ca Website: www.uregina.ca/esl

**ESL Scholarships**

Current and incoming ESL students are eligible for a variety of ESL-specific scholarships. Please consult the ESL website at www.uregina.ca/esl/student-services/scholarships.html for details.

**ESL + 1 Program**

The following students will qualify for admission to the ESL+1 Program: Students who qualify to take an Advanced EAP class (Level 050) via passing ESL 040 EAP High Intermediate 090 or 091 or by achieving an appropriate score on the ESL placement exam or submitting an IELTS Academic, TOEFL, Duolingo or CAEL score with an acceptable score to allow for direct entry into Advanced EAP, as per the Mandatory Orientation and Placement Testing in this section, and who are offered conditional admission to a credit undergraduate program at the University of Regina in the Faculties of Arts (Economics only), Business Administration, Engineering and Applied Science, Science, or the Centre for Continuing Education, will qualify for admission to the ESL+1 program.

1. ESL students participating in this program may take an undergraduate credit course from the authorized course list while enrolled in Advanced EAP. Courses not on the authorized list may qualify but require prior approval from the Director of ESL and the advisor of the Faculty the student is conditionally admitted to.

2. Admission will be completed or revoked upon receipt of the final grade for Advanced EAP. Because students must pass Advanced EAP to be admitted to the University, students must pass both Advanced EAP and the credit course to receive credit for the credit course. Students who initially fail Advanced EAP but pass the credit course, and who successfully reattempt Advanced EAP and are admitted to the University, may then receive credit for the previously completed credit course.

3. Students must consult with the ESL department and the Faculty that has conditionally accepted them to ensure their course choice is appropriate for their program, and that the credit for the course can be used in the program. The Faculty of Engineering and Applied Science requires students receive permission from one of their faculty advisors before registering in a credit course.

4. Students are responsible for having the appropriate academic prerequisites for any courses they take.

5. Advising support and tutorial support will be provided, but it is the responsibility of the student to ensure that they can handle the workload of the ESL EAP courses and the additional credit course.

6. Students who drop the Advanced EAP (Level 050) course will be dropped from the credit course (with refunds based on the normal refund schedule). This may affect the student’s immigration status.

**FastTrack Courses**

FastTrack 020 (EFST 020) is an intensive, condensed version of the Academic program **high basic ESL Low Intermediate EAP 020 Vantages 1 Level 020**. Students must have successfully completed level EAP 010 Foundations 2 (Elementary) or attempted level EAP 020 within the last 2 terms of the Academic program. Placement into Level EAP 020 is not sufficient to study in the fast-track program.

FastTrack 030 (EFST 030) is an intensive, condensed version of the Academic program **high intermediate ESL EAP 030 Vantages 2 Level 030**. Students must have successfully completed level EAP 020 Vantages 1 (Low Intermediate) 020 or attempted level EAP 030 within the last two terms of the Academic program. Placement into Level EAP 030 is not sufficient to study in the fast-track program.

These courses are intended for highly motivated and dedicated learners who would like to accelerate their progress through the ESL program.

**Fundamentals for Success Courses**

Fundamentals for Success Courses help ESL students improve their chances of academic success and help members of the community improve their language skills for professional or personal reasons. Proficiency in the Fundamentals for Success classes does not satisfy the English Language Proficiency requirement for University admission; however, students who want to be admitted to the University of Regina can improve their skills in order to prepare for a University entrance exam, such as the ESL Placement test, the IELTS, TOEFL or Duolingo, or the CanTEST. Fundamentals for Success classes are offered on a part-time basis during the Academic ESL Program term and on a full-time intensive basis during the time between terms. They are not graded and are pass/fail courses.

**Fundamentals for Writing Success**

In this course, learners will improve their writing skills through close reading and studying the writing styles and techniques of academic writers as well as offering important self-editing skills. Fundamentals for Writing Success is recommended and specifically designed for intermediate ESL students (such as those who are in Level EAP 020 Vantages 1 (Low Intermediate) 020 or above in our Academic Program) who wish to improve their writing skills.

**Fundamentals for Communicative Success**

The most common English skills in our daily communication are speaking and listening. Fundamentals for Communicative Success will enhance the ability to comprehend and articulate words and sentences in English accurately and fluently.

This course includes intensive coverage of decoding (sound recognition) of different vowel and consonant sounds; sentence-level grammar in context; and thematic vocabulary development.

**Fundamentals for Workplace Success**

This is a course recommended and specifically designed for intermediate EAL students who have attained at least CLB level 2, and who are looking to improve their Communicative English skills. In this course you will develop confidence and skill with communication in English using key speaking and listening strategies that will benefit you in the workplace, whether you are already working or seeking employment.

For further information on ESL programs, contact:

**English as a Second Language Program**

Wakpá Tower, Room 114
University of Regina
Regina, Saskatchewan Canada S4S 0A2
Tel: 306-585-4585
Fax: 306-585-4971
E-mail: esl@uregina.ca
<table>
<thead>
<tr>
<th>University</th>
<th>ESL Program Housed In</th>
<th>Bridging/Equivalent Program Name</th>
<th># of Levels EAP</th>
<th>Credit Hours Needed</th>
<th># of U credit classes Ss can take while in EAP</th>
<th>Eng. Requirement: Entry to Bridging or Equivalent</th>
<th>Direct Entry to Bridging or Equivalent</th>
<th># of Terms in Bridging or Equivalent</th>
<th>Total # of U credit classes, Note in Bridging or Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capilano</td>
<td>Pathways</td>
<td>Faculty of Education, Health,</td>
<td>2 more than 9</td>
<td>135-180</td>
<td>3 EAP 102/L275.0 overall, and no score less than 5.0</td>
<td>yes</td>
<td>yes</td>
<td>2 term/3 credits</td>
<td>2 term/3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EAP + Health, Human Development</td>
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<tr>
<td>Eastern</td>
<td>School of Linguistics</td>
<td>ESLA*</td>
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<td>0</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>3 below 10</td>
<td>3 below 10</td>
</tr>
<tr>
<td></td>
<td>and Language Studies</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Thompson Rivers</td>
<td>Faculty of Education</td>
<td>Academic Preparation Certificate</td>
<td>2 more than 9</td>
<td>135-180</td>
<td>3 Level 4/6/75.0 overall, with no bands below 5.0</td>
<td>yes</td>
<td>yes</td>
<td>2 term/3 credits</td>
<td>6 term/3 credits</td>
</tr>
<tr>
<td></td>
<td>and Social Work</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Trent</td>
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<td>The Trent Intl.</td>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>2 more than 12</td>
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<td></td>
<td>University</td>
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<tr>
<td>Vancouver Island</td>
<td>Faculty of</td>
<td>University</td>
<td>2</td>
<td>2</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>2 more than 22</td>
<td>4 University Preparation 5 with a minimum of “C” i. e. L.</td>
</tr>
<tr>
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<tr>
<td>University</td>
<td>EAP Program</td>
<td>Bridging/ Equivalent Program Name</td>
<td># of Levels EAP</td>
<td>Credit hours from EAP</td>
<td>Total # of U credit classes Ss can take while in EAP</td>
<td>Eng Requirement Entry to Bridging or Equivalent</td>
<td>Continue from Bridging or Equivalent</td>
<td>Direct Entry to Bridging or Equivalent</td>
<td># of Terms in Bridging or Equivalent</td>
</tr>
<tr>
<td>---------------------</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td>Alberta</td>
<td>Faculty of Extension</td>
<td>UAlberta Bridging (BP1, BP2)</td>
<td>3</td>
<td>0</td>
<td>3 IELTS 5.0, with no band score less than 4.5</td>
<td>yes</td>
<td>yes</td>
<td>unknown</td>
<td>3 unknown</td>
</tr>
<tr>
<td>Capilano</td>
<td>Faculty of Education, Health</td>
<td>Pathways</td>
<td>2 more than 8</td>
<td>0</td>
<td>3 EAP (BP1, BP3.5): (overall), and no one score less than 5.0</td>
<td>yes</td>
<td>yes</td>
<td>2 BP1-BP2</td>
<td>3 BP1-BP2</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Language Center</td>
<td>University Bridging</td>
<td>2</td>
<td>0</td>
<td>level 4: IELTS 6.0 (minimum 5.5 in all)</td>
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<td>placement test</td>
<td>unknown</td>
<td>unknown</td>
</tr>
<tr>
<td>Edmonton</td>
<td>School of Linguistics and</td>
<td>ELBA*</td>
<td>3 more than 9</td>
<td>0</td>
<td>0</td>
<td>yes</td>
<td>yes</td>
<td>3 terms 10</td>
<td>2 unknown</td>
</tr>
<tr>
<td>Thompson Rivers</td>
<td>Faculty of Education and</td>
<td>Academics</td>
<td>2 more than 8</td>
<td>0</td>
<td>3 IELTS 5.5 with no bands below 5.0</td>
<td>yes</td>
<td>yes</td>
<td>2 / 11 to 14</td>
<td>6</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>University College</td>
<td>ILSC ERU, ELC, ESL Pathway</td>
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<td>2</td>
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<td>yes</td>
<td>2 to 20-22</td>
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<td>York</td>
<td>Continuing Ed</td>
<td>Yorkbridge</td>
<td>4</td>
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<td>yes</td>
<td>yes</td>
<td>2 to 20-22</td>
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<td>York</td>
<td>Continuing Ed</td>
<td>YUEP</td>
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<td>yes</td>
<td>2 to 20-22</td>
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<td>3</td>
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<td>2 to 20-22</td>
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<td>2 IELTS 5.0 overall; 2 EAP 4 – 5.0 (min 10)</td>
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<td>5 courses</td>
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Note: Faculty of Education and Social Work provides Academic Pathway (Full-time & part-time).
<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Weeks/semester (program)</th>
<th>Hr/Week</th>
<th>Instruction hrs total (DxE)</th>
<th>Tuition/ Semester</th>
<th>Posted Fees $</th>
<th>$/hr (see F)</th>
<th>$/instruction Hrs total (see G)</th>
<th>Covid update for ESL students</th>
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<tr>
<td>1 U of R</td>
<td>ESL/EAP</td>
<td>13</td>
<td>23</td>
<td>273</td>
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<td>15.9 link to univ faculty</td>
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<td>2 U of S</td>
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<td>20</td>
<td>200</td>
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<td>4 KRU</td>
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<td>20</td>
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<td>5 VIU</td>
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<td>20</td>
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<td>14</td>
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<td>8 U of T</td>
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<td>11 MITT (College)</td>
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<td>12</td>
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<td>12 U of A</td>
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<td>86.4</td>
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<td>19 Capilano U</td>
<td>EAP 4 (EAP 100 - 6 credits, 101 - 3 credits)</td>
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<td>8</td>
<td>120</td>
<td>2949.3</td>
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<tr>
<td>21 Langara College</td>
<td>LEAP</td>
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<td>140</td>
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<td>21.3</td>
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<td>22 Columbia College</td>
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<td>23 Camosun College</td>
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<td>24 Selkirk College</td>
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<td>15.8</td>
<td>15.8 Faculty</td>
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</tr>
</tbody>
</table>

Note: Some tuition fees may include health insurance and other fees.
4.3. LA CITÉ UNIVERSITAIRE FRANCOPHONE

La Cité universitaire francophone has approved for the following courses to become historical.

I. HISTORICAL COURSES

**FRN 340AA** A la rencontre de l’Autre: dialogue interculturel dans la francophonie canadienne et internationale
This course has been replaced with FRN 340AM Histoire des relations interculturelles au Canada

**FRN 490AC** Travaux dirigés de fin de programme, spécialisation
This course has been replaced with FRN 499.

End of Report from La Cité universitaire francophone

4.4. FACULTY OF KINESIOLOGY AND HEALTH STUDIES

The following motion has been approved by the Faculty of Kinesiology and Health Studies’ Faculty Council and are offered to the CCUAS for approval:

4.4.1 RESIDENCY REQUIREMENT REVISION

**MOTION:** To change the residency requirement in the Faculty of Kinesiology and Health Studies’ programs as follows, effective 2022.

**Residency Requirement**
Students must complete at least half of their program (60 credit hours) at the University of Regina.  
**Bachelor of Kinesiology, Bachelor of Sport and Recreation Studies, Bachelor of Sport and Recreation Studies Internship**
Students must fulfill their program completion requirements with a minimum of 35% (42+ credit hours) with University of Regina coursework. Some programs may require the student to complete more than the minimum specified in this regulation but not less than the minimum specified.

**Diploma or Certificate Programs**
Students must fulfill their program completion requirements with a minimum of 50% of their credit hours, or at least 9 credit hours for those certificates with 18 credit hours or less, with University of Regina coursework.

**PLAR and Transfer Credit**
Credit for PLAR and Transfer Credit are not included or counted in University of Regina residency credit hours.

**Rationale:** While not common, we do have students with more than 60 credit hours of post-secondary credit hours completed that could benefit from allowing additional transfer credit toward degree completion. While primarily used in the context of articulation agreements (either developing a 78 credit hour formal articulation - eg. Humber College 3 year diploma in Sport Management) it could also be possible for students who have a combination of university credit totalling more than the currently allowed 60 credit hours (eg. A SaskPolytech articulation student from THRC with additional credit earned from the UofS). In both cases, direct credit equivalents are assessed by faculty members if not in the system. This change would allow the limited number of students with this situation greater flexibility in their program completion, as well as will allow the faculty to explore articulation agreements greater than 60 credit hours.

End of Report from the Faculty of Kinesiology and Health Studies
4.5. FACULTY OF MEDIA, ART, AND PERFORMANCE

The Faculty of Media, Art, and Performance submits the following motions to CCUAS for approval.

4.5.1. BACHELOR OF ARTS IN MEDIA, ART, AND PERFORMANCE MAJOR, CREATIVE TECHNOLOGIES CONCENTRATION CORE REQUIREMENT REVISION

**MOTION:** To remove CTCH 203 and 303 from Research and Methodologies section of the Bachelor of Arts, Media Art and Performance Major, Creative Technologies Concentration as they are required courses for the Creative Technologies Concentration, effective 202220.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts in Media, Art, and Performance Major, Creative Technologies Concentration Required Courses</td>
<td>Bachelor of Arts in Media, Art, and Performance Major, Creative Technologies Concentration Required Courses</td>
</tr>
<tr>
<td>MAP 001</td>
<td>0.0</td>
</tr>
<tr>
<td>Critical Competencies – 33 Credit hours</td>
<td>Critical Competencies – 33 Credit hours</td>
</tr>
<tr>
<td>Communication in Writing</td>
<td>Communication in Writing</td>
</tr>
<tr>
<td>Two of: ACAD 100, ENGL 100, 110</td>
<td>Two of: ACAD 100, ENGL 100, 110</td>
</tr>
<tr>
<td>Culture and Society</td>
<td>Culture and Society</td>
</tr>
<tr>
<td>MAP 202</td>
<td>3.0</td>
</tr>
<tr>
<td>Any two in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.</td>
<td>Any two in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.</td>
</tr>
<tr>
<td>Natural or Social Science</td>
<td>Natural or Social Science</td>
</tr>
<tr>
<td>Two courses in the following areas: (excluding courses in research/statistics) ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology. Any Science courses, including MATH.</td>
<td>Two courses in the following areas: (excluding courses in research/statistics) ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology. Any Science courses, including MATH.</td>
</tr>
<tr>
<td>Research Skills and Methodologies</td>
<td>Research Skills and Methodologies</td>
</tr>
<tr>
<td>Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220.</td>
<td>Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220.</td>
</tr>
<tr>
<td><strong>CTCH 203, 303, and THST 250</strong> may be counted in this area if not already counted in another area of the program – see Additional Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</td>
<td><strong>CTCH 203, 303, and THST 250</strong> may be counted in this area if not already counted in another area of the program – see Additional Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</td>
</tr>
</tbody>
</table>

**Rationale:** Removing these classes from the Research and Methodology area of the core requirements will provide clarity as CTCH 203 and 303 are already listed as major requirements.

End of Motion
4.5.2. VISUAL ARTS MAJORS AND MAJOR CONCENTRATIONS

**MOTION:** That the following majors and major concentrations be revised as indicated below, effective 2022.

a. Discontinue the Open Studio (OPST) Concentration in the Bachelor of Fine Arts in Visual Arts.

**Rationale for a:** Visual Arts no longer provides curriculum in Open Studio at the undergraduate level and there are no students currently taking courses in it.

b. Discontinue ceramics (CERM), drawing (DRAW), intermedia (INTM), painting (PNTG), printmaking (PRTM), and sculpture (SCLP) as Majors within the Certificate in Advanced Studio Arts.

**Rationale for b:** This change aligns with the structure of Certificates as set out in the Credential Framework (May 2021) approved by Senate.

c. Create a Photo-Based Media (PHBM) Concentration.

**Rationale for c:** Visual Arts has provided curriculum in Photo-Based Media at all undergraduate levels for almost a decade. This is a housekeeping item.

d. Add ceramics (CERM), drawing (DRAW), photo-based media (PHBM), painting (PNTG), print-making (PRTM), and sculpture (SCLP) as Concentrations within the Bachelor of Arts in Visual Arts and the Bachelor of Arts Honours in Visual Arts.

e. Add photo-based media (PHBM) Concentration to the BFA Visual Arts.

**Rationale for d and e:** This change reflects the Degree and Concentrations within these programs more accurately and clearly.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Bachelor of Fine Arts (Visual Arts) Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>MAP 001</td>
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<tr>
<td>3.0</td>
<td>Two of: ACAD 100, ENGL 100, 110</td>
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<tr>
<td><strong>Critical Competencies</strong> – 18 credit hours</td>
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</tr>
<tr>
<td><strong>Communication in Writing</strong> (at least six credit hours)</td>
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</tr>
<tr>
<td>3.0</td>
<td>MAP 202</td>
</tr>
<tr>
<td><strong>Natural and Social Sciences</strong> (at least 6 credit hours)</td>
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</tr>
<tr>
<td>3.0</td>
<td>Any Science courses, including MATH and Computer Science</td>
</tr>
<tr>
<td>3.0</td>
<td>One course from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.</td>
</tr>
<tr>
<td><strong>Culture and Society</strong> (at least 6 credit hours)</td>
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</tr>
<tr>
<td>3.0</td>
<td>MAP 202</td>
</tr>
<tr>
<td><strong>Indigenous Studies in Visual Arts</strong></td>
<td></td>
</tr>
</tbody>
</table>
Credit hours | Bachelor of Fine Arts (Visual Arts) Required Courses
--- | ---
3.0 | INA/INAH course or approved elective

**Media, Art, and Performance** – 9 credit hours
3.0 | Three Media, Art, and Performance (chosen from courses designated as MAP, FILM, Music, Theatre)

**Art** – 78 credit hours
3.0 | ART 100 or INA 100
3.0 | ART 220 or INA 220
3.0 | ART 221 or INA 221
15.0 | Five courses from ART 223,230,240,250,260,270 or Film 205
6.0 | 300-level ART courses
6.0 | ART 400
3.0 | ART 401
12.0 | Four 400-level studio ART courses
Students who wish to declare a specific concentration within the Visual Arts major should consult with a program advisor.
3.0 | ARTH 100
3.0 | ARTH 301
12.0 | Four ARTH courses at the 200- or 300-level
3.0 | INAH 100

**Open Electives** – 15 credit hours
15.0 | Five Open Electives

120.0 | Total

---

**ITEMS FOR INFORMATION**

**I. CALENDAR UPDATE**

Update the Introduction to Visual Arts in the Calendar as follows, **effective 202220.**

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department of Visual Arts offers programs leading to the degrees of BA (Visual Arts); BA (Special Three-Year); BA in Media, Art, and Performance (Art History or Cultures of Display concentrations); BA Honours (Visual Arts); BA Honours in Media, Art, and Performance (Art History concentration) and BFA (Ceramics, Drawing, Painting, Photography, Print Media, Sculpture). Certificates in Visual Arts and Advanced Studio Art, as well as a Post-Baccalaureate Certificate are also offered. Requirements for each program are outlined under the separate heading for the specific area of study.</td>
<td>The Department of Visual Arts offers the following degrees: BA (Visual Arts, Art History, Cultures of Display); BA (Special Three-Year); BA Honours (Visual Arts, Art History); BFA (Visual Arts); an Advanced Certificate in Studio Arts; a Certificate in Visual Arts; and a Post-Baccalaureate Certificate. BA, BA Honours, and BFA students may concentrate in Ceramics, Drawing, Painting, Photo-Based Media, Printmaking, or Sculpture. Advanced Certificate in Studio Arts students may focus in Ceramics, Drawing, Painting, Photo-Based Media, Printmaking, or Sculpture. Concentrations require 9-credit hours in ART at the 300-level, and 9-credit hours in ART at the 400 level.</td>
</tr>
</tbody>
</table>

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11-JAN-22 | CCUAS AGENDA | 18
Rationale: The proposed Calendar revision addresses recent and current updates to Visual Arts programs and outlines requirements for fulfilling Concentrations as created in Motion 4.4.2

II. COURSE CREATIONS

INA 392 AA Color Theory (202230)
An intermediate studio course that explores the relationship between colors within a 2 or 3-dimensional work of art with emphasis on: foundation color theory, the impact of color in painting and drawing, and Indigenous history of creating color from natural materials.
This course is an intermediate introduction to color relationship and Indigenous color use in art, building on knowledge gained in Intro to 2-d Art. ***Prerequisite: INA 220 or ART 220.***
*Note: This course includes a lab.

INA 290AB Introduction to Indigenous Glass Bead Art (202230)
An introductory exploration of North American Indigenous glass beadwork techniques and styles from the beginning of European trade to contemporary time. Beadwork stitches, color use, and creative processes will develop foundation techniques in designing unique and meaningful patterns.
This course is an introductory level fine art course using glass beads as the medium to develop designs using a variety of stitches, patterning, and techniques. ***Prerequisite: none***

INA 290AC Introduction to Indigenous Ceramics (202230)
An introductory exploration of ceramic traditions of Indigenous cultures across North America. Coil and slab hand-building techniques will focus on clay variety, vessel types, and firing processes including kiln and pit/smoke firing used by Indigenous artists. ***Pre-requisite: none***
*Note: students may not receive credit for both INA 290AC and ART 260*

End of Report from the Faculty of Media, Art, and Performance

4.6. FACULTY OF SCIENCE

ITEMS FOR APPROVAL

The Faculty of Science submits the following motions for approval to CCUAS.

4.6.1. ADMISSION REQUIREMENTS FOR COMPUTER SCIENCE MAJOR

**MOTION:** To enable the Faculty of Science to require an admission average higher than the stated 70% minimum for high school applicants to the Computer Science major, in order to limit enrolment to ensure appropriate program delivery, effective 202220.

Revisions for the Undergraduate Calendar

PAGE 7: Faculty of Science, Computer Science Major
The admission average required for the Computer Science major may be higher than the minimum required for admission to the Faculty of Science, as enrolment limits may be required to ensure appropriate program delivery.

PAGE 12: High School Requirements - Science (U of R, Campion, FN Univ, or Luther)

Minimum Average 70%
• English Language Arts A30 and B30¹
• Pre-Calculus 30
• Two of:
  • Biology 30
  • Calculus 30
  • Chemistry 30
  • Computer Science 30
  • Physics 30
  • Earth Science 30

Science Qualifying:
Students that are missing one subject used for admission or have a high school admission average between 65.00% and 69.99% will be admitted as a Science Qualifying student with conditions placed on their admission. Computer Science does not accept qualifying students.

Additional Requirements:
For students planning to major in Mathematics, Statistics, Actuarial Science or other math intensive programs it is recommended that students complete one of the following two sets of high school courses:
• Set 1: Pre-Calculus 20 and 30, and Foundations of Mathematics 20 and 30; or
• Set 2: Pre-Calculus 20 and 30, Foundations of Mathematics 20, and Calculus 30

The minimum average cut-off for admission to the Computer Science major will be set on an annual basis based on enrolment capacity.

PAGE 15: Admission from a Non-Canadian High School - Science (U of R, Campion, FN Univ, or Luther)

Minimum Average: 70%
• One English literature course¹
• One Pre-Calculus
• Two of Biology, Calculus, Chemistry, Computer Science, Earth Science, or Physics

Science Qualifying:
Students that are missing one subject used for admission or have a high school admission average between 65.00% and 69.99% will be admitted as a Science Qualifying student with conditions placed on their admission. Computer Science does not accept qualifying students.

The minimum average cut-off for admission to the Computer Science major will be set on an annual basis based on enrolment capacity.
**Rationale:** The number of students majoring in Computer Science has been growing steadily for the last several years, and there has become a need to limit capacity. In order to best meet demand, we would like to adjust the entrance average yearly based on the quality and quantity of the previous year’s intake. The minimum required admission average will be set annually, no later than April 1, for the next year’s fall term intake. The cut-off for the current intake may be lowered after April 1, as needed, based on application and enrolment statistics. Our research shows that high school entrance averages directly correlate to university GPAs for Computer Science students, and this same correlation was not found between post-secondary entrance averages and university GPAs.

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**End of Report from the Faculty of Science**

5. **Adjournment**