UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: Degree-level certificate in Catholic Studies

COUNCIL ACTION: For Information Only

SUMMARY:
At its October 21, 2020 meeting, the academic programs committee approved the following motions:

That the Academic Programs Committee approve the degree-level certificate in Catholic Studies in the College of Arts and Science, effective May 2021

That the Academic Programs Committee approve the termination of the minor in Catholic Studies, effective May 2021.

The College of Arts and Science proposed to convert the existing minor in Catholic Studies to a stand-alone degree-level certificate. The degree-level certificate will invigorate the existing program, making the learning objectives more cohesive and introducing a capstone program. As a certificate program, the college will be able to attract students from other colleges or from outside the institution.

This 18 credit-unit program will provide an interdisciplinary approach to the academic study of Catholicism from the beginnings of Christianity to the present day.

The committee was pleased with the effort to attract different students to this area of study.

This certificate program conforms to the Arts and Science certificate template and, therefore, can be approved by APC.

ATTACHMENTS:

- Proposal for Academic or Curricular Change – degree-level Certificate in Catholic Studies
- Program Termination Form – minor in Catholic Studies
Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Catholic Studies

Field(s) of Specialization: Catholic Studies

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

John Liptay
Associate Professor, Philosophy
St. Thomas More College
jliptay@stmcollege.ca
306-966-5084

Proposed date of implementation: May 2021
Proposal Document

The Catholic Studies Advisory Committee undertook a review of the state of the minor program as it reached its tenth year of recognition as a university program offering. The committee determined that it needed to be revised considerably and, in particular, that it could benefit by being made a more cohesive and unified program through the creation of a capstone course and by consolidating the courses that would count toward credit in it. Moreover, the committee recognized a need to encourage more student interest in the program and to reach out to prospective students outside the university community, as, for example, teachers in the Greater Saskatoon Catholic Schools, whose leaders expressed interest to the committee in the possibility of their teachers receiving additional accredited training.

The proposal to convert the Catholic Studies Minor to a Certificate Program is therefore intended both to improve the program that is offered and to stimulate the interest both of university students and other members of the Saskatoon community by making available to them something that the current minor does not – namely, a tangible academic credit.

Impact on the Department:

Replacement of the Minor in Catholic Studies with a Certificate program is not anticipated to have a significant impact on the department.

Resources:

STM will provide the resources to teach the proposed capstone course.

College Statement

From Gordon DesBrisay, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the replacement of the Minor in Catholic Studies with a Degree-Level Certificate in this same area of study.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This change will provide a wider range of students the opportunity to pursue a qualification in Catholic Studies.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 9, 2020, as did the College Faculty Council on October 14, 2020.
Program Description

Degree Level Certificate in Catholic Studies

The certificate in Catholic Studies provides an interdisciplinary approach to the academic study of Catholicism from the beginnings of Christianity in the ancient world to the presence of Catholicism as the largest Christian community in the world today. Catholic Studies is intended to provide students with an interdisciplinary understanding of Catholicism and its history, artistic and literary culture, philosophical and theological thought, and role in contemporary society.

The certificate in Catholic Studies provides an interdisciplinary approach to the academic study of Catholicism from the beginnings of Christianity in the ancient world to the presence of Catholicism as the largest Christian community in the world today. Catholic Studies is intended to provide students with an interdisciplinary understanding of Catholicism and its history, artistic and literary culture, philosophical and theological thought, and role in contemporary society.

Major Average

The major average in the Certificate in Catholic Studies includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate in Catholic Studies, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program

See Residency for additional details.

Requirements (18 credit units)

The certificate may be completed in conjunction with any degree in another subject area in the College of Arts and Science.

- RLST 112.3 Western Religions in Society and Culture
- CTST 200.3 Introduction to Catholic Studies
- CTST 300.3 Critical Perspectives on Catholic Studies (new course - submitted to course challenge)

Choose 9 credit units from the following. 3 credit units must be chosen from each of Area 1, 2, and 3. At least 3 credit units must be taken at the 300-level or higher. Students must choose courses from at least 2 different subject codes.

Area 1: Catholicism and History

- HIST 202.3 Formation of Europe 300 to 1000
- HIST 205.3 Europe and World in High Middle Ages 1000 to 1300
- HIST 211.3 Martyrs Mystics and Madmen Making the Medieval Saint
• HIST 217.3  The Later Roman Empire Crisis and Continuity from Constantine to Justinian
• HIST 230.3  Christianity from Constantine to the Age of the Renaissance and the Reformations 300 to 1650 CE
• HIST 309.3  Crusades and Aftermath
• HIST 320.3  Pagans Christians Barbarians Identity and Empire in the Roman World
• HIST 402.3  Aspects of Late Antiquity
• RLST 221.3  Introduction to Christianity
• RLST 253.3  Introduction to Old Testament
• RLST 254.3  Introduction to New Testament
• RLST 300.3  Hidden Books of the Bible
• RLST 363.3  Early Christian Literature Text and Context

Area 2: Catholic Thought and Culture

• DRAM 303.3  Advanced Studies in Theatre History I 600 BCE to 1850 CE
• ENG 293.3  Medieval Devotional Literature
• ENG 311.3  The Canterbury Tales
• ENG 314.3  Early British Drama
• ENG 316.3  Middle English Literature of Defiance and Dissent
• PHIL 210.3  Medieval Philosophy I From Rome to Baghdad and Paris
• PHIL 211.3  Philosophy and Faith Medieval Philosophy II
• PHIL 412.3  Philosophy of Thomas Aquinas I
• RLST 219.3  Bible and Western Culture
• RLST 225.3  Perspectives on Jesus
• RLST 229.3  Religion and Sport
• RLST 365.3  Bible and Film

Area 3: Catholicism and the Modern World:

• HIST 266.3  History Wars Issues in Native Newcomer Relations
• INTS 203.3  Cultivating Humanity
• INTS 400.3  Critical Perspectives on Social Justice and the Common Good
• PHIL 404.3  Advanced Problems in Philosophy and Theology
• PSY 261.3  Community Psychology
• RLST 210.3  Religion and Ecology
• RLST 277.3  Community Solidarity and Social Change
• RLST 314.3  Issues in Contemporary Catholicism
• RLST 328.3  Jewish Christian Relations in Historical Perspective
• RLST 375.3  Religion and Science
• SOC 321.3  Sociology of Religion
• SOC 360.3  Globalization and Social Justice
• SOC 413.3  Seminar in Sociology of Religion
Report Form for Program Termination

Program(s) to be deleted: Catholic Studies - Minor

Effective date of termination: May 2021

1. List reasons for termination and describe the background leading to this decision.

The Catholic Studies Advisory Committee undertook a review of the state of the minor program as it reached its tenth year of recognition as a university program offering. The committee determined that it needed to be revised considerably and, in particular, that it could benefit by being made a more cohesive and unified program through the creation of a capstone course and by consolidating the courses that would count toward credit in it. Moreover, the committee recognized a need to encourage more student interest in the program and to reach out to prospective students outside the university community, as, for example, teachers in the Greater Saskatoon Catholic Schools, whose leaders expressed interest to the committee in the possibility of their teachers receiving additional accredited training.

The proposal to convert the Catholic Studies Minor to a Certificate Program is therefore intended both to improve the program that is offered and to stimulate the interest both of university students and other members of the Saskatoon community by making available to them something that the current minor does not – namely, a tangible academic credit.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

CTST 200.3; course is taught by faculty in St. Thomas More College.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

The Minor in Catholic Studies is coordinated by St. Thomas More College, under the academic authority of the College of Arts and Science. This relationship will remain the same for the proposed certificate program.

2.3 Courses to be deleted, if any.

No courses will be deleted.

2.4 Number of students presently enrolled.
3 students are currently, officially, enrolled in the minor (information taken from Degree Works). As many students do not take steps to declare a Minor until they apply to graduate, this is not necessarily an accurate reflection of the number of students working to receive this qualification.

2.5 Number of students enrolled and graduated over the last five years.

This information is not available through Degree Works or Crystal Reports. Students who are continuing in the program as of May 2021 will have the option to receive either the Minor or the Certificate.

3. Impact of the termination.

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

No impact on current students. The courses will all continue to be offered, and students can complete this program within a 10 year period from the time they started.

3.2 What impact will this termination have on faculty and teaching assignments?

None. Courses will continue to be offered.

3.3 Will this termination affect other programs, departments or colleges?

No impact on other programs.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

N/A

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

Certificate proposed to replace Minor.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

N/A

3.7 Describe any impact on research projects.

No impact. Catholic Studies will continue to be an area of study.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No impact.
3.9 Describe the budgetary implications of this deletion.

No impact. One additional course will be added for the Certificate, which will be accommodated within the current department budget.

**External**

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Replacing the Minor with a Certificate will increase the profile of the program, and provide a greater number of students to choose to earn a credential in this area of study.

**Other**

3.12 Are there any other relevant impacts or considerations?

Because students in any College may be awarded a Certificate, the change from a Minor to a Certificate may increase the number of students choosing this area of study. This could raise awareness of this option at the University of Saskatchewan.

3.13 Please provide any statements or opinions received about this termination.

N/A

(Optional)

4. Additional information. Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

N/A
Notice of Intent: Catholic Studies Certificate Program

The purpose of this proposal is to convert the existing Minor Program in Catholic Studies to a Certificate Program. The minor in Catholic Studies, created in 2009, provides an interdisciplinary approach to the academic study of Catholicism from the beginnings of Christianity in the ancient world to the presence of Catholicism as the largest Christian community in the world today. Catholic Studies is intended to provide students with an interdisciplinary understanding of Catholicism and its history, artistic and literary culture, philosophical and theological thought, and role in contemporary society. The minor has a requirement of eighteen credit units, which is to be met through the program’s foundational course CTST 200.3 Introduction to Catholic Studies and an additional fifteen credit units taken from the courses offered within three designated areas - Area 1: Catholicism and History; Area 2: Catholic Thought and Culture; and Area 3: Catholicism and the Modern World. To meet these additional fifteen credit units, students are to take a minimum of three credit units from each of Areas 1, 2, and 3, such that courses are chosen from at least two different subject codes and at least three credit units are taken at the 300-level or higher.

The Catholic Studies Advisory Committee undertook a review of the state of the minor program as it reached its tenth year of recognition as a university program offering. The committee determined that it needed to be revised considerably and, in particular, that it could benefit by being made a more cohesive and unified program through the creation of a capstone course and by consolidating the courses that would count toward credit in it. Moreover, the committee recognized a need to encourage more student interest in the program and to reach out to prospective students outside the university community, as, for example, teachers in the Greater Saskatoon Catholic Schools, whose leaders expressed interest to the committee in the possibility of their teachers receiving additional accredited training.

The proposal to convert the Catholic Studies Minor to a Certificate Program is therefore intended both to improve the program that is offered and to stimulate the interest both of university students and other members of the Saskatoon community by making available to them something that the current minor does not – namely, a tangible academic credit.

A more direct response to the questions we have been asked to address is as follows.

1. As indicated, the motivation for pursuing this program at this time is essentially twofold. Upon review of the program, the program’s Advisory Committee determined a number of ways in which the program might be improved and that these program revisions could be undertaken by way of converting the minor program to a certificate program so as to foster greater interest in it.

2. There is presently considerable demand for the program, as evidenced by the fact that the foundational course CTST 200.3 Introduction to Catholic Studies is offered twice annually, both person-to-person and on-line, and achieves a total enrolment of between thirty to forty students. The projected student enrolment initially could thus be as high as thirty to forty students, and, over time, with the added incentive of earning a certificate, could be even higher. There is also evidence that Catholic Studies programs are flourishing in a variety of academic institutions in
Canada and the United States and it is possible that something similar could be achieved at the University of Saskatchewan.

3. The proposed Certificate Program in Catholic Studies is interdisciplinary by design, allowing students the opportunity of meeting its requirements by means of courses in Drama, English, History, Interdisciplinary Studies, Philosophy, Psychology, Religious Studies, and Sociology. Accordingly, it is very much in tune with and would make an important contribution to University Plan 2025’s commitment to embracing interdisciplinary studies, “the hallmark of the University of Saskatchewan.” As interdisciplinary studies also has an important place in the current Strategic Plan of St. Thomas More College, the proposed Certificate Program would thus engage and address important goals of both the University and STM. Accordingly, the benefits of establishing this program “at this time” are that the University would be (i) equipping itself with a program offered at other elite universities, (ii) promoting interdisciplinary studies among students and faculty, and (iii) enhancing the student learning experience.

4. As noted, Catholic Studies programs are available at other institutions in Canada and the United States, and the program that we are proposing would undoubtedly share certain features with such programs. But there is no similar program offered here at the University of Saskatchewan, and the proposed program, insofar as it merely relies on the course offerings of other departments, would not have any deleterious effect on these departments or their programs, or require any program’s deletion (other than the minor that would be replaced). Providing students with more learning options by drawing on the course offerings of other departments could only have a positive effect on the enrollments in these departments.

5. The resources available to the program, in terms of faculty, are the resources that are presently in place at the university. Standard tuition would apply. It is expected that the advisory committee established to oversee the program will need to be retained.

6. The risks associated with initiating the proposed Certificate Program in Catholic Studies are few and perhaps non-existent. This is due to the fact that the program would require no new resources as it would make use of existing faculty, courses, library materials, and pool of students. Nor is there any possibility for this program to result in a decrease in enrollment for any of the contributing disciplines. There are risks associated with not initiating this program in terms of a potential loss in enrolment, however, as prospective Catholic Studies students – both within and outside the university – might not choose to pursue a course of studies for which they do not receive tangible academic credit.

7. The anticipated start date of this program is September 2021, subject to the program proposal successfully working its way through the program approval process.

Respectfully submitted on behalf of the Catholic Studies Advisory Committee,

John Liptay, Ph.D.
LETTERS OF SUPPORT FROM DEPARTMENT HEADS OF CORRESPONDING UNITS

Department of History:

From: Horwitz, Simonne <simonne.horwitz@usask.ca>
Sent: Thursday, May 7, 2020 11:48 AM
To: Handy, Jim <jim.handy@usask.ca>
Cc: John Liptay <jliptay@stmcollege.ca>
Subject: RE: A Proposal for a Catholic Studies Certificate Program

Hello John,

Thank-you for sending this to us and we hope you too are doing well. The Department of History is happy to support this initiative and have our courses as part of this as long as we are not obligated to teach all of these classes every year.

If you would like to discuss anything further please let me know.

All the best,

Simonne

_________________________________________
Simonne Horwitz (D.Phil, Oxford)
Associate Professor and Undergraduate Director
Department of History
University of Saskatchewan
9 Campus Drive, Saskatoon, SK, S7N 5A5
Tel: 306-966-1658
Email: Simonne.horwitz@usask.ca

Department of Psychology:

From: Gordon Sarty <gordon.sarty@usask.ca>
Sent: Wednesday, May 6, 2020 9:58 PM
To: John Liptay <jliptay@stmcollege.ca>
Cc: Morrison, Todd <todd.morrison@usask.ca>; Teresa Doucette <teresa.doucette@usask.ca>
Subject: Re: A Proposal for a Catholic Studies Certificate Program

Hello John,

The only Psychology course you list is Psy 261 which is currently taught by Martin Rempel, an STM sessional. STM should plan to continue to offer this course moving forward. Other than that, I don't see any other impact on the Psychology department here so I have no reason to not support your program. Good luck!
Department of English:

From: Roy, Wendy <wendy.roy@usask.ca>
Sent: Tuesday, May 19, 2020 2:15 PM
To: John Liptay <jliptay@stmcollege.ca>
Subject: Re: A Proposal for a Catholic Studies Certificate Program

Dear John,

The Department of English has no problems with converting the minor in Catholic Studies into this certificate, and is happy to have English classes included. However, we would appreciate it if you would include an even more suitable class, ENG 293.3 Medieval Devotional Literature.

One concern about the proposed certificate is the number of courses included as electives. I have developed certificates in the past, and this seems like an excessively large choice for students, with some courses requiring a lot of prerequisites. It is of course your choice, though, to include the courses you think are suitable.

All best,
Wendy

Professor Wendy Roy, PhD
Head, Department of English
University of Saskatchewan
Saskatoon, SK S7N 5A5 Canada
Phone: 306-966-2132

Department of Philosophy:

From: O'Hagan, Emer <emer.ohagan@usask.ca>
Sent: Wednesday, May 20, 2020 1:37 PM
To: Laura Mitchell <lmitchell@stmcollege.ca>
Subject: Re: A Proposal for a Catholic Studies Certificate Program

Hello Laura,

The Philosophy Department (A&S) has no reservations about the conversion of this program into a certificate. I have conferred with our Undergraduate Chair on this matter (Sarah
Hoffman), and we have both already been in touch with Dr. Jenkins and Dr. Liptay to explicitly state this.

Good luck with your labours!

Regards,

Emer

Department of Sociology:

From: Brooks, Carolyn <carolyn.brooks@usask.ca>
Sent: Monday, May 25, 2020 11:28 AM
To: John Liptay <jliptay@stmcollege.ca>
Cc: Sarah Knudson <sknudson@stmcollege.ca>; Laura Mitchell <lmitchell@stmcollege.ca>
Subject: Re: A Proposal for a Catholic Studies Certificate Program

Hi John,

I’m so sorry about my delay in responding. I have now had a chance to have a conversation with Sarah Knudson (STM Head in SOC) about the proposal. STM offers the 400 level SOC of Religion seminar as well as SOC 360 so I wanted to find out what they were thinking regarding these courses before I responded. STM does have a 300 level SOC of Religion course planned for this coming year but there are no plans at this point to be offering the 400 level course. I wonder if you want to consider the 300 level course? The SOC 360 will be offered and should not be a problem. Thank you so much for including Sociology in your minor and now your certificate program.

The plan to change the minor to a certificate program is excellent and we fully support this. Please let me know if you need any additional information. I have cc’d Sarah on this email in case you have other questions regarding the Sociology of Religion course offered at the 300 level. Please feel free to let us know if there is anything else that you need.

Thanks so much and all my best with the new program.

Carolyn

Department of Drama:

See letter below.
May 19, 2020

Dear Dr. Liptay,

I am writing to support the College’s application to convert the current Catholic Studies Minor into a Catholic Studies Certificate. I congratulate the Catholic Studies Advisory committee of St. Thomas More College for taking this timely initiative, and I am pleased to see the vision, hard work, and interdisciplinary spirit behind the original Minor moving it forward to the next logical step. I agree with the committee that the interdisciplinary nature of the certificate is consistent with the commitment of University Plan 2025 to embrace interdisciplinary studies as “the hallmark of the University of Saskatchewan.” I also agree that the certificate will further the interdisciplinary initiatives of both St. Thomas More College and the partnering Arts and Science departments in Drama, English, History, Interdisciplinary Studies, Philosophy, Psychology, Religious Studies, and Sociology.

The Department of Drama would also like to support the continued inclusion of Dram 303.3 (Advanced Studies in Theatre History I 600 BCE to 1850 CE) as a suitable addition to the Catholic Thought and Culture section. The course, which deals with the history of women in the theatre from Antiquity until 1850, does not focus exclusively on Catholic thought, but a substantial portion of the course looks at Catholic women religious from the Middle Ages and early Renaissance who wrote dramatic or paradramatic work. In addition to examining their work, the course explores the reasons they were among the first playwrights to emerge in the western European tradition, and how they paved the way for the more secular women writers who followed.

In closing, I would like to reiterate that the Department of Drama strongly supports both the decision to convert the Catholic Studies Minor into a Catholic Studies Certificate, and our continued participation in the new certificate. Please let me know if you need any further help or information.

Best wishes,

Moira Day
Professor and Head
Department of Drama
University of Saskatchewan
Saskatoon, SK, S7N 5E2

306 966 5193
moira.day@usask.ca
New Course Proposal & Creation Form

1. Approval by Department Head or Dean
   1.1 College or School with academic authority: Arts & Science
   1.2 Department with academic authority: Dean’s Office
   1.3 Term from which the course is effective: May 2021

2. Information required for the Catalogue
   2.1 Label & Number of course: CTST 300
   2.2 Academic credit units: 3 credit units
   2.3 Course Long Title (maximum 100 characters): Critical Perspectives on Catholic Studies
       Course Short Title (maximum 30 characters): Critical Catholic Studies
   2.4 Total Hours: Lecture 36-39 Seminar Lab Tutorial Other
   2.5 Weekly Hours: Lecture 3 Seminar Lab Tutorial Other
   2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
   2.7 Prerequisite: CTST 200.3

   If there is a prerequisite waiver, who is responsible for signing it?
   D – Instructor/Dept Approval
   H – Department Approval
   I – Instructor Approval

   2.8 Catalogue description (150 words or less):

   This class will offer a grounding in both the foundational primary documents and the current
   scholarly conversations in the academic field of Catholic studies. The course seeks to
   understand Catholicism as a global phenomenon within a context of cultural and religious
   pluralism and is organized around four key themes: (1) theorizing Catholic studies and the
   Catholic intellectual tradition; (2) a social scientific approach to Catholic studies, for example
   anthropological, sociological, or political; (3) a humanities approach to Catholic studies, for
   example literary, historical, or philosophical; and (4) current issues and developments in
   Catholic discourse. This critical interdisciplinary approach will invite students to integrate the
   learning they have done in their various paths through the certificate coursework.

   Note: This is the capstone course for the Certificate in Catholic Studies, and students are
   encouraged to take it as the final course in the program.

   2.9 Do you allow this course to be repeated for credit? No
3. **Please list rationale for introducing this course:**

STM is proposing to change the Minor in Catholic Studies into a certificate program, and CTST 300.3 will be the capstone course for the certificate.

4. **Please list the learning objectives for this course:**

See syllabus.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?

See program proposal.

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **None**
   6.3 Is this course to be required by your majors, or by majors in another program? **Required for the proposed Certificate in Catholic Studies.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. **Enrolment**
   8.1 Expected enrollment: **20 students**
   8.2 From which colleges? **15 from Arts & Science; 5 from other colleges.**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1 How should this course be graded?
   
   C – Completed Requirements
   *(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*
   
   N – Numeric/Percentage
   *(Grade options for instructor: grade of 0% to 100%, IP in Progress)*
   
   P – Pass/Fail
   *(Grade options for instructor: Pass, Fail, In Progress)*
   
   S – Special
   *(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

   9.2 Is the course exempt from the final examination? **Yes**
10. **Required text**
   Include a bibliography for the course.
   See syllabus.

11. **Resources**
   11.1 Proposed instructor: Cynthia Wallace, Susanna Barnes, John Liptay, Chris Hrynkow
   11.2 How does the department plan to handle the additional teaching or administrative workload? 
   Teaching and other course expenses will be accommodated within the (STM) departmental budget.
   11.3 Are sufficient library or other research resources available for this course? Yes
   11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**
   12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Yes, TC01
   12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”
   http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees
   No additional fees required

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**Detailed Course Information**

1. **Schedule Types**
   Please choose the Schedule Types that can be used for sections that fall under this course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
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<tr>
<td>CL</td>
<td>Clinical</td>
<td>PRB</td>
<td>Problem Session</td>
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<tr>
<td>COO</td>
<td>Coop Class</td>
<td>RDG</td>
<td>Reading Class</td>
</tr>
<tr>
<td>FLD</td>
<td>Field Trip</td>
<td>RES</td>
<td>Research</td>
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<tr>
<td>ICR</td>
<td>Internet Chat Relay</td>
<td>ROS</td>
<td>Roster (Dent Only)</td>
</tr>
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<td>IHP</td>
<td>Internet Help</td>
<td>SEM</td>
<td>Seminar</td>
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<tr>
<td>IN1</td>
<td>Internship - Education</td>
<td>SSI</td>
<td>Supervised Self Instruction</td>
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<tr>
<td>IN2</td>
<td>Internship - CMPT &amp; EPIP</td>
<td>STU</td>
<td>Studio</td>
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<tr>
<td>IN3</td>
<td>Internship - General</td>
<td>SUP</td>
<td>Teacher Supervision</td>
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<td>Laboratory</td>
<td>TUT</td>
<td>Tutorial</td>
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<td>Lecture/Clinical (Dent Only)</td>
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<td>Web Based Class</td>
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<td>Lecture</td>
<td>XCH</td>
<td>Exchange Program</td>
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<td>Pre-Clinical (Dent Only)</td>
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<tr>
<td>PRA</td>
<td>Practicum</td>
<td>XNC</td>
<td>No Academic Credit</td>
</tr>
</tbody>
</table>

2. **Course Attributes**
   Please highlight the attributes that should be attached to the course (they will apply to all sections):
2.1 NOAC No Academic Credit
0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1 Permission Required: N/A
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program N/A
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
Prerequisite(s): CTST 200.3
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course N/A
3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
Note: This is the capstone course for the Certificate in Catholic Studies, and students are encouraged to take it as the final course in the program.

4. List Equivalent Course(s) here: N/A

5. List Mutually-Exclusive Course(s) here: N/A

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: N/A
CTST 300.3
Critical Perspectives on Catholic Studies
St. Thomas More College

Time, Location: TBD
Faculty information:
Office Hours:

Land Acknowledgment
As a community committed to decolonization, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another, hoping that our work in the classroom can translate the symbolic gesture of land acknowledgment into concrete acts of justice.

Course Description
As the capstone course for the Certificate in Catholic Studies, this class will offer a grounding in both the foundational primary documents and the current scholarly conversations in the academic field of Catholic studies. The course seeks to understand Catholicism as a global phenomenon within a context of cultural and religious pluralism and is organized around four key themes: (1) theorizing Catholic studies and the Catholic intellectual tradition; (2) a social scientific approach to Catholic studies, for example anthropological, sociological, or political; (3) a humanities approach to Catholic studies, for example literary, historical, or philosophical; and (4) current issues and developments in Catholic discourse. This critical interdisciplinary approach will invite students to integrate the learning they have done in their various paths through the certificate coursework.

Prerequisites: CTST 200.3

Course Objectives
By the end of the term, students should be able to:

1. Narrate a history of the Catholic intellectual tradition as well as an overview of the current state of Catholic studies as a scholarly discipline;
2. Apply both social scientific and humanities lenses to historical and contemporary manifestations of global Catholicism;
3. Put the content of this course—both foundational documents and critical scholarship—into conversation with earlier courses in the certificate as well as the students’ home discipline, profession, or other motivation for taking the course;
4. Confidently perform library research on the course’s key themes; and
5. Articulate research findings in thoughtful academic prose.
Evaluation

- Reading commentaries (5 x 5%) 25%
- Seminar presentation (with handout and notes) 20%
- Participation 10%
- Paper proposal and annotated bibliography 5%
- Research essay 40%

Required Texts

In addition to several readings available on Blackboard or through the university library website, the following texts are available for purchase at the campus bookstore. You should bring the relevant texts to each class meeting.

- Christopher Beha, What Happened to Sophie Wilder
- Ana Castillo, The Guardians
- Mary Karr, Sinners Welcome: Poems
- Bev Sellars, They Called Me Number One
- Carl N. Still and Gertrude Rompré, Turning to the World

Requirements and Guidelines

Attendance and Participation

Because this class relies heavily on discussion, you should come to each class, and you should come prepared. Do the reading (perhaps more than once), annotate your text, take notes, and keep a list of questions. In class discussion, please feel free to raise challenging thoughts and questions—our conversations will be more interesting if we do not always agree with each other! But do try really to listen to others and express your own ideas with respect, in a spirit of open inquiry and collegiality.

Late Work

Except for documented serious illness or family emergency, daily assignments and exams cannot be made up. Major papers will lose five percentage points for each day late. Please talk to me ahead of time if you foresee a difficulty completing a major assignment on time.

Office Hours and Email

Make use of office hours! If the available times don’t fit your schedule, do set up an appointment for another time, as I’m very happy to meet. I’m also generally reachable by email but will tend to reply during normal working hours. Before emailing with a question, though, please pursue these other avenues first:
• check the syllabus and Blackboard;

• if appropriate, ask a classmate (especially if you’ve missed class);

• if it’s not urgent, ask in class or office hours.

If an email is the most fitting mode of communication, however, don’t hesitate to write!

Writing

Please write in Standard English and follow MLA, APA, or Chicago style, using Times New Roman 12 point, with one-inch margins. You should type and print all writing assignments I ask you to complete outside class unless otherwise specified in the syllabus. You may use Canadian, American, or British spelling, but be consistent. Keep in mind that writing is a process that takes plenty of time and work: plan accordingly, leaving room for revision and proofreading. I recommend visiting office hours and visiting the writing center to discuss your papers as they develop.

Assignments

Reading Commentaries (Five x 5% = 25%)

Students will write brief commentaries on five assigned readings of their choosing. These commentaries should be two to three typed and double-spaced pages long, and they should not summarize the reading but rather offer a careful and thoughtful response to the readings that names key points of resonance with other readings in the course, other readings outside the course, and current events. The commentaries should also name any particular questions the readings raise. The commentaries are due on Blackboard at least 48 hours before the class is due to meet, in order to allow your professor time to review these responses in preparation for the seminar.

Due: five dates of your choice on Blackboard, 48 hours before the class meeting

Seminar Presentation (20%)

In the first week of class, students will sign up for a presentation on one of the assigned readings. The presentation will be a fifteen-minute mini-lecture on some element of the assigned reading; it should draw on at least one additional secondary source to help illuminate the assigned reading. Given the variety of readings in the course (social science journal articles, papal encyclicals, poetry, novels), these presentations will be quite varied. Here are some possible entry points:

• A question the text raises for you that requires further research and may illuminate the reading for your peers;
• A well-researched counterargument to the position taken in the text;
• An application of the text to a current event or situation;
• Another approach to the text’s topic from a different disciplinary perspective;
• A close reading of some literary element.

In order to accommodate a variety of disciplines and personalities, students may choose to write the presentation as a conference paper (which would be around six or seven pages long) or speak from notes; you may choose to use slides or not. However the presentation takes shape, each should include a handout with key points, a bibliography of at least three secondary sources, and a list of three high-quality questions to facilitate our classroom discussion of the assigned text. Please develop your presentation in conversation with your professor.

Due: varies; sign up in first week of class

**Presentation Rubric**

**Content:** __/50

Presentation focuses illuminating and engaging with assigned text; tethers its claims to primary evidence from the text; shows strong logic and critical thinking, as well as sensitivity to counterarguments; draws on and properly acknowledges at least one secondary source; is well organized and easy to follow

**Presentation:** __/20

Confident presence, eye contact, volume, pace, interaction with audience; appropriate length (neither more nor less than 15 minutes)

**Handout:** __/10

Handout

**Bibliography:** __/10

Minimum of three secondary sources; sources are relevant; proper citation style

**Discussion questions:** __/10

Three questions for discussion are focused on assigned text;

**Total:** __/100
Participation (10%)

Because the class is so discussion-oriented, participation is a significant component of assessment. I will give you the opportunity to provide a self-assessment at the end of the term and take it into account when determining your grade.

Participation Rubric

80-100%: Contributed frequently and appropriately; demonstrated critical understanding of assigned reading; applied relevant material from readings and lectures to the issue; built on the comments of others; made integrative statements. Never used cell phone in class.

70-79%: Contributed regularly; demonstrated understanding of main points of reading; occasionally employed relevant materials from readings and lectures to the issue; offered observations but did not integrate or build on others’ contributions. Never used cell phone in class.

60-69%: Contributed a few times; demonstrated having read assigned material; employed some theory in understanding issues; made statements unconnected to main subject or repeated comments already offered. Never used cell phone in class.

50-59 %: Was present but contributed minimally to discussion; little demonstration of having read or carefully read assignment; offered comments which did not advance discussion of the issues.

Under 50%: No participation in discussion

Paper Proposal and Annotated Bibliography (5%)

In preparation for your term paper, you will submit a research paper proposal naming your primary research question, tentative thesis ideas, reasons for interest, and research plan. This proposal should be 300 to 500 words long. You will also include a bibliography with 100-word summaries of at least five scholarly sources on your topic.

Due: eighth week of class.

Research Essay (40%)

The term paper will be a ten- to twelve-page academic essay on a topic of your choice within the field of Catholic studies, ideally one that integrates this content with your home discipline or personal or professional aspirations. The paper should have a clear central thesis and support its assertions with secondary research to say something genuinely new within the scholarly discourse. A more detailed assignment handout will be provided by the term’s sixth week.

Due: last day of class.
College Policies

Grading

Grades are assigned in accordance with the University of Saskatchewan’s grading standards for undergraduate courses, which are available at http://students.usask.ca/academics/grading/grading-system.php#GradingSystem.

Plagiarism

St. Thomas More College follows the rules regarding Academic Dishonesty as delineated in the University of Saskatchewan Calendar. Of these, plagiarism is a particularly serious offence that involves presenting another person’s writing, ideas or creative work as your own. When quoting, paraphrasing, describing, presenting, summarizing or translating the work of others, you must acknowledge the source of the information you use, which includes ensuring that the reader can differentiate between your words and the words of others. Sources may come in print, electronic, digital, visual or oral form, and may be provided by a published author, fellow student, artist, or Internet site. Purchasing papers is not permitted. It is your responsibility to understand what constitutes plagiarism; when in doubt, consult your professor.


For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: https://library.usask.ca/academic-integrity#AboutAcademicIntegrity

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial

Access and Equity Services

If you are a student who is registered with Access and Equity Services, you may apply for unique services or arrangements to complete the requirements for this course. Normally, these services will be provided through the AES office. If you have not yet registered with that office, please do so as quickly as possible. For more information, see https://students.usask.ca/health/centres/access-equity-services.php.

Copyright

St. Thomas More College respects the rights of copyright holders, their legitimate assertions of their rights, and any rules that they articulate for the use of their material. Faculty and students have the responsibility to respect the rights of copyright owners, to make themselves aware of federal legislation, and to take the steps necessary to ensure that their use of all copyright
materials is compliant. Please familiarize yourselves with copyright law. You can find relevant information here: https://library.usask.ca/copyright/.

Recording of the Course

Recording of the course will only be allowed in certain circumstances. Please see the instructor for information on how to receive approval.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS website https://library.usask.ca/studentlearning/.

Teaching, Learning and Student Experience

The Teaching, Learning and Student Experience Unit (TLSE) focuses on providing developmental and support services and programs to students and the university community. For more information, see https://students.usask.ca/.

The Aboriginal Students’ Centre (ASC) is dedicated to supporting the academic and personal success of Métis, First Nations and Inuit students. The centre offers personal, social, cultural and academic support through programs, services and events held throughout the academic year. Please see the ASC website https://students.usask.ca/aboriginal/asc.php.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: http://artsandscience.usask.ca/undergraduate/advising/

St. Thomas More Supports

STM Student Services are here to help you with any questions you might have about St. Thomas More College - whether about admission, career planning, academic advising, course offerings, scholarship and bursary opportunities or extracurricular activities at STM.

The STM Student Services team has the goal to help each of our students to come to the full measure of their humanity, to discover their vocation, and to be successful at university.
STM Campus Ministry

STM Campus Ministry endeavour to foster healthy faith growth, facilitating programs and events that encourage dialogue and reflection between faith and reason. STM ministers offer confidential listening, as well as spiritual and personal guidance to students of all backgrounds.

The Campus Ministry team currently consists of Michael MacLean (mmaclean@stmcollege.ca), Fr. André Lalach (alalach@stmcollege.ca), and Celeste Woloschuk (cwoloschuk@stmcollege.ca) working in collaboration with Basilian Father Ron Griffin (rgriffin@stmcollege.ca). Gertrude Rompré (grompre@stmcollege.ca) is the Director of Mission and Ministry for the College.

Schedule of Assignments

Week One

Theorizing Catholic studies

Given the diverse paths through the minor, we will spend time in this class meeting mapping out which classes students have taken and which strengths and gaps exist in our individual learning and classroom community. We will also discuss what is meant by the phrase “Catholic Intellectual Tradition.”

Week Two

How does Catholic higher education synthesize faith and reason?

Reading: Ex Corde Ecclesiae by Pope John Paul II (Blackboard link)

Week Three

What are some trends in current Catholic studies scholarship?

Reading: Selections from Turning to the World, edited by Carl N. Still and Gertrude Rompré

Week Four

Anthropological Perspectives on Global Catholicism

An anthropology of Catholicism is concerned with understanding contemporary Catholicism as a lived experience, a transnational population, an institution, a set of practices and a cross-cultural phenomenon.

On Mediation


Week Five  
**Catholic piety and the question of belief**  

Week Six  
**Global articulations of Catholicism**  

Week Seven  
**A contemporary Catholic literary imagination**  
Reading: Sinners Welcome: Poems by Mary Karr  
*These poems explore the heights and the depths of life and faith for an adult convert to Roman Catholicism. How is Karr’s approach distinctively contemporary?*

Week Eight  
Reading: What Happened to Sophie Wilder by Christopher Beha  
*This novel addresses the sometimes bewildering appeal of faith among young people in the twenty-first century. How does it handle the mystery?*  
Writing: Hard copy of research paper proposal and annotated bibliography due in class

Week Nine  
Reading: The Guardians by Ana Castillo  
*This novel showcases injustices gripping lives at the U.S.-Mexican border, offering both a critique and a celebration of the Church’s role. What does the book suggest about how we should understand the global Catholic Church?*

Week Ten  
**Current issues and developments in Catholic discourse**  
*The scandal of sexual abuse*  
Week Eleven  

_The shame of residential schools_

Reading: *They Called Me Number One* by Bev Sellars

Week Twelve  

_The ecological crisis_

Reading: *Laudato Si’* by Pope Francis (Blackboard link)

Week Thirteen  

**Term paper presentations and synthesis conversation**

*Come prepared with a five-minute overview of your research questions and conclusions. We will use these presentations to jumpstart our final discussion of the learning we have done together this term.*

Writing: Hard copy of research essay due in class
Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate? [Yes X | No ]

2 Is an existing degree, diploma, or certificate being renamed? [Yes | No X]

If you’ve answered NO to each of the previous two questions, please continue on to the next section.

3 What is the name of the new degree, diploma, or certificate? [Certificate in Catholic Studies [CCS - Cert in Catholic Studies] - suggested Banner code and description]

4 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Cert.

5 If you have renamed an existing degree, diploma, or certificate, what is the current name?

6 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement? [Degree level]

7 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? [Yes X | No ]

8 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be: [CCS - In Cert in Catholic Studies - suggested Banner code and description]

9 Which College is responsible for the awarding of this degree, diploma, or certificate? [Arts and Science [AR]]

10 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

11 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

12 If this is a new graduate degree, is it thesis-based, course-based, or project-based?
Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1. Is this a new program?
   Yes  [X]  No  [ ]

   Is an existing program being revised?
   Yes  [ ]  No  [X]

   If you've answered NO to each of the previous two questions, please continue on to the next section.

2. If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
   Certificate in Catholic Studies [CCS - Cert in Catholic Studies] - suggested Banner code and description

3. What is the name of this new/revised program?
   Certificate in Catholic Studies [CCS - Cert in Catholic Studies] - suggested Banner code and description

4. What other program(s) currently exist that will also meet the requirements for this same degree(s)?
   n/a

5. What College/Department is the academic authority for this program?
   Arts and Science [AR] / Arts and Science Dean's Office [AR]

6. Is this a replacement for a current program?
   Yes  [X]  No  [ ]

7. If YES, will students in the current program complete that program or be grandfathered?

8. If this is a new graduate program, is it thesis-based, course-based, or project-based?

9. If this is a new non-degree or undergraduate level program, what is the expected completion time?
   1 year (18 credit units total)
Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes ☐ No ☑

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)
International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program ☐
Joint Degree ☐
Dual Degree ☐
Professional Internship Program ☐
Faculty-Led Course Abroad ☐
Term Abroad Program ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?
Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1. Is this a new or revised major, minor, or concentration attached to an existing degree program? 
   Yes [ ] No [ ] X Revised [ ]
   If you've answered NO, please continue on to the next section.

2. If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

   What is the name of this new / revised major, minor, or concentration?

   Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

   Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1. Is this a new or revised disciplinary area attached to an existing graduate degree program? 
   Yes [ ] No [ ] X Revised [ ]
   If you've answered NO, please continue on to the next section.

2. If YES, what is the name of this new / revised disciplinary area?

   Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

   Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

   Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

   Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

   Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?
Section 6: New College / School / Center / Department or Renaming of Existing

1. Is this a new college, school, center, or department?  
   Yes  No  X

2. Is an existing college, school, center, or department being renamed?  
   Yes  No  X

3. Is an existing college, school, center, or department being deleted?  
   Yes  No  X

   If you've answered NO to each of the previous two questions, please continue on to the next section.

2. What is the name of the new (or renamed or deleted) college, school, center, or department?

3. If you have renamed an existing college, school, center, or department, what is the current name?

4. What is the effective term of this new (renamed or deleted) college, school, center, or department?

5. Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6. Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7. Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?
Section 7: Course Information - as per current set-up

1. Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2. If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3. Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4. Does the program timetable use standard class time slots, terms, and sessions?
   Yes ☐ No ☐
   If NO, please describe.

5. Does this program, due to pedagogical reasons, require any special space or type or rooms?
   Yes ☐ No ☐
   If YES, please describe.

NOTE: Please remember to submit a new “Course Creation Form” for every new course required for this new program / major. Attached completed “Course Creation Forms” to this document would be helpful.
Section 8: Admissions, Recruitment, and Quota Information - as per current set-up for certificate programs

1. Will students apply on-line? If not, how will they apply?

2. What term(s) can students be admitted to?

3. Does this impact enrollment?

4. How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5. Can classes towards this program be taken at the same time as another program?

6. What is the application deadline?

7. What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8. What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9. What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10. What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11. Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12. Letter of acceptance - are there any special requirements for communication to newly admitted students?

13. Will the standard application fee apply?

14. Will all applicants be charged the fee or will current, active students be exempt?

15. Are international students admissible to this program?
Section 9: Government Loan Information

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operative) in the fall and/or winter term(s) depending on the length of the loan.

1. If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2. If this is a new program, do you intend that students be eligible for student loans?
   Yes

Section 10: Convocation Information (only for new degrees)

1. Are there any ‘ceremonial consequences’ of this proposal (ie. New degree hood, special convocation, etc.)?
   No

2. If YES, has the Office of the University Secretary been notified?

3. When is the first class expected to graduate?
   As early as Fall Convocation 2021

4. What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?
   10 students - projected student enrollment per year

Section 11: Schedule of Implementation Information

1. What is the start term?
   202105 [May 2021]

2. Are students required to do anything prior to the above date (in addition to applying for admission)?
   Yes  No  X

   If YES, what and by what date?
Section 12: Registration Information

1 What year in program is appropriate for this program (NA or a numeric year)?
   (General rule = NA for programs and categories of students not working toward a degree level qualification.)
   Numeric year

2 Will students register themselves?
   Yes [X]  No
   If YES, what priority group should they be in?
   As per current set-up

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?
   Yes [X]  No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?
   Yes [X]  No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?
   Yes [X]  No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?
   Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
   Yes [X]  No
   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.
Section 17: Program Termination

1 Is this a program termination?  
   Yes [X]  No [ ]

   If yes, what is the name of the program?
   Catholic Studies Minor

Currently available on the following programs:
- BA3Y
- BA4Y
- BAHON
- BAHOND
- BASC4Y
- BASHON
- BFAHON
- BSC3Y
- BSC4Y
- BSCHON
- BSCHOND

2 What is the effective date of this termination?  
   202105 [May 2021]

3 Will there be any courses closed as a result of this termination?  
   Yes [X]  No [ ]

   If yes, what courses?

4 Are there currently any students enrolled in the program?  
   Yes [X]  No [ ]

   If yes, will they be able to complete the program?
   A search in Degree Works for active students returns 3

5 If not, what alternate arrangements are being made for these students?  
   Students will have the option to either complete the Catholic Studies minor or to receive the Certificate in Catholic Studies

6 When do you expect the last student to complete this program?  
   Students have 10 years to complete

7 Is there mobility associated with this program termination?  
   Yes [X]  No [ ]

   If yes, please select one of the following mobility activity types.
   - Dual Degree Program
   - Joint Degree Program
   - Internship Abroad Program
   - Term Abroad Program
   - Taught Abroad Course
   - Student Exchange Program
Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐
**Section 18: Proposed Tuition and Student Fees Information**

1. How will tuition be assessed?

<table>
<thead>
<tr>
<th>Standard Undergraduate per credit</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Graduate per credit</td>
<td></td>
</tr>
<tr>
<td>Standard Graduate per term</td>
<td></td>
</tr>
<tr>
<td>Non standard per credit*</td>
<td></td>
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<tr>
<td>Non standard per term*</td>
<td></td>
</tr>
<tr>
<td>Other *</td>
<td></td>
</tr>
<tr>
<td>Program Based*</td>
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</tbody>
</table>

* See attached documents for further details

2. If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

- [ ] Yes

3. If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4. Does proponent's proposal contain detailed information regarding requested tuition?

- [ ] Yes
- [ ] No

5. What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6. IPA Additional comments?

7. Will students outside the program be allowed to take the classes?

- [ ] Yes

8. If YES, what should they be assessed? (This is especially important for program based.)

- [ ] Standard undergraduate tuition

9. Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

- [ ] Yes

10. Do standard cancellation fee rules apply?

- [ ] Yes

11. Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

- [ ] No

12. Are you moving from one tuition code (TC) to another tuition code?

- [ ] Yes
- [ ] No

13. Are international students admissible to the program? If yes, will they pay the international tuition differential?

- [ ] Yes, will pay the international tuition differential
NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.
Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?  Yes  No
2 Has TLSE, Admissions, been informed about this new / revised program?  Yes  No
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?  Yes  No
4 Has CGPS been informed about this new / revised program?  Yes  No
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?  Yes  No
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?  Yes  No
7 Has the Library been informed about this new / revised program?  Yes  No
8 Has ISA been informed of the CIP code for new degree / program / major?  Yes  No
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?  Yes  No
10 Has the Convocation Coordinator been notified of a new degree?  Yes  No
11 What is the highest level of financial approval required for this submission? Check all that apply.
   a. None - as it has no financial implications
   OR
   b. Fee Review Committee
   c. Institutional Planning and Assessment (IPA)
   d. Provost's Committee on Integrated Planning (PCIP)
   e. Board of Governors
   f. Other

SIGNED

Date:

Registrar (Russell Isinger): Approved (by email) - October 6, 2020

College Representative(s): Gordon DesBrisay (by email) - October 7, 2020

IPA Representative(s): Lucy Vuong (by email) - October 6, 2020