



## Academic Programs Committee of Council

### University Course Challenge

**Scheduled posting: March 2014**

The following types of curricular and program changes are approved by the University Course Challenge -- additions and deletions of courses, lower levels of study and program options; straightforward program changes; and changes to courses which affect another college.

#### **Contents:**

##### **Arts and Science**

**Page 2**

New courses in History, Religion and Culture; course deletion in Religion and Culture; changes to a course title, notes, course equivalencies, prerequisites, and course descriptions in Mathematics

Items for information: Religion and Culture – Six credit introductory course on Hebrew being split into two separate courses.

##### **College of Education**

**Page 9**

New course in elementary drama

##### **College of Graduate Studies and Research**

**Page 10**

New graduate course in Curriculum Studies.

##### **Student and Enrollment Services Division**

**Page 11**

New placeholder course for Visiting Research Scholars

#### **Approval:**

Date of circulation: March 17, 2014

Date of effective approval if no Challenge received: March 31, 2014

#### **Next scheduled posting:**

The next scheduled Challenge document posting will be in April, 2014, with a submission deadline of **April 14, 2014**. Urgent items can be posted on request.

---

## College of Arts and Science

The curricular revisions listed below were approved through the Arts & Science College Course and Program Challenge and are now submitted to the University Course Challenge for approval.

### DIVISION OF HUMANITIES & FINE ARTS

#### History

##### New Course(s)

##### **HIST 253.3 Bringing Up the Bodies in History**

1/2 (3L) This course offers a smorgasbord of rich readings in (predominantly) Canadian body history. This area of study crosses many specialties within Canadian history, including but not limited to studies of women, gender, labour, the environment, sports, colonization and immigration. What unites this body of readings is that they begin with the premise that the body is a site of historical investigation and that bodies have histories. That is, as Mary Kosut and Lisa Jean Moore (Moore, Lisa Jean and Kosut, Mary. *The Body Reader: Essential Social and Cultural Readings*. (New York and London: New York University Press, 2010.): 1) assert, “the body is the medium or raw material through which we navigate the world, but is also an entity that is invested with meanings.” This course explores the historical meanings of the body/ies, its/their representations, and experiences as it/they reflect and help constitute the ordering of gender, sexual, class, racial relations in Canada at particular points in history.

Prerequisite(s): 3 credit units HIST at the 100 level; or INTS 101; or 30 credit units of University  
Instructor(s): Lesley Biggs

Rationale: The course represents one area of expertise of the instructor and complements the area of Canadian cultural history, as well as women's/gender history. Improves department's offerings in the field and reflects the research interests of the instructor.

##### **HIST 353.3 Pests, Plagues, Pox and Politics: A History of Health Care in Canada**

1/2 (1.5L-1.5S) This course explores the history of health care in Canada from the pre-contact period to the establishment of universal health insurance (Medicare). The focus of this course is on the politics of health care (who provides what care, to whom, and under what circumstances). This course will examine the provision of health care as it emerged from local forms of knowledge within various communities to professional knowledge delivered in private and public institutions. In addition, the course will examine the relationships among and between government, non-governmental and/or professional responses to infectious or acute diseases and their impact on various populations in Canada.

Prerequisite(s): 3 credit units HIST at the 200-level.

Instructor(s): Lesley Biggs

Rationale: This course represents the instructors' expertise and complements the Department's offerings in the history of health care. Improves department's offerings in the field and reflects the research interests of the instructor.

##### **HIST 445.3 British Cities Empire and Global Environmental Change**

1/2 (3S) During the long nineteenth century, Britain emerged as a leading urban and industrial nation. Rapid urban development transformed local environments and the population suffered from the unhealthy living conditions brought by overcrowding and pollution. The cities,

nonetheless, were phenomenal engines of wealth creation and helped increase Britain's global influence. Continued industrial growth in Britain relied on overseas forests, farms, grasslands, plantations and mines to supply a growing assortment of raw materials, such as cotton, sugar, tallow, palm oil, guano, timber, wheat, tea, indigo and rubber. The vast expansion of Britain's economic influence also coincided with the expansion of its empire. This set off a new era of ecological imperialism, as the British botanists, industrialists and officials helped reorder nature, both in the empire and in economically dependent regions. This course will explore the interconnected histories of urban industrial development, imperialism and environmental change at the local, regional and global scale.

Prerequisite(s): 3 credit units HIST at the 300-level.

Instructor(s): Jim Clifford

Rationale: Improves department's offerings in the field and reflects the research interests of the instructor.

### **HIST 487.3 Conflict and Compromise A History of South Africa**

1/2 (3S) South African history is one of conflict and compromise; change and continuity. While the course will focus on the Twentieth Century, we begin with the origins of humankind in the 'Cradle of Civilization', through the colonial, apartheid and post-apartheid era. Throughout the course we will focus on the way the past shapes the present. Much of South Africa's history was shaped by its specific form of industrialization growing out of the discovery of gold and diamonds. This increased colonial interest in Southern Africa and in turn spurred African resistance. In this vein we will study anti-colonial struggles, the formation of the ANC, Nelson Mandela's famous, "Statement from the Dock" in 1964, the Soweto Uprising of 1976 and the unprecedented peaceful transition to democracy. Our course ends looking at the legacy of Apartheid: lingering poverty, HIV/AIDS and reconciliation.

Prerequisite(s): 3 credit units HIST at the 300-level, or permission of the instructor.

Instructor(s): Simonne Horowitz

Rationale: Improves department's offerings in the field, reflects the research interests of the instructor and responds to student demands.

## **Religion & Culture**

### **New Course(s)**

#### **CHIN 233.3 Images of China in Film**

1/2 (3L-3P) This course surveys examples from Chinese cinema that can be seen to define some of the principal contours of Chinese culture viewed both from within and beyond the borders of China. The course will be taught in English and all films are subtitled. Based on recommendations and students' own interests, additions can be made to the films highlighted in this class. Films will be approached through parallel investigations of contemporary studies of Chinese culture and society, Chinese language and history, cross-cultural studies with a focus on China, and the development of a national Chinese national cinema.

Prerequisite(s): Completion of 30 credit units at the university, or permission of the department.

Note: This course may not be used to fulfill the Language requirement in Arts & Science programs.

Instructor(s): George Keyworth and Xiang Qin

Rationale: Improves department's offerings in the field, reflects the research interests of the instructor and responds to student demands.

**HNDI 114.3 Introductory Hindi I**

1/2 (3L) This course introduces Hindi to students with no prior knowledge of the language. Students will develop basic reading, writing, speaking and listening comprehension skills in the Hindi language. Students will learn the Devanagiri script and the Hindi sound system through relevant, culturally situated materials. Course materials are enhanced and complemented by audio-visual and computer based activities. Students will be introduced to basic grammar and everyday vocabulary in Hindi. Equal emphasis will be given to reading, writing, listening and speaking comprehension. Useful phrases and common vocabulary words will be taught to the students against the background cultural information.

Instructor: Braj Sinha.

Rationale: The course reflects the enhanced focus of RLST Department on Asia in general and India in particular. The introduction of Hindi language course will further support the studies of Hinduism and Linguistics studies in the Department, thus strengthening and linking both programs. The course proposal reflects grown interest in the University of Saskatchewan towards academic and research connections with India. The course also reflects the changing demographics in Saskatchewan: the increase in the number of Hindi speakers and the respective growth of interest in the language and Indian culture.

**HNDI 117.3 Introductory Hindi II**

1/2 (3L) This course continues developing Hindi language skills at the introductory level. This course will foster linguistic knowledge, communication skills, and cultural awareness. The course will encompass increased grammatical concepts for effective writing and conversation. Equal emphasis will be given to reading, writing, speaking and listening.

Prerequisite: HNDI 114

Instructor: Braj Sinha

Rationale: See HNDI 114 (above).

**JPNS 114.3 Introductory Japanese I**

1/2 (3L) This course offers introductory (elementary) level Japanese language instruction. The course is for complete beginners who have a keen interest in Japan and the language. The aim of the course is to develop the basic skills of writing, reading, listening, and speaking. In Japanese 111.3, students will familiarize with the Japanese sounds and language structures by mastering hiragana, katakana writing systems along with a few kanji characters.

Instructor: Veronika Makarova

Rationale: Japanese language instruction has never been offered through the College of Arts and Science; this course is the first one to remedy this significant lacunae. External funding to support Japanese language instruction within the College of Arts and Science has been obtained from the Tanaka Fund, 50% of up to 15 credit units of courses, as of June, 2013. Vice-Dean David Parkinson has agreed to match this funding to provide the remaining 50% for the 2014-2015 academic year. Tanaka funding is available for up to 3 years; beyond that funding will be sought from the Japan Foundation of Canada.

**JPNS 117.3 Introductory Japanese II**

1/2 (3L) This course offers introductory (elementary) level Japanese language instruction. The course is for beginners who have a keen interest in Japan and the language and have taken Japanese 114.3 or equivalent. The aim of the course is to develop the basic skills of writing, reading, listening, and speaking. In Japanese 117.3, students will learn more kanji and grammar patterns based on Japanese 114.3. Students are encouraged to study Hiragana and Katakana

characters before the class starts. By the end of this course students will be at a similar level to Japanese-Language Proficiency Test Level N5.

Prerequisite: JPNS 114

Instructor: Veronika Makarova

Rationale: See JPNS 114 (above).

### **JPNS 214.3 Intermediate Japanese I**

1/2 (3L) This course is for students who have completed JPNS 117.3. Students will learn more kanji and complex grammar patterns based on Introductory Japanese I and II. This will enable students to communicate more confidently and express themselves using the skills of reading, writing, listening and speaking.

Prerequisite: JPNS 117

Instructor: Veronika Makarova, George Keyworth

Rationale: See JPNS 114 (above).

### **JPNS 217.3 Intermediate Japanese II**

1/2 (3L) This course is for students who have completed JPNS 214.3. Students will learn more kanji and complex grammar patterns. This will enable students to communicate more confidently and express themselves using the skills of reading, writing, listening and speaking. By the end of this course students will be at a similar level to Japanese-Language Proficiency Test Level N3.

Prerequisite: JPNS 214

Instructor: Veronika Makarova, George Keyworth

Rationale: See JPNS 114 (above).

### **RLST 111.3 Asian Religions**

1/2 (3L) Main concepts, beliefs and practices in Asian religious societies are the subjects of this course. The course includes an overview of and consistent integration with academic approaches to the study of religion. The course covers beliefs and practices of religions in South Asia namely Hinduism, Jainism, Sikhism and Buddhism. The second half of the course examines religions and cultures in East Asia. These include Daoism and Confucianism in China and Korea, Shinto in Japan, and Buddhism in East Asia. The course concludes with an investigation of religion in contemporary world, specifically Asian religions in the United States and Canada.

Note: Students with credit for RLST 110.6 may not take RLST 111 for credit.

Instructor(s): Braj Sinha, George Keyworth

Rationale: RLST 110.6 is being replaced by 3 100-level RLST courses: RLST 111.3 (Asian Religions), RLST 112.3 (Western Religions in Society and Culture), and RLST 113.3 (Islamic Civilization and Culture). Faculty who offer Religion and Culture program courses both within the College of Arts and Science and through STM have debated splitting RLST 110.6 for several years with three points in mind. (1) Because RLST 110.6 is taught by 2 separate faculty members with research and teaching expertise in "western" and "eastern" religions, current College policies concerning mid-term and final examinations for 6cu courses leaves the first half of RLST 110.6 without a proper final examination covering World Religions "west." Student evaluations for no less than 3 years have reflected how students feel the grading of RLST 110.6 is unbalanced in favor of the second half of the course, "eastern" religions. In the past the department petitioned the College to allow a special mid-term / final examination to be held after the first half of the class. Even this failed solution did not seem to address the inherent evaluation problem. In addition to ongoing student evaluation concerns, recent changes to PAWS make it

difficult for students to "see" that they are enrolled in a 6cu class. (2) Following the lead of programs across the College, it is now understood that allowing greater flexibility for students to enroll in courses, especially at the 100-level, can significantly and positively affect student enrollment numbers. Dividing RLST 110.6 into three separate 3cu classes directly addresses concerns about student enrollment numbers and enhancing flexibility for students across the College interested in taking World Religions classes. (3) Dividing RLST 110.6 directly addresses faculty teaching and research proficiency: faculty will now separately teach the courses in their area of expertise.

### **RLST 112.3 Western Religions in Society and Culture**

1/2 (3L) This class is a critical survey of the history, sources and chief characteristics of major world religions, such as Judaism and Christianity, and includes brief introductions to Islam and New Religious Movements. The history, agency and practice of these religions are considered in the wider multicultural context. We will be attentive to the investigation into the phenomenon called religion, and to the relationships between religion, culture and society.

Note: Students with credit for RLST 110.6 may not take RLST 112 for credit.

Instructor(s): Alisha Pomazon

Rationale: See RLST 111.3 above.

### **RLST 113.3 Islamic Civilization and Culture**

1/2 (3L) Islam is one of the most important members of the family of world religions with 1.25 billion adherents. Accordingly, this course serves as an introduction to Islam focusing on various and complex identities that have shaped human understandings of the religion of Islam throughout history. The course focuses on the origins and development of Islam, fundamental beliefs and practices, and its influence in defining Muslim cultures.

Note: Students with credit for RLST 110.6 may not take RLST 113 for credit.

Instructor(s): Braj Sinha, George Keyworth

Rationale: See RLST 111.3 above.

### **RLST 210.3 Religion and Ecology**

1/2 (3L) This course explores the interplay between a number of religious traditions and ecology by taking a cross-disciplinary approach to the evaluation of issues of complicity, responsibility, guilt, reconciliation and restoration in human-Earth relations.

Prerequisite(s): 6 credit units RLST courses or 24 credit units at the university level.

Instructor(s): Christopher Hyrnkow

Rationale: As well as the points listed below, this course will also broaden the Christianity and Ecology course, a special topics course which has already been offered twice. As well, the School of Environment and Sustainability has expressed an interest to use this class as an elective in their undergraduate Certificate of Proficiency program. Improves department's offerings in the field, reflects the research interests of the instructor and responds to student demands.

### **Course Deletion(s)**

#### **RLST 110.6 World Religions**

Rationale: RLST 110.6 is being replaced by RLST 111.3/112.3 and 113.3 (see above). This course will be retained for the 2014-15 academic year, and deleted in May 2015, to allow time for online and off-campus offerings to transition to one or more of the new courses.

## **DIVISION OF SCIENCE**

### **Mathematics**

#### **Minor Course Revisions**

##### **MATH 224.3 Calculus IV for Engineers**

Change to Note and Course Equivalents:

Old Note: Students with credit for MATH 226 or MATH 238 may not take this course for credit.

New Note: Students with credit for MATH 226 may not take this course for credit.

Rationale: Due to changes to MATH 238 (see below), MATH 224 and 238 will no longer be equivalent (effective 201405). Moving forward, students will be allowed to have credit for both courses.

##### **MATH 225.3 Intermediate Calculus I**

Change to Note:

Old Note: Students with credit for MATH 223 or 276 may not take this course for credit.

Students obtaining a grade of 80% or better in this course may request permission from the Head of the Department of Mathematics and Statistics to register in courses for which MATH 276 is the stated prerequisite.

New Note: Students with credit for MATH 223 or 276 may not take this course for credit.

Rationale: The old note has had the effect, most recently in several instances per year, of encouraging students to attempt to replace the MATH 276 prerequisite for MATH 371 with the course MATH 225 which is an inadequate preparation for MATH 371 - irrespective of the grade received in MATH 225. Students with MATH 225 instead of MATH 276 will be dealt with on an individual basis by the Department.

##### **MATH 226.3 Intermediate Calculus II**

Change to Note and Course Equivalents:

Old Note: Students with credit for MATH 224 or 238 may not take this course for credit.

Students obtaining a grade of 80% or more in this course may request permission from the Head of the Department of Mathematics and Statistics to register in courses for which MATH 238 is the stated prerequisite.

New Note: Students with credit for MATH 224 may not take this course for credit.

Rationale: Due to changes to MATH 238 (see below), MATH 224 and 238 will no longer be equivalent (effective 201405). Moving forward, students will be allowed to have credit for both courses. Also the note regarding using MATH 226.3 as a pre-requisite replacement for MATH 238.3 is no longer appropriate; students who take MATH 226.3 instead of MATH 238.3 will be dealt with on an individual basis by the Department.

##### **MATH 238.3 Introduction to Differential Equations and Series**

Prerequisite Change:

Old Prerequisite: (MATH 110 and 116) or (MATH 121 or MATH 125; and MATH 128).

New Prerequisite: (MATH 110 and 116) or (MATH 121 or MATH 125; and MATH 128) or (MATH 123 and MATH 124).

Change to Note and Course Equivalents:

Old Note: Students intending to enter an honours or double honours program are encouraged to take this course. Students with credit for MATH 224 or 226 may not take this course for credit.

New Note: Students intending to enter an honours or double honours program are encouraged to take this course.

New Course Title: Introduction to Differential Equations

New Course Description: Solutions of first order and second order differential equations, elementary existence results, fundamentals of some operational and transform methods of solution, power series solutions,  $2 \times 2$  systems, elementary numerical methods. An introduction to modelling will arise through the use of examples from the physical and biological sciences, economics and social sciences, engineering. Examples will include: population models, mechanical vibrations, Kepler's problem, predator-prey models.

Rationale:

1. The revised version of MATH 238.3 emphasizes differential equations; the material on sequences and series previously covered in this class will now be covered in MATH 276.3. This is much better aligned with the new BSc program in Applied Mathematics, in which MATH 238.3, in the proposed form, plays a pivotal role.
2. It is unusual for material on sequences and series to be part of an introductory course in differential equations. Sequences and series are covered in Math 224.3 and Math 226.3 (and have been for many years) and will be covered for honours students in Math 276.3 (see below).
3. The proposed exclusive emphasis of Math 238.3 on differential equations eliminates the need for course credit exclusions between Math 238.3 and either Math 224.3 or Math 226.3, which as a result of the proposed changes will each have significantly less overlap with Math 238.3.
4. This change will only affect students in the Honours program in Mathematics, who already take all of the courses; they will still cover all of the material, but it will be distributed differently.

### **MATH 276.3 Vector Calculus I**

New Course Description: A discussion of the real numbers including least upper bound; sequences and series and convergence criteria; vector analysis; limits and continuity in  $n$ -dimensions; differentiation in  $n$ -dimensions and the derivative as a linear mapping; curves in space.

Rationale: The topic of sequences and series, previously treated in MATH 238, will no longer be taught in that course. It is being introduced here to ensure that it appears in the honours curriculum.

### **MATH 277.3 Vector Calculus II**

New Course Description: Maxima and minima of functions with and without constraints; Taylor polynomials; inverse and implicit function theorems; integration of functions of several variables and the change of variable formula for multiple integrals; line integrals and surface integrals; Green's, Gauss', Stokes' theorems; introduction to differential forms.

Rationale: The introduction of sequences and series into MATH 276 requires a shift of topics into MATH 277.

### **Items for Information**

The curricular revisions listed below were approved through the Arts & Science College Course and Program Challenge and are now submitted to the University Course Challenge for information.



## DIVISION OF HUMANITIES & FINE ARTS

### Religion & Culture

#### Course Split:

**HEB 111.6 Introductory Hebrew Grammar** into:

#### **HEB 114.3 Introduction to Hebrew I**

1/2 (3L) This course offers students the opportunity to approach and explore the biblical texts in their original language. By learning how to read Hebrew prose and poetry and by acquiring the knowledge of the Hebrew grammar, we will be examining several important features of the biblical text, including select prophetic, historical and wisdom material. By the end of this course students will acquire the basic familiarity with the Hebrew language and grammar.

Note: Students with credit for HEB 111.6 may not take HEB 114 for credit.

Instructor(s): Alisha Pomazon

#### **HEB 117.3 Introduction to Hebrew II**

1/2 (3L) This course is a continuation of the "Introduction to Hebrew 1". It offers students further opportunity to explore the biblical texts in their original language. By learning how to read Hebrew prose and poetry and by acquiring the knowledge of the Hebrew grammar, we will be examining several important features of the biblical text, including select prophetic, historical and wisdom material. By the end of this course students will acquire the foundational principles of the Hebrew language and grammar.

Note: Students with credit for HEB 111.6 may not take HEB 117 for credit.

Instructor(s): Alisha Pomazon

Rationale: The Department of Religion & Culture is splitting its 6 credit unit courses, in alignment with the College and Divisional precedent.

## College of Education

#### New Course

#### **EDUC 407.3 – Elementary Drama**

**Prerequisites/Restrictions:** None.

**Description:** This course introduces elementary teacher candidates to the philosophy and historical foundations of contextual/process drama as a method of teaching and learning. A blend of theory and practice allows students to synthesize course content and prepare for using process drama in their own classrooms.

**Rationale:** This course parallels an existing course where the focus is on secondary teaching: ECUR 349.3 Method in Middle Years and Secondary Drama. Introduction to Elementary Drama Education supports the actualization of drama as one of the required strands of Arts Education in addition to supporting the use of process drama as a learning strategy across the curriculum. Ministry of Education goals include understanding of content and strategies that reside at the core of drama as part of arts education, as well as offering drama as a way of knowing. For example, in the SK Ministry of Education FL A curriculum, the following “Compose and Create” Grade 5 outcome and indicator may be found in various grade specific iterations:

Outcome: CC5.2

*Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts,*  
*a. Consider which form (e.g., drama, drawings, dance, diagrams, music, three dimensional objects, posters, cartoons, maps, graphs, photographs, pictures, charts, and videos) is most appropriate for various tasks and identified purposes.*

The processes presented in this course are thus offered to teacher candidates as modes of learning subject matter across the curriculum. As is consistent with the theoretical underpinnings of Drama in Education, this course treats drama as a process, rather than a product, and the emphasis here is on learning through drama rather than drama as a public performance.

While Drama as an elementary methods topic was once included in a previously required course, ECUR 273.3 - Oracy and Literature in the Elementary School, it is now necessary to offer Drama as an elective opportunity for teacher candidates who wish to study it in depth as a classroom tool as ECUR 273.3 is no longer offered in the College of Education's new program.

One of the highlights of this course is an exploration of pioneering work with educational drama including the work of Joe Cloutier whose programs have supported street kids in identifying and then overcoming the social issues that have prevented their growth and development.

The idea for the course was derived from student advocacy that more process drama be offered than what is presently contained in ELA requirements. As drama is a strategy contextualized within various Ministry of Education curricula, including Arts Education and English Language Arts curricula, it is appropriate that a subject matter depth course be offered for those who are interested. In addition, discussions with the other instructors of the new program have consolidated the objective of providing elective course offerings in the summer term, which is the term targeted for the delivery of this course, in order to support ongoing and lifelong learning for teacher candidates and for practicing teachers. Drama in Elementary Education was successfully offered previously as a Special Topics course, with high level student evaluations.  
**Approval:** February 7, 2014 by the College of Education

## **College of Graduate Studies and Research**

### **Curriculum Studies**

#### **New Graduate Course**

#### **ETAD 996.0 – PhD Research**

**Prerequisites/Restrictions:** None.

**Description:** Students admitted to a special-case PhD program in Educational Technology and Design will register in this course for the duration of the graduate program.

**Rationale:** Educational Technology and Design currently has programming at the Master's level. Faculty in the program are interested in working with PhD students. A student has been admitted to a special-case PhD program already, and a second admission is under consideration.

**Contact:** [jay.wilson@usask.ca](mailto:jay.wilson@usask.ca)

**Approval:** March 12, 2014 by CGSR

## **Student and Enrollment Services Division**

### **Visiting Research Scholar Courses**

Placeholder courses are needed for visiting students to study at the University of Saskatchewan. These students require course registration at the University of Saskatchewan to access student services and to demonstrate completion of the research to their home institution. Also, SESD needs a means to track these students in SiRIUS and assess student fees.

On September 18<sup>th</sup>, 2013 the following new placeholder courses were submitted to University Course Challenge for approval ([http://www.usask.ca/secretariat/governing-bodies/council/committee/academic\\_programs/reports2013-14/ChallengeSeptember182013.pdf](http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/reports2013-14/ChallengeSeptember182013.pdf)):

XXXX 001.0: Emerging Leaders in the Americas Program: Visiting Research Scholar  
XXXX 002.0: MITACS/Globalink: Visiting Research Scholar  
XXXX 003.0: Science without Borders: Visiting Research Scholar

The above courses were approved on October 2, 2013. We propose that a “Visiting Research” course type be added to this group for visiting students studying under other scholarly agreements. The course must use an approved subject code and must be numbered as follows:

XXXX 004.0: Visiting Research Scholar

The Visiting Research Scholar courses would be authorized by departments and colleges as needed, operating under the same general rules as are presently used for Special Topics courses. Special Topics Courses Policy except that the research scholar courses could be located at the 100-level.

*Developed by the Office of the University Secretary and the Student and Enrollment Services Division with approval from the Academic Programs Committee Executive*