DATE: January 6, 2006
TO: All Members of the Council Committee on Undergraduate Admissions and Studies
FROM: Bev Liski, Staff Assistant
RE: NOTICE OF MEETING

The Council Committee on Undergraduate Admissions and Studies will meet on Friday, January 13th at 1:00 p.m. in the Graduate Studies Board Room, North Residence 110.3.

AGENDA

1. APPROVAL OF AGENDA
2. APPROVAL OF MINUTES OF LAST MEETING – December 9, 2005
3. BUSINESS ARISING FROM THE MINUTES
4. OLD BUSINESS
5. NEW BUSINESS
   5.1 Report from the Planning and Priorities Committee, Appendix I, pg 2
   5.2 Report from the Faculty of Fine Arts, Appendix II, pg 16
   5.3 Report from the Centre for Continuing Education, Appendix III, pg 21
   5.4 Report from the Faculty of Education, Appendix IV, pg 42
   5.5 Report from the Faculty of Arts, Appendix V, pg 43

6. ITEMS FOR INFORMATION
   6.1 Date of Next Meeting – Friday, March 3, 2006, 1:00 p.m., Graduate Studies Board Room, NR 110.3

       NOTE: There is no meeting scheduled for February.

7. CONCLUSION

/BL
APPENDIX I

RECOMMENDATION ITEMS FOR THE COUNCIL COMMITTEE ON ADMISSIONS & STUDIES

1. The Planning and Priorities Committee, following discussion with the Director, Centre for Continuing Education and faculty from the Centre for Continuing Education, on December 8, 2005, recommends:

MOTION: The Planning and Priorities Committee recommends that the Council Committee on Admissions and Studies be notified that PPC has met, reviewed and discussed the proposed Advanced Certificate in Local Government Authority and are satisfied it is consistent with the goals and emphases of the University of Regina and that any resource implications will be addressed by the Centre for Continuing Education and the Faculty concerned."

Attached:


cc: Marilyn Miller, Director, Centre for Continuing Education
    Christine Crowe, Centre for Continuing Education

Prepared December 13, 2005 for January 13, 2006 Council Committee on Admissions & Studies
Background

The Credit Studies Division of the Centre for Continuing Education (CCE) has offered the Certificate in Local Government Authority (CLGA) since 1966. Over 2100 students have graduated from this program with many going on to fill positions in urban and rural municipal offices across the province. The program was created with the cooperation of the Government of Saskatchewan and designed to ensure that municipal administrators received appropriate training in their field.

The Certificate in Local Government Authority consists of four 13-week correspondence courses. As of 1 May 2005, the four LGA courses carry 1.5 credit hours and are recognized by the Faculty of Arts as electives.

In addition to carrying University of Regina credit, the four courses are also transferable for advanced credit into the NACLAA (National Advanced Certificate in Local Authority Administration) non-credit program run by Dalhousie University and University of Alberta.

The CLGA is recognized as a specialized training program by the Rural Municipal Administrators’ Association (RMAA), the Urban Municipal Administrators’ Association of Saskatchewan (UMAAS) and the Urban and Rural Boards of Examiners. The Boards of Examiners endorse the CLGA as the basic level of certification required to hold the position of municipal administrator in Saskatchewan. Other stakeholders in the CLGA include Saskatchewan Urban Municipalities Association (SUMA), Saskatchewan Association of Rural Municipalities (SARM), the City Clerks’ Association, and the provincial Department of Government Relations.

INTRODUCTION: ADVANCED CERTIFICATE IN LOCAL GOVERNMENT AUTHORITY (ACLGA)

During the recent review of the Certificate in Local Government Authority (CLGA), stakeholders strongly encouraged the University of Regina to develop an Advanced Certificate in Local Government Authority, which would build upon the current LG courses in the CLGA and provide an opportunity for continued professional and academic development for administrators.

Facing the loss of 145 administrators to retirement in the next seven years in rural municipalities alone, the Government of Saskatchewan has identified the need to recruit younger municipal administrators and provide them with access to advanced education programs directly related to their work in a municipal office. In 2002, the Government of Saskatchewan introduced the Local Government Training Initiative (LGTI) to explore issues and opportunities related to current and
APPENDIX I

future market trends and needs in the area of local government authority training. The Advanced Certificate in Local Government Authority has been developed as a result of consultations with the LGTI and the above-mentioned community stakeholders who have identified the need for advanced educational programming to assist with the recruitment of future administrators while also serving the needs of current municipal officers.

The recent development of the Local Government and Politics degree program in the Faculty of Arts also serves as a positive impetus for the timing of the introduction of this Advanced Certificate in Local Government Authority (ACLGA). All of the core courses in the Local Government and Politics Degree are included in the list of ACLGA electives. This direct and intended connection between courses in the ACLGA and the LGP degree will benefit degree students who may consider the Advanced Certificate a good way to start a career in municipal administration either while taking or after finishing an Arts degree.

This laddering opportunity between the certificates and degree will also be useful for those students who are embarking on the ACLGA with the intention of going on to a degree in Local Government and Politics. By the time they finish the ACLGA, students may have many of the core classes for the LGP degree completed, depending upon how they chose their electives. Thus, this proposed Advanced Certificate in Local Government Authority (ACLGA) provides a "middle step" in the laddering process between the first LGA program (CLGA) and the degree program.

Program Fit with CCE Priorities

CCE’s mandate is to meet lifelong learning needs by offering high quality, accessible and responsive education and training programs to learners of all ages that build on the strengths and resources of the community and the University. The ACLGA program meets the life-long learning needs of a strong body of University of Regina alumni by providing a unique laddering opportunity between the CLGA and an Arts degree. This program builds on the strengths and resources of both rural and urban communities by responding to the needs of municipalities throughout the province. The ACLGA program is designed to encourage current municipal administrators and future municipal officials to engage in life-long learning, thereby contributing to the social and economic health of this province. Such contributions directly speak to CCE’s vision to be a significant contributor to the intellectual, economic, social and cultural development of the communities we serve.

The Credit Studies Division of CCE provides credit courses and programs in flexible formats for those who wish to pursue their personal and career goals through University-level education. The ACLGA program is designed to be flexible enough in its curriculum to provide learners at various stages in their academic and professional journeys with the opportunity to gain knowledge in the area of municipal administration while building on their own experiential knowledge. The elective courses in the ACLGA have been chosen from a wide variety of disciplines to allow students to explore areas of interest that relate to the complex roles encompassed by municipal government positions.
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Program Fit with University of Regina Priorities

The ACLGA program speaks to the University’s goal of service by responding to a perceived need for additional educational opportunities in the area of municipal administration in order to positively affect the quality of social intellectual and economic life in Saskatchewan’s urban and rural communities. Municipal government is one of the major employers in both urban and rural Saskatchewan, and the ACLGA program provides an opportunity for rural and urban officials within the municipal government sector to access relevant laddering educational opportunities to fulfill their professional goals while remaining in their communities. Finally, the ACLGA program allows additional recruitment opportunities for the University of Regina, especially for those Faculties and Departments who accept CCE 1.5 credit hour courses as electives within their programs.

Program Fit with the Faculty of Arts

The Faculty of Arts and, in particular, the Departments of Political Science, Economics and Geography, have expressed support for this new program as it will provide additional registrations in their current courses and will provide additional support in anticipation of the development of an undergraduate degree program in Local Government and Politics (LGP) as well as the new inter-institutional degree in Prairie Studies. All Departments who have courses listed in the “Electives” part of the program have approved the inclusion of their courses as part of the ACLGA program.

The Faculty of Arts plan, We Who Serve (2003), recommends that “when it is feasible, we will develop innovative undergraduate programs that are interdisciplinary and involve clusters of courses.” (p11). The plan also identifies ‘public policy’ as an area for emphasis (p17). The proposed ACLGA and the related major in Local Government and Politics (LGP) are both clearly in the area of public policy and distinctly interdisciplinary. The ACLGA involves a positive working partnership between the Centre for Continuing Education and the Faculty of Arts in delivering the core and elective courses in this program.

In recognition of the significant academic role that the Faculty of Arts plays in the delivery of this certificate program, the LGA Advisory Committee will include a permanent representative from the Faculty of Arts as part of its membership. It is anticipated that the Faculty’s representative will be appointed from Political Science, Geography or Economics, although a faculty member from another Department may also be appointed.

The Credit Studies Division will also work closely with the Faculty of Arts when advising students in the ACLGA program to ensure that students who are currently in the Faculty of Arts or who wish to ladder into an Arts degree receive consistent and appropriate direction regarding course choices that may affect the completion of their degree program. All academic oversight and responsibility for Arts courses – including the hiring of instructors and curriculum development – remains with their respective academic Departments.

External Partnerships (See attached letters of support)

This proposal has been developed with the close cooperation and advice of the Local Government Authority Advisory Committee, the Rural Municipal Administrators Association (RMAA), the Urban Municipal Administrators Association of Saskatchewan (UMAAS), the Rural
APPENDIX I

and Urban Boards of Examiners, the Saskatchewan Urban Municipalities Association (SUMA), the Saskatchewan Association of Rural Municipalities (SARM) and the Municipal Relations Division of the Saskatchewan Department of Government Relations. It is expected that these community and government organizations will continue to be involved with the ACLGA once it is established through individual consultations and through their representation on CCE’s Local Government Authority Advisory Committee.

AUDIENCE AND MARKET

Many current municipal administrators are interested in furthering their academic achievement, especially if such achievement is directly linked to increased certification within RMAA and UMAAS. Currently, the CLGA program is connected directly with formal certification required by the RMAA and UMAAS; for instance, students who graduate with CLGA are eligible to apply for Standard “C” certification through the RMAA Board of Examiners. RMAA and UMAAS have both committed to identifying the proposed ACLGA program as one of the requirements for an administrator looking to move from a basic level of certification to an advanced level of certification. This link between the ACLGA and the RMAA and UMAAS certification requirements is a significant factor to ensuring the long-term viability of this proposed program (see attached letters of support).

The majority of current CLGA students come from Saskatchewan. As such, there seem to be several markets for the ACLGA program:

- Graduates of the CLGA program who require additional educational credit to increase their professional certification through RMAA and UMAAS.
- Mature-aged people (35-50) who are looking for a second career that allows them to stay in their community but who do not necessarily want a degree.
- People who are currently working on an Arts degree in a related area or who already have a degree but who desire specialized knowledge of municipal governance, authority and financial administration issues.
- People interested in a career in Local Government who may want to continue onto a degree.

Although Aboriginal students do not figure significantly in current CLGA student demographics, the stakeholders and the Government of Saskatchewan have identified Aboriginal urban and rural residents as an important target audience for both the CLGA and the ACLGA programs. CCE will work with the Department of Government Relations, the Department of First Nations and Métis Relations and community stakeholders to develop strategies to recruit Aboriginal students into the program wherever appropriate.

DELIVERY

The majority of current CLGA students do not live in Regina and, therefore, the correspondence delivery method has been very important to the success of that program. While the ACLGA cannot be offered completely by distance upon its inception, many of the core courses and several of the electives in the ACLGA can be taken by distance – either through Campus Saskatchewan, at Regional Colleges or through online/televised delivery through the University of Regina. There may also be opportunities to partner with interested Departments to provide ACLGA students with intensive on-campus courses for which they may be willing to travel to Regina. CCE will engage in ongoing discussions with appropriate Departments to assist.
APPENDIX I

students in accessing an adequate selection of ACLGA courses both on- and off-campus each semester.

Students can bring up to 50% of the ACLGA courses into the certificate through transfer credit from other institutions. If taking the certificate as an after-degree program, they may be able to use their degree courses towards the ACLGA but must meet CCE residency requirements. Students have the option of choosing up to 6 credit hours of courses not specifically listed in the “electives” part of the program but relevant to students’ professional development goals within the program; such course areas (either taken at the University of Regina or another post-secondary institution) may include public and/or business administration, intercultural communication, climate change, prairie studies, agriculture, conflict resolution, and so on.

The Faculty of Arts Council has approved that the ACLGA may be taken as a concurrent program with an Arts degree similar to the Certificate in Public Relations.

PROGRAM ADMINISTRATION

As with the CLGA, the ACLGA will be administered through the Credit Studies Division, Centre for Continuing Education and students will be admitted as CCE students (unless taking it as a concurrent program). Applicants to the program must meet the entrance requirements for the Centre for Continuing Education at the University of Regina and qualify under regular or open admission guidelines.

As with other certificate programs, students who wish to obtain the CLGA while taking the ACLGA must be registered for at least a semester in the CLGA and take a course towards that program during that semester to be eligible for graduation with the CLGA.

The Credit Studies Division will work closely with the Faculty of Arts when advising students in the ACLGA program to ensure that students who are currently in the Faculty of Arts or who wish to ladder into an Arts degree receive consistent and appropriate direction regarding course choices that may affect the completion of their degree program.

The Local Government Authority Advisory Committee within CCE will oversee the CLGA and the ACLGA. The Advisory Committee membership consists of:

<table>
<thead>
<tr>
<th>Head of Credit Studies Division</th>
<th>RMBA Chair of LGA Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Board of Examiners representative</td>
<td>Urban Board of Examiners representative</td>
</tr>
<tr>
<td>UMAAS Director</td>
<td>Department of Government Relations rep</td>
</tr>
<tr>
<td>Faculty of Arts representative</td>
<td>LGA Coordinator (CCE)</td>
</tr>
</tbody>
</table>

The LGA Advisory Committee is responsible for:
- advising the University of Regina on curriculum changes and issues relating to the LGA Certificate Programs, including upcoming legislative changes;
- providing information to the University of Regina regarding training needs of administrators, where appropriate;
- disseminating information about LGA Certificate Programs to potential students, members of their associations, and other issues related to the program.
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Financial and Human Resources

The core and elective courses included in the proposed ACLGA are all current University of Regina courses. No additional faculty or staff members are needed to service this program. As long as the LG courses remain financially viable through differential tuition, no additional resources are needed for curriculum development. Course scheduling recommendations (such as intensive offerings or TEL applications to put courses online) will be discussed with relevant Departments in the Faculty of Arts and the Distance Learning Division of CCE. In some cases, Credit Studies Division may administer courses through Summer University and Weekend University that will directly benefit ACLGA students.

Tuition

Due to their specialized municipal government focus, the 1.5 credit hour LG courses offered through CCE currently carry tuition of $500 (as approved by the Board of Governors in Spring 2005), which differs from the tuition paid for the 3-credit hour courses in the ACLGA program. This creates two different tuition levels within the ACLGA program.

Community stakeholders support the charging of differential tuition for these courses based on the mandated and specialized nature of this program. The four LG courses in the ACLGA program are highly specialized training courses that are constantly being updated in response to changing provincial legislation and RM regulations. Such regular, detailed and labour-intensive revision to course curriculum does require additional funds, since such revision must be done by content experts working directly in the field of local government. Community stakeholders have also noted that charging differential tuition supports the long-term viability of the both the LGA and ACLGA programs by ensuring that LG courses run regardless of the ebbs and flows associated with changes to municipal or provincial demographics and politics.

The Credit Studies Division is committed to offering LG courses by correspondence since a majority of current CLGA and potential ACLGA students do not live in or around Regina. Delivery of these courses by correspondence places human and financial resource demands on the Credit Studies Division that exceed those of on-campus face-to-face offerings. Students do benefit from two face-to-face review sessions each semester in Regina and Saskatoon; such review sessions, however, require instructors to be paid travel expenses.

The blending of the differential tuition of the four LG courses with the regular tuition of 3-credit hour courses offers new tuition model that creatively resolves the tension between student access to specialized courses in the area of Local Government studies and the need to attract different audiences into the program. The idea of a program fee for the ACLGA is not logistically or financially appropriate for the nature of this certificate, given its direct connection with the CLGA which does not have a program fee attached. The discrepancy between the two tuition levels is not expected to be a major issue for the recruitment of students to this program, as the majority of students entering the ACLGA program (other than concurrent or after-degree students) will have already completed the CLGA courses carrying the higher tuition.
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Advanced Certificate in Local Government Authority (30 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG 14 (1.5 cr)*</td>
<td>Introduction to Local Government Authority</td>
<td></td>
</tr>
<tr>
<td>LG 15 (1.5 cr)*</td>
<td>Local Government Legislation and Statute Law</td>
<td></td>
</tr>
<tr>
<td>LG 24 (1.5 cr)*</td>
<td>Basic Accounting Practices</td>
<td></td>
</tr>
<tr>
<td>LG 25 (1.5 cr)*</td>
<td>Local Government Accounting</td>
<td>LG 24 (or equiv)</td>
</tr>
<tr>
<td>Two of**:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSCI 100 (3 cr)</td>
<td>Introduction to Political Science</td>
<td></td>
</tr>
<tr>
<td>ECON 100 (3 cr) or ECON 201 (3 cr)</td>
<td>Introduction to Economic Issues</td>
<td>ECON 201 -- Math B30 or ECON 100 or 15 cr hrs</td>
</tr>
<tr>
<td>GEOG 100 (3 cr)</td>
<td>Introduction to Geography</td>
<td></td>
</tr>
</tbody>
</table>

* Students who took LGA courses when they were 0 credit hours (prior to May 1, 2005) will receive credit for those courses within the ACLGA program.

** Third course may be taken as an elective if not taken as a core course.

Electives -- 18 Additional Credit Hours Chosen From List Below Of Which 2 Courses Must Be At The 200-Level Or Above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title (all are 3 cr unless otherwise indicated)</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 100</td>
<td>Introduction to Political Science</td>
<td></td>
</tr>
<tr>
<td>ECON 100</td>
<td>Introduction to Economic Issues</td>
<td></td>
</tr>
<tr>
<td>GEOG 100</td>
<td>Introduction to Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 220</td>
<td>Human Geography</td>
<td>GEOG 100</td>
</tr>
<tr>
<td>GEOG 324</td>
<td>Urban Geography</td>
<td>GEOG 220</td>
</tr>
<tr>
<td>GEOG 334</td>
<td>Rural Geography</td>
<td>GEOG 220</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Introductory Microeconomics</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 212</td>
<td>Economic Development of the Canadian Prairies</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 232</td>
<td>Government and Economics</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 233</td>
<td>Issues in Canadian Agriculture</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 237</td>
<td>Economics of Canadian Regionalism</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 354</td>
<td>Economics of Cities</td>
<td>ECON 201</td>
</tr>
<tr>
<td>PSCI 230</td>
<td>Canadian Politics</td>
<td>PSCI 100</td>
</tr>
<tr>
<td>PSCI 336</td>
<td>Canadian Labour and Politics</td>
<td>PSCI 230</td>
</tr>
<tr>
<td>PSCI 331</td>
<td>Canadian Federalism</td>
<td>PSCI 230</td>
</tr>
<tr>
<td>PSCI 360</td>
<td>Local Government in Canada</td>
<td>PSCI 100</td>
</tr>
<tr>
<td>PSCI 361</td>
<td>Local and Community Politics</td>
<td>PSCI 100</td>
</tr>
<tr>
<td>INDG 100</td>
<td>Introduction to Indigenous Studies I</td>
<td></td>
</tr>
<tr>
<td>HIST 100</td>
<td>Introduction to History</td>
<td></td>
</tr>
<tr>
<td>ENGL 100</td>
<td>Literature and Composition I</td>
<td></td>
</tr>
<tr>
<td>WMST 100</td>
<td>Introduction to Women’s Studies</td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introductory Psychology A</td>
<td></td>
</tr>
<tr>
<td>ANTH 100</td>
<td>Introduction to Anthropology</td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>CA 21 + 22</td>
<td>Organizational Behaviour I and II</td>
<td></td>
</tr>
<tr>
<td>PR 30 (1.5 cr)</td>
<td>Foundations of Public Relations</td>
<td></td>
</tr>
<tr>
<td>PR 32 (1.5 cr)</td>
<td>Effective Communications Planning</td>
<td>PR 30</td>
</tr>
<tr>
<td>PR 33 (1.5 cr)</td>
<td>Communication Techniques</td>
<td>PR 30</td>
</tr>
</tbody>
</table>

Up to 6 credit hours
of relevant courses

Relevant courses may include topics in areas of public or business administration, community development, prairie studies, climate change, etc.

Approved by Head, Credit Studies Division, CCE in consultation with the LGA Advisory Committee
APPENDIX I

LETTERS OF SUPPORT

for the proposed

ADVANCED CERTIFICATE IN LOCAL GOVERNMENT AUTHORITY

from

EXTERNAL COMMUNITY PARTNERS
September 13, 2005

Dr. Christine Crowe, Ph. D
Head, Credit Studies Division
Centre for Continuing Education
University of Regina
REGINA SK, S4S 0A2

Dear Dr. Crowe:

I am writing to you to express our support for your proposal regarding the Advanced Certificate in Local Government Authority (ACLGA). We are very pleased with the leadership being demonstrated by the University of Regina in the provision of advanced learning opportunities in the area of local government administration.

It is definitely in the interest of Saskatchewan communities to promote and support advanced educational initiatives for persons interested in local governance, and we agree that the ACLGA is an appropriate bridge between the Certificate in Local Government Authority and the Local Government and Politics degree program.

We look forward continuing our working relationship with the University of Regina along with other municipal stakeholders in this endeavour. Future correspondence regarding this initiative should be directed to Mr. Phil Boivin, Municipal Advisor, Room 410, 1855 Victoria Avenue, Regina, Saskatchewan S4P 3T2.

Sincerely,

Russ Krywulak
Executive Director

cc: Phil Boivin, Municipal Advisor
November 1, 2005

Dr. Christine Crowe
Head, Credit Studies Division
Centre for Continuing Education
104 College Building
University of Regina
Regina, Sask. S4S 0A2

Dear Dr. Crowe,

Please accept this letter as confirmation of support for the Advanced Certificate in Local Government Authority by the Rural Administrators' Association of Saskatchewan. As a professional organization, it is important that we strive to raise the level of qualification of our members to meet the ever-changing demands of our occupation. The Advanced Certificate program will provide a progressive avenue of professional development for members who choose municipal administration as a long-term occupation.

The Local Government Authority program has long provided the entry level educational requirement for the certificate of qualification, which provides eligibility for appointment as a rural municipal administrator. It has served us well to date by assisting in the retention of qualified persons in our rural municipal offices.

The proposed advanced program will provide an ongoing opportunity for educational development that is specific to those in the municipal field and will provide a link to a higher level certification for our members. As well, the option to tailor into a degree program should provide added incentive for enrollment for those wishing to acquire an additional level of academic achievement and expertise.

Our Association is projecting that within the next 7 years almost half of our members will be eligible for retirement. This fact makes recruitment an important issue for us; the opportunity for ongoing professional development through an up-to-date academic program will be an important factor in our ability to deal with this issue.

We trust that the above comments will signify the importance of this proposed program to our Association.

Yours truly,

[Signature]

Tim Leiner
LGA Committee Chair
Rural Administrators' Association of Saskatchewan

c.c. Jim Reiter, Executive Director RAAA
October 7th, 2006

Dr. Christina Crowe
University of Regina - Extension
Rm. CB 104 College Ave Campus
University of Regina
Regina, Sask.
S4S 0A2

Dear Christine:

Please be informed that the following resolution was passed by the Board of Directors of this Association:

That a letter be sent to the University of Regina to support the proposed changes to the Advanced Local Government Authority Program and further that it is the RMAA's intention to allow the advanced certificate as an educational option for Superior A certification.

Yours truly,

[Signature]

Jim Renar, RMA
Executive Director
November 10, 2005

Dr. Christine Crowe, Ph.D.
Head - Credit Studies Division
Centre for Continuing Education
University of Regina
104 College Building
REGINA, Saskatchewan
S4S 0A2

Dear Dr. Crowe:

Re: Advanced Certificate in Local Government Authority.

I would like to begin by thanking you for your efforts in working towards the development of an Advanced Certificate in Local Government Authority (ACLGA). This program is long overdue and will make an excellent companion program for the existing entry level Local Government Authority certificate program.

We have been struggling over the past number of years with setting up acceptable educational programs to meet our Rural Superior 'A' Certificate requirements. The new ACLGA will fit our needs to a tee and it is our intention to acknowledge the new ACLGA as the preferred option in meeting the educational requirements for the Rural Superior 'A' Certificate of Qualification. We are also very pleased to see that the classes within this program will carry credit hours and this will make it very valuable for those planning to ladder into a degree program at a later date.

We are now entering into a period of transition within our profession. Over the next 7 years we will be losing approx. 140-150 rural administrators due to retirement. Many of our new administrators will be seeking additional educational opportunities and the new program will go a long way in meeting this demand. Employing councils will also find the new program very valuable in that they will be able to hire well qualified administrators to fill the many vacancies which will be occurring.

In closing, I would once again like to extend our appreciation to the University of Regina for the development of the Advanced Certificate in Local Government Authority. Your university has been the leading provider of educational programs for administrators within the Province of Saskatchewan for the past 40 years and these current initiatives will certainly strengthen and enhance our partnership.

Regards,

Jim Angus, RMA
Secretary to the Board
Rural Board of Examiners
October 26, 2005

Christine Crowe, Ph.D.
Rm. 105 College Ave. Campus
Regina, SK S4S 0A2

Dear Dr. Crowe:

The Urban Board of Examiners wishes to convey their support towards the ALCGA Program. The Board feels this is an important step forward for Administrators working in Local Government. A very important part of recruiting Administrators to our profession is having a valuable education program that trains them to do the specific type of work required in this field; the Board feels the LGA Program has definitely accomplished this objective.

An invaluable opportunity of the ALCGA proposal is that Administrators can eventually ladder into a degree program. It will make opportunity to work in our field even more attractive as our present Administrators are constantly seeking out new opportunities to better themselves and enhance their skills and will also be a factor in recruiting new Administrators to work in our field as they can continue on with the LGA Program and obtain an education which is not generalized to one particular field.

Your continued efforts on implementing this objective are most appreciated by the Urban Board of Examiners.

Yours truly,

[Signature]
Rochella Francis
Secretary
Board of Examiners
APPENDIX II
REPORT OF THE FACULTY OF FINE ARTS
to the
COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES
January 13, 2006

Subject to approval of the Faculty of Fine Arts, January 18, 2006.

1. CALENDAR CHANGE:

Moved that paragraph 14.12.1 in the General Calendar, Ensemble Requirements, be changed to read:

Every music degree student will satisfactorily participate in at least one large ensemble (Concert Band, Chamber Orchestra or Concert Choir or Chamber Singers) every semester except for internship (BMus Ed). Vocal majors will be in Concert Choir or Chamber Singers, string majors in Chamber Orchestra, wind and percussion majors in Concert Band. Piano majors will be in Concert Choir or Chamber Singers for four semesters and can choose any large ensemble the remaining four semesters with permission of the department head. More than one ensemble per semester may be taken with permission of the department head. The Chamber Singers is an auditioned ensemble and admission to the ensemble is at the discretion of the ensemble director.

Rationale: Requiring all voice majors, and keyboard majors ordinarily, to perform in Concert Choir, just as all players of band and orchestral instruments perform in either concert Band or Orchestra, gives all music students experience in performing large-ensemble repertoire. Participation in Chamber Singers by successful audition remains an elective for students, just as wind and percussion students may elect Wind Ensemble by successful audition.

2. COURSE CHANGES:

a) 14.12.7 ENSEMBLES

Motion to be presented to the Department of Music, January 9, 2006

That section 14.12.7 Ensembles (MUEN) of the Calendar be revised so as to list one course number per ensemble instead of eight course numbers per ensemble.

- for each MUEN course number, up to seven repeats are allowed;
- in the case of Concert Choir, Concert Band and Chamber Orchestra (Group I ensembles), maximum credit hours towards a degree program will be limited to 6.0;
- the existing restrictions on permission to register for Group II ensembles will be enforced in the registration process.

Rationale: To simplify procedures for registration and for reporting of grades.

GROUP I

A Pass or Fail will be given unless courses are taken for credit, in which case a numerical grade will be assigned. Alternate credit: Fall semester 0 or 0.5; Winter semester 0 or 1.0

14.12.7.1 MUEN 101 University Concert Band
14.12.7.5 MUEN 131 University Concert Choir
14.12.7.10 MUEN 171 University Chamber Orchestra
APPENDIX II

GROUP II
A Pass or Fail will be given unless courses are taken for credit, in which case a numerical grade will be assigned. Alternate credit: 0 or 1.5. Prerequisite for all courses is permission of the instructor, once per academic year.

Delete: Alternate credit .5 or 0 and Alternate credit 1 or 0
Add: Alternate credit 1.5 or 0

MUEN 103 University Jazz Ensemble
MUEN 105 Vocal Jazz Ensemble
MUEN 107 University Wind Ensemble
MUEN 121 Composition - New Music Ensemble
MUEN 135 University Chamber Singers
MUEN 155 Collegium Musicum
MUEN 157 Miscellaneous Ensemble
MUEN 159 Percussion Ensemble

Rationale: To reflect the amount of individual and group work that students do when rehearsing and performing.

b) Course Change:
MUEN 157 Miscellaneous Ensemble change to MUEN 157AA-ZZ

3. NEW COURSES
Moved that the following New Courses be approved, effective 200620:

MU 202 Music History Survey - Classical to Contemporary 3:3-0
Selected works, styles and trends. Prerequisite: Music reading ability.

MU 203 Music History Survey - Antiquity to Baroque 3:3-0
Selected works, styles and trends. Prerequisite: MU 202 or permission of department head.

Rationale for the changes: The majority of entering music students do not have the background in listening to Western art music necessary to appreciate the depth of content in the present MU 200 and MU 201. For Music students in Semester 1 (Semester 3 in the case of BMusEd students) study of the Classical to Contemporary periods, rather than the music of Antiquity to the Baroque, will be an easier point of entry.

MU 332 Vocal Literature 1.5:2-0
A survey of the solo vocal literature from the Baroque to the 21st Century.
Prerequisite: Permission of the department head.
Note: Intended for BMus Vocal Performance majors.

Rationale: To replace the presently required MU 343 and 344 (Vocal Literature I and II).
As there are so many music history classes dealing with vocal subjects, for example, Women in Music, MU 414; History of Opera, MU 412; Language Diction for Singers, MU 270; and History of Performance Practice (MU 311, re-numbered 415), as well as an occasional class in the History of German Lieder, the two existing vocal literature classes could quite successfully be rolled into one 1.5-credit hour course.

MU 380 Vocal Pedagogy 1.5:2-0
An examination of the pedagogic techniques for the development and training of the singing voice. The class will study the relevant areas of human anatomy, acoustics and phonetics, and compare the pedagogic approaches of the various national schools of voice training.
Prerequisite: Permission of the department head.
Intended for BMus Vocal Performance majors.
APPENDIX II

**Rationale:** It is an accepted practice in most major universities that all vocalists have at least one vocal pedagogy class. It is the one course that students invariably need for graduate studies.

4. COURSES TO BE DELETED

Moved that the following courses be deleted, effective 200620:

a) MU 200 Music History Survey  
   MU 201 Music History Survey  
   MU 343 Vocal Literature I  
   MU 344 Vocal Literature II

b) MUEN 102, 104, 106, 108, 122, 132, 136, 156, 158, 160 172, 200-level, 300-level and 400-level. (If approved at the Department of Music meeting, January 9, 2006)

5. COMMON FIRST YEAR

Moved that the two proposed Bachelor of Arts and Bachelor of Music Common First Years be approved.

a) Bachelor of Arts in Music Programs, Common First Year

<table>
<thead>
<tr>
<th>BACHELOR OF ARTS (BA) IN MUSIC DEGREE PROGRAMS, Common First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>English 100 (3)</td>
</tr>
<tr>
<td>MU 121 (3)</td>
</tr>
<tr>
<td>MU 221 (3)</td>
</tr>
<tr>
<td>MU 202 (3)</td>
</tr>
<tr>
<td>Language (3)</td>
</tr>
<tr>
<td>Large Ensemble (0)</td>
</tr>
</tbody>
</table>

*Language requirement: to meet the language requirement, students must take Lang 100 and 101 or an upper-level language course, i.e. Lang 102 or higher.

(b) Bachelor of Music Programs, Common First Year

<table>
<thead>
<tr>
<th>BACHELOR OF MUSIC (BMus) DEGREE PROGRAMS, Common First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>English 100 (3)</td>
</tr>
<tr>
<td>MU 121 (3)</td>
</tr>
<tr>
<td>MU 221 (3)</td>
</tr>
<tr>
<td>MU 202 (3)</td>
</tr>
<tr>
<td>Music elective (1.5)</td>
</tr>
<tr>
<td>Applied Music (1.5)</td>
</tr>
<tr>
<td>Large Ensemble (0)</td>
</tr>
</tbody>
</table>

6. NEW MUSIC PROGRAM

Moved acceptance of the proposed Bachelor of Music, Comprehensive degree as follows. No additional resources will be required to offer this degree.
APPENDIX II

BACHELOR OF MUSIC, COMPREHENSIVE (120 credit hours)

Rationale: To accommodate students who wish to take a comprehensive program in music (rather than concentrate on one of Performance, Composition, History or Theory) and who, unlike students accepted into the BA program in music, successfully audition in an applied music area.

CORE REQUIREMENTS (57 credit hours)

ARTS & SCIENCE (15 credit hours)
2 English 100 and 110 6
2 Humanities (one must be a second language) 6
1 Social Science, Natural Science or CS 3

FINE ARTS (9 credit hours)
3 Fine Arts other than music 9

FINE ARTS/ARTS/SCIENCE elective 3

MUSIC (30 credit hours)
10 Music 121, 122, 202, 203, 215, 221, 222, 321, 322, 325 30
Test of Keyboard Proficiency 0
Large Ensemble Requirement (one every semester) 0

COMPREHENSIVE MUSIC REQUIREMENTS (63 credit hours)
3 Music 326, 340, 345 9
2 Music chosen from 210-214, 313, 314, 320, 412, 414, 415 6
Music electives 24
1 Music 283 or 342 1.5
6 Music (at 1.5 credit hour –cannot be Applied) 9

APPLIED MUSIC & RECITAL (13.5 credit hours)
8 Music 131, 132, 231, 232, 331, 308, 332, 431 13.5

TOTAL 120

7. CHANGES TO DEGREES:

a) Bachelor of Music, Performance

With the adoption of the Common First Year in the Bachelor of Music Performance degree, the following change is required:

Applied Music lessons change from 27 credit hours to 24 credit hours. Add three hours, MU 345 Analysis of Music Written Since 1900, to core music requirements.

b) Bachelor of Music, Music Theory

(Pending approval by the Department of Music in January 2006).

That the Music requirements of the BMus in Music Theory degree program be modified as follows:


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<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td><strong>Music Theory:</strong> 323, 345, 425 and one of MU</td>
</tr>
<tr>
<td>21.0  Music (323, 345, 425 and four of</td>
<td>324, 340, 392, 393</td>
</tr>
<tr>
<td>210-14, 311 312, 320, 411, 412, 414</td>
<td>12.0  4 Music Theory chosen from 210-214,</td>
</tr>
<tr>
<td></td>
<td>313, 314, 320, 412, 414, 415</td>
</tr>
<tr>
<td></td>
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<tr>
<td>*9.0  Directed Studies at the 300/400 level.</td>
<td>6.0   2 Directed Studies at the 3-400 level.</td>
</tr>
<tr>
<td>One directed study (3 hrs.) may be on</td>
<td>One directed study (3 hrs.) may be</td>
</tr>
<tr>
<td>bibliography and research methods.</td>
<td>on bibliography and research.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>**9.0  Music Electives (must include 181</td>
<td>9.0   Music electives (must include MU and/or</td>
</tr>
<tr>
<td>unless equivalent</td>
<td>182 317 and MU 318).</td>
</tr>
<tr>
<td>Keyboard ability has been</td>
<td></td>
</tr>
<tr>
<td>demonstrated.</td>
<td></td>
</tr>
</tbody>
</table>

Rationale:

* The Music Department offers a sufficient number of Music Theory electives that can usefully be taken at the undergraduate level.

** The Music Department now enforces its Keyboard Proficiency Requirement for all BMus students (see section 14.12.4, fifth paragraph). The Department does not offer MU 181 and 182 with any regularity, but, instead, makes keyboard class instruction, when needed, available as part of the labs attached to MU 221/222.

Study of music composition is essential to the background of a teacher of Music Theory. MU 317 and 318 are newly approved 1.5-credit-hour courses in Composition open to non-Composition majors.
The following motions are pending approval of CCE Council at its 9 January 2006 meeting.

CERTIFICATE IN PUBLIC RELATIONS

These motions were supported by the Certificate of Public Relations Advisory Committee at their November meeting and are pending approval of CCE Council on 9 January 2006.

| Motion: | That English 100 be introduced as an elective in the Certificate in Public Relations program. Students may choose either English 100 Literature and Composition I or AE 19 Writing and Research as one elective in the Certificate in Public Relations program. Students may get credit for only one of AE 19 or English 100 in the program. |
| Rationale: | Adult Education 19 Essentials of Writing and Research (AE 19) is an elective in the Certificate in Public Relations program as well as other certificate programs offered by the Credit Studies Division. In other programs where students may choose between AE 19 or ENGL 100 Literature and Composition I students are choosing ENGL 100 because of their long-term academic goals. Given the importance of writing and research in the program we would like to offer students in the PR program the choice of English 100 or AE 19 as one elective towards their certificate. |

| Motion: | That PR 43AA-ZZ Selected Topics in Public Relations be added as an elective to the Certificate in Public Relations program. |
| Course Description: | Selected topics in public relations/communications. |
| Rationale: | Public Relations/Communications professionals need to respond to industry trends quickly. In the past, electives have been added and taken away from the program to respond to those changes. However, the university process related to those changes is a lengthy one. A selected topics course added to the electives in the Certificate in Public Relations program would allow us to respond to student needs and interests more quickly. |
APPENDIX III

CERTIFICATE IN ADMINISTRATION – LEVEL I AND LEVEL II

These motions are pending approval of CCE Council at its meeting on 9 January 2006.

**Motion:**
That the “Administrative Development” major be deleted from the Certificate of Continuing Education.

**Motion:**
That the current “Certificate in Administration” be renamed “Certificate in Administration – Level I.”

**Motion:**
That the current “Certificate of Continuing Education Administrative Development” be renamed “Certificate in Administration – Level II.”

**Background**

The Credit Studies Division offers two certificate programs in the area of Administration: the **Certificate in Administration** (15 credit hours) and the **Certificate of Continuing Education – Administrative Development** (30 credit hours). The Certificate in Administration is designed to ladder directly into the Certificate of Continuing Education – Administrative Development (CCEADP). Courses taken in the certificates can then be applied to the Diploma of Business Administration and the Bachelor of Business Administration.

Historically, the Certificate of Continuing Education was designed to allow several “majors” within it. Currently there are three majors under the umbrella of the Certificate of Continuing Education:

- Administrative Development (CCEADP)
- Indian Career and Community Counselling (in partnership with FNUC)
- First Nations Interdisciplinary Studies (in partnership with FNUC)

**Certificate in Administration (current name)**
**Certificate in Administration – Level I (proposed new name)**

**Program Requirements (15 credit hours)**

*BUS 260

**Four of: BUS 205, BUS 210, BUS 250, BUS 285, BUS 288, BUS 307, BUS 341, BUS 353, BUS 361, ECON 100, ECON 201, ECON 202

*Students who receive credit for an ADMN course may not receive credit for the BUS course of the same number. Students may not receive credit for both BUS 205 and ADMN 265.

**Students may only receive credit for one ECON course in the Certificate in Administration.
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Certificate of Continuing Education -- Administrative Development (current name)
Certificate in Administration – Level II (proposed new name)
Program Requirements (30 credit hours)

Required (core) courses
*BUS 260 Introduction to Organizational Behaviour
*BUS 285 Introduction to Financial Accounting
ECON 100 or ECON 201 or ECON 202
ENGL 100 Literature and Composition I or EPS 116 Communication Skills

Electives
Any 6 additional 3.0 credit hour courses of which 2 must be Business Administration (BUS) courses.

*Students who receive credit for an ADMN course may not receive credit for the BUS course of the same number. Students may not receive credit for both BUS 205 and ADMN 265.

Certificate in Administration Review

The Credit Studies Division undertook a review of the Certificate in Administration program in 2004-2005. During interviews with employers and students about the Certificate in Administration program, it became very clear that both stakeholders were unclear as to the laddering connection between the Certificate in Administration and the CCEADP.

Current and former students have continually expressed concern that the name of the CCEADP is confusing to potential employers as it sounds more like a “certificate of adult education and training” than a certificate focusing on advanced skills in the area of administration. When interviewed during the Certificate in Administration review, employers did not understand the nature of the CCEADP and did not realize that the CCEADP was a certificate course equivalent to one-year post-secondary study.

Rationale for Changes

The new programs “Certificate in Administration – Level I” and “Certificate in Administration – Level II” have been created to achieve the following goals:

1. Enhance current and future recruitment opportunities by making the laddering connection between the Certificate in Administration (proposed Certificate in Administration – Level I) and the second level certificate (proposed Certificate in Administration – Level II) explicit to both students and employers.
2. Clarify the nature and intent of the second level certificate in terms of knowledge acquisition and skill development for both students and employers.
3. Highlight the Certificate in Administration – Level II as equivalent to one-year of post-secondary study.

All of the above goals are designed to increase marketing and recruitment opportunities for both certificates. Based on feedback from students and employers, the Credit Studies Division trusts that the change in name will assist in marketing both programs more effectively to students as well as employers (those hiring students and those who support employees who wish to take certificates for professional development reasons).

At this time, these motions will not affect the current delivery or curricular content of the two certificate programs. However, these motions and name changes are being brought forward with an expectation that
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both programs will be subject to review and possible revision in the near future. Such program review will be completed in consultation with the Faculty of Business Administration.

CCE proposes to delete only the Administrative Development major within the Certificate of Continuing Education. CCE does not wish to delete the Certificate of Continuing Education altogether as First Nations University of Canada wants to retain the remaining two majors under the Certificate of Continuing Education.

These motions are also not applicable to the Certificate in Administration (Indian Management) program currently administered by CCE in partnership with First Nations University of Canada.

Administration of the Changes

Active students in both the current Certificate in Administration and the CCEADP program will be informed of the change by letter. They will have the choice of graduating with the current designations or the new names. In the semester following the program’s approval by Senate, new students will automatically be enrolled in either the “Certificate in Administration – Level I” or “Certificate in Administration – Level II.” The Credit Studies Division will also embark on a rigorous marketing campaign to inform employers of the name change.

As is consistent with current CCE requirements (Undergraduate Calendar §19.2.4.5), students who complete the Certificate in Administration – Level II are not eligible to concurrently receive the Certificate in Administration – Level I unless they have been registered in the Certificate in Administration – Level I program for a minimum of one semester during which time they successfully completed at least one course applicable to the Certificate in Administration – Level I program.
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ADVANCED CERTIFICATE IN LOCAL GOVERNMENT AUTHORITY (ACLGA)

The Advanced Certificate in Local Government Authority was approved by the Planning and Priorities Committee at their 8 December 2006 meeting and is pending approval of CCE Council on 9 January 2006. The Faculty of Arts Council has approved that the ACLGA may be taken as a concurrent program with an Arts degree similar to the Certificate in Public Relations.

**Motion:**
That the Advanced Certificate in Local Government Authority (ACLGA) program be approved.

**Background**

The Credit Studies Division of the Centre for Continuing Education (CCE) has offered the Certificate in Local Government Authority (CLGA) since 1966. Over 2100 students have graduated from this program with many going on to fill positions in urban and rural municipal offices across the province. The program was created with the cooperation of the Government of Saskatchewan and designed to ensure that municipal administrators received appropriate training in their field.

The CLGA is recognized as a specialized training program by the Rural Municipal Administrators’ Association (RMAA), the Urban Municipal Administrators’ Association of Saskatchewan (UMAAS) and the Urban and Rural Boards of Examiners. The Boards of Examiners endorse the CLGA as the basic level of certification required to hold the position of municipal administrator in Saskatchewan. Other stakeholders in the CLGA include Saskatchewan Urban Municipalities Association (SUMA), Saskatchewan Association of Rural Municipalities (SARM), the City Clerks’ Association, and the provincial Department of Government Relations.

**Introduction: Advanced Certificate in Local Government Authority (ACLGA)**

During the recent review of the Certificate in Local Government Authority (CLGA), stakeholders strongly encouraged the University of Regina to develop an Advanced Certificate in Local Government Authority, which would build upon the current LG courses in the CLGA and provide an opportunity for continued professional and academic development for administrators.

Facing the loss of 145 administrators to retirement in the next seven years in rural municipalities alone, the Government of Saskatchewan has identified the need to recruit younger municipal administrators and provide them with access to advanced education programs directly related to their work in a municipal office. In 2002, the Government of Saskatchewan introduced the Local Government Training Initiative (LGTI) to explore issues and opportunities related to current and future market trends and needs in the area of local government authority training. The Advanced Certificate in Local Government Authority has been developed as a result of consultations with the LGTI and the above-mentioned community stakeholders who have identified the need for advanced educational programming to assist with the recruitment of future administrators while also serving the needs of current municipal officers.

The recent development of the Local Government and Politics degree program in the Faculty of Arts also serves as a positive impetus for the timing of the introduction of this Advanced Certificate in Local Government Authority (ACLGA). All of the core courses in the proposed Local Government and Politics Degree are included in the list of ACLGA electives. This direct and intended connection between courses in the ACLGA and the LGP degree will benefit degree students who may consider the ACLGA a good way to start a career in municipal administration either while taking or after finishing an Arts degree.

This laddering opportunity between the certificates and degree will also be useful for those students who are embarking on the ACLGA with the intention of going on to a degree in Local Government and
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Politics. By the time they finish the ACLGA, students may have many of the core classes for the LGP degree completed, depending upon how they chose their electives. Thus, this proposed Advanced Certificate in Local Government Authority (ACLGA) provides a “middle step” in the laddering process between the first LGA program (CLGA) and the degree program.

Program Fit with CCE Priorities

CCE’s mandate is to meet lifelong learning needs by offering high quality, accessible and responsive education and training programs to learners of all ages that build on the strengths and resources of the community and the University. The ACLGA program meets the life-long learning needs of a strong body of University of Regina alumni by providing a unique laddering opportunity between the CLGA and an Arts degree. This program builds on the strengths and resources of both rural and urban communities by responding to the needs of municipalities throughout the province. The ACLGA program is designed to encourage current municipal administrators and future municipal officials to engage in life-long learning, thereby contributing to the social and economic health of this province. Such contributions directly speak to CCE’s vision to be a significant contributor to the intellectual, economic, social and cultural development of the communities we serve.

The Credit Studies Division of CCE provides credit courses and programs in flexible formats for those who wish to pursue their personal and career goals through University-level education. The ACLGA program is designed to be flexible enough in its curriculum to provide learners at various stages in their academic and professional journeys with the opportunity to gain knowledge in the area of municipal administration while building on their own experiential knowledge. The elective courses in the ACLGA have been chosen from a wide variety of disciplines to allow students to explore areas of interest that relate to the complex roles encompassed by municipal government positions.

Program Fit with University of Regina Priorities

The ACLGA program speaks to the University’s goal of service by responding to a perceived need for additional educational opportunities in the area of municipal administration in order to positively affect the quality of social intellectual and economic life in Saskatchewan’s urban and rural communities. Municipal government is one of the major employers in both urban and rural Saskatchewan, and the ACLGA program provides an opportunity for rural and urban officials within the municipal government sector to access relevant laddering educational opportunities to fulfill their professional goals while remaining in their communities. Finally, the ACLGA program allows additional recruitment opportunities for the University of Regina, especially for those Faculties and Departments who accept CCE 1.5 credit hour courses as electives within their programs.
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Program Fit with the Faculty of Arts

The Faculty of Arts and, in particular, the Departments of Political Science, Economics and Geography, have expressed support for this new program as it will provide additional registrations in their current courses and will provide additional support in anticipation of the development of an undergraduate degree program in Local Government and Politics (LGP) as well as the new inter-institutional degree in Prairie Studies. All Departments who have courses listed in the “Electives” part of the program have approved the inclusion of their courses as part of the ALCGA program.

In recognition of the significant academic role that the Faculty of Arts plays in the delivery of this certificate program, the LGA Advisory Committee will include a permanent representative from the Faculty of Arts as part of its membership. It is anticipated that the Faculty’s representative will be appointed from Political Science, Geography or Economics, although a faculty member from another Department may also be appointed.

The Credit Studies Division will also work closely with the Faculty of Arts when advising students in the ACLGA program to ensure that students who are currently in the Faculty of Arts or who wish to ladder into an Arts degree receive consistent and appropriate direction regarding course choices that may affect the completion of their degree program. All academic oversight and responsibility for Arts courses – including the hiring of instructors and curriculum development – remains with their respective academic Departments.

External Partnerships (See attached letters of support)

This proposal has been developed with the close cooperation and advice of the Local Government Authority Advisory Committee, the Rural Municipal Administrators Association (RMAA), the Urban Municipal Administrators Association of Saskatchewan (UMAAS), the Rural and Urban Boards of Examiners, the Saskatchewan Urban Municipalities Association (SUMA), the Saskatchewan Association of Rural Municipalities (SARM) and the Municipal Relations Division of the Saskatchewan Department of Government Relations. It is expected that these community and government organizations will continue to be involved with the ACLGA once it is established through individual consultations and through their representation on CCE’s Local Government Authority Advisory Committee.

Audience and Market

Many current municipal administrators are interested in furthering their academic achievement, especially if such achievement is directly linked to increased certification within RMAA and UMAAS. Currently, the CLGA program is connected directly with formal certification required by the RMAA and UMAAS; for instance, students who graduate with CLGA are eligible to apply for Standard “C” certification through the RMAA Board of Examiners. RMAA and UMAAS have both committed to identifying the proposed ACLGA program as one of the requirements for an administrator looking to move from a basic level of certification to an advanced level of certification. This link between the ACLGA and the RMAA and UMAAS certification requirements is a significant factor to ensuring the long-term viability of this proposed program (see attached letters of support).

The majority of current CLGA students come from Saskatchewan. As such, there seem to be several markets for the ACLGA program:

- Graduates of the CLGA program who require additional educational credit to increase their professional certification through RMAA and UMAAS.
- Mature-aged people (35-50) who are looking for a second career that allows them to stay in their community but who do not necessarily want a degree.
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- People who are currently working on an Arts degree in a related area or who already have a degree but who desire specialized knowledge of municipal governance, authority and financial administration issues.
- People interested in a career in Local Government who may want to continue onto a degree.

Although Aboriginal students do not figure significantly in current CLGA student demographics, the stakeholders and the Government of Saskatchewan have identified Aboriginal urban and rural residents as an important target audience for both the CLGA and the ACLGA programs. CCE will work with the Department of Government Relations, the Department of First Nations and Métis Relations and community stakeholders to develop strategies to recruit Aboriginal students into the program wherever appropriate.

Delivery

The majority of current CLGA students do not live in Regina and, therefore, the correspondence delivery method has been very important to the success of that program. While the ACLGA cannot be offered completely by distance upon its inception, many of the core courses and several of the electives in the ACLGA can be taken by distance – either through Campus Saskatchewan, at Regional Colleges or through online/televised delivery through the University of Regina. There may also be opportunities to partner with interested Departments to provide ACLGA students with intensive on-campus courses through Weekend University and/or Summer University for which they may be willing to travel to Regina. CCE will engage in ongoing discussions with appropriate Departments to assist students in accessing an adequate selection of ACLGA courses both on- and off-campus each semester.

Students can bring up to 50% of the ACLGA courses into the certificate through transfer credit from other institutions. If taking the certificate as an after-degree program, they may be able to use their degree courses towards the ACLGA but must meet CCE residency requirements. Students have the option of choosing up to 6 credit hours of courses not specifically listed in the “electives” part of the program but relevant to students’ professional development goals within the program; such course areas (either taken at the University of Regina or another post-secondary institution) may include public and/or business administration, intercultural communication, climate change, prairie studies, agriculture, conflict resolution, and so on.

The Faculty of Arts Council has approved that the ACLGA may be taken as a concurrent program with an Arts degree similar to the Certificate in Public Relations.

Program Administration

As with the CLGA, the ACLGA will be administered through the Credit Studies Division, Centre for Continuing Education and students will be admitted as CCE students (unless taking it as a concurrent program). Applicants to the program must meet the entrance requirements for the Centre for Continuing Education at the University of Regina and qualify under regular or open admission guidelines.

As is consistent with current CCE requirements (Undergraduate Calendar §19.2.4.5) for laddering programs, students who complete the ACLGA are not eligible to concurrently receive the CLGA unless they have been registered in the CLGA program for a minimum of one semester during which time they successfully completed at least one course applicable to the CLGA program. Current CCE residency rules also apply to the ACLGA.

The Local Government Authority Advisory Committee within CCE will oversee the CLGA and the ACLGA. The Advisory Committee membership consists of:
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- Head of Credit Studies Division
- RMAA Chair of LGA Committee
- Rural Board of Examiners representative
- Urban Board of Examiners representative
- UMAAS Director
- Department of Government Relations rep
- Faculty of Arts representative
- LGA Coordinator (CCE)
## APPENDIX III

**Advanced Certificate in Local Government Authority (30 credit hours)**

### Core courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG 14 (1.5 cr)*</td>
<td>Introduction to Local Government Authority</td>
<td></td>
</tr>
<tr>
<td>LG 15 (1.5 cr)*</td>
<td>Local Government Legislation and Statute Law</td>
<td></td>
</tr>
<tr>
<td>LG 24 (1.5 cr)*</td>
<td>Basic Accounting Practices</td>
<td></td>
</tr>
<tr>
<td>LG 25 (1.5 cr)*</td>
<td>Local Government Accounting</td>
<td>LG 24 (or equiv)</td>
</tr>
<tr>
<td></td>
<td>Two of**:</td>
<td></td>
</tr>
<tr>
<td>PSCI 100 (3 cr)</td>
<td>Introduction to Political Science</td>
<td></td>
</tr>
<tr>
<td>ECON 100 (3 cr) or ECON 201 (3 cr)</td>
<td>Introduction to Economic Issues</td>
<td>ECON 201 -- Math B30 or ECON 100 or 15 cr hrs</td>
</tr>
<tr>
<td>GEOG 100 (3 cr)</td>
<td>Introduction to Geography</td>
<td></td>
</tr>
</tbody>
</table>

* Students who took LGA courses when they were 0 credit hours (prior to May 1, 2005) will receive credit for those courses within the ACLGA program.

** Third course may be taken as an elective if not taken as a core course.

### Electives -- 18 additional credit hours chosen from list below of which 2 courses must be at the 200-level or above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title (all are 3 cr unless otherwise indicated)</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 100</td>
<td>Introduction to Political Science</td>
<td></td>
</tr>
<tr>
<td>ECON 100</td>
<td>Introduction to Economic Issues</td>
<td></td>
</tr>
<tr>
<td>GEOG 100</td>
<td>Introduction to Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 220</td>
<td>Human Geography</td>
<td>GEOG 100</td>
</tr>
<tr>
<td>GEOG 324</td>
<td>Urban Geography</td>
<td>GEOG 220</td>
</tr>
<tr>
<td>GEOG 334</td>
<td>Rural Geography</td>
<td>GEOG 220</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Introductory Microeconomics</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 212</td>
<td>Economic Development of the Canadian Prairies</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 232</td>
<td>Government and Economics</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 233</td>
<td>Issues in Canadian Agriculture</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 237</td>
<td>Economics of Canadian Regionalism</td>
<td>ECON 100</td>
</tr>
<tr>
<td>ECON 354</td>
<td>Economics of Cities</td>
<td>ECON 201</td>
</tr>
<tr>
<td>PSCI 230</td>
<td>Canadian Politics</td>
<td>PSCI 100</td>
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<tr>
<td>PSCI 336</td>
<td>Canadian Labour and Politics</td>
<td>PSCI 230</td>
</tr>
<tr>
<td>PSCI 331</td>
<td>Canadian Federalism</td>
<td>PSCI 230</td>
</tr>
<tr>
<td>PSCI 360</td>
<td>Local Government in Canada</td>
<td>PSCI 100</td>
</tr>
<tr>
<td>PSCI 361</td>
<td>Local and Community Politics</td>
<td>PSCI 100</td>
</tr>
<tr>
<td>INDG 100</td>
<td>Introduction to Indigenous Studies I</td>
<td></td>
</tr>
<tr>
<td>HIST 100</td>
<td>Introduction to History</td>
<td></td>
</tr>
<tr>
<td>ENGL 100</td>
<td>Literature and Composition I</td>
<td></td>
</tr>
<tr>
<td>WMST 100</td>
<td>Introduction to Women’s Studies</td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introductory Psychology A</td>
<td></td>
</tr>
<tr>
<td>ANTH 100</td>
<td>Introduction to Anthropology</td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>CA 21 + 22</td>
<td>Organizational Behaviour I and II</td>
<td></td>
</tr>
<tr>
<td>PR 30 (1.5 cr)</td>
<td>Foundations of Public Relations</td>
<td></td>
</tr>
<tr>
<td>PR 32 (1.5 cr)</td>
<td>Effective Communications Planning</td>
<td>PR 30</td>
</tr>
<tr>
<td>PR 33 (1.5 cr)</td>
<td>Communication Techniques</td>
<td>PR 30</td>
</tr>
</tbody>
</table>

Up to 6 credit hours of relevant courses

Relevant courses may include topics in areas of public or business administration, community development, prairie studies, climate change, etc.

Approved by Head, Credit Studies Division, CCE in consultation with the LGA Advisory Committee
September 13, 2005

Dr. Christine Crowe, Ph.D
Head, Credit Studies Division
Centre for Continuing Education
University of Regina
REGINA SK, S4S 0A2

Dear Dr. Crowe,

I am writing to you to express our support for your proposal regarding the Advanced Certificate in Local Government Authority (ACLGA). We are very pleased with the leadership being demonstrated by the University of Regina in the provision of advanced learning opportunities in the area of local government administration.

It is definitely in the interest of Saskatchewan communities to promote and support advanced educational initiatives for persons interested in local governance, and we agree that the ACLGA is an appropriate bridge between the Certificate in Local Government Authority and the Local Government and Politics degree program.

We look forward continuing our working relationship with the University of Regina along with other municipal stakeholders in this endeavour. Future correspondence regarding this initiative should be directed to Mr. Phil Boivin, Municipal Advisor, Room 410, 1855 Victoria Avenue, Regina, Saskatchewan S4P 3T2.

Sincerely,

Russ Krywulak
Executive Director

cc: Phil Boivin, Municipal Advisor
November 1, 2005

Dr. Christine Crowe
Head, Credit Studies Division
Centre for Continuing Education
104 College Building
University of Regina
Regina, Sask. S4S 0A2

Dear Dr. Crowe:

Please accept this letter as confirmation of support for the Advanced Certificate in Local Government Authority by the Rural Administrators’ Association of Saskatchewan. As a professional organization it is important that we strive to raise the level of qualification of our members to meet the ever changing demands of our occupation. The Advanced Certificate program will provide a progressive avenue of professional development for members who choose municipal administration as a long term occupation.

The Local Government Authority program has long provided the entry level educational requirement for the certificate of qualification which provides eligibility for appointment as a rural municipal administrator. It has served us well to date by assisting in the retention of qualified persons in our rural municipal offices.

The proposed advanced program will provide an ongoing opportunity for educational development that is specific to those in the municipal field and will provide a link to a higher level certification for our members. As well, the option to faster into a degree program should provide added incentive for enrollment for those wishing to acquire an additional level of academic achievement and expertise.

Our Association is projecting that within the next 7 years almost half of our members will be eligible for retirement. This fact makes recruitment an important issue for us; the opportunity for ongoing professional development through an up to date academic program will be an important factor in our ability to deal with this issue.

We trust that the above comments will signify the importance of this proposed program to our Association.

Yours truly,

Tim Leurer
LGA Committee Chair
Rural Administrators’ Association of Saskatchewan

c.c. Jim Reiter, Executive Director RMAA
October 7th, 2006

Dr. Christina Crowe  
University of Regina - Extension  
Rm CB104 College Ave Campus  
University of Regina  
Regina, Sask.  
S4S 0A2

Dear Christine:

Please be informed that the following resolution was passed by the Board of Directors of this Association:

That a letter be sent to the University of Regina to support the proposed changes to the Advanced Local Government Authority Program and further that it is the RMAA's intention to allow the advanced certificate as an educational option for Superior A certification.

Yours truly,

[Signature]

Jim Parkin, RMA  
Executive Director
November 10, 2005

Dr. Christine Crowe, Ph.D.
Head - Credit Studies Division
Centre for Continuing Education
University of Regina
104 College Building
REGINA, Saskatchewan
S4S 0A2

Dear Dr. Crowe:

Re: Advanced Certificate in Local Government Authority.

I would like to begin by thanking you for your efforts in working towards the development of an Advanced Certificate in Local Government Authority (ACLGA). This program is long overdue and will make an excellent companion program for the existing entry level Local Government Authority certificate program.

We have been struggling over the past number of years with setting up acceptable educational programs to meet our Rural Superior 'A' Certificate requirements. The new ACLGA will fit our needs to a tee and it is our intention to acknowledge the new ACLGA as the preferred option in meeting the educational requirements for the Rural Superior 'A' Certificate of Qualification. We are also very pleased to see that the classes within this program will carry credit hours and this will make it very valuable for those planning to ladder into a degree program at a later date.

We are now entering into a period of transition within our profession. Over the next 7 years we will be losing approx. 140-150 rural administrators due to retirement. Many of our new administrators will be seeking additional educational opportunities and the new program will go a long way in meeting this demand. Employing councils will also find the new program very valuable in that they will be able to hire well qualified administrators to fill the many vacancies which will be occurring.

In closing, I would once again like to extend our appreciation to the University of Regina for the development of the Advanced Certificate in Local Government Authority. Your university has been the leading provider of educational programs for administrators within the Province of Saskatchewan for the past 40 years and these current initiatives will certainly strengthen and enhance our partnership.

Regards,

Jim Angus, RMA
Secretary to the Board
Rural Board of Examiners
October 26, 2005

Christine Crowe, Ph.D.
Rm. 109 College Ave. Campus
Regina, SK S4S 0A2

Dear Dr. Crowe:

The Urban Board of Examiners wishes to convey their support towards the ALCGA Program. The Board feels this is an important step forward for Administrators working in Local Government. A very important part of recruiting Administrators to our profession is having a valuable education program that trains them to do the specific type of work required in this field; the Board feels the LGA Program has definitely accomplished this objective.

An invaluable opportunity of the ALCGA proposal is that Administrators can eventually ladder into a degree program. It will make opportunity to work in our field even more attractive as our present Administrators are constantly seeking out new opportunities to better themselves and enhance their skills and will also be a factor in recruiting new Administrators to work in our field as they can continue on with the LGA Program and obtain an education which is not generalized to one particular field.

Your continued efforts on implementing this objective are most appreciated by the Urban Board of Examiners.

Yours truly,

Rochelle Francis
Secretary
Board of Examiners

Phone: (306) 028-3808
Fax: (306) 028-0137
Box 39
Leader SK S0N 1H0
Email: town.leader@sasktel.net
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CERTIFICATE OF EXTENDED STUDIES IN ABORIGINAL EDUCATION

This certificate program has been approved by:
Faculty of Education Council – 18 May 2005
First Nations University of Canada Academic Council – 7 December 2005
Pending approval of CCE Council – 9 January 2006

Motion:
That the new Certificate of Extended Studies in Aboriginal Education be approved.

Introduction
Statistics show that the Aboriginal population is the fastest growing population in Saskatchewan, with a pronounced increase in the number of school-aged children each year. There is a need for practicing teachers — both Aboriginal and non-Aboriginal — to become aware of Aboriginal and cross-cultural educational issues in order to better address the learning needs of all students in the pre-Kindergarten to Grade 12 system.

The Certificate of Extended Studies in Aboriginal Education is a dynamic, flexible, and developmental approach that is designed to fill a gap in cross-cultural teacher training. This sequence of classes includes four holistic components: place-based experiential learning, exploration, connections, and responsibility. The core of this program is based on experiencing and building a greater awareness and understanding of Aboriginal history and culture that validates Aboriginal/Indigenous knowledge through working with Elders, going on field trips, listening to guest speakers, participating in simulations, and attending community events. Most importantly, students will critically analyze and reflect on cultural bias, including one’s own values, assumptions and attitudes.

A unique component of this certificate would allow participants to gain first hand experience through visiting different Aboriginal communities, ceremonies, and events. Core and elective courses allow students to explore and study:

- reviews of existing literature on Indigenous learning;
- foundations of and approaches to Aboriginal knowledge;
- nature of cross-cultural knowledge and education;
- effects of diversity in areas of language, identity, history, and culture on students’ experiences of learning and education;
- integration of Aboriginal content with existing curriculum;
- taking responsibility for advocating and implementing culturally diverse content and methods in teaching; and
- the responsibilities associated with being a cross-cultural educator.

This developmental journey prepares sensitive educators to teach Aboriginal children, teach in inner city schools and teach all children about Aboriginal culture and history.

Background
The Urban Metis First Nations Partnership conducted community consultations (2003) and a strong recommendation resulting from this consultation was that teachers in core and community schools become more familiar with the needs of the community. The Saskatchewan Learning Teacher Supply and Demand study indicated a need for increased professional development in this area. The need is further articulated in the Aboriginal Education Provincial Advisory Committee’s 2004-2007 Priorities Report (March 2004). The Education Equity Forum annual reports have indicated that all school divisions have failed to meet their goals for equity hiring, with respect to Aboriginal people. Saskatchewan Learning
APPENDIX III

studies of curriculum actualization report that Aboriginal core curriculum initiative has not been implemented to a satisfactory degree.

Project Team
A committee of representatives from First Nations University of Canada, SUNTEP, Faculty of Education and Centre for Continuing Education is in place for the planning, monitoring, evaluation and review of the program. Members of this committee are also members of BTEC, AEPAC, etc. Committee members include:

- Elder Ken Goodwill
- Elder Isadore Pelletier
- Angelina Weenie, Department of Indian Education, First Nations University of Canada
- Dr. Ron Phillips, Department of Indian Education, First Nations University of Canada
- Dr. Sherry Farrell-Racette, Department of Indian Education, First Nations University of Canada
- Linda Goulet, Department of Indian Education, First Nations University of Canada
- Wilfred Burton, SUNTEP
- Joanne Pelletier, SUNTEP
- Dr. Caroline Krentz, Faculty of Education
- Dr. Christine Crowe, Credit Studies Division, Centre for Continuing Education

Objectives
The proposed Certificate of Extended Studies in Aboriginal Education is designed for the following purposes:

- To fulfill an expressed need for a Saskatchewan-specific culturally-sensitive training program that can be implemented with and for teachers who work with Aboriginal students and their families.
- To assist teachers in gaining additional understanding about Aboriginal culture, language, history, identity and approaches to knowledge.
- To address the identified need by Saskatchewan Learning to provide opportunities to enhance teacher knowledge in the area of Aboriginal education.

Need for Program
There is currently no post-secondary program in Saskatchewan with special emphasis on developing the knowledge and skills of teachers to work with Aboriginal students and their families. Once approved, it is anticipated that this certificate will be approved by the Board of Teacher Education and Certification (BTEC) as an additional qualification certificate, much like the current Certificate of Extended Studies in Inclusive Education. The curriculum for this program has been developed in consultation with Aboriginal communities and Elders who have supported the need for teachers across the province to have a greater understanding and sensitivity to the culturally-diverse environments in which they teach.

Audience/Market
The potential audience for this program has been identified as:

- all Pre-Kindergarten to Grade 12 teachers in the province who have completed a teacher education program with little or no Aboriginal/cross cultural content; and
- teachers or school administrators with background in Aboriginal content who might wish to further their expertise in this area.

Fit with Goals and Priorities
This certificate program is within the domain of expertise and administrative purview of the sponsoring units through a demonstrated commitment to collaboration and cooperation among the First Nations University of Canada, SUNTEP, Faculty of Education and Centre for Continuing Education.
University of Regina: The proposed Certificate of Extended Studies in Aboriginal Education speaks to the University of Regina’s goal of service by responding to a need for additional educational opportunities in the area of Aboriginal education in order to positively affect the experience of Aboriginal students in the Pre-Kindergarten to Grade12 system.

Faculty of Education: Aboriginal education is a key component of the strategic plan of the Faculty of Education. In the Faculty’s recent strategic plan, “Shaping Who We Are: Taking Action Revisited,” Objective 5 identifies the commitment to “infuse Faculty initiatives with the School + vision and strengthen opportunities for students to learn about aboriginal people’s histories, cultures and heritage from a critical perspective.” This commitment is fulfilled, in part, by the introduction and support of the Certificate of Extended Studies in Aboriginal Education.

First Nations University of Canada: The mission of the First Nations University of Canada is “to enhance the quality of life, and to preserve, protect, and interpret the history, language, culture, and artistic heritage of First Nations.” This certificate works to support such a mission by ensuring that inservice teachers are knowledgeable about and prepared to include First Nations history, culture, and language in their classrooms. By incorporating these elements into the certificate’s curriculum, Aboriginal and non-Aboriginal teachers will have the tools by which to preserve, protect, and share Aboriginal history, culture, language and artistic heritage when teaching in the Pre-Kindergarten to Grade 12 system.

SUNTEP: SUNTEP’s mandate is to ensure that Metis educators are adequately represented in teaching positions and to train teachers who are especially sensitive to the education needs of Aboriginal students. This certificate works to further expertise in this area. The Gabriel Dumont Institute, responsible for the administration of SUNTEP, has the responsibility of providing expertise and support in the design and implementation of programs and services that support the access and success of Metis people in educational settings. This certificate works to support GDI’s mission by creating opportunities for educators to become more culturally aware and to create an enhanced learning environment.

Centre for Continuing Education (CCE): This certificate program fulfills CCE’s commitment to collaborative partnerships and programs that encourage life-long learning, community development, and Aboriginal issues. The Credit Studies Division, which will oversee the admission and convocation of students in this program, views this certificate program as meeting its mission to “provide credit courses and programs in flexible formats for those who wish to pursue their personal and career goals through University-level education.”

Taking the above missions and goals into account, it is clear that this certificate fulfills the mission statement of all the stakeholders.

Administration and Resources
It is recommended that the Certificate of Extended Studies in Aboriginal Education be administered in partnership between the Department of Indian Education, First Nations University of Canada and the Credit Studies Division (CSD), Centre for Continuing Education.

In this partnership, the Department of Indian Education will be responsible for:

- registering students;
- marketing the certificate and providing feedback to the certificate advisory committee about certificate enrolment statistics;
- scheduling and sequencing courses not otherwise scheduled by academic partners;
- providing student advising;
APPENDIX III

- consulting with academic partners when appropriate regarding hiring of instructors, course delivery, approval of electives in student programs and scheduling of courses;
- paying for instructors in certificate courses not otherwise supported by academic partners;
- organizing evaluation of transfer credit when requested by students;
- paying instructors not otherwise supported by academic partners and collecting tuition for those courses; and
- coordinating regular meetings of certificate advisory committee.

In this partnership, the Credit Studies Division of CCE will be responsible for:
- admitting students;
- maintaining student record cards; and
- processing convocation applications.

Academic Responsibility for Certificate Program Courses
The academic responsibility for the courses offered in the certificate program remains with the academic units in which those courses are housed. Such responsibility includes:
- identifying and appointing qualified instructors;
- developing, reviewing and updating curriculum in consultation with advisory committee when appropriate;
- providing representatives to sit on the Certificate Advisory Committee; and
- assisting with evaluation of transfer credit when needed.

Certificate Advisory Committee
Because of the need for ongoing communication between the various institutional partners who contribute to the administration and academic content of this certificate, it is recommended that an advisory committee be set up to oversee the ongoing implementation of this program. The advisory committee would consist of:
- Elder(s);
- a representative from the Dept of Indian Education, First Nations University of Canada;
- a representative from SUNTEP;
- a representative from Faculty of Education;
- a representation from Centre for Continuing Education.

Program Structure and Curriculum
As appended, the Certificate of Extended Studies in Aboriginal Education is a 30-credit hour certificate program with 24 credit hours of core requirements and 6 credit hours of electives. Students are required to complete EINE 405 within the first 15 credit hours of the program. Of the core requirements, ECCU 400 and EINE 405 are new courses. The rest of the certificate program draws on existing and approved courses offered through the First Nations University of Canada, SUNTEP and the Faculty of Education.

Admission Requirements
Because courses require foundational knowledge of teaching principles and practices, the applicants must have a Bachelor of Education Degree to be eligible for admission into this program.

Substitutions, Transfer Credit and PLAR
Requests for transfer credit will follow the Faculty of Education’s policies in this regard. Students who have taken some of the core requirements of the certificate in their Bachelor degree may select courses from the elective list as substitutes. Students will be advised to check with BTEC regarding the limit of the number of substitutions in the program to receive credit for additional qualifications.
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Completion Time
Following the Faculty of Education policy on “outdated” courses, certificate requirements must be completed within eight years. The typical student will complete this program within five years.

Delivery Methods
Face to face: Courses identified in this certificate program, with the exception of the new courses EINE 405 and ECCU 400, currently run through face-to-face delivery in Regina. It is expected that ECCU 400 will become a regular offering in the Faculty of Education and in the Department of Indian Education at First Nations University of Canada. EINE 405 will be offered in the Spring/Summer semester due to its experiential components and the need for teachers to access this course during their summer holidays. Weekend University programming and intensive Summer University offerings (one or two week intensive offerings of core courses) will be offered whenever possible. Northern Campus of First Nations University of Canada may also offer some of the core or elective courses through their community programs and offerings.

On-line and televised: Several of the elective courses in this certificate are offered on-line or through televised delivery. Students may also access courses that can be transferred into the program through Campus Saskatchewan offerings.
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Certificate of Extended Studies in Aboriginal Education (30 Credit Hours)

<table>
<thead>
<tr>
<th>Required/Core Courses</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EINE 405</td>
<td>Foundations of Indigenous Knowledge</td>
<td>6</td>
</tr>
<tr>
<td>(Must be taken within the first 15 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECCU 200 or EINE 205</td>
<td>Introduction to Cross-cultural Education/</td>
<td>3</td>
</tr>
<tr>
<td>ECCU 300</td>
<td>Cross-cultural Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ECCU 400</td>
<td>Treaties in the Classroom</td>
<td>3</td>
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<tr>
<td>INDG 100</td>
<td>Introduction to Indigenous Studies I</td>
<td>3</td>
</tr>
<tr>
<td>INDG 101</td>
<td>Introduction to Indigenous Studies II</td>
<td>3</td>
</tr>
<tr>
<td>INDG 221</td>
<td>Metis Culture and History</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 24

Elective Courses

One of:

- HUM 250 Cree Literature in Translation 3
- HUM 251 Saulteaux Literature in Translation
- EISP 332 First Nations/Minority Special Education
- INAH 100 An Introductory Survey of North American Indian Art
- INA 220 Two-Dimensional Design in Indian Art
- MU 112 World Music
- INA 210 Traditional Indian Art I
- INDG 208 Cree Culture and History (need permission for others in list)
- INDG 210 Assiniboine Culture and History
- INDG 215 Saulteaux Culture and History
- INDG 216 Dene Culture and History
- INDG 218 Dakota Culture and History
- INDG 219 Inuit Culture and History
- INDG 281 Methods and Theory in Documenting Oral Traditions

Total 6
The following new courses are for the Proposed Certificate of Extended Studies in Aboriginal Education Program, these courses were passed at the May 18th, 2005 Faculty of Education Council Meeting:

**FOR INFORMATION:**

1. **ECCU 400**  
   Treaties in the Classroom  
   3:3-0  
   This course will provide an historical basis, a connection to Saskatchewan curriculum and a practical approach to the study and teaching of the Treaties between the First Nations people and the Crown in what is now Saskatchewan.  
   **Prerequisite:** ECCU 300

2. **EINE 405**  
   Foundations of Indigenous Knowledge  
   6:3-3  
   This course will explore Aboriginal ways of knowing and being through an experiential approach in a cultural immersion setting. The respect, the dignity and the wisdom of Aboriginal peoples will frame the students’ foundational understandings for teaching and learning in schools.  
   **Prerequisite:** One of CREE 100, SAUL 100, DENE 100, NAK 100 or DAK 100.  
   **Accommodation Fee:** $125.00

/clb

cc. Dr. M. McKinnon, Dean, Faculty of Education
I. The Faculty of Arts offers the following for information, pending their approval on January 18, 2006:

A. Department of Religious Studies
   Rationale for changing prerequisites: To make courses more accessible to students while maintaining curricular integrity.

   REVISED the following courses:

   **RLST 311 Confucianism in East Asia**
   Prerequisite: RLST 211 or permission of the instructor department head

   **RLST 341 Islam in the Modern World**
   Prerequisite: One of RLST 241, 267 or 275, or permission of the department head

   **RLST 342 Islamic Philosophy, Theology, Law and Mysticism**
   Prerequisite: One of RLST 241, 267, 275 or 370, or permission of the department head

   **RLST 345 Biblical Literature: Advanced Studies in the Hebrew Bible**
   Prerequisite: One of RLST 219, 229, 245, or 355 or permission of the department head
   Note: All are changes to prerequisites.

B. Department of French
   Rationale for changing equivalents: Housekeeping to course sequencing from the old to new curriculum. FR 113 has more emphasis on developing aural/oral competencies than FR 104 and also includes some of the content of the former 201 which was at a higher level than FR 104. The “is not equivalent” designation does not appear in the Undergraduate Calendar, but equivalency is coded in Banner and used in advising.

   REVISED the following courses:

   **FR 115**: Introduction to University French III is equivalent to the old **FR 201**: Intermediate French I
   **FR 113**: Introduction to University French I is not equivalent to the old **FR 104**: French Grammar Review

C. Department of Economics
   Rationale for changing course sequencing/course description: This change will allow Economics to more effectively deal with the multiple entry program. Students are starting in 200-level courses and realizing they want to concentrate in Economics. They would benefit from taking ECON 100. However, if they have completed ECON 201/202 or a 300-level there would be little gain from going backwards.
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REVISED the following course and course sequencing regulation:

ECON 100
Introduction to Economic Issues
3:3-0
Basic economic concepts are used to explore current economic issues such as unemployment, inflation, trade disputes, the crisis in agriculture, pollution reduction, and health care.
NOTE: Students who have received credit for both ECON 201 and 202, or any ECON course numbered 300 or higher may not take ECON 100.

Note: Change in description.

11.7.1 COURSE SEQUENCING (page 68 of the Undergraduate Calendar)
Prior written permission of the head of the department or program offering the course is needed in the following cases (and is not automatic):

- To take or repeat a 100-level course after receiving credit for a senior course in the same discipline. Classical Studies, Economics 100 (see course description), and Linguistics 175 are exceptions.
- To take or repeat a course that is prerequisite to another course that the student has already successfully completed.

II. The Faculty of Arts offers the following for consideration, pending their approval on January 18, 2006:

A. Department of Justice Studies

MOTION: To ADD the following courses to the list of approved electives in the BHJ:

BUS 100: Introduction to Business
BUS 358: Training and Development
BUS 364: Managing a Diverse Workforce
RLST 333: Liberation Theology

B. Department of Political Science

MOTION: To ADD the following courses to the CANADIAN POLITICS stream for POLITICAL SCIENCE MAJORS:

PSCI 345: Canada in the Global System
PSCI 350: Electoral Systems and Voting
PSCI 360: Local Government in Canada
PSCI 361: Local and Community Politics