



DATE: November 1, 2007
TO: All Members of the Council Committee on Undergraduate Admissions and Studies
FROM: Bev Liski, Associate Registrar, Convocation & Publications
RE: **NOTICE OF MEETING**

The Council Committee on Undergraduate Admissions and Studies will meet on **Wednesday, November 7, 2007 at 10:00 a.m.** in the Graduate Studies Boardroom, North Residence, Room 110.3.

PLEASE NOTE THE AMENDED START TIME.

AGENDA

- 1. APPROVAL OF AGENDA**
- 2. APPROVAL OF MINUTES OF PREVIOUS MEETINGS**
 - 2.1 September 5, 2007
 - 2.2 October 3, 2007
- 3 BUSINESS ARISING FROM THE MINUTES**
 - 3.1 BA in Prairie Studies, Appendix I, p. 2
- 4. OLD BUSINESS**
 - 4.1 Report from the Academic Schedule Sub-committee - verbal report, Judy Chapman
- 5. NEW BUSINESS**
 - 5.1 Report from the Faculty of Arts, Appendix II, p. 28
 - 5.2 Report from the Faculty of Education, Appendix III, p. 29
 - 5.3 Report from the Faculty of Kinesiology and Health Studies, Appendix IV, p. 55
 - 5.4 Report from the Faculty of Social Work, Appendix V, p. 56
- 6. ITEMS FOR INFORMATION**
 - 6.1 Date of Next Meeting and Deadline for Submission of Agenda Items

Wednesday, December 5, 2007 – 9:30 a.m., Graduate Studies Boardroom, NR 110.3. Deadline for agenda items is 4:30 p.m., Monday, November 26th.
- 7. CONCLUSION**

APPENDIX I

Proposed BA (Prairie Studies) v.10/26/07

A. Introduction

1. *Background*

A central focus of the Campus Saskatchewan collaboration and the Technology-Enhanced Learning (TEL) Initiative is to foster inter-institutional collaboration among post-secondary institutions in Saskatchewan and enhance online learning opportunities. In response to this initiative, and to the institutional contexts provided above, the University of Regina, the University of Saskatchewan, and the First Nations University of Canada propose a collaborative degree focusing on Prairie Studies.

An important defining characteristic of the Prairie Studies program is that a substantial number of courses are offered through distributed learning/distance delivery, and it is the long-term intention of the proposed program to offer the degree entirely through distributed learning/distance delivery. While it is anticipated that most students will blend on-campus and off-campus learning in their programs, an important goal of the program is to create a new way for place-bound individuals to participate in the excitement and opportunities of a university degree program.

The Prairie Studies program provides students with theoretical, conceptual and analytical skills to comprehend the processes and structures (both physical and socio-economic) that connect and affect the Prairie region. It also enables students to situate different regional issues in the broader context of these processes and structures. Furthermore, a Prairie Studies program that integrates interdisciplinary studies will best serve the goal of developing an adequate understanding of how Prairie processes are actually lived and experienced by the various peoples and cultures that share the region.

2. *Institutional Contexts*

The University of Regina Planning Document, *Building on Progress: The Plan for 2004-2009* sets forth in its environmental scan for the University five themes affecting education in Saskatchewan. In the Student Finances and Accessibility theme, the following is noted:

“...according to Saskatchewan Learning, 52% of the population lies beyond commuting distance of a University, compared to 19% nationally. Promoting the vigorous use of distance education through the regional college system and, increasingly, over the Internet are part of government’s efforts to address these circumstances.” (page 10)

The *Building on Progress* document notes in the External Stakeholder theme that Partnerships are an important aspect of the University because:

“...the inter-relatedness of ideas and innovations and the value of partnerships, formal and informal, in addressing social and economic issues continues to be recognized [at the University].” (page 12)

Partnerships are sought to add to the University’s capacity to build upon our expertise to further enhance our Stewardship of Place.

APPENDIX I

The Faculty of Arts Planning Document, *We Who Serve*, passed in November 2003, has the following specific recommendations:

- “B. 3. When it is feasible, we will develop innovative undergraduate programs that are interdisciplinary and involve clusters of courses.
- B. 6. We will be committed to developing, where appropriate, different modes of teaching, to incorporate different technologies in our teaching and to offering more courses by distance learning.
- B. 11. We will develop some joint programs with the University of Saskatchewan including the online Prairie Studies degree. We see these partnerships as particularly appropriate at the graduate level.
- G. 2. Areas of Faculty emphasis during the planning period will be:
 - ...
 - Indigenous peoples
 - Public policy and social justice
 - Language, culture and heritage
 - Sustainable environments”

In a similar vein, the University of Saskatchewan’s College of Arts and Science’s *Integrated Plan, 2003-2007*, sets forth a number of recommendations within the context of the University’s recent Systematic Review Process. In order to support the University of Saskatchewan’s on-going growth strategy, the College “will have to consider developing new degrees, particularly interdisciplinary offerings, which attract the attention of students inside and outside the province” (page 5) and doing so while retaining the College’s long standing commitment to contributing to Saskatchewan’s “sense of place” (section 4.1, page 13).

The College identifies a number of areas of accomplishment in its teaching and research and commits to further enhancing its pre-eminence in these fields through College-wide Major Initiatives and Commitments (*i.e.*, Northern Plains Research – section 4.4, page 14; section 6.1.1, page 21 and section 6.1.3c, page 25).

By these commitments, the University of Saskatchewan has set specific targets for the College of Arts and Science:

- “3.e.ii – To create a variety of non-traditional credit opportunities to broaden and enhance students’ undergraduate experience.
- 3.g.iii – To consider means of incorporating Aboriginal content and knowledge into...programs and courses, as appropriate.”

The mission of the First Nations University of Canada is, in part, to:

“...acquire and expand its base of knowledge and understanding in the best interests of First Nations and for the benefit of society by providing opportunities of quality bi-lingual and bi-cultural education...”

APPENDIX I

This proposal supports that mission and provides a partnership opportunity to further develop inter-cultural understanding in the Prairie region. In accordance with the External Stakeholder theme of the University of Regina's *Building on Progress* document, the partnership between the First Nations University of Canada is a source of pride for the University of Regina and that relationship is particularly important to our understanding of the increasing importance Indigenous people play in the provincial setting.

In light of these University and Faculty objectives, the development of an online Prairie Studies degree offered in collaboration with the University of Regina, the University of Saskatchewan and the First Nations University of Canada is clearly a desirable, and indeed a necessary, development.

The partner institutions also feel that there is a demand for such a degree. First, we have already had several students inquire about such a degree over the last few years after hearing second-hand of its possible offering. Second, the northern and rural communities that are at distance from traditional university classroom settings may be better served with additional degree offerings, targeted specifically on Prairie issues, available over the Internet. Third, needs identification conducted with the regional colleges through the Centre for Continuing Education indicates there will be strong demand for this degree.

3. *Objectives*

The Bachelor of Arts in Prairie Studies degree is an interdisciplinary, inter-University online degree program that combines courses from numerous departments in the Faculty of Arts (U of R), the College of Arts and Science (U of S), and First Nations University of Canada, as well as courses from other faculties. It aims to provide students with the necessary intellectual tools to study the configuration of relationships that exist in the Prairie World between the local, regional, and international levels on the one hand, and the complex connections and interactions between society, culture, politics, economics and the environment on the other hand. It will foster students' creative and critical abilities to understand contemporary issues of the Prairie region as well as the challenges they pose for the peoples of the region.

The Bachelor of Arts in Prairie Studies draws upon offerings provided by the partner institutions using the model of an integrated degree. The degree is designed to build on the substantial scholarly strengths and depth of understanding that the partner institutions bring to Prairie Studies because, in large part, of their location in the northern Great Plains.

The focus on Prairie Studies affords the partner institutions the latitude to provide courses ranging from Prairie populism to land use management to native studies to rural sociology and Prairie geography. In addition to its local focus on the Canadian Prairies, the degree also offers the potential to explore the Prairie within a global context (*e.g.*, steppes, the pampas). Inter-institutional alliances can be developed that will allow Saskatchewan students virtual mobility through participation in online offerings from other institutions offering courses with a Prairie focus, as well as provide courses from Saskatchewan institutions to other national and international partners. In this sense the program will provide learners with the understanding of the local environment within a global context.

APPENDIX I

This blending of inter-University and online studies is a unique aspect of the Prairie Studies degree not found in other area studies programs. There is a very limited number of Prairie or Plains regional/area studies programs offered in North America (Nebraska-Lincoln is by far the largest of the eight programs available in the United States, and while some Canadian schools have Prairie courses – Calgary, Lethbridge and Victoria – none offer complete degrees in the area), and the proposed degree would be the first of its kind available online.

Students in this degree program will be eligible for the University of Regina Faculty of Arts Cooperative Education Program, and will be encouraged to seek Prairie-based Co-op work terms in order for students to gain experience in their field of study. Similarly, the degree contains field course and study-abroad options to further enhance the students' learning experience of Prairie issues. While the University of Saskatchewan has yet to develop a comprehensive Cooperative Education Program for all departments within the College of Arts and Science, the University of Regina program within the Faculty of Arts may serve in its stead for the Prairie Studies students in order to leverage resources for the maximum benefit of the partner institutions.

Students graduating with this degree will be able to go on to further schooling in Masters' programs in Plains Studies (such as The Canadian Plains Studies Program at the University of Regina), various discipline-based studies (Geography, History, Political Science, Indigenous Studies or Languages) or professional programs such as law school or public policy. They will also be well prepared for a wide variety of career opportunities in provincial and federal government organizations, non-governmental organizations, regional economic development agencies, rural municipalities, and rural, northern and aboriginal corporations. As such, this degree will offer a new choice to existing students at all three partner institutions, but will likely also attract new students to the Universities, especially the 52% of Saskatchewan learners who are both place-bound and at a distance from traditional classroom settings. Given the fact the degree offerings will be web-based, the degree will also offer opportunities for the partner institutions to further develop their international profile and recruit more international students.

The partner institutions have developed the following objectives and principles for the Prairie Studies degree program:

For students, it must:

- be interdisciplinary and focus on major themes, issues and problems of the Canadian Prairies in the context of the other major Prairie regions of the world;
- incorporate both western and indigenous knowledge, as well as multiple languages and cultures;
- be committed to exposing all students to indigenous and newcomer cultures;
- facilitate the portability of the curriculum and transferability of credit across institutional boundaries;
- recognize fundamental social and physical characteristics of the Canadian Prairie landscape and foster a sense of regional uniqueness within a global community;
- allow for the use of diverse delivery methods including web-based and other distance learning techniques, course work, and field work to overcome obstacles to access;
- provide dedicated counseling/guidance to ensure progression through the degree in a timely manner

APPENDIX I

- foster learning outcomes that develop employable skills for persons in rural communities where there is a need for applied content in areas such as environmental issues, agricultural issues, and social and economic development.
- foster mobility
- allow students to complete the degree at a distance.

For the degree's administration, it must:

- build on, not duplicate, the academic and professional expertise of the partner institutions and other participating organizations;
- generate the flexibility needed to respond to specific regional academic and professional needs;
- facilitate the portability of the curriculum and transferability of credit across institutional boundaries;

The program contributes to building connections between Prairie peoples and developing a shared sense of the lands, cultures and issues that compose the Prairie World. It encourages and supports knowledge and skills transfer between the partner institutions, and builds greater socio-cultural understanding within the Prairie regions of the world.

4. *Nature and Scope of the Degree*

The name of the degree reflects the nature and scope of the proposed program of study. The term *Prairie Studies* is viewed as best encompassing the peoples and landscapes of the natural and human-modified, low-relief grasslands (and closely-associated transitional areas) of the world. While there are innovative aspects of the degree (alternative delivery methods, inter-University partnership, and thematic focus to name a few), it builds upon the internationally recognized Bachelor of Arts degree.

The Bachelor of Arts (Prairie Studies) is viewed as a “first” degree (as opposed to a professional or postgraduate degree) that mirrors the structures of the arts, sciences, humanities and social science programs of the partner institutions. The underlying structure of the degree for program planning purposes is a four-year baccalaureate degree (although the U of S, consistent with practice in its other baccalaureate degrees, may at some time in the future opt to offer a three-year version of the degree.)

The credit accounting system employed by the partner institutions is widely used and recognized. In this system a four-year baccalaureate requires 120 credits normally completed on a full time basis at a rate of 30 credits per year (three per half course, six per full course) for four years.

Students will receive a Bachelor of Arts (Prairie Studies). The degree will show on the diploma as Bachelor of Arts (Prairie Studies) in partnership with First Nations University, the University of Saskatchewan and the University of Regina – akin to the current description for degrees granted through articulation agreements; and will show on the student's transcript as Major: Prairie Studies in partnership with First Nations University, the University of Saskatchewan and the University of Regina.

APPENDIX I

5. *Transfer Credits, Residency & Specialization*

Transfer credits, residency requirements and areas of specialization are defined to ensure compatibility between the partner institutions. Participation and additional courses may be sought from other national and international partners who demonstrate expertise in Prairie Studies. Consideration of their courses is based on Faculty of Arts (U of R), First Nations University of Canada, and the College of Arts and Science (U of S) standing procedures for transfer credits.

In keeping with the current Campus Saskatchewan policy, the degree will be granted by the “home institution” of the student – that institution to which the student initially applies for acceptance and entry into University, and list on the student’s transcript that the program was delivered in partnership with the other institutions, thereby fulfilling residency requirements of the institutions.

It is anticipated that the degree program will impose a greater-than-usual need to transfer credits across educational institutions. This reflects the expected participation of students from a variety of backgrounds and from a variety of educational institutions. The inclusive nature of this program mandates maximizing the recognition of all relevant course credits insofar as possible while maintaining the degree standards of the participating institutions. Given the Prairie Studies program is an interuniversity program, there exists the *potential* for students to take a majority of program courses at the partner institution. Therefore, the Prairie Studies program requires that the University of Regina calendar regulation 2.8.2.2 (50% residency requirement) be waived for this program. Similarly, the University of Saskatchewan Advanced Standing Evaluation through the Dean of the College of Arts and Science needs to be granted to students in the Prairie Studies program.

The partner institutions have established a set of guidelines upon which to accept transfer credits and recognize residency. They are:

- Residency for this degree will be based on the courses taken and not the physical location of the student. Waiver of regulation 2.8.2.2 and the Dean’s Advanced Standing Evaluation are required as noted above.
- The mechanism for transferring grades as well as credits for courses taken from the three partner institutions will be based on the Saskatchewan Council on Admission and Transfer (SaskCAT) guidelines.
- Credit transfer for courses taken outside the partner institutions will follow existing transfer credit procedures and be integrated into the SaskCAT database of transfer credits.

6. *Current Capacity*

The Prairie Studies program, for the most part, utilizes courses and programming currently available through the partner institutions. It also aims to enhance existing offerings by supplementary programming, rather than new courses, wherever possible. For example, existing courses can be made suitable to the needs of the Prairie Studies program by the introduction of regionally focused laboratory and tutorial exercises.

APPENDIX I

The degree may also utilize course offerings available through institutions other than the partner institutions. This will require the development of formal agreements with these other participating institutions. Through these additional partnership agreements, the degree also provides a broad capacity-building role by making its programming available through other institutions.

It is recognized that the goal of an online degree is ambitious and that not all courses for the Prairie Studies degree are currently available through non-traditional instruction (where traditional instruction refers to classroom offerings). As such, each partner institution, in consultation, will avail itself of every opportunity to develop the Prairie Studies courses for online delivery through means such as, but not limited to, the Campus Saskatchewan collaboration and the Technology Enhanced Learning (TEL) Initiative. To date, Sask. Learning and the TEL Initiative have been very supportive of the proposed inter-University Prairie Studies degree.

Appendix II details the current course offerings at each of the partner institutions and their current method of delivery. In Section B - Resource Implications, it is noted that the entire degree requires only two additional courses to be developed (the introductory course [already funded by a TEL Grant] at the University of Regina, and the capstone course through the University of Saskatchewan). All other courses listed are existing courses.

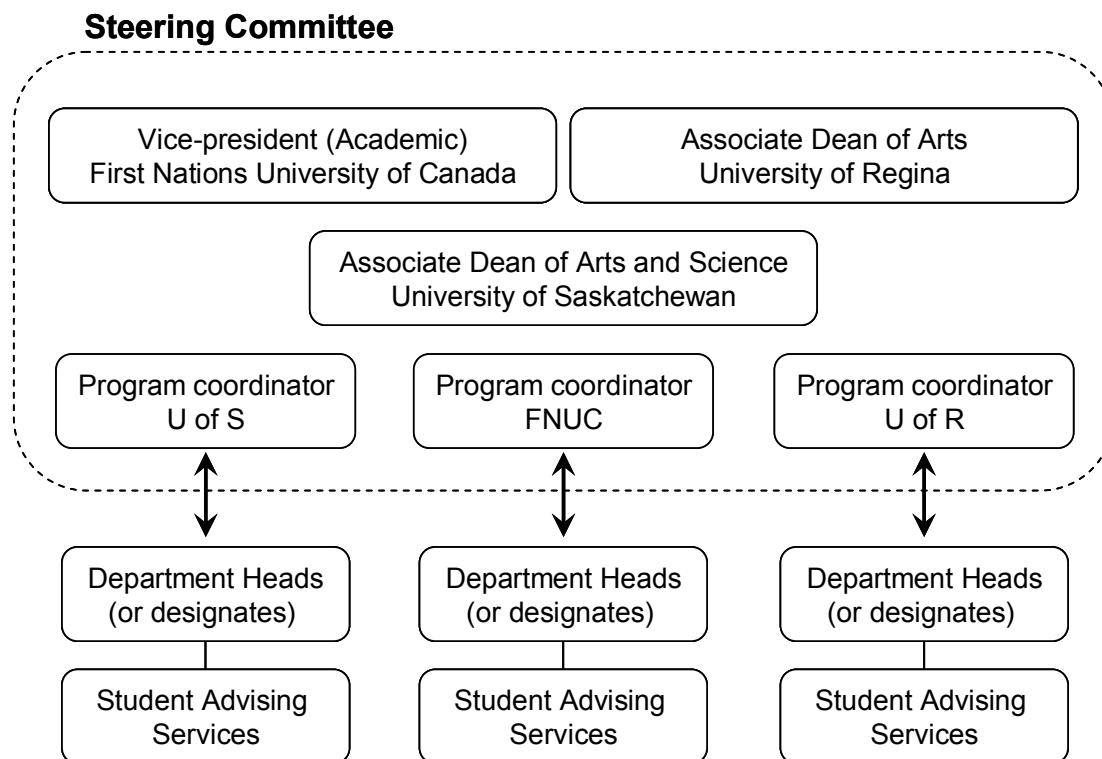
7. *Governance*

The Prairie Studies degree program is conceived as a joint offering of the University of Regina, the University of Saskatchewan and the First Nations University of Canada. This is an innovation in Saskatchewan post-secondary education and requires the development of appropriate management structure.

Each of the participating universities will appoint a program coordinator. Given their geographical proximity, consideration should be given to having one coordinator shared between the University of Regina and the First Nations University of Canada. The coordinator will normally be a faculty member from one of the participating departments at that university. The responsibility of the program coordinators will be to manage program operations at their home institution in consultation with participating departments and student advising services. The coordinators will also identify areas of opportunity, concerns, and new initiatives within the context of the Prairie Studies degree program for consideration by the Steering Committee.

A Steering Committee will be responsible for the overall management and direction of the collaborative program. The Steering Committee will consist of the Associate Dean of Arts (U of R), the Associate Dean of Arts and Science (U of S), and the Vice-President Academic (First Nations University of Canada) and the program coordinators from the participating universities. The Steering Committee will ensure that the Prairie Studies degree program is in accordance with the priorities of the respective institutions and that the academic direction of the program is both sound and sufficiently resourced. The governance structure is outlined below:

APPENDIX I



B. Resource Implications

One of the cornerstones of the degree proposal, and reflected through the seventh goal in Section A3 – Objectives, is dedicated academic counseling for students registered in, or contemplating majoring in, the Prairie Studies degree.

The program will require a coordinator at each of the institutions. Given their geographical proximity, consideration should be given to having one coordinator shared between the University of Regina and the First Nations University of Canada. It is expected that the coordinators will normally be faculty members who will receive some teaching release and a small budget to allow them to execute the responsibilities of the position. Coordinators will work with the student advising services and participating departments at their home university to ensure effective advising of students, timetabling (including working with contributing departments to ensure that sufficient courses are in place for students to proceed), program development and review, *etc.* The coordinators will also consult with each other to maximize inter-institutional collaboration.

C. Prairie Studies Framework

The Prairie Studies degree aims to encourage a common understanding of the Prairie World, its peoples and the issues they face. This is to be accomplished through a relatively modest slate of core courses that will be required of all students. The Prairie Studies Core will be a coherent and complementary group of courses that will serve both as an introduction to and a cornerstone of

APPENDIX I

the Bachelor of Arts in Prairie Studies. The core of the program will be supplemented by a group of cognate courses selected by the student to complete the Prairie Studies component of the degree. These cognate courses can be from any discipline provided they have significant Prairie content. A preliminary list of courses with significant Prairie content is provided in Appendix II.

The degree requirements for the Bachelor of Arts in Prairie Studies pose unique challenges as this degree is innovative in the sense that it is being developed by three partner institutions and the general method of course delivery is technologically based.

In order to make the degree as accessible as possible for learners who are place-bound, the degree requirements must remain flexible in order to accommodate a broad constituency of learners.

While there are very few examples from which to draw parallels with respect to degrees offered through inter-institutional partnership (Waterloo-Laurier is one such example and its program structure has been extensively scrutinized), there are institutions that do offer degrees in Prairie or Great Plains Studies. The best example comes from the University of Nebraska at Lincoln with their Great Plains Studies degree program. The Lincoln program provides an excellent model upon which to build the proposed Bachelor of Arts in Prairie Studies. See Appendix IV for the structure of the Great Plains Studies program at Lincoln.

Given that the proposed degree is interdisciplinary in nature, it will serve students well to have a broad base of training prior to taking the program introductory course. Therefore, it is recommended that students wishing to enter the Prairie Studies program have 15 credit units completed prior to entry into the program for two reasons: 1) to ensure the students are sufficiently introduced to the thematic areas of the degree program prior to delving into the specific issues facing the Prairie world, and 2) given the overview/survey nature of PRST 200 - Introduction to the Prairie World, any treatment of Prairie issues would be superficial without prior introduction to the themes and terminology of the systematic areas of study characteristic of the courses within the program.

The requirements of the basic four-year degree shall be the completion of 120 credit units. The inter-institutional nature of the degree requires the degree structure to follow the Bachelor of Arts requirements for both the University of Regina (and First Nations University of Canada) and the University of Saskatchewan in parallel. The proposed degree requirements are presented in tandem and as follows:

1. *Common Course Structure to the Major*

There are differences between the partner institutions with respect to the general structure of the Faculty or College requirements for a Bachelor of Arts degree. The University of Regina requires of its graduates a total of 33 credit hours distributed among a wide array of subject areas. The University of Saskatchewan requires 36 credit units (credit hours) over an equally wide array of courses, however, with certain limitations as to which courses qualify for inclusion in any given area. Within the context of the University of Regina's Faculty of Arts, those requirements may be found under Calendar description 11.9.1.1, and within the University of Saskatchewan under the heading Degree Requirements (Type B – Majors in Social Science).

APPENDIX I

To ensure parity (or as close to parity as is possible under established institutional degree structures) Appendix I details the courses, and their equivalent at the partner institution, that not only meet the needs of the Faculty or College (as per the list of accepted courses for Requirements 1-5 U of S), but also meet the prerequisite requirements for courses within the proposed degree program. The differences between institutions, while subtle, mean that the Major requirements (Requirement 6 at the University of Saskatchewan) will differ slightly from that of the University of Regina in the following manner: The U of S requirement for 12 credit units of social science courses necessitates that within the College Requirements there be an additional social science over and above that at the U of R; the courses in Geography within the major are not identical, but serve as the three credit unit/hour course that meets the needs of the degree without overlapping the needs of the Faculty/College; and the inclusion of the History courses at the University of Saskatchewan (HIST 151 or 152) meet the needs of the proposed degree without duplicating Requirement 2 (Humanities). At the U of R, there is a Faculty requirement for one course in either math or logic. While the U of R math courses match well with the U of S courses, the U of S course in logic (PHIL 140.3) overlaps with their Humanities Requirements and as such would create duplication. Therefore, it has not been cross-listed as a Faculty/College Requirement, but could still find transfer into a course in the Humanities or as a free elective should a student wish to take the course, or if it was transferred from a partner institution.

Where possible within the context of the Faculty and College Requirements, courses have been identified to meet the needs of the program and support the units' degree requirements. While this is not standard practice at either institution, it serves the needs of the proposed degree program by highlighting specific courses that meet the needs of the specific requirement (1 through 5) while addressing the prerequisite requirements within the thematic areas:

For a detailed account of the degree structures at the partner institutions, please see Appendix I.

- Prerequisite courses within the major and Faculty/College requirements in support of PRST 200 for a total of 15 credits units/hours
- Introduction to the Prairie World (PRST 200) (3 credits)
 - This is a new course to be developed by the partner institutions under the TEL Initiative. The University of Regina has received TEL support to develop this course for online delivery beginning Sept 2008.
- Major requirements – 6 credit units in each of the following areas (30 credits) – Appendix II is a preliminary list of currently available courses in each thematic area.
 - Prairie geography
 - Prairie history
 - Indigenous studies
 - Literature and Art
 - Prairie society and politics
- Senior Seminar in Prairie Issues (PRST 400) {Capstone course in Prairie Studies} (3 credits)
 - This is a new course to be developed by the partner institutions under the TEL Initiative. The University of Saskatchewan will apply for TEL support to develop this course for online delivery beginning Sept 2010.

APPENDIX I

- Additional courses from Groups I-VII to meet the needs of the major (UofR=24 credits, UofS=18 credit units)
- One course from any discipline on Statistical Methods (may be from within the thematic Groups or from others disciplines {as examples, STAT 151, SOC 201, GEOG 305})
- Free Electives (21 credits)

Students will be encouraged (through departmental program coordinators and Faculty/College program coordinators) to explore the Cooperative Educational experience option for their degree. In addition, students will be eligible to pursue the Work Experience Internship Program (WEIP) through the Faculty of Arts at the University of Regina.

New courses for the degree: PRST 200 (TEL funding already secured for the University of Regina) and PRST400 (to be developed by the University of Saskatchewan through TEL funding in the next application round). See Appendix V for new course descriptions. All other courses listed in Appendix II are existing courses currently available from the partner institutions.

APPENDIX I

Appendix I
Course Structure for the Bachelor of Arts in Prairie Studies:
Comparative Outline for Institutional Partners

Presented on next page due to size.

APPENDIX I

UOFR & FIRST NATIONS UNIVERSITY

UOFS

Credit hours	BA in Prairie Studies program, required courses
Faculty requirements (11.9.1.1) leading to senior level courses in the Prairie Studies program	
3.0	ENGL 100
3.0	ENGL 110
3.0	One course in logic or math
3.0	Two courses in the same language (choose from Cree or Saulteaux – see Group VI – Indigenous Language)
3.0	INDG 100
3.0	PSCI 100
3.0	HIST 100
3.0	One course from the ‘Natural Sciences’ with a laboratory
3.0	One course from ‘List A’ (Humanities)
3.0	One course from ‘Fine Arts’
33.0	Subtotal: Faculty requirements
Major requirements	
3.0	GEOG 100
3.0	PRST 200
3.0	PRST 400**
3.0	Two of Group I (Prairie Geography)**
3.0	
3.0	Two of Group II (Prairie History)**
3.0	
3.0	Two of Group III (Indigenous Studies)**
3.0	
3.0	Two of Group IV (Literature and Art)**
3.0	
3.0	Two of Group V (Prairie Society and Politics)**
3.0	
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One course in Statistical Methods**
66.0	Subtotal in major
** Interdisciplinary major. At least three courses in the major must be at the 300-level or higher.	
3.0	Seven additional electives
3.0	
3.0	
3.0	
3.0	
3.0	
3.0	
120.0	Total
A maximum of 14 introductory level courses is permitted.	

Credit hours	BA in Prairie Studies program (Type B), required courses
College requirements (requirements 1-5) leading to senior level courses in the Prairie Studies program	
6.0	100-level ENG
3.0	3 cu Natural Science
3.0	Cree 101.6 or two courses in the same language from Cree or Saulteaux – see Group VI – Indigenous Language
3.0	
3.0	NS 105.3
3.0	NS 106.3
3.0	POLS 111.3
3.0	POLS 112.3
3.0	GEOG 120.3
3.0	HIST 151.3
3.0	HIST 152.3
36.0	Subtotal: College requirements
Major requirements (Requirement 6)	
3.0	GEOG 130.3
3.0	PRST 200.3
3.0	PRST 400.3**
3.0	Two of Group I (Prairie Geography)**
3.0	
3.0	Two of Group II (Prairie History)**
3.0	
3.0	Two of Group III (Indigenous Studies)**
3.0	200-level or above
3.0	Two of Group IV (Literature and Art)**
3.0	
3.0	Two of Group V (Prairie Society and Politics)**
3.0	
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	STAT 244.3 or GEOG 301.3
66.0	Subtotal in major
**At least 66 of the total 120 credit units required for the B.A. Four-year/Honours must be senior (200+ level).	
3.0	Six additional electives (Requirement 7) Note: Completion of ARCH 112.3/116.3, 250.3; ANTH 111.3 and ECON 111.3 will provide greater choice of senior courses within the major.
3.0	
3.0	
3.0	
3.0	
3.0	
3.0	
120.0	Total

APPENDIX I

Appendix II Current Courses with Prairie Studies Content, and their mode of Delivery

GROUP	UNIV	COURSE	NO.	NAME	DELIVERY	PREREQ(s)	EQUIVALENT @ Partner Institution
Group I - Prairie Geography	U of S	GEOG	202	Geography of Canadian Regions	Dist	GEOG 100-level	U of R GEOG 210
	U of S	GEOG	204	Geography of Prairie Regions	Dist	GEOG 100-level	
	U of R	GEOG	221	Physical Geography	Online	GEOG 100-level	
	U of S	GEOG	280	Introduction to Resource Geography	Dist	GEOG 100-level	U of R GEOG 326 *
	U of R	GEOG	310	Geography of Saskatchewan	Online	GEOG 220 or 221	
	U of R	GEOG	321	Meteorology	Classroom	GEOG 221	U of S GEOG 233 *
	U of R	GEOG	328	Population Geography	Classroom	GEOG 220 or Permission	
	U of S	GEOG	343	Legal issues or Urban Studies and Planning	Classroom	12 Credit Units in GEOG	
	U of S	GEOG	351	Northern Environments	Dist	6 Credit Units in GEOG	
	U of S	GEOG	381	Geography of Northern Development	Dist	GEOG 100-level	
U of R	GEOG	491xx	Climate Change in the Prairies	Online	Permission of Dept. Head		
Group II - Prairie History	U of S	HIST	257	Canadian Prairies to 1911	Dist	6 Credit Units in HIST 100-level	
	U of S	HIST	258	Prairie History since 1905	Dist	6 Credit Units in HIST 100-level	
	U of R	HIST	316	Canadian-American Relations	Classroom	One HIST course	
	U of R	HIST	318	The Prairies Since 1896	Classroom	One HIST course	
	U of R	HIST	330	Women and Gender in the Prairie West	Online	One HIST course	
	U of S	HIST	364	Imaging the Canadian and America West	Classroom	6 Credit Units in HIST 200-level	
	U of R	HIST	411	The Prairie West, 1929-1945	Classroom	Permission of Dept. Head	
	U of R	HIST	412	Saskatchewan Since 1905	Classroom	Permission of Dept. Head	
	U of R	HIST	413	Prairie Urban History	Classroom	Permission of Dept. Head	
	U of R	HIST	414	The Legal History of the Prairie West	Classroom	Permission of Dept. Head	
U of S	HIST	460	Canadian Prairies 1869-1939	Classroom	Permission of Dept. Head		
Group III - Indigenous Studies	U of S	NS	105	Local Aboriginal Cultures	Dist	None	FNUC INDG 100 *
	U of S	NS	106	Aboriginal Canada	Dist	None	FNUC INDG 101 *
	U of S	NS	260	First Nations and Métis of the Prairies, 1860-1960	Classroom	6 cu 100-level NS	
	U of S	NS	263	Aboriginal Peoples and Canadian Politics	Classroom	6 cu 100-level NS	FNUC INDG 324* + 300LV PSCI (Politics and Indigenous Peoples of Canada) + Snr INDG Elective
	U of S	NS	350	Applied Native Studies Research	Classroom	NS 260 + 6 cu 200-level NS	

APPENDIX I

	U of S	NS	440	Theoretical Perspectives in Native Studies	Classroom	NS 350 + 6 cu 300-level NS	
	U of S	NS	450	Research in Aboriginal Communities	Classroom	NS 350 + 6 cu 300-level NS	
	FNUC	INDG	208	Cree Culture and History	Classroom	INDG 100 & 101 or Permission	
	FNUC	INDG	210	Assiniboine Culture and History	Classroom	INDG 100 & 101 or Permission	
	FNUC	INDG	216	Dene Culture and History	Classroom	INDG 100 & 101 or Permission	
	FNUC	INDG	218	Dakota Culture and History	Classroom	INDG 100 & 101 or Permission	
	FNUC	INDG	424	The Principles of Indigenous Governance	Classroom	INDG 324 or Permission	
	FNUC	INDG	101	Indigenous Studies II	Online	None	U of S NS 106 *
Group IV -	FNUC	INAH	100	An Intro. Survey of N. American Indian Art	Classroom + TV	None	
Literature & Art	FNUC	INAH	202	Early Canadian Indian Art	Classroom	INAH 100	
	FNUC	INAH	204	Indian Art and the Twentieth Century	Classroom	INAH 100	
	FNUC	INAH	301	Art and the World Council of Indigenous Peoples	Classroom	200-level INAH	
	U of S	ARTH	252	First Peoples Art History	Classroom	ARTH	
	U of S	FR	350	Francophone Literature of the Canadian West	Classroom	FR 220 or 230	
	U of S	ENG	342	Indigenous Storytelling of the Prairies	Classroom	6 Credit Units in 100-level ENGL	U of R ENGL 310 *
	U of S	ENG	358	Canadian/Prairie Drama	Classroom	6 Credit Units in 100-level ENGL	U of R ENGL 313 *
	U of S	ENG	359	Western Canadian Lit	Classroom	6 Credit Units in 100-level ENGL	U of R ENGL 312 *
Group V - Prairie Society & Politics	U of R	SOC	217	Social Structure of Rural Communities	Online	Any 100-level Soc. Science	U of S SOC 204 *
	U of S	SOC	204	Rural Sociology	Classroom	SOC 110	U of R SOC 217 *
	U of S	SOC	219	Aboriginal Peoples and Justice in Canada	Classroom	SOC 110	
	U of S	IPJP	402	Interdisciplinary Concepts of Justice	Classroom	IPJP 301 or 302 or instructor's permission	
	U of S	IPJP	403	Reconciliation as Concept of Justice	Classroom	IPJP 301 or 302 or instructor's permission	
	U of S	POLS	222	Aboriginal Governance	Classroom	6 Credit Units in POLST	U of R PSCI 338 *
	U of S	POLS	305	Provincial Politics	Classroom	6 Credit Units in POLST	
	U of S	POLS	306	Local Government	Classroom	6 Credit Units in POLST	
	U of S	POLS	323	Aboriginal Policies and Programs	Classroom	6 Credit Units in POLST	
	U of R	PSCI	338	Aboriginal People and Politics	Classroom	PSCI 230 or Permission	
	U of R	PSCI	360	Local Government in Canada	Classroom	PSCI 100 or Permission	
	U of R	PSCI	431	Politics of Saskatchewan	Classroom	PSCI 331-338	
U of R	HJ	332	Justice & Indigenous People	Online	HJ 201		

APPENDIX I

	U of R	HJ	358	Work Economic Security, Justice	Classroom	HJ 201	
Group VI - Indigenous Language	FNUC	CREE	100	Intro Cree	Online + TV	None	U of S ½ CREE 101
	FNUC	CREE	101	Intro Cree II	Online + TV	CREE 100	U of S ½ CREE 101 *
	U of S	CREE	101	Introductory Cree	Classroom		FNUC CREE 100+101 *
	U of S	CREE	120	Intermediate Cree	Classroom	CREE 106	FNUC CREE 102+103 *
	FNUC	SAUL	100	Intro Saulteaux	Classroom	None	
	FNUC	SAUL	101	Intro Saulteaux II	Classroom	SAUL 100	
	FNUC	CREE		Cree 102 and higher			
	FNUC	SAUL		Saul 102 and higher			
Group VII - Other Prairie Courses	U of S	AGRC	111	Agricultural Science I	Dist	None	
	U of S	AGRC	112	Agricultural Science II	Dist	None	
	U of S	ANTH	224	North American Plains Ethnography	Classroom	ANTH 111	U of R INDG 234 *
	U of S	ARCH	353	Plains Archeaology	Classroom	ARCH 250 or 251	
	U of S	ARCH	350	Introduction to Boreal Forest Archeology	Classroom	ARCH 250 or 251	
	U of S	BIOL	253	Ecosystems	Classroom	BIOL 107 or 108 or 110 or GEOG 120 and 130 or 6 cu GEOL	U of R BIOL 275 *
	U of R	BIOL	372	Systems Ecology	Classroom	BIOL 275, STAT 151 & 152	
	U of R	ECON	212	Economic Development of the Canadian Prairies	Classroom	15 Credit Units or Econ 100	
	U of S	ECON	231	Cooperatives	Classroom	15 Credit Units or Econ 100	
	U of R	ECON	372	Natural Resources Management in the Prairies	Classroom	ECON 201 or Permission	
	U of S	GEOL	108	The Earth and How it Works	Classroom + Dist		
	U of S	GEOL	109	The Earth and Life Through Time	Classroom + Dist		
	U of R	GEOL	102	Environmental Geology	Classroom	None	
	U of R	HJ	201	Intro Justice	Classroom +TV	15 Credit Units	
U of S	SOC	110	Introduction to Sociology	Classroom + Online + Dist		U of R SOC 100 + 200LV Intro to Sociology + 200LV SOC Elective *	
	U of S	RUSS	114	Elementary Russian I	Classroom		U of R RUSS 100 *
	U of S	RUSS	117	Elementary Russian II	Classroom	RUSS 114	U of R RUSS 101 *
	U of S	UKR	114	Elementary Ukrainian I	Classroom		U of R UKR 100 *
	U of S	UKR	117	Elementary Ukrainian II	Classroom	UKR 114	U of R UKR 101 *

APPENDIX I

U of S	GERM	114	Elementary German I	Classroom		U of R GER 101 *
U of S	GERM	117	Elementary German II	Classroom	GERM 114	U of R GER 102 *
U of S	FREN	103	Beginning French I	Classroom		U of R FR 100 *
U of S	FREN	106	Beginning French II	Classroom	FREN 103 or French 20	U of R FR 101 *
U of S	FREN	125	Intermediate French II	Classroom	FREN 122	U of R FR 100LV *
U of S	FREN	128	Intermediate French for Bilingual Students	Classroom	Ecole fransaskoise Grade 12, designated school Grade 12	U of R FR 115 *

* Note: All students are responsible for ensuring they follow course prerequisites and the recommended or required sequencing of courses (see U of R Calendar description 5.1 bullet 3 and U of S Calendar description ‘Student Responsibilities’, bullet 4, College of Arts and Science.)

APPENDIX I

Appendix III

Current Members of the Inter-University Prairie Studies Team

University of Regina

Brian Campbell
Ben Cecil **
Janis Dale
Harvey King
Murray Knuttila
Dorothy Lane

First Nations University of Canada

Jan van Eijk

University of Saskatchewan

Bill Archibold
Diane Janes
Margaret Kennedy **
Roger Maaka
Lawrence Martz
Tom Steele

** Campus Coordinator

APPENDIX I

Appendix IV

Course Offerings from the Centre for Great Plains Studies at the University of Nebraska - Lincoln

Source: <http://www.unl.edu/plains/academics/courses.html>

Center for Great Plains Studies Courses of Instruction

- 170 Introduction to Great Plains Studies**
(ANTH, GEOG, NRES, SOCI 170) (3 cr.) Required for Great Plains Studies majors and minors. An interdisciplinary introductory course, including the study of the natural environment, social environment, human heritage, arts and humanities of the Great Plains.
- 399 Independent Directed Reading**
(1-3 cr.) Must be taken under the direction of a faculty fellow of the Center for Great Plains Studies.
- 399H Honors Course**
(1-3 cr.) Prereq: Candidacy for degree with distinction, with high distinction, or with highest distinction in the College of Arts and Sciences. Must be taken under the direction of a faculty fellow of the Center for Great Plains Studies.
- 400 Great Plains Studies Seminar**
(GEOG 400) (3 cr.) Should be taken only by students who have taken one or more courses dealing with the Great Plains; required for Great Plains Studies majors and minors. Interdisciplinary course. Topic varies.
- 495 Internship**
(1-6 cr) Prereq. Junior standing, Great Plains Studies major or minor and permission. Note: Course is graded pass/no pass only.

Core Areas

All majors take at least one course from each of the following four categories. The listing includes the call number, number of credits, and course name.

Arts and Humanities

AHIS 398	3	Great Plains Art
ARCH 497K	3	Great Plains Architecture
ENGL 211A	3	Literatures of the Plains
ENGL 247	3	Literature and Arts in the Plains
ENGL 347	3	Humanities on the Plains

APPENDIX I

Human Heritage

- ANTH 434 3 Introduction to Plains Archaeology
- GEOG 334 3 Historical Geography of the Great Plains
- HIST 360 3 History of the Great Plains
- HIST 465 3 History of Plains Indians

Natural Environment

- BIOS 232 3 Ecological Issues in the Great Plains
- NRES 310 3 Intro to Forest Management

Social Environment

- ANTH 130 3 Anthropology of the Great Plains
- ANTH 352 3 Introduction to Plains Ethnology
- POLS 225 3 Nebraska Government and Politics

Note: Not all courses are offered every year. Substitutions may be approved. See advisor.

Great Plains Courses At-Large

- AECN 201 4 Farm and Ranch Management
- AECN 265 3 Resource & Environmental Economics
- AECN 376 3 Rural Community Economics
- AECN 388 3 Ethics in Agriculture and Natural Resources
- AECN 445 3 Agricultural and Natural Resource Policy Analysis
- AGRO 440 3 The Range Ecosystem
- AGRO 445 3 Livestock Management on Range and Pasture
- AGRO 475 3 Water Quality Strategy
- ANTH 451 3 Indians of Contemporary North America

APPENDIX I

BIOS 455	3	Great Plains Flora
BIOS 459	4	Limnology at Cedar Point*
BIOS 470	4	Prairie Ecology at Cedar Point*
BIOS 482	4	Field Entomology at Cedar Point*
BIOS 487	4	Field Parasitology at Cedar Point*
BIOS 488	4	Natural History of the Invertebrates at Cedar Point*
BIOS 491	4	Ichthyology at Cedar Point*
BIOS 494	4	Ornithology at Cedar Point*
ENGL 245B	3	Native American Literature
ENGL 245D	3	Chicano Literature
ENGL 245L	3	Canadian Literature
ENGL 405K	3	Canadian Fiction
ENGL 411B	3	Plains Literature
ENGL 445D	3	Chicano Literature
ENGL 445E	3	Native American Literature
GEOG 370	3	Geography of Nebraska
HIST 352	2-3	American Frontier in the Nineteenth Century
HIST 358	3	The History and Culture of the American Indian
HIST 359	3	Nebraska History
MUSC 279	2-3	Music on the Great Plains
MUSC 489	3	American Music
NRES 415	1	Water Resources Seminar
SOCI 446	3	Environmental Sociology

*classes at Cedar Point Biological Station in Ogallala, Nebraska

APPENDIX I

Appendix V *Prairie Studies Course Proposals*

To be developed by the University of Regina:

PRST 001-004 Prairie Studies Co-op Work Term

1 Credit hour, Pass/Fail

Four-month Co-op work term approved by the respective department and arranged by the Co-op Coordinator.

Pre-requisite: Acceptance into the Co-operative Education Program and permission of the Prairie Studies Coordinator.

PRST 200 – Introduction to the Prairie World

3 Credit Hours

Calendar description:

This team-taught online interdisciplinary course introduces students to a broad range of Prairie issues, including the basics of Prairie geography, history, political and cultural systems, and language. The strong interdisciplinary and cross-cultural perspectives of the course provide students with the necessary foundations to specialize in their own area(s) of interest within the Prairie Studies program.

Prerequisites: 15 credit hours which include 1 Geography 100-level course, 1 History 100-level course, 1 Indigenous Studies 100-level course, 1 Political Science 100-level course, plus 1 of the following: 1 Indigenous Languages 100-level course (Cree or Saulteaux), 1 Sociology 100-level course OR 1 English 100-level course; OR permission of the Prairie Studies Coordinator.

Detailed Description:

PRST 200 is a team-taught required core course, delivered online, for all students of Prairie Studies. The field of Prairie Studies provides students with skills necessary for an understanding of contemporary Prairie issues and to the socio-economic, political and cultural challenges facing the Prairie world. Since the effects impacting the Prairie region (climate change, economic, cultural and social Diaspora) can only partially be understood within a single academic discipline, PRST 200 is a decidedly interdisciplinary course that aims to provide students with an introduction to a broad range of Prairie issues. These include the basics of the Prairie geography, history, political and cultural systems, and languages – incorporating both newcomer and Indigenous perspectives. After the course, students should be able to identify the diverse forces that have transformed the Prairie world and to communicate thoughts and ideas that go beyond one's own geographic and cultural background. The strong cross-cultural perspective of the course should provide students the necessary foundation when specializing in their own areas of interest within the Prairie studies program.

Major Topics:

1. Why study the Prairie world?
2. Prairie history pre-settlement
3. Prairie history post-settlement

APPENDIX I

4. Prairie physical geography
5. Prairie human geography
6. Traditional Prairie cultures
7. The changing cultural landscape
8. Prairie political systems
9. Prairie Politics
10. The Prairies and globalization
11. Gender and the Prairie world
12. Responsible economic development for the Prairies
13. Conclusion

There will be short assignments after each thematic area and a 12-15 page essay synthesizing the myriad of Prairie issues due at the end of the course. The online classes will also include expert guest lectures, videos of various Prairie topics, The Prairie Chat Room and Bulletin Board, links to Prairie resources around the world, *etc.*

To be developed by the University of Saskatchewan:

PRST 400 Senior Seminar in Prairie Issues {Capstone Prairie Studies Seminar}

3 Credit Hours

Calendar description:

This team-taught interdisciplinary seminar will examine key selected Prairie contemporary issues that integrate thematic studies from the perspective of the socio-economic, political and cultural challenges facing the Prairie world. The seminar will put emphasis on the development and presentation of an integrative paper by each participant with critiques from each other being a key component.

Prerequisites: PRST 200 and successful completion of 90 credit units, and permission of the Prairie Studies Coordinator.

Detailed description:

This seminar will allow students to reinforce their knowledge of major topics presented in the course PRST 200 (Introduction to the Prairie World), through readings based on key concepts developed through the suite of courses within the Prairie Studies program. Of particular importance will be the detailed integration of Prairie geography, history, political and cultural systems, and languages that incorporate both newcomer and Indigenous perspectives of the Prairie world. The seminar will solidify the strong cross-cultural perspective of the degree program with a critical review of current literature and theoretical frameworks dealing with Prairie topics such as: new models for regional economic development; institutional capacity building to strengthen civil society; the role of social cohesion in the rural Prairie; rural autonomy; and cultural relations, to name a few. The seminar will also reinforce some aspects of the research process (*e.g.*, understanding ones conceptual framework, formulation of a research question, the development of a methodology, and discussion of results) that students will have to work on through the capstone course. Students will be expected to read and discuss a common

APPENDIX I

body of readings (critical review), and elaborate their research paper by electronically posting their paper to the course web-site and lead a BBS and/or Chat discussion of their paper. The seminar will provide a forum for electronic presentation and discussion, while allowing students to strengthen their research capabilities.

APPENDIX I

Friday, October 26, 2007

Dear Kevin and Rick:

I am responding to the questions posed by the CCUAS at their last meeting (Oct. 3rd) and re-iterated in your e-mail to me on the same date. I have embedded my responses to your questions below. I hope those responses will be sufficient for the CCUAS, but I will attend the next meeting to answer any additional questions or concerns they have. A revised document with the latest edits is provided for your reference.

From: Richard A. Kleer(Richard Kleer)
To: Ben.Cecil@uregina.ca
Date: Wednesday, October 03, 2007 11:35 AM
Subject: Prairie Studies discussion at Admissions & Studies

CC: Kevin.Obrien@uregina.ca
Good day Ben,

I guess there has been a communications breakdown of some sort. Before she left, Michelle Beitel had indicated to me that Bev Liski would be in touch with you about the timing of today's meeting of Admissions & Studies, to ensure that you would be present to speak to the motion to approve the program on Prairie Studies. When I didn't see you there, I called over to your office and learned that you were in class. So something went wrong somewhere. I should have double checked with you a day or two ago. My apologies for that oversight.

The good news is that I don't think we lost too much as a result of you not being present. The committee was generally supportive of the basic idea. But I don't believe it was prepared to approve the program on this day in any event. They had a series of questions that will need addressing before this document can move forward to Executive of Council. I was at least able to collect their questions and will pass those along to you below, so that they can be addressed at the next meeting of Admissions & Studies on Wednesday, Nov. 7. The meeting will be at 9:30 AM, so there will still be a conflict with your course. However, the meetings do usually run an hour or so and we could ask that Arts be deferred to the end. Or you could make arrangements to have a guest speaker in your class. Either way, let's get something in place right now and make sure that you're present for the next meeting.

Here is a list of the questions raised:

1. There is no explicit mention that this program is not subject to the standard 50% rule for "domestic" content (or at least we didn't spot one). Section 2.8.2.2 of the Undergraduate Calendar allows this general rule to be waived if there is an explicit statement to this effect in the program descriptions of the relevant Faculty.

Given the Prairie Studies program is an interuniversity program, there exists the *potential* for students to take a majority of program courses at the partner institution. Therefore, the Prairie Studies program requires that the University of Regina calendar regulation 2.8.2.2 (50% residency requirement) be waived for this program. Similarly, the University of Saskatchewan Advanced Standing Evaluation through the Dean of the College of Arts and Science needs to be granted to students in the Prairie Studies program.

Inserted: Section 5, Page 6, appended to the end of paragraph 3.

2. There are a whole host of U of S language courses listed as being eligible for the degree. But many of those same courses are available here as well. Why are those courses also listed as eligible?

Appendix II lists all course equivalencies as noted in the SaskCAT Academic Transfer Agreement. If there are courses that are not currently listed with equivalents, these courses have yet to be evaluated by the respective departments.

3. Will the courses needed to make this program float be in place as soon as it has been approved? Specifically, will they be available as distance, online offerings? If not, we are offering the program under false pretences and doing a disservice to any students, particularly distance students, who register in the program. The committee asked for some kind of detailed update on where the various courses are in their development.

APPENDIX I

The courses listed in Appendix II are existing courses offered at the partner institutions. The only courses that are to be developed are the introductory PRST 200 course offered at the University of Regina and the capstone course, PRST 400, offered at the University of Saskatchewan. The PRST 200 course has already received TEL funding and is currently under development. The course will be ready for first offering in the Fall 2008 term. The PRST 400 (UofS) course is currently under TEL review/adjudication. The course content for PRST 400 is currently in development and will be ready well in advance of the cohort, qualified through prerequisites, to take the course in 2010/2011.

Not inserted into the PRST Program Proposal as this is information for CCUAS only.

4. This item is not so much for you Ben as for APDC. The point was made that CCUAS can't really approve a program if it rests upon courses that have not yet been approved. So, if it has not already done so, APDC needs to approve the new Prairie Studies courses at its next meeting and then bring those approvals forward to CCUAS for information at its next meeting. KEVIN: PLEASE ADD AN APPROPRIATE AGENDA ITEM TO THE NEXT MEETING OF APDC IF THOSE COURSES HAVE NOT ALREADY BEEN APPROVED.

APDC approved the creation of PRST 001-004 (Coop Work Terms), PRST 200 (Intro. to the Prairie World) and PRST 400 (Senior Seminar in Prairie Studies) at its meeting of 29 August 2005. The creation of these courses was subsequently approved by Faculty Council on its meeting of 19 October 2005.

5. Page 7 of your document mentions that U of S does not have a coop program. But I am told that they have now put one on the books (though it may not be in actual operation until 2008-9). This part of the document and any relevant wording in the program description will therefore have to be updated.

The document states in Section 3, page 4, that "...the University of Saskatchewan has yet to develop a comprehensive Cooperative Education Program for all departments within the College of Arts and Science...." As of October 26th, 2007, this is still the case, and therefore the statement is an accurate reflection of the status of Co-op at the UofS campus. If, and when, the UofS develops a Co-op program, the PRST program will reflect the change.

6. Finally, on p. 14 of the document you refer to TEL support for developing a course for online delivery beginning "Sept 2006". Folks wanted to know whether this was an error or whether in fact the course has already been developed. Which ever is the case, the wording of this part of the document should be changed so that it doesn't seem to refer to something in the past as though it is still in the future.

As mentioned above, the PRST 200 course has received funding (in late 2005), and is now in development. The associated paragraph in Section C, Part 1, page 11, sub-bullet 1 now reflects the correct date of September 2008.

The delivery date for capstone course at the UofS (PRST 400) has also been changed to now read 2010 (the same two year lag that previously existed) for the first potential PRST 400 cohort (see same page, next sub-bullet).

I trust that you will make the necessary changes to the Prairie Studies materials to address these concerns, or at least come ready with good answers to them if you don't think the questions merit changes. The deadline for getting materials in for the next agenda is 4:30 pm on Monday, Oct. 29. So you should try to get your updated materials to Kevin at least a few days before that time.

Cheers,
Rick

Rick and Kevin, I trust the above explanations, additions and corrections will help the Prairie Studies program move to the next stage of its implementation. If you have any questions prior to our meeting with CCUAS, please feel free to contact me.

Kindest Regards,
Ben Cecil

APPENDIX II
FACULTY OF ARTS
Report to the
COUNCIL COMMITTEE ON ADMISSIONS AND STUDIES
October 2007

I. ITEMS FOR INFORMATION:

The Faculty of Arts has approved the following and offers for information:

A. Prairie Studies

- On 19 October 2005, the Faculty of Arts approved the creation of the following courses to be part of the BA in Prairie Studies.

PRST 001-004

PRAIRIE STUDIES CO-OP WORK TERM

1:0-0 Pass/Fail

Four-month Co-op work term approved by the respective department and arranged by the Co-op Coordinator.

Pre-requisite: Acceptance into the Co-operative Education Program and permission of the Prairie Studies Coordinator.

PRST 200

INTRODUCTION TO THE PRAIRIE WORLD

3:3-0

This team-taught online interdisciplinary course introduces students to a broad range of Prairie issues, including the basics of Prairie geography, history, political and cultural systems, and language. The strong interdisciplinary and cross-cultural perspectives of the course provide students with the necessary foundations to specialize in their own area(s) of interest within the Prairie Studies program.

Prerequisites: 15 credit hours which include 1 Geography 100-level course, 1 History 100-level course, 1 Indigenous Studies 100-level course, 1 Political Science 100-level course, plus 1 of the following: 1 Indigenous Languages 100-level course (Cree or Saulteaux), 1 Sociology 100-level course OR 1 English 100-level course; OR permission of the Prairie Studies Coordinator.

PRST 400 (to be developed by the University of Saskatchewan)

Senior Seminar in Prairie Issues

3:3-0

This team-taught interdisciplinary seminar examines selected Prairie contemporary issues integrating thematic studies from the perspective of the socio-economic, political and cultural challenges facing the Prairies. The seminar places emphasis on the development and presentation of an integrative paper by each participant with critiques from each other being a key component.

Prerequisites: PRST 200 and successful completion of 90 credit units, and permission of the Prairie Studies Coordinator.

APPENDIX III



Date: October 25, 2007

To: Bev Liski, Associate Registrar, Convocation & Publications, Registrar's Office

From: Nick Forsberg, Associate Dean of Student Services and Undergraduate Programs,
Faculty of Education

Re: REPORT FROM FACULTY OF EDUCATION COUNCIL
TO COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS & STUDIES

ITEMS FOR APPROVAL

The Faculty of Education has approved the following and offers for consideration:

1. **High School Admission to the Faculty of Education (§2.4.1.1) - Attachment 1**
2. **Proposed Nunavut Teacher Education BEd & BEAD Programs (NTEP) - Attachment 2**
 - 2.1 **Mature Admission for the Nunavut Teacher Education Program (NTEP) (§2.4.6)**
 - 2.2 **Admission Criteria for the Nunavut Teacher Education Program (NTEP) After Degree (BEAD) (§2.4.2)**
3. **Revisions to the Arts Education 5 Year BEd Dance Major & Minor Programs - Attachment 3**
4. **Revisions to the Secondary Education Offerings (§12.11, 12.11.1) introduction of the 2007-2008 Calendar - Attachment 4**
5. **Deletion of the BEd (General) Degree Program (§12.12) - Attachment 5**
6. **Revisions to the Secondary Arts Education Minor (EAES) (§12.11.3.1) - Attachment 6**
7. **Revisions to «Les Programmes de Baccalauréat en Education (Bac)» (§12.15) - Attachment 7**

ITEMS FOR INFORMATION

The Faculty of Education has approved the following and offers for information:

1. **Course Changes – Attachment 8**
 - 1.1 **Revised :** EMTH 450
DART 215 renumbered to DART 315
DEPH 215 renumbered to DEPH 315
DESO 215 renumbered to DESO 315
DFRN 335 renumbered to DFMM 435
DLNG 400 renumbered to DFMM 400
DMTH 215 renumbered to DMTH 315
DSCI 215 renumbered to DSCI 315

APPENDIX III

EFLD 050 (French section only) renumbered to EDAC 050
EPS 200 (French section only) renumbered to EPSF 300
EPS 215 (French section only) renumbered to EPSF 315
EPS 225 (French section only) renumbered to EPSF 325
EPS 350 (French section only) renumbered to EPSF 350
EPSY 225 (French section only) renumbered to EPSY 425

1.2 Created : DELF 150, 151
DFMM 350
DLNG 315, 425
DMXE 315
ECSF 100, 110, 317
EPSY 418

1.3 Deleted : DEJE 215, 225
DLC 250, 251
DLEC 215
DLEC 332
DLNG 325
ED 350 (French section only)
EFLD 051 (French section only)
EPS 100 (French section only)
EPSY 205 (French section only)
EPSY 322 (French section only)
EPSY 350 (French section only)

1.4 Archived : DLNG 335

APPENDIX III

1. High School Admission to the Faculty of Education (§2.4.1.1)

MOTION #1

That the Faculty of Education requires 5 courses rather than 6 courses for admission from high school as attached, be approved.

Rationale: The Faculty of Education currently requires 6 courses for high school admission whereas all other University of Regina faculties require 5 courses for high school admission. The requirement of 5 courses for admission from high school would be consistent with other University of Regina faculties and universities across Canada.

FACULTY OR PROGRAM	HIGH SCHOOL COURSE REQUIREMENTS BY FACULTY	MINIMUM AVERAGE	ADDITIONAL REQUIREMENTS
EDUCATION (U of R) See also §2.3.4.1	<ul style="list-style-type: none"> • English Language Arts A30 and B30¹ • One math or science course chosen from Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Geology 30, Math A30, B30, or C30, Physics 30 • One language, social science, or fine arts course chosen from Arts Education 30, Band 30², Choral 30², Christian Ethics 30³, Cree 30, Dance 30, Drama 30, Economics 30, French 30, Geography 30, German 30, History 30, Latin 30, Law 30, Mandarin 30, Music 30², Native Studies 30, Physical Education 30³, Psychology 30³, Saulteaux 30, Social Studies 30, Spanish 30, Ukrainian 30, Ukrainian Language Arts 30, Visual Art 30. • Two<u>One</u> additional courses from lists above². <p>Total: 5 course requirements</p>	70% for the Bac. en éducation française, 65% for other programs	Teacher Education Application and Profile The following courses are required for the programs shown: BEd Elementary: Math A30. BEd Secondary with major or minor in Math or Physics: Math B30 & C30. BEd Secondary with major or minor in Chemistry: Math B30 & C30; Chem 30. See Fine Arts for BMusEd Applicants to Adult Education and Training, see §2.3.4.1.8 .
<p>¹ Applicants may substitute one of Français fransaskois A30/B30 or Français immersion 30 for English Language Arts A30 or B30. These courses may alternatively be used as language courses for admission if both English Language Arts courses are presented. Applicants from Fransaskois and French immersion programs may also substitute the equivalent subjects taught in French for those listed above.</p> <p>² Only one of Music 30, Band 30 and Choral 30 will be accepted for admission.</p> <p>³ These courses are not considered to be a language, social science, or fine art for the Faculty of Education. They can be used as "additional courses" only.</p> <p>⁴ Students are admitted from high school to Social Work Qualifying or Indian Social Work Qualifying; see §2.3.4.4, §2.4.2, and §17.8 for information about admission to the BSW or BISW.</p>			

APPENDIX III

Attachment 2

2. Proposed Nunavut Teacher Education BEd & BEAD Programs (NTEP)

MOTION #2
That the proposed Nunavut Teacher Education 4 year BEd Program (as attached), be approved.

MOTION #3
That the proposed Nunavut Teacher Education BEAD Program (as attached), be approved.

Rationale: This Program is the result of the partnership that was established Spring 2007 between the Nunavut Arctic College Board of Governors and the Faculty of Education at the University of Regina. The program philosophy, templates and courses represent the collaborative efforts of faculty from the Nunavut Teacher Education Program, Nunavut Arctic College and the Faculty of Education, University of Regina. The Program is responsive to Inuit Culture, Language and Knowledge and maintains the developmental nature of the current Elementary Teacher Education Program in the Faculty of Education at the University of Regina.

NUNAVUT TEACHER EDUCATION PROGRAM (NTEP)			
Bed ELEMENTARY (126 hours)			
YR	FALL	WINTER	SPRING
1	<ul style="list-style-type: none"> • EDCS 100 (3) Second Language* (3) KHS 139 (3) Social Science (note 2) (3) 	Natural Science (note 1) (3) Fine Arts (note 3) (3) ENGL 100 (3) Approved elective (intro/senior level) (notes 1-5) (3)	EPS 100 (3) Approved elective (intro/ senior level) (notes 1-5) (3)
			30 cr. hours
2	ECE 205 (3) ELNG 205 (3) EPSY 205 (3) Approved senior elective (note 9) (3)	<ul style="list-style-type: none"> • EDCS 200 (3) Second Language* (note 9) (3) ELNG 325 (3) Approved senior elective (note 9) (3) 	<ul style="list-style-type: none"> • EDMS 200 (3) ELIB 216 / 326 (3) MATH 101 (3)
			33 cr. hours
3	EPS 215 (3) ESST 215 (3) ESCI 215 (3) ERDG 215 (3)	EPS 225 (3) EHE 215 (3) EMTH 215 (3) EPE 215 (3)	EAES 215 (3) EPSY 225 (3)
			30 cr. hours
4	EFLD 405 (internship) (15)	EADM 310 (3) EPSY 322 (3) <ul style="list-style-type: none"> • EDMS 400 (3) 	<ul style="list-style-type: none"> • EDCS 300 (3) Second Language* (note 9) (3) ELNG 326 (3)
			33 cr. hours
			Total: 126 Credit Hours
<ul style="list-style-type: none"> • Nunavut Arctic College courses. * Language courses are housed at Nunavut Arctic College and include but not limited to Inuktitut Orthography & Grammar, Inuktitut Reading & Writing, and Dialects. <p>NOTES:</p> <ol style="list-style-type: none"> 1. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics or an approved natural science. 2. Social science courses are to be selected from economics, geography, history, indigenous studies, Indian health studies, interdisciplinary studies, political science and sociology. 3. Fine arts courses are to be selected from ART 100, ARTH 100, FILM 100, INA 100, INAH 100, MU 100, and THEA 100. 4. Humanities courses are to be selected from a second language, logic, philosophy, 200-level humanities offerings, religious studies, history and philosophy of science and linguistics. 5. Approved non-education electives as in the listed courses from notes 1-4 and courses from Kinesiology & Health Studies are to be supportive of the role of classroom teacher. 6. PSYC 210 (Developmental Psychology) may be used as an alternative to EPSY 205 by BEAD students and transfer students who have taken PSYC 210 prior to entry into the Elementary Teacher Education Program. <p>Other requirements of the 4-year BEd degree:</p> <ol style="list-style-type: none"> 7. Students' progress from one semester to the next is dependent upon achieving positive assessments in faculty reviews of both academic and professional development. 8. At least 39 credit hours must be approved courses from faculties other than the Faculty of Education. 9. At least 9 credit hours must be approved senior courses (200 or above) from outside the Faculty of Education in three teaching fields. For this requirement courses such as ENGL 110 and MATH 127 will be considered senior-level courses as such courses have required university prerequisites. A listing of approved senior non-education courses is available from the Student Program Centre or Nunavut Arctic College. 			

APPENDIX III

Attachment 2

Prerequisite Course: ENGL 100 is to be taken as part of a first degree or will be required prior to degree completion.

NUNAVUT TEACHER EDUCATION PROGRAM (NTEP) BEEd (BEAD) ELEMENTARY PROGRAM (63 hours)		
FALL	WINTER	SPRING
EPS 215 (3) E__ 215 (3) E__ 215 (3) E__ 215 (3)	EPS 225 (3) E__ 215 (3) E__ 215 (3) E__ 215 (3)	E__ 215 (3) EPSY 225 (3)
EFLD 405 (internship) (15)	EADM 310 (3) EPSY 322 (3) Approved senior elective (3)	ELNG 326 (3) Approved elective (note 1) (3) Approved elective (note 1) (3)
NOTE:		
1. Approved elective(s) are to include but not limited to Inuit culture or Inuktitut language, Inuit Art History, EDCS 100, EDCS 200, EDCS 300, Inuit Traditional Stories, Inuit Studies, or other approved courses that support teaching fields.		

2.1 Mature Admission for the Nunavut Teacher Education Program (NTEP) (§2.4.6)

MOTION #4

That mature admission to NTEP applicants may be granted to applicants who do not meet the standard admission requirements of the Faculty of Education, NTEP Program and who have completed fewer than 24 credit hours of approved post-secondary courses, are Canadian citizens or permanent residents, and will be at least 21 years of age before the semester begins.

Applicants for admission to the Nunavut Teacher Education Program who do not meet the admission requirements of the Faculty of Education but,

- are Canadian citizens or permanent residents,
- will be at least 21 years of age before the semester begins,
- who have completed fewer than 24 credit hours of approved post-secondary courses,
- have been selected by the program,

would be granted admission to the Faculty of Education for the Fall, Winter, or Spring/ Summer semester as outlined by the respective program identified above.

Rationale: The purpose for this motion is to deal with the reality that the University of Regina's Entrance Program has been disbanded. Some programs in the Faculty of Education have frequently selected students identified as "Mature Students". Students were traditionally registered in the Entrance Program. The motion is designed to provide the opportunity for these programs to continue the selection of applicants to their respective programs and their admission to the Faculty of Education. This is consistent with previous motions that were passed for the TEP Programs (NORTEP, SUNTEP, & YNTEP) at Council Committee on Undergraduate Admissions and Studies on June 6, 2005 and for the motion that was passed by the same committee for the First Nations University of Canada, Indigenous Education Programs on November 8, 2006.

APPENDIX III

2.2 Admission Criteria for the Nunavut Teacher Education Program (NTEP) After Degree (BEAD) (§2.4.2)

MOTION #5

Applicants to the Bachelor of Education After Degree (BEAD) NTEP program must have an approved first degree with a minimum UGPA of 65%. It is recommended that applicants to the NTEP BEAD have a minimum of 39 credit hours in at least three teaching areas supportive provincial/territorial curricula areas. See the NTEP template in the Faculty of Education section of the Undergraduate General Calendar for more information.

Rationale: This is consistent with the current BEAD admission criteria for the other Elementary Teacher Education Programs. There are differences in terms of prerequisite course(s) which vary by program.

APPENDIX III

Attachment 3

3. Revisions to the Arts Education 5 Year BEd Dance Major & Minor Programs

MOTION #6

That the Arts Education 5 Year BEd Dance Major Program be REVISED as follows, be approved.

- Semester 5 - EDAN 401 or THEA 272 376-(major)
- Semester 6 - EDAN 303 or THEA 274 (major)
- Semester 8 - EDAN 402 ~~401~~ (major)

MOTION #7

That the Arts Education 5 Year BEd Dance Minor be REVISED as follows, be approved.

1. EDAN 101
2. EDAN 202
3. EDAN 301
4. EDAN 302
5. EDAN 401
6. & 7. Two of the following:
 - EDAN 303
 - EDAN 402
 - KHS 168
 - THEA 272 376

Rationale for Motions 6 & 7: To provide the correct sequencing of courses in accordance with the Theatre Department and to provide more choices for students in the courses they select.

APPENDIX III

Attachment 4

6. Revisions to the Secondary Education Offerings (§12.11, 12.11.1) Introduction of the 2007-2008 Undergraduate General Calendar

MOTION #8

That the revisions of the introduction to the Secondary Education Offerings (§12.11 and 12.11.1) be accepted for inclusion in the 2008-2009 University undergraduate calendar (as attached), be approved.

Rationale: In consultation with the Faculty of Education's Student Program Centre, the revisions to the introduction to the Secondary Education Offerings in the University of Regina Undergraduate Calendar reflect and are consistent with the current practices of the Faculty. Degree programs that are no longer offered, requirements that cannot be legally enforced, and other redundancies have been removed. Overall, the initiative is intended to streamline information for current and prospective students, as well as for Faculty, and to clarify policies upon which the Student Program Centre is required to act.

12.11 Secondary Education Offerings

The following programs are offered in secondary education:

1. The 8-semester (120 credit hours) BEd program and the 10-semester (150 credit hours) Combined BEd Degree Programs (Please refer to the Undergraduate Calendar for approved programs)
2. The 4-semester (60 credit hours) BEd program (BEAD program) for graduates with approved degrees
3. BEd program for certified teachers with approved degrees (30 credit hours)
4. ~~BEd (General) Degree Program (120 credit hours)~~
5. BMusEd Program (120 credit hours)

The BEd program in secondary education is designed to prepare students to begin teaching in the high school and also lays the groundwork for advanced study in education.

12.11.1 Overview of the 8-semester BEd Program

This program is designed to prepare teachers who are planning to teach in secondary schools. Students' programs will have a major subject area (normally 24 credit hours in one subject area) and a minor subject area (normally 21 credit hours). The program is designed to produce teachers who have extensive knowledge about instructional strategies and current curricula in their subject areas.

The program provides opportunities for students to develop a range of skills that are crucial to development of teaching skills in their professional careers. Exposure to a range of theoretical foundations is combined with practical experiences teaching in secondary schools. Students are encouraged to develop personal philosophies of education that are appropriate for today's changing secondary school students.

The BEd program is designed to have pre-service teachers develop confidence in their ability through a combination of field experiences and class content. Teachers are prepared to meet the needs of students and communities in the 21st century.

Policies/regulations within the Secondary Programs

1. Students must have an advisor from their major area. This advisor will be identified through the Student Program Centre (SPC) upon selection to the secondary program in the Faculty of Education.
2. Students are expected to maintain appropriate levels of academic performance during their program. Normally, students are required to have a minimum average of 70% in their major area to proceed to internship. As well students are expected to demonstrate appropriate professional development during their program.
3. Students and their cooperating teachers are expected to participate in a professional development seminar during internship except in exceptional circumstances.
4. A student who does not successfully complete internship must have permission from the Director of Professional Development and Field Experiences and from the Associate Dean of Student Services and Undergraduate Programs (in consultation with others, as appropriate) before continuing in the program. A grade of "incomplete" for internship will normally mean that an additional semester of internship will be required. A grade of "fail" will normally mean that the student will be required to discontinue under faculty regulations. The latter ruling is subject to appeal and review. Please refer to §12.7.3.

APPENDIX I

Attachment 4

Some of the objectives of the program are as follows:

1. To prepare each secondary education student to reach her or his own individual teaching potential.
2. To have as a base the best recent research on effective teaching and teacher education.
3. To train future teachers who will help children reach their own potential.
4. To stress the development of effective interpersonal and communication skills.
5. To nurture a positive professional self-concept.
6. To articulate academic and professional components.
7. To help education students to achieve high standards of behaviour academically and professionally.
8. To integrate curriculum and instruction, professional studies, and foundational components.
9. To stress teaching skills, processes, and procedures.
10. To integrate theory with practice.
11. To have a practicum (laboratory/school) component each year of the program.
12. To develop a teaching capability in a major subject area and in at least one minor subject area (21 credit hours).
13. To have a continuing dialogue with other Saskatchewan educational groups (teachers, trustees, and the Department of Education) in program planning and delivery.
14. To base the program on the nature of pupils, the nature of curriculum, and the design of schools.
15. To emphasize life-long professional development.
16. To prepare future teachers to be reflective, self-actualizing decision makers.

While the program taken by a student will vary with the major and minor(s) certain common elements are present.

The common outline:

YEAR I:	EPS 100 (Intro to Education), ENGL 100 and 8 elective courses; 7 half days in a school.
YEAR II:	EPS 200 (Principles & Practices of Secondary Teaching), 9 elective courses; 10 half days in a school.
YEAR III:	Semester 5: major curriculum course, minor curriculum course, 3 electives Semester 6 (pre-internship): ED 350, EPS 350, EPSY 350, 2 major instruction courses; 3 weeks in a school.
YEAR IV:	Semester 7: EFLD 400 (Internship) Semester 8: EADM 310, EFDN, 2 electives, and one other education course.

Requirements common to all students are:

1. ENGL 100; EPS 100, 200, and 350; ED 350; EPSY 350; EFDN elective; EADM 310; EFLD 400 (internship); major curriculum course; minor curriculum course; and 2 major instruction courses.
2. EFLD 400 (internship) is taken in the 7th semester.
3. EFDN and EADM 310.
4. Major (Education and other faculty courses) requirements are set out below.
5. Minor 21 credit hours including a curriculum course (specific requirements identified below). Students must successfully complete at least 12 credit hours in their minor teaching area (including the E minor 300) before they proceed to Internship.
6. Completion of a minimum of 120 credit hours. (Minimum 48 credit hours in education courses).
7. Students must have an advisor from their major area. This person should be identified prior to, or during, the first semester through the Student Program Centre Office. Programs must be planned in consultation with, and be approved by, the advisor or the Student Program Centre.
8. Students are required to meet established standards to proceed to each of the second, third, fourth and fifth (Combined Degrees) years of the program. These standards include appropriate professional development. A student must also have a minimum major average of 70% to proceed to internship. Student records will be reviewed for admission to EPS 200, EPS 350, and internship. For further information contact the Student Program Centre.
9. A school placement experience each year of the program.
10. Participation in an off-campus residential experience (OCRE) in the 6th semester (with the exception of the Secondary Social Studies Education Program).
11. Participation in a professional development seminar during the internship if at all possible.
12. During EFLD 400 (internship) students are not recommended to take additional courses or engage in employment. The internship demands a total commitment.
13. A student who does not successfully complete internship must have permission of the Director of Professional Development and Field Experiences and of the [Student Program Centre](#) (in consultation with others, as appropriate) before continuing in the program. A grade of "incomplete" for internship will normally mean that an additional semester of internship will be required. A grade of "fail" will normally mean that the student will be required to discontinue under faculty regulations. The latter ruling is subject to appeal and review. Please refer to [§12.7.3](#).

APPENDIX III

Attachment 5

7. Deletion of the BEd (General) Degree Program (§12.12)

MOTION #9

To DELETE the BEd (General) Degree Program (§12.12) as listed below effective Fall 2008.

Rationale: The BEd (General) Degree Program in Secondary Teacher Education is not used presently, has not been used for many years, and has outlived its original purpose, to accommodate in-service teachers who required but did not hold a degree in Education. The removal of this degree from the Faculty of Education offerings will reflect current practice and eliminate any possible confusion for students who read the degree description in the calendar.

~~12.12 BED (GENERAL) DEGREE PROGRAM~~

~~The BEd (General) is designed to provide degree qualification for certified elementary school teachers who wish to transfer to a high school teaching position. Programs are offered in art, biology, business education, chemistry, English, French, history, mathematics, music, physical education, physics, and social sciences; they are planned in consultation with an assigned advisor with specialization in the student's chosen major. Students who are in doubt as to whom they should choose as their advisor should consult the Student Program Centre.~~

~~Successful completion of this program results in the student obtaining a BEd degree and meeting the requirements of the Professional A Certificate of Saskatchewan Learning.~~

~~All programs require a total of 120 credit hours including the professional year. The credits for the professional year will be included in the calculation of the PGPA if that year was taken after July 1, 1966.~~

~~12.12.1 PROFESSIONAL COURSE REQUIREMENTS~~

~~In addition to the education course requirements completed in the professional year, students complete a further 18 credit hours in education with a senior course in each of: curriculum content in the chosen major, theory of instruction in the chosen major, educational psychology, educational administration, and educational foundations.~~

~~12.12.2 ACADEMIC COURSE REQUIREMENTS~~

~~Students electing to take the BEd (General) program of the Faculty of Education are required to select a teaching major.~~

~~For further information contact the [Student Program Centre](#).~~

APPENDIX III

Attachment 6

8. Revisions to the Secondary Arts Education Minor (EAES) (§12.11.3.1)

MOTION #10

That the Secondary Arts Education Minor (EAES)(§12.11.3.1) be REVISED as follows, be approved.

12.11.3 SECONDARY MINORS**12.11.3.1 Arts Education Minor (EAES)**

NOTE: This minor is restricted to BMusEd students only.

1. EAES 201
- ~~2. & 3.~~ Two of: EDAN 101, EDRA 101, EVIS 101
4. One of: EDAN 202, EDRA 202, EVIS 202
5. PHIL 278
6. Fine Arts course (students select one Arts Education strand from Visual Art, Dance or Drama)
7. One senior curriculum course from: Drama: EDRA 203; Dance: EDAN 301; Visual Art: EVIS 326
- ~~8. Approved elective (may be in Arts Education)~~

Rationale: Correction to the minor which requires only seven courses not eight.

APPENDIX III

Attachment 7

9. Revisions to «Les Programmes de Baccalauréat en Education (Bac)» (§12.15)

MOTION #11

That, the necessary changes be made in Bac Program section of the University calendar 2008-2009 to reflected all the changes resulting in the Program Renewal Process in the Bac Program, be approved.

Rationale: These changes are in line with similar changes made at the Faculty level and take into consideration the specific mission of the Bac Program.

12.15 LES PROGRAMMES DE BACCALAURÉAT EN ÉDUCTION (BAC)

12.15.1 ENGLISH SUMMARY

Elementary and secondary 4-year programs prepare prospective teachers for francophone and French immersion schools. Students will receive most of their instruction in French. Students from Saskatchewan or from an anglophone province will be required to complete their second year at Laval University in Québec City. Graduates of Core French programs (the regular French offerings within English language schools) will have access to a ~~French Immersion Certificate program~~ Certificate in French as a Second Language through the Institut français at the University of Regina to assist them in developing the required French language skills to enter the program. For a description of certificate programs, please refer to §25 of this calendar. Graduates of francophone schools and French immersion programs should have the French language skills required for admission into the first year of the program should they meet the University of Regina general entrance requirements.

Elementary and Secondary After Degree (BEAD) programs are also available.

French is the first major area of study for all Baccalauréat programs. The Secondary program requires a minor in one of the following areas: mathematics, social sciences, fine arts, physical education, religious studies, English, or general sciences.

For further information, please contact:

Baccalauréat en éducation
Room 211, Language Institute Building
Univeristy of Regina
Regina, SK S4S 0A2
Telephone: 306-585-4507
Fax: 306-585-4949
Email: le.bac@uregina.ca

12.15.2 SOMMAIRE EN FRANÇAIS

Les programmes élémentaire et secondaire de quatre ans visent les étudiant(e)s qui se destinent à l'enseignement dans les écoles francophones et d'immersion. Presque tous les cours seront donnés en français. Les étudiant(e)s de la Saskatchewan et des provinces anglophones auront à compléter leur deuxième année à l'Université Laval à Québec. Les diplômés du français de base (le programme régulier de français offert dans les écoles anglaises) ont accès à un Certificat ~~de~~ en français langue seconde de l'Institut français, pour les aider à développer les compétences en français requises pour ~~entrer~~ être admis.e dans le programme. Nous vous prions de consulter la description des programmes du Certificat à la §25.

Les diplômés des écoles francophones et d'immersion devraient avoir les compétences langagières pour être admis en première année du programme, pourvu qu'ils répondent aux exigences générales d'admission de l'Université.

Un Baccalauréat en éducation élémentaire française après diplôme (BEAD) ainsi qu'un BEAD au niveau secondaire sont également offerts.

Le français est la première concentration dans tous les Baccalauréats en éducation. Le Baccalauréat secondaire exige une deuxième concentration dans une autre matière telle les mathématiques, les sciences sociales, les beaux-arts, l'éducation physique, les études religieuses, l'anglais ou les sciences générales.

Pour de plus amples informations, ~~contacter~~ communiquer avec le bureau du Baccalauréat en éducation, LI 211, au 585-4507.

12.15.3 CRITÈRES D'ADMISSIBILITÉ ET DE CONTINUATION

12.15.3.1 Bac en Éducation (Élémentaire et Secondaire)

Pour être admis en 1^e année du Bac, il faut:

1. répondre aux critères d'admission de l'Université
2. ~~être au moins au niveau du cours Français 214 avoir réussi le cours Français fransaskois A30 ou immersion 30 ou passer le test de placement du Département de français et obtenir le niveau FR 201 ou plus.~~
3. avoir ~~une moyenne en 12^e année de 70 %~~ maintenu une moyenne d'au moins 70% en 12^e année
4. recevoir une évaluation positive de l'équipe du Bac

Pour passer du «Programme ~~de~~ du Certificat» à la 1^e année du Bac:

1. être détenteur du Certificat en français langue seconde
2. avoir maintenu une moyenne d'au moins 65 % aux cours du Certificat
3. recevoir une évaluation positive de l'équipe du Bac

Pour passer de la 1^e année à la 2^e année du Bac (à l'Université Laval), il faut:

1. maintenir une moyenne d'au moins 65 % en 1^e année du Bac
2. atteindre le niveau requis au test de placement en français de Laval
3. réussir les ~~cours~~ cours EPS-100 ECSF 100 et ECSF 110
4. recevoir une évaluation positive de l'équipe du Bac

APPENDIX III

Pour passer de la 2e année à la 3e année

1. maintenir une moyenne d'au moins 65 % en 2e année du Bac
2. réussir les cours ~~ENP 22184 ou ENS 19650 (stage)~~ CSO 14147 et CSO 14701 à Laval
3. ~~programme secondaire: maintenir une moyenne d'au moins 70 % dans la première concentration (les cours de français et de didactique du français)~~

Pour passer de la 3e année à l'internat (début de la 4e année)

1. maintenir une moyenne d'au moins 65 % en 3e année du Bac
2. réussir les cours ~~EPS 215/225 ou 200/350~~ EPSF 315/325 ou 300/350 (incluant le pré-internat)
3. recevoir une évaluation positive de l'équipe du Bac
4. avoir atteint le niveau requis en français oral et écrit

Pour obtenir un diplôme (Bac en éducation), il faut:

1. avoir maintenu une moyenne d'au moins 65 %
2. programme secondaire: avoir obtenu au moins 30 unités-crédits dans la première concentration ~~tout en maintenant une moyenne d'au moins 70 % (cours de français et didactique du français)~~ et, avoir obtenu 21 unités-crédits dans sa deuxième concentration
3. accumuler 130 120 unités-crédits (incluant EFLD 400 ou 405)

12.15.3.2 Bac en Éducation après Diplôme (BEAD) Élémentaire et Secondaire

Pour être admis en 1e année du Bac après Diplôme (BEAD), il faut:

1. avoir maintenu une moyenne d'au moins 65 % dans le premier diplôme
2. avoir ~~suivi les cours suivants ou bien leur équivalence~~ réussi le cours ECSF 100 ou ECSF 110:
 - ~~programme élémentaire: EPS 100, KHS 139, et MATH 101~~
 - ~~programme secondaire: EPS 100~~
3. avoir les concentrations suivantes dans le premier diplôme:
Élémentaire: 21 unités-crédits de cours de français à partir du niveau Français 244 201 et 18 unités-crédits dans au moins trois autres des matières enseignées au niveau élémentaire ~~(y inclus KHS 139 et MATH 101).~~
Secondaire: 30 unités au moins 24 crédits (à partir de FR 244 201) dans la première concentration (français) et 48 unités au moins 15 crédits dans une des concentrations suivantes : anglais, sciences humaines, mathématiques, sciences générales, éducation physique, études religieuses, ou beaux-arts (d'autres concentrations sont possibles).

Pour passer de la 1e année à la 2e année du Bac après Diplôme (BEAD), il faut:

1. avoir maintenu une moyenne d'au moins 65 % dans la 1e année
2. réussir les cours ~~EPS 215/225 ou 200/350~~ EPSF 315/325 ou 300/350 (incluant le pré-internat)
3. recevoir une évaluation positive de l'équipe du Bac
4. avoir atteint le niveau requis en français oral et écrit

Pour obtenir un diplôme (Bac en éducation après diplôme ~~ou~~ (BEAD), il faut:

1. avoir maintenu une moyenne d'au moins 65 %
2. ~~programme secondaire: avoir maintenu une moyenne de 70 % dans la première concentration (cours de français et didactique du français)~~
3. avoir obtenu 60 unités-crédits au Bac-BEAD et 150 unités-crédits avec la combinaison des deux baccalauréats

Critères approuvés le ~~8-3~~ octobre ~~2003~~ 2007 par l'équipe du Bac.

12.15.4 LE BACCALAURÉAT EN ÉDUCATION ÉLÉMENTAIRE (120 crédits)

~~Le programme de huit semestres du Baccalauréat en éducation élémentaire (130 unités).~~

Les étudiantes et étudiants qui commencent leur BEd en 2008-2009 adoptent la nouvelle grille du BEd et devront compléter un total de 120 crédits pour obtenir leur diplôme. Ceux et celles qui ont commencé leur BEd en 2007-2008 doivent compléter les 34 crédits correspondant à la première année de l'ancien BEd à 130 crédits et compléter les 90 crédits correspondant aux trois dernières années de la nouvelle grille pour un total de 124 crédits. Ceux et celles qui ont commencé leur BEd avant 2007-2008 devront compléter un total de 130 crédits pour obtenir leur diplôme.

Les mêmes exigences s'appliquent aux étudiantes et étudiants qui optent pour le BA/BEd. Ceux et celles qui commencent leurs études en 2008-2009 devront compléter 150 crédits pour obtenir leurs diplômes alors que ceux et celles qui ont commencé en 2007-2008 devront compléter 154 crédits. Par contre ceux et celles qui ont commencé leurs études avant 2007-2008 devront compléter un total de 160 crédits.

Les étudiantes et étudiants désirant obtenir un BEd de quatre ans choisiront l'Option A alors que ceux et celles désirant obtenir un BA (français) et un BEd de cinq ans choisiront plutôt l'Option B.

Students starting their BEd in 2008-2009 will adopt the new BEd program template and will have to complete a total of 120 credit hours to obtain their degree. Those who started their BEd in 2007-2008 will have to complete the 34 credit hours corresponding to the first two semesters of the previous 130 credit program template and then complete another 90 credit hours corresponding to the last three years of the new 120 credit program template. Those who started their BEd before 2007-2008 will have to complete a total of 130 credit hours to obtain their degree.

The same conditions will apply to students who decide to complete a BA/BEd. Students starting their BA/BEd in 2008-2009 will have to complete a total of 150 credit hours to obtain their degrees whereas those who started their BA/BEd in 2007-2008 will have to complete a total of 154 credit hours. Those who started their BA/BEd before 2007-2008 will have to complete a total of 160 credit hours.

Ce programme comprend quatre parties:

1. ~~Éducation académique~~
2. ~~Activités pour le développement culturel et linguistique~~
3. ~~Activités pour l'éducation professionnelle et le développement professionnel~~
4. ~~Quatre cours facultatifs de 3 unités chacun dont deux au niveau supérieur.~~

APPENDIX III

12.15.4.1 Éducation académique (42 unités)

Unités	Cours Requis	Liste des cours complétés
3-0	ENGL 100	-
3-0	MATH 101	-
21-0	Sept cours au département de français à partir du FR 214	-
3-0	Un cours d'introduction en sciences humaines ou sociales: histoire, géographie, sociologie, etc. selon les cours offerts en français	-
3-0	Un cours d'introduction en éducation physique KHS 139	-
3-0	Un cours d'introduction en sciences: astronomie, biologie, physique, chimie, géologie	-
3-0	Un cours d'introduction en beaux-arts: art dramatique, cinéma, musique, arts visuels, histoire de l'art	-
3-0	Un cours de: logique, philosophie, humanités, études religieuses	-

12.15.4.2 Activités pour le développement culturel et linguistique (11 unités)

Les étudiants qui ont l'intention d'enseigner dans les programmes d'immersion française ou dans les écoles francophones doivent pouvoir très bien s'exprimer dans la langue et savoir apprécier et vivre la culture française. Tous les étudiants doivent participer aux activités. Les cours DLC 250 et DLC 251 de deux crédits chacun seront suivis en première année à Regina, les cours CSO 14147, CSO 14701 et DID 22586 seront suivis à l'Université Laval.

12.15.4.3 Activités pour l'éducation professionnelle (63 unités)

Unités	Cours Requis	Liste des cours complétés
3-0	DART 215	-
0-0	DEJE 215 séminaire	-
0-0	DEJE 225 séminaire	-
3-0	DEJE 325	-
3-0	DEPH 215	-
3-0	DESO 215	-
3-0	DLEC 215	-
3-0	DLNG 325	-
3-0	DLNG 400 ou DFRN 335	-
3-0	DMTH 215	-
3-0	DSCI 215	-
3-0	EFDN 3__	-
0-0	EFLD 050 (OCRE)	-
15-0	EFLD 405	-
3-0	EPS 100	-
3-0	EPS 215	-
3-0	EPS 225	-
3-0	EPSY 205	-
3-0	EPSY 225	-
3-0	EPSY 322	-

12.15.4.4 Quatre cours au choix dont deux au niveau supérieur (12 unités)

Veuillez noter que les deux plans options de programmes encadrés ci-dessous pour le programme du Baccalauréat en éducation élémentaire sont identiques jusqu'au 4^e trimestre. Les étudiants et étudiantes désirant suivre un programme de cinq ans et obtenir deux baccalauréats (BEd et BA français) devront suivre ce plan pour les quatre premiers trimestres. Lors de l'inscription au 5^e trimestre, les étudiantes devront choisir soit l'option A (BEd) soit l'option B (BEd et BA français).

Please note that the two program plans options outlined below for the Baccalauréat en Éducation Élémentaire Programme are identical through Semester 4. Students who wish to consider a five-year program and working toward two degrees (BEd and BA, French) should follow this plan for the first four semesters. When registering for Semester 5, students will be required to choose either Option A or Option

APPENDIX III

B-

Students who wish to obtain a four-year BEd will follow Option A. Those who wish to obtain the five-year BA (French) / BEd will choose Option B.

OPTION A: BACCALAURÉAT EN ÉDUCATION ÉLÉMENTAIRE (BEd) (120 crédits)	
Semestre 1 (Automne) DLC 250 (2)-DELF 150 (FR) (3) EPS 100 ECSF 100 (3) ENGL 100 (3) FR 244 201 / 202 / 203 (3) FR 210 (3) KHS 139 (FR) (3)	Semestre 2 (Hiver) DLC 254 (2)-DELF 151 (FR) (3) ECSF 110 (3) FR 226 219 / 226 /230 (3) FR 230 (3) MATH 101 (FR) (3) sciences humaines (3) sciences naturelles (3)
Semestre 3 – Laval* cours au choix (3) CSO 14147 (DLC 252 ECSF 247) (3) ADS 18797 (EFDN 307) (3) FLS 10902 (FR 220) ou FLS 10736 (FR 221) FLS/FR 200/300 level (3) FLS 22721 (FR 234) FLS/FR 200/300 level (3) humanités (3)	Semestre 4 – Laval* beaux-arts (3) CSO 14701 (DLC 253 ECSF 274) (3) DID 22586 (1) ENP 22184 (2) FLS 16148 (FR 200 level) ou FLS 22722 (FR 300 level) FLS / FR 200/300 level (3) cours au choix niveau supérieur (3) cours au choix niveau supérieur (3) sciences sociales (3)
Semestre 5 DART 245 315 (3) DEJE 215 (séminaire)(0) DSCI 245 DESO 315 (3) DLEC 245 DLNG 315 (3) EPSY 205 ECSF 317 (3) EFLD 050 (OCRE) EDAC 050 (0) EPS 245 EPSF 315 (3)	Semestre 6 DEJE 225 (séminaire)(0) DEPH 245 315 (3) DMTH 245 315 (3) DLNG 325 (3)-DMXE 315 (3) DESO 245 DSCI 315 (3) EPS 225 EPSF 325 (3)
Semestre 7 EFLD 405 (internat) (15)	Semestre 8 DLNG 400 ou DFRN 335 DFMM 400 ou DFMM 435 (3) DEJE 325 DLNG 425 (3) EFDN 3 — EADM 310 (3) EPSY 322 418 (3) EPSY 225 425 (3)
<p>* NOTE: Les cours de français suggérés ici ne sont que des possibilités parmi d'autres. Il est également possible de suivre certains des cours donnés plus bas. French courses listed for Laval semester 3 and 4 are only suggestions. Other possibilities are listed below. suivants sont suggérés lors de l'année à l'Université Laval. The following French courses are suggested while at Laval University: FLS 13619, FLS 13620, FLS 13621, FLS 10902, FLS 10736, FLS 22720, FLS 22721, FLS 22722, FLS 16147, FLS 16148, FLS 13631, LIT 19537, LIT 20376, LNG 20665.</p>	

OPTION B (5 ANS): BACCALAURÉAT EN ÉDUCATION ÉLÉMENTAIRE ET BA (FRANÇAIS) (150 crédits)	
Semestre 1 (Automne) DLC 250 (2)-DELF 150 (FR 200L BA) (3) EPS 100 ECSF 100 (3) ENGL 100 (3) FR 244 201 (3) FR 210 (3) KHS 139 (FR) (3)	Semestre 2 (Hiver) DLC 254 (2)-DELF 151 (FR 200L BA) (3) ECSF 110 (3) FR 226 202 (3) FR 230 (3) MATH 101 (FR) (3) sciences humaines (3) sciences naturelles (3)
Semestre 3 – Laval* ADS 18797 (EFDN 307) (3) CSO 14147 (DLC 252 ECSF 247) (3) FLS 10902 (FR 220) ou FLS 10736 (FR 221) FR 203 (3) FLS 22721 (FR 234) FR 230 (3) humanités (3) cours au choix (3) sciences sociales (3)	Semestre 4 – Laval* beaux-arts (3) CSO 14701 (DLC 253 ECSF 274) (3) DID 22586 (1) ENP 22184 (2) FLS 13621 (FR 200 level) FR 245 (3) FLS 22722 (FR 300 level) FR 200 level (3) cours au choix niveau supérieur (3)

APPENDIX III

Semestre 5 cours au choix (3) cours au choix (A / S / FA) (3) ENGL 110 (3) FR 270 <u>226</u> (3) FR 300 (3)	Semestre 6 cours au choix (3) EADM 310 <u>cours au choix (A / S / FA)</u> (3) FR 200 <u>300/400</u> level (3) FR 280 <u>300/400</u> level (3) FR 300/400-level (3)
Semestre 7 DART 245 <u>315</u> (3) DEJE 245 (séminaire) (0) DSCI-245 <u>DESO 315</u> (3) DLEC 245 <u>DLNG 315</u> (3) EPSY 205 <u>ECSF 317</u> (3) EFLD 050 (OCRE) <u>EDAC 050</u> (0) EPS 245 <u>EPSF 315</u> (3)	Semestre 8 DEJE 225 (séminaire) (0) DEPH 245 <u>315</u> (3) DMTH 245 <u>315</u> (3) DLNG 325 <u>DMXE 315</u> (3) DESO 245 <u>DSCI 315</u> (3) EPS 225 <u>EPSF 325</u> (3)
Semestre 9 EFLD 405 (internat) (15)	Semestre 10 DLNG 400 ou DFRN 335 <u>DFMM 400 ou DFMM 435</u> (3) DEJE 325 <u>DLNG 425</u> (3) FR 300/400 <u>level EADM 310</u> (3) EPSY 322 <u>418</u> (3) EPSY 225 <u>425</u> (3)
<p>* NOTE: Les cours de français suggérés ici ne sont que des possibilités parmi d'autres. Il est également possible de suivre certains des cours donnés plus bas. French courses listed here are only suggestions. Other possibilities are listed below. suivants sont suggérés lors de l'année à l'Université Laval. The following French courses are suggested while at Laval University: FLS 13619 (FR 200L), FLS 13620 (FR 300L), FLS 13621 (FR 200L), FLS 10902, FLS 10736, FLS 22720 (FR 230), FLS 22721, FLS 22722, FLS 16147 (FR 240), FLS 16148 (FR 200L), LIT 19537 (FR 270).</p>	

12.15.5 LE BACCALAURÉAT EN ÉDUCATION ÉLÉMENTAIRE APRÈS DIPLÔME (BEAD)

Ce programme comprend deux années de formation pour un total de 60 unités crédits. Tous les cours seront donnés sont offerts en français.

Pour être admis, l'étudiant(e) doit avoir complété les cours d'~~EPS 100, MATH 101, et KHS 139~~ ECSF 100 ou ECSF 110, une concentration en français (21 unités crédits) et 18 unités crédits dans des au moins trois autres matières enseignées au niveau élémentaire (~~y inclus KHS 139 et MATH 101~~). L'étudiant(e) doit avoir les compétences en français oral et écrit pour répondre aux exigences de l'enseignement dans les écoles fransaskoises et d'immersion.

Les étudiant(e)s devraient prendre contact communiquer avec la direction du programme au bureau LI 211 de l'Édifice de l'Éducation, Université de Regina, S4S OA2, TEL: (306) 585-4507 pour connaître les pré-requis, les exigences et préciser leurs choix.

Le profil des deux ans du BEAD est:

Semestre 1 (Automne) DART 245 <u>315</u> (3) DEJE 245 (séminaire) (0) DSCI-245 <u>DESO 315</u> (3) DLEC 245 <u>DLNG 315</u> (3) EPSY 205 <u>ECSF 317</u> (3) EFLD 050 (OCRE) <u>EDAC 050</u> (0) EPS 245 <u>EPSF 315</u> (3)	Semestre 2 (Hiver) DEJE 225 (séminaire) (0) DEPH 245 <u>315</u> (3) DMTH 245 <u>315</u> (3) DLNG 325 <u>DMXE 315</u> (3) DESO 245 <u>DSCI 315</u> (3) EPS 225 <u>EPSF 325</u> (3)
Semestre 3 EFLD 405 (internat) (15)	Semestre 4 DLNG 400 ou DFRN 335 <u>DFMM 400 ou DFMM 435</u> (3) DEJE 325 <u>(3) DLNG 425</u> (3) EFDN 3 <u>(3) EADM 310</u> (3) EPSY 322 <u>418</u> (3) EPSY 225 <u>425</u> (3)

12.15.6 LE BACCALAURÉAT EN ÉDUCATION SECONDAIRE (130 unités-120 crédits)

Les étudiantes et étudiants qui commencent leur BEd en 2008-2009 adoptent la nouvelle grille du BEd et devront compléter un total de 120 crédits pour obtenir leur diplôme. Ceux et celles qui ont commencé leur BEd en 2007-2008 doivent compléter les 34 crédits correspondant à la première année de l'ancien BEd à 130 crédits et compléter les 90 crédits correspondant aux trois dernières années de la nouvelle grille pour un total de 124 crédits. Ceux et celles qui ont commencé leur BEd avant 2007-2008 devront compléter un total de 130 crédits pour obtenir leur diplôme.

Les mêmes exigences s'appliquent aux étudiantes et étudiants qui optent pour le BA/BEd. Ceux et celles qui commencent leurs études en 2008-2009 devront compléter 150 crédits pour obtenir leurs diplômes alors que ceux et celles qui ont commencé en 2007-2008 devront compléter 154 crédits. Par contre ceux et celles qui ont commencé leurs études avant 2007-2008 devront compléter un total de 160 crédits.

Les étudiantes et étudiants désirant obtenir un BEd de quatre ans choisiront l'Option A alors que ceux et celles désirant obtenir un BA (français) et un BEd de cinq ans choisiront plutôt l'Option B.

APPENDIX III

Students starting their BEd in 2008-2009 will adopt the new BEd program template and will have to complete a total of 120 credit hours to obtain their degree. Those who started their BEd in 2007-2008 will have to complete the 34 credit hours corresponding to the first two semesters of the previous 130 credit program template and then complete another 90 credit hours corresponding to the last three years of the new 120 credit program template. Those who started their BEd before 2007-2008 will have to complete a total of 130 credit hours to obtain their degree.

The same conditions will apply to students who decide to complete a BA/BEd. Students starting their BA/BEd in 2008-2009 will have to complete a total of 150 credit hours to obtain their degrees whereas those who started their BA/BEd in 2007-2008 will have to complete a total of 154 credit hours. Those who started their BA/BEd before 2007-2008 will have to complete a total of 160 credit hours.

Students who wish to obtain a four-year BEd will follow Option A. Those who wish to obtain the five-year BA (French) / BEd will choose Option B.

Ce programme comprend quatre parties pour:

1. ~~Éducation académique~~
2. ~~Activités de développement culturel et linguistique~~
3. ~~Activités d'éducation professionnelle~~
4. ~~Quatre cours au choix.~~

12.15.6.1 Éducation académique (51 unités)

Unités	Cours Requis	Liste des cours complétés
3.0	ENGL 100	-
30.0	10 cours de français à partir de FR 214	-
18.0	6 cours académiques dans une deuxième concentration	-

12.15.6.2 Activités de développement culturel et linguistique (11 unités)

Ces activités visent à apporter une dimension pratique de la langue et à approfondir et à apprécier la culture française. Les cours à suivre seront: DLC 250 et DLC 251 à Regina et CSO 14147, CSO 14701 et DID 22586 à Laval.

12.15.6.3 Activités d'éducation professionnelle (57 unités)

La liste des cours en éducation:

Unités	Cours Requis	Liste des cours complétés
3.0	DFRN 351 ou DFRN 335	-
3.0	DLEC 332	-
3.0	DLNG 300	-
3.0	DLNG 351	-
3.0	E(mineure)	-
3.0	EADM 310	-
3.0	ED 350	-
3.0	EFDN 3__	-
0.0	EFLD 050 (OCRE)	-
15.0	EFLD 400 (internat)	-
3.0	EPS 100	-
3.0	EPS 200	-
3.0	EPS 350	-
3.0	EPSY 225	-
3.0	EPSY 322	-
3.0	EPSY 350	-

12.15.6.4 Trois cours au choix (9 unités)

Veuillez noter que les deux plans options de programmes encadrées ci-dessous pour le programme du Baccalauréat en éducation secondaire sont identiques jusqu'au 4^e trimestre. Les étudiants et étudiantes désirant suivre un programme de cinq ans et obtenir deux baccalauréats (BEd et BA français) devront suivre ce plan pour les quatre premiers trimestres. Lors de l'inscription au 5^e trimestre, les étudiantes devront choisir soit l'option A (BEd) soit l'option B (BEd et BA français).

Please note that the two program plans options outlined below for the Baccalauréat en Éducation Secondaire Programme are identical through Semester 4. Students who wish to consider a five-year program and working toward two degrees (BEd and BA, French) should follow this plan for the first four semesters. When registering for Semester 5, students will be required to choose either Option A or Option

APPENDIX III

B-

OPTION A: BACCALAURÉAT EN ÉDUCTION SECONDAIRE, (BEd) (120 crédits)	
Semestre 1 (Automne) DLC 250 (2)- <u>DELFL 150 (FR) (3)</u> EPS 100 <u>ECSF 100</u> (3) ENGL 100 (3) FR 244 <u>201 / 202 / 203</u> (3) FR 249 (3) mineure (3)	Semestre 2 (Hiver) DLC 251 (2)- <u>DELFL 151 (FR) (3)</u> FR 220 (3)- <u>ECSF 110</u> (3) FR 226 <u>219 / 226 /230</u> (3) FR 230 <u>245</u> (3) mineure (3) sciences sociales (3)
Semestre 3 – Laval* CSO 14147 (DLC 252 <u>ECSF 247</u>) (3) FLS 10736 (FR 224) <u>FLS/FR 200 level</u> (3) FLS 13620 (FR 300 level) <u>FLS/FR 200/300 level</u> (3) FLS 22721 (FR 234) <u>FLS/FR 200/300 level</u> (3) mineure (3) mineure (3)	Semestre 4 – Laval* CSO 14701 (DLC 253 <u>ECSF 274</u>) (3) DID 22586 (1) ENS 19929 (2) FLS 21394 (FR 200 level) <u>FLS/FR 200/300 level</u> (3) FLS 22722 (FR 300 level) <u>FLS/FR 200/300 level</u> (3) mineure (3) mineure (3)
Semestre 5 DLNG 300 (3) EPSY 350 <u>ECSF 317</u> (3) EFLD 050 (OCRE) <u>EDAC 050</u> (0) E(mineure) 300 (3) EPS 200 <u>EPSF 300</u> (3) cours au choix mineure (3)	Semestre 6 DLEC 332 <u>DFMM 350</u> (3) DFRN 351 <u>ou DFRN 335</u> ou cours au choix (3) DLNG 351 (3) ED 350 <u>E</u> (mineure) (3) EPS 350 <u>EPSF 350</u> (3)
Semestre 7 EFLD 400 (internat) (15)	Semestre 8 EFDN 3 <u>DFMM 400</u> ou <u>DFMM 435</u> (3) EADM 310 (3) EPSY 322 <u>418</u> (3) EPSY 225 <u>425</u> (3) Cours au choix mineure (3)
<p>* NOTE: Les cours de français suggérés ici ne sont que des possibilités parmi d'autres. Il est également possible de suivre certains des cours donnés plus bas. French courses listed are suggestions only. Other possibilities are listed here; suivants sont suggérés lors de l'année à l'Université Laval. The following French courses are suggested while at Laval University: FLS 13619, FLS 13620, FLS 13621, FLS 10902, FLS 10736, FLS 22720, FLS 22721, FLS 22722, FLS 16147, FLS 16148, LIT 19537, LIT 19739, LIT 20376, LIT 20377.</p>	
OPTION B (5 ANS): BACCALAURÉAT EN ÉDUCTION SECONDAIRE ET BA (FRANÇAIS) (150 crédits)	
Semestre 1 (Automne) DLC 250 (2)- <u>DELFL 150 (FR 200L BA) (3)</u> EPS 100 <u>ECSF 100</u> (3) ENGL 100 (3) FR 244 <u>201</u> (3) FR 249 (3) mineure (3)	Semestre 2 (Hiver) DLC 251 (2)- <u>DELFL 151 (FR 200L BA) (3)</u> FR 220 (3)- <u>ECSF 110</u> (3) FR 226 <u>202</u> (3) FR 230 <u>200 level</u> (3) mineure (3) sciences sociales (3)
Semestre 3 – Laval* CSO 14147 (DLC 252 <u>ECSF 247</u>) (3) FLS 10736 (FR 224) <u>FR 203</u> (3) FLS 13620 (FR 300 level) <u>FR 230</u> (3) FLS 22721 (FR 234) <u>FR 245</u> (3) mineure (3) mineure (3)	Semestre 4 – Laval* CSO 14701 (DLC 253 <u>ECSF 274</u>) (3) DID 22586 (1) ENS 19929 (2) FLS 21394 (FR 200 level) <u>FR 200 level</u> (3) FLS 22722 (FR 300 level) <u>FR 300 level</u> (3) mineure (3) mineure (3)
Semestre 5 FR 270 <u>226</u> (3) FR 300 (3) humanités (3) sciences naturelles (3) Beaux-arts (FR) <u>sciences sociales</u> (3)	Semestre 6 Cours au choix <u>beaux-arts</u> (3) ENGL 110 (3) FR 280 <u>300/400 level</u> (3) FR 300/400-level (3) MATH 101 (FR) (3)

APPENDIX III

Semestre 7 DLNG 300 (3) EPSY 350 ECSF 317 (3) EFLD 050 (OCRE) EDAC 050 (0) E(mineure) 300 (3) EPS 200 EPSF 300(3) cours au choix mineure (3)	Semestre 8 DLEC 332 DFMM 350 (3) DFRN 351 ou DFRN 335 ou cours au choix (3) DLNG 351 (3) ED 350 E (mineure) (3) EPS 350 EPSF 350 (3)
Semestre 9 EFLD 400 (internat) (15)	Semestre 10 EFDN 3 DFMM 400 ou DFMM 435 (3) EADM 310 (3) EPSY 322 418 (3) EPSY 225 425 (3) Cours au choix mineure (3)

* NOTE: Les cours de français suggérés ici ne sont que des possibilités parmi d'autres. Il est également possible de suivre certains des cours donnés plus bas. French courses listed here are only suggestions. Other possibilities are listed below, suivants sont suggérés lors de l'année à l'Université Laval. The following French courses are suggested while at Laval University: FLS 13619 (FR-200L), FLS 13620 (FR-300L), FLS 13621 (FR-200L), FLS 10902, FLS 10736, FLS 22720 (FR-230), FLS 22721, FLS 22722, FLS 16147 (FR-240), FLS 16148 (FR-200L), LIT 19537 (FR-270).

12.15.7 LE BACCALAURÉAT EN ÉDUCATION SECONDAIRE APRÈS DIPLÔME (BEAD)

Ce programme comprend deux années de formation pour un total de 60 unités crédits. Dans la mesure du possible, les cours seront donnés sont offerts en français.

Pour être admis, l'étudiant(e) doit avoir complété le cours d'~~EPS 100~~ ECSF 100 ou ECSF 110, une concentration en français (ordinairement 30 unités au moins 24 crédits) et doit démontrer les compétences orales et écrites en français pour répondre aux exigences de l'enseignement dans les écoles secondaires fransaskoises et d'immersion. Aussi, il/elle devrait avoir une deuxième concentration d'au moins 15 heures dans une des matières suivantes: sciences sociales, sciences générales, mathématiques, éducation physique, beaux-arts, études religieuses, ou anglais. Veuillez consulter le tableau des cours de la deuxième concentration ci-dessous. D'autres concentrations mineures sont également possibles.

Les étudiant(e)s devraient prendre contact communiquer avec la direction au bureau du Bac, LI 211, Université de Regina, S4S OA2, TEL: (306) 585-4507 pour connaître les pré-requis, les exigences et préciser leurs choix.

Le profil des deux ans du BEAD est:

BACCALAURÉAT EN ÉDUCATION SECONDAIRE APRÈS DIPLÔME (BEAD)	
Semestre 1 (Automne) cours au choix (3) DLNG 300 (cour) (3) EPSY 350 ECSF 317 (3) EFLD 050 (OCRE) EDAC 050 (0) EPS 200 EPSF 300(3) E(mineure) 300 (3)	Semestre 2 (Hiver) DLEC 332 DFMM 350 (3) DFRN 351 ou DFRN 335 ou cours au choix (3) DLNG 351 (3) ED 350 E (mineure) (3) EPS 350 EPSF 350 (3)
Semestre 3 EFLD 400 (internat) (15)	Semestre 4 cours au choix <u>ou mineure</u> (3) EFDN 3 DFMM 400 ou DFMM 435 (3) EADM 310 (3) EPSY 322 418 (3) EPSY 225 425 (3)

BACCALAURÉAT EN ÉDUCATION SECONDAIRE 2e concentration	
ENGLISH EDUCATION ENGL 110 ELNG 300 ELNG 316 ou ELIB 326 ou ERDG 332 ENGL 251 ou 252 ENGL 388 ou ENGL 399 ENGL 301 ou 302 Un de: ENGL 312-315 Préalable: ENGL 100	ÉDUCATION EN MATHÉMATIQUES MATH 108 MATH 110 MATH 127 MATH 131 MATH 221 Un cours approuvé de: MATH 111, 122, 223, STAT 151 ou EMTH 200 EMTH 300
ÉDUCATION EN SCIENCES SOCIALES HUMAINES ESST 300 ESST 360 ou cours approuvé (PSCI, ANTH, SOC, INDG ou ESST 369) GEOG 100 GEOG au niveau 200-210 ou 220 HIST 100 HIST Canada au niveau 200 INDG 100	ÉDUCATION EN SCIENCES GÉNÉRALES BIOL 100 BIOL 101 CHEM 102 CHEM 2 —Un de PHYS 119, CHEM 200 level ou STS 200 level ESCI 300 PHYS 109 ou PHYS 111 PHYS 112 ou PHYS 119 ou STS 200, 220 ou 244 Un de PHYS 119, CHEM 200 level ou STS 200 level

APPENDIX III

ÉDUCATION PHYSIQUE EHE 258 EOE 224 EPE 100 EPE 300 KHS 231 KHS 232 KHS 233	ÉDUCATION RELIGIEUSE EFDN 303 EREL 300 RLST 100 Un cours des suivants: RLST 203, 207, 211, 219, 241, 334 Un cours des suivants: RLST 227, 228, 267 Un cours des suivants: RLST 245, 248, 345, 351 Un cours des suivants: RLST 229, 267, 273, 322, 332, 333, 372 Il est conseillé à ceux et celles qui ont l'intention d'enseigner les études religieuses ou la morale chrétienne dans une commission scolaire catholique de suivre: RLST 227, 228 ou 229 et 334.
ÉDUCATION EN BEAUX-ARTS EAES 201 (ou au choix approuvé) EAES 308 (ou au choix approuvé) 2 cours approuvés au niveau 200 3 cours des suivants: MU 100, THEA 100, Art/Arts visuels 100, ARTH 100, FILM 100, EDAN 101 or 202	

APPENDIX III

ITEMS FOR INFORMATION

The Faculty of Education has approved the following and offers for information:

1. Course Changes

1.1 Revised :

EMTH 450 - revised the course title and course description.
DART 215 - renumbered to **DART 315** and added a prerequisite.
DEPH 215 - renumbered to **DEPH 315** and revised the course title, course description and prerequisite.
DESO 215 - renumbered to **DESO 315** and revised the course title, course description and prerequisite.
DFRN 335 - changed acronym, renumbered to **DFMM 435** and revised the prerequisite.
DLNG 400 - changed acronym, renumbered to **DFMM 400** and revised the prerequisite.
DMTH 215 - renumbered to **DMTH 315** and revised the course title and prerequisite.
DSCI 215 - renumbered to **DSCI 315** and revised the course title, course description and prerequisite.
EFLD 050 (French section only) - changed acronym to **EDAC 050** and revised the course title, course description and prerequisite.
EPS 200, 215, 225, 350 (French sections only) - changed acronyms, renumbered to **EPSF 300, 315, 325, 350**, respectively and revised the prerequisites.
EPSY 225 (French section only) - renumbered to **EPSY 425** and revised the prerequisite.

Rationale for revising EMTH 450: Revision to the wording more accurately reflects current practice.

Rationale for revising DART 215, DEPH 215, DESO 215, DFRN 335, DLNG 400, DMTH 215, DSCI 215, EFLD 050, EPS 200, 215, 225, 350, EPSY 225: Some of these changes are necessary so the core courses acronyms reflect the fact that a given course is delivered in French and to reflect the year (from 1 to 4) during which a given course is generally taken by most students.

EMTH 450 3:3-0

Education Clinic for Post-Internship Seminar in Secondary Mathematics

A post-internship course to reflect on pedagogical issues from internship and the teaching of secondary mathematics. Objectives of mathematics instruction for middle years and secondary schools. Further development consideration of skills in the fundamental aspects of instruction: planning, teaching, and evaluation. Special topics for effective teaching. *** Prerequisite: Internship (EFLD 400) or approved teaching experience; EMTH 351 and MATH 223. *** *
Note: This is a required course for Mathematics Education majors. *

DART 215 315 3:3-0

Didactique des arts à l'élémentaire

Introduction à la didactique de l'éducation artistique au niveau élémentaire. Ce cours vise à intégrer les 5 disciplines (arts visuels, danse, expression dramatique, musique, et littérature) du programme du tronc commun de la Saskatchewan. *** Préalable : Être en troisième année du Bac élémentaire, accepté.e au BEAD élémentaire ou avec la permission du Bac. ***

DEPH 215 315 3:3-0

La didactique de l'éducation physique et de l'hygiène à l'élémentaire

Ce cours vise à familiariser l'étudiant.e aux méthodes, contenu et ressources se rapportant à l'enseignement de l'hygiène et de l'éducation physique au niveau élémentaire. *** Préalable: Accepter au programme du Bac. *** *** Préalable : Être en troisième année du Bac élémentaire, accepté.e au BEAD élémentaire ou avec la permission du Bac. ***

APPENDIX III

DESO 245 315 3:3-0

Analyse des programmes d'enseignement La didactique des sciences humaines à l'élémentaire

Le cours vise à approfondir la nature, les buts et les tendances qui caractérisent l'enseignement des sciences humaines à l'élémentaire. Une analyse des programmes d'étude sera complétée par le développement de la planification d'unité et ~~des l'étude de ressources.~~

~~*** Préalable: Etre dans sa 3e année de programme du Bac élémentaire. ***~~ ~~*** Préalable :~~ Être en troisième année du Bac élémentaire, accepté.e au BEAD élémentaire ou avec permission du Bac. ***

DFRN 335 DFMM 435 3:3-0

La méthodologie de l'enseignement dans une école fransaskoise ou française

Ce cours vise à préparer l'étudiant.e à enseigner dans une école fransakoise. Il étudie la philosophie, les objectifs et les attentes de cette école. ~~***Préalable: Internat ou permission de la direction du Bac. ***~~

~~***~~ Préalable : Avoir complété son internat ou avec la permission du Bac. ***

DLNG 300 3:3-0

Didactique en langue et littérature

Les étudiants se familiariseront avec les techniques d'enseignement de la langue et de la littérature françaises en milieu francophone et immersion. Il y aura des applications pratiques.

~~*** Préalable: Etre admis à l'année du préinternat. ***~~ ~~*** Préalable :~~ Être en troisième année du Bac secondaire, accepté.e au BEAD secondaire ou avec la permission du Bac. ***

DLNG 351 (formerly DLNG 390AA) 3:3-0

Enseignement de l'écriture et de la grammaire au secondaire

Ce cours aborde la théorie et la pratique de l'enseignement de l'écriture et de la grammaire par le biais de l'atelier d'écriture au secondaire tant en situation d'immersion qu'en milieu francophone. Le portfolio d'écriture est étudié en tant que stratégie d'évaluation. ~~***~~

~~Préalable: DLNG 300 ***~~ ~~*** Préalable :~~ Être en troisième année du Bac secondaire, accepté.e au BEAD secondaire ou avec la permission du Bac. ***

DLNG 400 (formerly DLNG 490) DFMM 400 3:3-0

Fondements historiques et approches contemporaines de l'immersion française au Canada

Ce cours vise à préparer l'étudiant.e à enseigner dans une école d'immersion française. Il/elle étudiera les fondements historiques, la philosophie, la méthodologie et les attentes de l'immersion française au Canada. ~~*** Préalable: EFLD 400 or EFLD 405 or approval of instructor. ***~~

~~***~~ Préalable : Avoir complété son internat ou avec la permission du Bac. ***

DMTH 245 315 3:3-0

L'enseignement de la des mathématiques à l'élémentaire

Les nouvelles orientations en mathématiques sont analysées par rapport aux buts et aux principes d'apprentissage de cette discipline. Etude des concepts enseignés au niveau élémentaire et préparation du matériel didactique. ~~*** Préalable: Etre admis à l'année du préinternat élémentaire du Bac. ***~~

~~***~~ Préalable : Être en troisième année du Bac élémentaire, accepté.e au BEAD élémentaire ou avec la permission du Bac. ***

APPENDIX III

DSCI 245 3153:3-3

L'enseignement de la des sciences à l'élémentaire

La philosophie, le but, la structure et l'enseignement de la des sciences au niveau élémentaire. Les caractéristiques des méthodes d'enseignement en sciences, emphase sur les activités. ***
Préalable: Être admis à l'année du préinternat élémentaire du Bac. *** *** Préalable : Être en troisième année du Bac élémentaire ou accepté.e au BEAD élémentaire ou avec la permission du Bac. ***

EFLD-050 (French Section Only) EDAC 050 0:0-0

AERHC Expérience résidentielle hors-campus-Expériences d'apprentissage hors campus

~~Avoir une brève expérience de vivre hors-campus. * Évaluation: Réussite/échoué. Frais d'hébergement: 100,00\$ * Organiser et vivre des expériences d'apprentissage hors campus (ordinairement offert en automne). ***~~ Préalable : Être en troisième année du Bac élémentaire ou accepté.e au BEAD élémentaire ou avec la permission du Bac. *** *Note: Évaluation: réussite ou échec; Frais de participation de 100,00 \$.*

EPS-200 (French Section Only) EPSF 300 3:3-7

Théories et pratique de l'enseignement au secondaire, I

Les buts et les responsabilités de l'enseignant(e) au secondaire sont ici considérés par rapport au processus de prise de décision. Le contenu du cours englobe la démarche et le processus de l'enseignement. *** Préalable: EPS-100, minimum de 6 cours en Arts/Sciences/Autres: admission au programme secondaire et recommandation de l'équipe de EPS-100 et de l'équipe de la première concentration. Les étudiants de BEAD ont la permission de suivre EPS-100 et EPS-200 en même temps. *** *** Préalable : Être en troisième année du Bac secondaire, accepté.e au BEAD secondaire ou avec la permission du Bac. *** * Les étudiants doivent remplir le formulaire d'entente de la Commission des accidents de travail. Évaluation: Réussite/échec. *

EPS-215 (French Section Only) EPSF 315 3:3-2

Théories et pratique de l'enseignement à l'élémentaire, I

Ce cours aborde les connaissances fondamentales et la pratique des stratégies pédagogiques à l'élémentaire. Il vise à rendre les étudiants capables de mieux comprendre et de s'approprier le rôle de l'enseignant. *** Préalable: EPS-100. *** *** Préalable : Être en troisième année du Bac élémentaire, accepté.e au BEAD élémentaire ou avec permission du Bac. *** * Les étudiants doivent remplir le formulaire d'entente de la Commission des accidents de travail. Évaluation: Réussite/échec. *

EPS-225 (French Section Only) EPSF 325 3:3-2

Théories et pratique de l'enseignement à l'élémentaire, II

Faisant suite au cours EPS 215, ce cours mettra l'accent sur l'intervention pédagogique centrée sur et subordonnée aux processus d'apprentissage de l'apprenant. *** Préalable: EPS-215 EPSF 300. *** * Les étudiants doivent remplir le formulaire d'entente de la Commission des accidents de travail. Évaluation: Réussite/échec. *

EPS-350 (French Section Only) EPSF 350 3:3-1

Théories et pratique de l'enseignement au secondaire, II

Une approche globale du processus d'apprentissage-enseignement au secondaire à travers l'étude, la pratique et la réflexion. *** Préalable: EPS-100, la première concentration achevée ainsi que la deuxième. La recommandation du professeur d'EPS-200, de l'enseignant-coopérant de EPS-200 ainsi que celle de l'équipe d'EPS. *** *** Préalable : EPSF 300 *** * Les étudiants doivent remplir le formulaire d'entente de la Commission des accidents de travail. Évaluation: Réussite/échec. *

APPENDIX III

EPSY 225 (French Section Only) EPSY 425 3:3-0

Évaluation de l'apprentissage

Une introduction aux principes de base en évaluation de l'apprentissage des élèves à l'école. L'accent sera mis sur les liens entre la théorie et la pratique. *** ~~Préalable: Deux semestres de pré-internat.~~ *** Préalable : Avoir complété son internat ou avec la permission du Bac. ***

1.2 Created :

DELFL 150, 151, DFMM 350, DLNG 315, 425, DMXE 315, ECSF 100, 110, 317 and EPSY 418 were created pending library approval.

Rationale for the creation of DELFL 150, 151, DFMM 350, DLNG 315, 425, DMXE 315, ECSF 100, 110, 317 and EPSY 418: These courses are in line with the Program Renewal Process and take into consideration the specific mission of the Bac Program. Some of these new courses are also related to the changes resulting from the introduction of the new Bac Program templates (BEEd with 120 credit hours, BEAD with 60 credit hours and BA/BEEd with 150 credit hours).

DELFL 150 3:3-0

Développement et enrichissement langagiers en français I

Acquisition d'une méthode personnelle d'expression écrite et orale par la pratique et l'approfondissement des notions acquises tant dans les autres cours qu'enseignées en classe. *** Préalable: Première année du Bac ou avec la permission du Bac. ***

DELFL 151 3:3-0

Développement et enrichissement langagiers en français I

Continuation de l'acquisition d'une méthode personnelle d'expression écrite et orale par la pratique et l'approfondissement des notions acquises tant dans les autres cours qu'enseignées en classe. *** Préalable: DELFL 151 ou avec la permission du Bac. ***

DFMM 350(formerly DLEC 332) 3:3-0

Lecture et écriture dans les matières

Ce cours explore les théories et les stratégies propres à la lecture et à l'écriture dans les matières à contenu au secondaire en situations linguistiques minoritaires. Il développe l'aptitude à la préparation d'activités d'apprentissage dans ces matières et permet de comprendre le rôle essentiel joué par la langue. *** Préalable : Être en troisième année du Bac secondaire, accepté.e au BEAD secondaire ou avec permission du Bac. ***

DLNG 315 3:3-0

Didactique de la langue à l'élémentaire I

Ce cours explore les théories et les stratégies propres à la lecture et à l'écriture à l'élémentaire en situations linguistiques minoritaires. Il développe l'aptitude à la préparation d'activités langagières pour les enfants et permet de mieux comprendre le rôle de la lecture et de l'écriture dans l'apprentissage. *** Préalable : Être en troisième année du Bac élémentaire, accepté.e au BEAD élémentaire ou avec la permission du Bac. ***

APPENDIX III

DLNG 425 3:3-0

Didactique de la langue à l'élémentaire II

Ce cours post-internat poursuit le travail entrepris dans le cours DLNG 315. Il permet d'explorer plus à fond les théories courantes dans le domaine de la lecture, la littérature jeunesse, l'apprentissage à base de ressources, l'atelier d'écriture et les documents de soutien publiés par le Ministère de l'apprentissage. *** Préalable : DLNG 315 et avoir complété son internat ou avec la permission du Bac. ***

DMXE 315 3:3-0

Didactique du mieux-être

Ce cours porte sur l'enseignement du mieux-être au niveau élémentaire. Ce cours traite généralement de la situation courante ainsi que des perspectives d'avenir reliées à l'adoption de comportements bénéfiques pour la santé, l'affirmation de soi, l'alphabétisme médiatique, la résolution de conflit et la prise de décision. *** Préalable : Être en troisième année du Bac élémentaire, accepté.e au BEAD élémentaire ou avec la permission du Bac. ***

ECSF 100 3:3-3

L'école et la société : connaissances et savoirs

Ce cours propose des questions liées aux « connaissances » et « savoirs » associés à l'éducation en situations linguistiques minoritaires. Les étudiant.es auront à contempler la production du pouvoir et du savoir en milieux éducatifs contemporains. Ce cours sert d'amorce au développement des subjectivités professionnelles et linguistiques. *** Préalable : Être admis.e au programme de première année du Bac ou avec la permission du Bac. ***

ECSF 110 3:3-0

Le « je » et l'autre en éducation

Ce cours contribue à la construction identitaire des enseignant.es en formation (situations linguistiques minoritaires) en abordant des sujets tels que la négociation des identités, les discours de cultures, de différence, et de l'éducation anti-oppressive. Le cours porte un regard particulier sur des enjeux sociolinguistiques contemporains de la dualité linguistique canadienne. *** Préalable : ECSF 100 ou avec la permission du Bac. ***

ECSF 317 3:3-0

Constructions de la personne comme apprenant

Ce cours explore des théories et des discours tant historiques que psychologiques et sociologiques portant sur le développement humain. Il permet aux étudiant.es de comprendre comment les sens donnés aux notions construites d'élève, d'apprenant.e, d'enfant et d'adolescent.e varient dans le temps et selon les circonstances. *** Préalable : Être en troisième année du Bac, accepté.e au BEAD ou avec la permission du Bac. ***

EPSY 418 3:3-0

Vers une pédagogie inclusive

Ce cours explore des écrits de personnes « en situation de handicap » pour comprendre la notion de « culture du handicap ». De plus il développe l'aptitude à la préparation d'activités d'apprentissage fondées sur une pédagogie visant l'inclusion des élèves dont les performances diffèrent des normes préétablies dans notre société. *** Préalable : Avoir complété son internat ou avec la permission du Bac. ***

APPENDIX III

1.3 Deleted :

DEJE 215: Séminaire : Éducation des jeunes enfants I
DEJE 225: Séminaire : Éducation des jeunes enfants II
DLC 250: Développement linguistique I
DLC 251: Développement linguistique II
DLEC 215: Introduction à l'enseignement de la lecture à l'élémentaire
DLEC 332: Enseignement de la lecture au secondaire
DLNG 325: Enseignement de l'écriture
ED 350 (French section only): Expériences intégrantes à l'éducation secondaire
EPS 100 (French section only): Une introduction à l'éducation: principes and pratiques
EPSY 205 (French section only): Psychopédagogie de l'enfant d'âge scolaire
EPSY 322 (French section only): L'apprenant avec des besoins particuliers
EPSY 350 (French section only): Psychologie de l'apprentissage et développement de l'adolescence
EFLD 051 (French section only): ERHC Expérience résidentielle hors-campus

Rationale for deleting DEJE 215, 225, DLC 250, 251, DLEC 215, 332, ED 350 (French section only), EPS 100 (French section only), EPSY 205, 322, 350 (French sections only): These deletions are necessary because of the new courses introduced through the Program Renewal Process. Some of them are also related to the changes resulting from the introduction of the new Bac Program templates (BEEd with 120 credit hours, BEAD with 60 credit hours and BA/BEEd with 150 credit hours).

Rationale for deleting EFLD 051 (French section only): This course has been combined with EDAC 050 and is offered in the fall only to the third-year BEEd and BEAD Bac elementary and secondary students.

1.4 Archived:

DLNG 335 : Enseignement et apprentissage en deux langues was archived.

Rationale for archiving DLNG 335: This course has not been offered for a number of years.

APPENDIX IV

Faculty of Kinesiology and Health Studies Report to the Council Committee on Undergraduate Admissions and Studies October 2007

The following motions were approved by the Faculty of Kinesiology and Health Studies on October 17, 2007 and are provided to the Council Committee on Undergraduate Admissions and Studies for approval:

MOTION:

TO change the Recreation and Sport Administration A/S/O (Arts/ Science/Other) requirement from "one from: SOC 100, PSCI 100, CS 100, GEOG 100, ECON 100, Any other BUS course" TO "one from: CS 100, or a course from SOC, PSCI, GEOG, ECON OR BUS".

Rationale: Not to limit course choices to 100 level courses, as students may have already completed higher level courses, specifically if transferring in from another faculty.

MOTION:

TO approve English as a subject listed in the One of C options

MOTION:

TO approve Women's Studies as a subject listed in both the One of A and One C options

MOTION:

TO approve the Bachelor of Health Studies hood: shamrock green inside (as per request from FNUC – signifies mother earth), Ultra white outside (as in Arts hoods) and silver cord (as in KHS hoods)

MOTION:

TO approve the addition of a designation of HIGH HONOURS for BKIN Honours degrees with a minimum Honours major GPA of 85%

Rationale: Original Honours program proposal did not contain a provision or requirements for graduating with High Honours

Respectfully submitted,

Dr. Harold Riemer
Associate Dean
Faculty of Kinesiology and Health Studies

APPENDIX V



UNIVERSITY OF REGINA

FACULTY OF SOCIAL WORK

MEMORANDUM

DATE: October 26, 2007

TO: Bev LiskI
Registrar's Office

FROM: Dr. Ailsa M. Watkinson
Associate Dean
Faculty of Social Work

RE: BACHELOR OF SOCIAL WORK UPDATES

The following first three BSW program updates were approved and passed by the Faculty of Social Work, October 24, 2007. The fourth update was approved by the President's Office, September 2007.

FOR APPROVAL

1. To guide panel members who review BSW applications the following selection policies were passed – effective 200830:
 - Students will require minimum cumulative 65% grade point average (CGPA) on those courses that will be used for the Bachelor of Social Work degree.
 - A minimum of 30 credit hours of university credit including ENGL 100, INDG 100, PSYC 101 and SOC 100 (or transfer credit equivalents) – courses in progress must be successfully completed prior to April 30th of the application year.

The policies passed will be reflected in the calendar.

Page 239, Section 17.2.2

- minimum 65.00% UGPA on those courses that will be used for the Bachelor of Social Work degree; deleting: “all post-secondary courses attempted or a completed baccalaureate degree”.

APPENDIX V

Page 239, Section 17.2.2

- Students who have not completed 30 credit hours and /or not completed all of the four required classes (ENG 100, INDG 100, PSYC 101 and SOC 100) for admission to the BSW program can apply to the BSW program for the January 15 deadline; deleting: “not achieved a minimum 65% UGPA, and/or” in first sentence of paragraph.

FOR INFORMATION

2. Course Inventory Archive/Deletion form for SW 400 – effective 200730. See attached.
3. Course Inventory Archive/Deletion form for SW 447 – effective 200730. See attached.
4. The acronym CEC (Community Education Centre) will no longer be used in association with the Faculty of Social Work’s Saskatoon and Prince Albert locations. Instead, the calendar will refer to the Faculty of Social Work, University of Regina, Saskatoon campus; or Faculty of Social Work, University of Regina, Prince Albert campus.

Thank you.