The Council Committee on Undergraduate Admissions and Studies will meet on **Wednesday, October 3, 2007 at 9:30 a.m.** in the Graduate Studies Boardroom, North Residence, Room 110.3.

**AGENDA**

1. APPROVAL OF AGENDA
2. APPROVAL OF MINUTES OF PREVIOUS MEETING, September 5, 2007
3. BUSINESS ARISING FROM THE MINUTES
4. OLD BUSINESS
5. NEW BUSINESS
   5.1 Report from the Faculty of Arts, Appendix I, p. 2
   5.2 Report from the Faculty of Business Administration, Appendix II, p. 31
   5.3 Report from the Faculty of Education, Appendix III, p. 32
   5.4 Report from the Faculty of Engineering, Appendix IV, p. 35
   5.5 Report from the Faculty of Fine Arts, Appendix V, p. 37
   5.6 Report from the Faculty of Science, Appendix VI, p. 39
   5.7 Report from the Centre for Continuing Education, Appendix VII, p. 40
6. ITEMS FOR INFORMATION
   6.2 Date of Next Meeting and Deadline for Submission of Agenda Items
       **Wednesday, November 7, 2007 – 9:30 a.m., Graduate Studies Boardroom, NR 110.3. Deadline for agenda items is 4:30 p.m., Monday, October 29th.**
7. CONCLUSION
APPENDIX I

FACULTY OF ARTS

Report to the
COUNCIL COMMITTEE ON ADMISSIONS AND STUDIES
October 2007

I. ITEMS FOR APPROVAL

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

A. UNIV 101: Strategies for Academic Success – Attachment 1
   - MOTION that UNIV 101 be granted credit as an introductory open elective in programs offered by the Faculty of Arts for the length of the pilot project (Fall 2007 and Winter 2008). Renewal is contingent upon review and approval of APDC and Faculty Council. Students who have completed 30 credit hours or more may not take UNIV 101 for credit unless they have prior written permission of the Faculty of Arts or their college.
   - MOTION to revise the registration requirements for students granted mature admission

B. Prairie Studies Program – Attachment 2
   - MOTION to create the Bachelor of Arts in Prairie Studies

II. ITEMS FOR INFORMATION:

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

A. Approved electives
   - Changes to individual courses listed as approved electives had been previously forwarded to CCUAS for consideration (e.g. International Studies, page 101 in the UG Calendar). In the future, the Faculty will present revisions to the lists of approved electives for information once a year.

B. Course changes – Attachment 3
   - Created:
     - PRST 200
     - RLST 249, 360
   - Revised:
     - ENGL 491
     - INDG 104
A. UNIV 101: Strategies for Academic Success

**MOTION:** that UNIV 101 be granted credit as an introductory open elective in programs offered by the Faculty of Arts for the length of the pilot project (Fall 2007 and Winter 2008). Renewal is contingent upon review and approval of APDC and Faculty Council. Students who have completed 30 credit hours or more may not take UNIV 101 for credit unless they have prior written permission of the Faculty of Arts or their college.

**MOTION:** to revise the registration requirements for students granted mature admission so they are required to register in UNIV 101 (rather than UNIV 100) within the first 12 credit hours towards the degree program. Students may petition to have this requirement waived or replaced by INDG 104.

Rationale: Currently, students granted mature admission are required to register in UNIV 100 (1.5 cr hrs) within the first 12 credit towards their degree program and they are strongly encouraged to register in UNIV 110 (1.5 cr hrs) during the first year of study. UNIV 101 (3.0 cr hrs) is replacing UNIV 100/110.

While UNIV 101 will be the primary course taken by students granted mature admission, in circumstances where individual student needs and academic goals are better met by waiving the course or by substituting another course such as INDG 104 the student may petition for such. This would be done in consultation with the student's academic advisor. INDG 104: *Introduction to Indigenous Higher Learning* was developed by First Nations University and is designed to assist First Nations students with the transition to university studies. The course description follows.

**10.4.2.4 Registration Requirements for Students Granted Mature Admission**

Advising is mandatory prior to registration until students have attempted 24 credit hours of courses, or until they achieve a UGPA of 65% or better on the first 12 or more credit hours at the University of Regina. Refer to §10.4.1.1.

Students granted mature admission are subject to the following additional restrictions:

1. They are limited to registering in a maximum of 12 credit hours (13.5 hours if they take UNIV 100 or UNIV 110) per semester for the first 24 credit hours.

2. They are required to register in UNIV 101, where available, within the first 12 credit hours towards the degree program. This course does not count towards degree credit in the Faculty of Arts. Students may petition to have this requirement waived or replaced by INDG 104, but contributes to registration status, academic standing, and total attempted hours. Students with transfer credit from other post-secondary institutions may petition to have this requirement waived.

3. They are strongly encouraged to register in UNIV 110 during the first year of the degree program. This course does not count towards degree credit in the Faculty of Arts but contributes to registration status, academic standing, and total attempted hours.

4. They may register in more than 12 credit hours per semester if they meet one of the following criteria:
   - They have the equivalent of 12 credit hours of transfer credit from another recognized post-secondary institution with a grade point average of 65% or better.
   - They register in UNIV 100 or UNIV 110.
   - They achieve a grade point average of 65% or better on the first 12 credit hours at the University of Regina.

**10.7.6 Elective Courses**

The following courses are not considered to be university-level and so may not be taken for credit towards an Arts degree or certificate program: AMTH 001, 002, and 003; MATH 104; UNIV 100 and 110.
B. Prairie Studies Program

**MOTION:** to create the Bachelor of Arts in Prairie Studies as outlined in the following proposal.

### 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)
APPENDIX I

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.

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 ongoing 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.”
APPENDIX I

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…”

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.
APPENDIX I

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.

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 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 those offered at the Canadian Plains Research Centre 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.
APPENDIX I

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;
- 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.
APPENDIX I

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. Since Prairie Studies is a major within the existing Bachelor of Arts degree, the existing trim for the convocation hood will be used (white outside and inside trim).

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.

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

- Residency for this degree will be based on the courses taken and not the physical location of the student.
- Courses completed at the University of Saskatchewan as part of the Prairie Studies program will be considered University of Regina courses for the purposes of the residence requirements, similar to how courses completed at the University of Laval as part of the combined Bac/BA in French are treated. Grades are also transferred.
- 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.

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 one additional course to be developed (through the University of Saskatchewan).

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.
APPENDIX I

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:

Steering Committee

<table>
<thead>
<tr>
<th>Vice-president (Academic)</th>
<th>Associate Dean of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations University of Canada</td>
<td>University of Regina</td>
</tr>
<tr>
<td>Associate Dean of Arts and Science</td>
<td></td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td></td>
</tr>
<tr>
<td>Program coordinator</td>
<td>Program coordinator</td>
</tr>
<tr>
<td>U of S</td>
<td>FNUC</td>
</tr>
<tr>
<td>Department Heads (or designates)</td>
<td>Department Heads (or designates)</td>
</tr>
<tr>
<td>Student Advising Services</td>
<td>Student Advising Services</td>
</tr>
</tbody>
</table>

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.
APPENDIX I

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 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
APPENDIX I

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).

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.
APPENDIX I

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 2006.
- 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 2007.
- 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.
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

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA in Prairie Studies program, required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty requirements (11.9.1.1) leading to senior level courses in the Prairie Studies program</strong></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 110</td>
</tr>
<tr>
<td>3.0</td>
<td>One course in logic or math</td>
</tr>
<tr>
<td>3.0</td>
<td>Two courses in the same language (choose from Cree or Saulteaux – see Group VI – Indigenous Language)</td>
</tr>
<tr>
<td>3.0</td>
<td>INDG 100</td>
</tr>
<tr>
<td>3.0</td>
<td>PSCI 100</td>
</tr>
<tr>
<td>3.0</td>
<td>HIST 100</td>
</tr>
<tr>
<td>3.0</td>
<td>One course from the ‘Natural Sciences’ with a laboratory</td>
</tr>
<tr>
<td>3.0</td>
<td>One course from ‘List A’ (Humanities)</td>
</tr>
<tr>
<td>3.0</td>
<td>One course from ‘Fine Arts’</td>
</tr>
<tr>
<td><strong>33.0</strong></td>
<td>Subtotal: Faculty requirements</td>
</tr>
</tbody>
</table>

### UofS

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>BA in Prairie Studies program (Type B), required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College requirements (requirements 1-5) leading to senior level courses in the Prairie Studies program</strong></td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>100-level ENG</td>
</tr>
<tr>
<td>3.0</td>
<td>3 cu Natural Science</td>
</tr>
<tr>
<td>3.0</td>
<td>Cree 101.6 or two courses in the same language from Cree or Saulteaux – see Group VI – Indigenous Language</td>
</tr>
<tr>
<td>3.0</td>
<td>NS 105.3</td>
</tr>
<tr>
<td>3.0</td>
<td>NS 106.3</td>
</tr>
<tr>
<td>3.0</td>
<td>POLS 111.3</td>
</tr>
<tr>
<td>3.0</td>
<td>POLS 112.3</td>
</tr>
<tr>
<td>3.0</td>
<td>GEOG 120.3</td>
</tr>
<tr>
<td>3.0</td>
<td>HIST 151.3</td>
</tr>
<tr>
<td>3.0</td>
<td>HIST 152.3</td>
</tr>
<tr>
<td><strong>36.0</strong></td>
<td>Subtotal: College requirements</td>
</tr>
</tbody>
</table>

### Major requirements

<table>
<thead>
<tr>
<th>Credit hours</th>
<th><strong>Major requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>GEOG 100</td>
</tr>
<tr>
<td>3.0</td>
<td>PRST 200 **</td>
</tr>
<tr>
<td>3.0</td>
<td>PRST 400 **</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group I (Prairie Geography)**</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group II (Prairie History)**</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group III (Indigenous Studies)**</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group IV (Literature and Art)**</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group V (Prairie Society and Politics)**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td><strong>66.0</strong></td>
<td>Subtotal in major</td>
</tr>
</tbody>
</table>

**Interdisciplinary major. At least three courses in the major must be at the 300-level or higher.**

### Major requirements (Requirement 6)

<table>
<thead>
<tr>
<th>Credit hours</th>
<th><strong>Major requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>GEOG 130.3</td>
</tr>
<tr>
<td>3.0</td>
<td>PRST 200.3</td>
</tr>
<tr>
<td>3.0</td>
<td>PRST 400.3 **</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group I (Prairie Geography)**</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group II (Prairie History)**</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group III (Indigenous Studies)**</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group IV (Literature and Art)**</td>
</tr>
<tr>
<td>3.0</td>
<td>Two of Group V (Prairie Society and Politics)**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td>3.0</td>
<td>One of Group I-VII**</td>
</tr>
<tr>
<td><strong>3.0</strong></td>
<td>STAT 244.3 or GEOG 301.3</td>
</tr>
</tbody>
</table>

**At least 66 of the total 120 credit units required for the B.A. Four-year/Honours must be senior (200+ level).**

### Seven additional electives

<table>
<thead>
<tr>
<th>Credit hours</th>
<th><strong>Seven additional electives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

**At least 66 of the total 120 credit units required for the B.A. Four-year/Honours must be senior (200+ level).**

<table>
<thead>
<tr>
<th>Credit hours</th>
<th><strong>Six additional electives (Requirement 7)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>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.</td>
</tr>
</tbody>
</table>

**120.0** Total

**A maximum of 14 introductory level courses is permitted.**
# Appendix II

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

<table>
<thead>
<tr>
<th>GROUP</th>
<th>UNIV</th>
<th>COURSE NO.</th>
<th>NAME</th>
<th>DELIVERY</th>
<th>PREREQ(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group I - Prairie Geography</strong></td>
<td>U of S</td>
<td>GEOG 202</td>
<td>Geography of Canadian Regions</td>
<td>Dist</td>
<td>GEOG 100-level</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>GEOG 204</td>
<td>Geography of Prairie Regions</td>
<td>Dist</td>
<td>GEOG 100-level</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>GEOG 221</td>
<td>Physical Geography</td>
<td>Online</td>
<td>GEOG 100-level</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>GEOG 280</td>
<td>Introduction to Resource Geography</td>
<td>Dist</td>
<td>GEOG 100-level</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>GEOG 310</td>
<td>Geography of Saskatchewan</td>
<td>Online</td>
<td>GEOG 220 or 221</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>GEOG 321</td>
<td>Meteorology</td>
<td>Classroom</td>
<td>GEOG 221</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>GEOG 328</td>
<td>Population Geography</td>
<td>Classroom</td>
<td>GEOG 220 or Permission</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>GEOG 343</td>
<td>Legal issues or Urban Studies and Planning</td>
<td>Classroom</td>
<td>12 Credit Units in GEOG</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>GEOG 351</td>
<td>Northern Environments</td>
<td>Dist</td>
<td>6 Credit Units in GEOG</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>GEOG 381</td>
<td>Geography of Northern Development</td>
<td>Dist</td>
<td>GEOG 100-level</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>GEOG 491</td>
<td>Climate Change Prairies</td>
<td>Online</td>
<td>Permission of Dept. Head</td>
</tr>
<tr>
<td><strong>Group II - Prairie History</strong></td>
<td>U of S</td>
<td>HIST 257</td>
<td>Canadian Prairies to 1911</td>
<td>Dist</td>
<td>6 Credit Units in HIST 100-level</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>HIST 258</td>
<td>Prairie History since 1905</td>
<td>Dist</td>
<td>6 Credit Units in HIST 100-level</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>HIST 316</td>
<td>Canadian-American Relations</td>
<td>Classroom</td>
<td>One HIST course</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>HIST 318</td>
<td>The Prairies Since 1896</td>
<td>Classroom</td>
<td>One HIST course</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>HIST 330</td>
<td>Women and Gender in the Prairie West</td>
<td>Online</td>
<td>One HIST course</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>HIST 364</td>
<td>Imaging the Canadian and America West</td>
<td>Classroom</td>
<td>6 Credit Units in HIST 200-level</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>HIST 411</td>
<td>The Prairie West, 1929-1945</td>
<td>Classroom</td>
<td>Permission of Dept. Head</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>HIST 412</td>
<td>Saskatchewan Since 1905</td>
<td>Classroom</td>
<td>Permission of Dept. Head</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>HIST 413</td>
<td>Prairie Urban History</td>
<td>Classroom</td>
<td>Permission of Dept. Head</td>
</tr>
<tr>
<td></td>
<td>U of R</td>
<td>HIST 414</td>
<td>The Legal History of the Prairie West</td>
<td>Classroom</td>
<td>Permission of Dept. Head</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>HIST 460</td>
<td>Canadian Prairies 1869-1939</td>
<td>Classroom</td>
<td>Permission of Dept. Head</td>
</tr>
<tr>
<td><strong>Group III - Indigenous Studies</strong></td>
<td>U of S</td>
<td>NS 105</td>
<td>Local Aboriginal Cultures</td>
<td>Dist</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>NS 106</td>
<td>Aboriginal Canada</td>
<td>Dist</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>NS 260</td>
<td>First Nations and Métis of the Prairies, 1860-1960</td>
<td>Classroom</td>
<td>6 cu 100-level NS</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>NS 263</td>
<td>Aboriginal Peoples and Canadian Politics</td>
<td>Classroom</td>
<td>6 cu 100-level NS</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>NATST 280</td>
<td>History of Métis People</td>
<td>Classroom</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>NATST 340</td>
<td>Theorizing Change in Aboriginal Society</td>
<td>Classroom</td>
<td>NS 260 + 6 cu 200-level NS</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>NS 350</td>
<td>Applied Native Studies Research</td>
<td>Classroom</td>
<td>NS 260 + 6 cu 300-level NS</td>
</tr>
<tr>
<td></td>
<td>U of S</td>
<td>NATST 365</td>
<td>Aboriginal People and Development</td>
<td>Classroom</td>
<td>NS 350 + 6 cu 300-level NS</td>
</tr>
</tbody>
</table>
# APPENDIX I

<table>
<thead>
<tr>
<th>U of S</th>
<th>NS</th>
<th>450</th>
<th>Research in Aboriginal Communities</th>
<th>Classroom</th>
<th>NS 350 + 6 cu 300-level NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNUC</td>
<td>INDG</td>
<td>208</td>
<td>Cree Culture and History</td>
<td>Classroom</td>
<td>INDG 100 &amp; 101 or Permission</td>
</tr>
<tr>
<td>FNUC</td>
<td>INDG</td>
<td>210</td>
<td>Assiniboine Culture and History</td>
<td>Classroom</td>
<td>INDG 100 &amp; 101 or Permission</td>
</tr>
<tr>
<td>FNUC</td>
<td>INDG</td>
<td>216</td>
<td>Dene Culture and History</td>
<td>Classroom</td>
<td>INDG 100 &amp; 101 or Permission</td>
</tr>
<tr>
<td>FNUC</td>
<td>INDG</td>
<td>218</td>
<td>Dakota Culture and History</td>
<td>Classroom</td>
<td>INDG 100 &amp; 101 or Permission</td>
</tr>
<tr>
<td>FNUC</td>
<td>INDG</td>
<td>424</td>
<td>The Principles of Indigenous Governance</td>
<td>Classroom</td>
<td>INDG 324 or Permission</td>
</tr>
<tr>
<td>FNUC</td>
<td>INDG</td>
<td>101</td>
<td>Indian Studies II</td>
<td>Online</td>
<td>None</td>
</tr>
</tbody>
</table>

**Group IV - Literature & Art**

<table>
<thead>
<tr>
<th>FNUC</th>
<th>INAH</th>
<th>100</th>
<th>An Intro. Survey of N. American Indian Art</th>
<th>Classroom</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNUC</td>
<td>INAH</td>
<td>202</td>
<td>Early Canadian Indian Art</td>
<td>Classroom</td>
<td>INAH 100</td>
</tr>
<tr>
<td>FNUC</td>
<td>INAH</td>
<td>204</td>
<td>Indian Art and the Twentieth Century</td>
<td>Classroom</td>
<td>INAH 100</td>
</tr>
<tr>
<td>U of S</td>
<td>ARTH</td>
<td>252</td>
<td>First Peoples Art History</td>
<td>Classroom</td>
<td>ARTH</td>
</tr>
<tr>
<td>U of S</td>
<td>FR</td>
<td>350</td>
<td>Francophone Literature of the Canadian West</td>
<td>Classroom</td>
<td>FR 220 or 230</td>
</tr>
<tr>
<td>U of S</td>
<td>ENG</td>
<td>342</td>
<td>Indigenous Storytelling of the Prairies</td>
<td>Classroom</td>
<td>6 Credit Units in 100-level ENGL</td>
</tr>
<tr>
<td>U of S</td>
<td>ENG</td>
<td>358</td>
<td>Canadian/Prairie Drama</td>
<td>Classroom</td>
<td>6 Credit Units in 100-level ENGL</td>
</tr>
<tr>
<td>U of S</td>
<td>ENG</td>
<td>359</td>
<td>Western Canadian Lit</td>
<td>Classroom</td>
<td>6 Credit Units in 100-level ENGL</td>
</tr>
</tbody>
</table>

**Group V - Prairie Society & Politics**

<table>
<thead>
<tr>
<th>U of R</th>
<th>SOC</th>
<th>217</th>
<th>Social Structure of Rural Communities</th>
<th>Online</th>
<th>Any 100-level Soc. Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of S</td>
<td>SOC</td>
<td>204</td>
<td>Rural Sociology</td>
<td>Classroom</td>
<td>SOC 110</td>
</tr>
<tr>
<td>U of S</td>
<td>SOC</td>
<td>219</td>
<td>Aboriginal Peoples and Justice in Canada</td>
<td>Classroom</td>
<td>SOC 110</td>
</tr>
<tr>
<td>U of S</td>
<td>IPJP</td>
<td>402</td>
<td>Interdisciplinary Concepts of Justice</td>
<td>Classroom</td>
<td>IPJP 301 or 302 or instructor’s permission</td>
</tr>
<tr>
<td>U of S</td>
<td>IPJP</td>
<td>403</td>
<td>Reconciliation as Concept of Justice</td>
<td>Classroom</td>
<td>IPJP 301 or 302 or instructor’s permission</td>
</tr>
<tr>
<td>U of S</td>
<td>POLS</td>
<td>222</td>
<td>Aboriginal Governance</td>
<td>Classroom</td>
<td>6 Credit Units in POLST</td>
</tr>
<tr>
<td>U of S</td>
<td>POLS</td>
<td>305</td>
<td>Provincial Politics</td>
<td>Classroom</td>
<td>6 Credit Units in POLST</td>
</tr>
<tr>
<td>U of S</td>
<td>POLS</td>
<td>306</td>
<td>Local Government</td>
<td>Classroom</td>
<td>6 Credit Units in POLST</td>
</tr>
<tr>
<td>U of S</td>
<td>POLS</td>
<td>323</td>
<td>Aboriginal Policies and Programs</td>
<td>Classroom</td>
<td>6 Credit Units in POLST</td>
</tr>
<tr>
<td>U of R</td>
<td>PSCI</td>
<td>338</td>
<td>Aboriginal People and Politics</td>
<td>Classroom</td>
<td>PSCI 230 or Permission</td>
</tr>
<tr>
<td>U of R</td>
<td>PSCI</td>
<td>360</td>
<td>Local Government in Canada</td>
<td>Classroom</td>
<td>PSCI 100 or Permission</td>
</tr>
<tr>
<td>U of R</td>
<td>PSCI</td>
<td>431</td>
<td>Politics of Saskatchewan</td>
<td>Classroom</td>
<td>PSCI 331-338</td>
</tr>
<tr>
<td>U of R</td>
<td>HJ</td>
<td>332</td>
<td>Justice &amp; Indigenous People</td>
<td>Classroom</td>
<td>HJ 201</td>
</tr>
<tr>
<td>U of R</td>
<td>HJ</td>
<td>358</td>
<td>Work Economic Security, Justice</td>
<td>Classroom</td>
<td>HJ 201</td>
</tr>
</tbody>
</table>
## APPENDIX I

<table>
<thead>
<tr>
<th>Group VI - Indigenous Language</th>
<th>FNUC CREE 100</th>
<th>Intro Cree</th>
<th>Online + TV</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNUC CREE 100 Intro Cree II</td>
<td>Online + TV</td>
<td>CREE 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S CREE 101 Introductory Cree</td>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S CREE 120 Intermediate Cree</td>
<td>Classroom</td>
<td>CREE 106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNUC SAUL 100 Intro Saulteaux</td>
<td>Classroom</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNUC SAUL 101 Intro Saulteaux II</td>
<td>Classroom</td>
<td>SAUL 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNUC CREE 102 and higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNUC SAUL Saul 102 and higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group VII - Other Prairie Courses</th>
<th>U of S AGRC 111</th>
<th>Agricultural Science I</th>
<th>Dist</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of S AGRC 112 Agricultural Science II</td>
<td>Dist</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S ANTH 224 North American Plains Ethnography</td>
<td>Classroom</td>
<td>ANTH 111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S ARCH 353 Plains Archeology</td>
<td>Classroom</td>
<td>ARCH 250 or 251</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S ARCH 350 Introduction to Boreal Forest Archeology</td>
<td>Classroom</td>
<td>ARCH 250 or 251</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S BIOL 253 Ecosystems</td>
<td>Classroom</td>
<td>BIOL 107 or 108 or 110 or GEOG 120 and 130 or 6 cu GEOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of R BIOL 372 Systems Ecology</td>
<td>Classroom</td>
<td>BIOL 275, STAT 151 &amp; 152</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of R ECON 212 Economic Development of the Canadian Prairies</td>
<td>Classroom</td>
<td>15 Credit Units or Econ 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S ECON 231 Cooperatives</td>
<td>Classroom</td>
<td>15 Credit Units or Econ 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of R ECON 372 Natural Resources Management in the Prairies</td>
<td>Classroom</td>
<td>ECON 201 or Permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S GEOL 108 The Earth and How it Works</td>
<td>Classroom + Dist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S GEOL 109 The Earth and Life Through Time</td>
<td>Classroom + Dist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of R GEOL 102 Environmental Geology</td>
<td>Classroom</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of R HJ 201 Intro Justice</td>
<td>Classroom</td>
<td>15 Credit Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of S SOC 110 Introduction to Sociology</td>
<td>Classroom + Online + Dist</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U of R SOST 201 General Methods of Statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>U of S RUSS 114 Elementary Russian I</td>
<td>Classroom</td>
</tr>
<tr>
<td>U of S RUSS 117 Elementary Russian II</td>
<td>Classroom</td>
</tr>
<tr>
<td>U of S UKR 114 Elementary Ukrainian I</td>
<td>Classroom</td>
</tr>
<tr>
<td>U of S UKR 117 Elementary Ukrainian II</td>
<td>Classroom</td>
</tr>
<tr>
<td>U of S GERM 114 Elementary German I</td>
<td>Classroom</td>
</tr>
<tr>
<td>U of S GERM 117 Elementary German II</td>
<td>Classroom</td>
</tr>
</tbody>
</table>
## APPENDIX I

<table>
<thead>
<tr>
<th>U of S</th>
<th>FREN</th>
<th>103</th>
<th>Beginning French I</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of S</td>
<td>FREN</td>
<td>106</td>
<td>Beginning French II</td>
<td>Classroom</td>
</tr>
<tr>
<td>U of S</td>
<td>FREN</td>
<td>125</td>
<td>Intermediate French II</td>
<td>Classroom</td>
</tr>
<tr>
<td>U of S</td>
<td>FREN</td>
<td>128</td>
<td>Intermediate French for Bilingual Students</td>
<td>Classroom</td>
</tr>
</tbody>
</table>

- FREN 103 or French 20
- FREN 122
- Ecole fransaskoise Grade 12, designated school Grade 12
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
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
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*
APPENDIX I

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 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 Prairie geography, history, political and cultural systems, and language. The strong interdisciplinary and cross-cultural perspectives provide students with the necessary foundations to specialize in their own area(s) of interest within the Prairie Studies program. Prerequisites: Completion of 15 credit hours, include one 100-level geography course; one 100-level history course; one 100-level indigenous studies course; one 100-level political science course; plus one of the following: 100-level indigenous languages course (Cree or Saulteaux), 100-level sociology course or 100-level English course; or permission of the 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 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
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
APPENDIX I

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: (This course will not be offered by the University of Regina.)

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 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

UNIVERSITY OF
REGINA

Office of the Vice-President (Academic)

DATE:    February 14, 2007

TO:      Ben Cecil, Head, Department of Geography

CC:      Wendec Kubik, A/Associate Dean, Faculty of Arts
         Tom Chase, Dean, Faculty of Arts

FROM:    George Maslany, Chair
         Planning and Priorities Committee

RE:      Bachelor of Arts (Prairie Studies)

Thanks for meeting with PPC on February 8, 2007 to discuss the Bachelor Arts (Prairie Studies) proposal. PPC has reviewed the proposal and has forwarded it to Council Committee on Undergraduate Admission & Studies (CCUAS) for further consideration.

During our discussions several issues arose which we feel the developers need to consider as you move forward and/or prior to implementing the degree program (assuming it is approved by the various academic approval bodies):

1. It is recommended that your proposal clearly define what resources are existing and what resources are new. For instance, program coordinators will not be new but will be existing faculty taking on additional responsibilities. It should also be made clear that the majority of classes are existing, on-campus offerings, and that only two new courses are required, both of these using TEL monies (an outside source of funding).

2. Consideration should be given to providing a course-sequence for students which would help address the issue that some major program requirement courses have ‘deep’ pre-requisites, and these pre-requisites will be need to taken as electives.

3. Please ensure that students wishing to pursue graduate studies following completion of the BA (Prairie Studies) are aware of what options are available to them (i.e. certain discipline-based studies programs).

4. PPC would also like to hear, at the one-year update following implementation, what has happened to the graduates of this program. Using a select group of students, we would be interested in hearing how many graduates moved onto graduate programs and/or where did graduates gain employment?
Following CCUAS and Executive of Council approvals, please advise Brenda of the implementation date of your program. You will then be scheduled for a one-year verbal update following implementation.

As indicated at PPC, there is strong support for this program and we appreciate the planning and consultation with partner institutions that have taken place. We wish you the best of luck as you move forward with your proposal.

[Signature]

28
APPENDIX I

Attachment 3

C. Course Changes

PRST 200, RLST 249 and RLST 360 were created (Library approval pending):

Rationale for creation of PLST 200: This is a core course in the newly created BA major in Prairie Studies.

**PRST 200  3:3-0**
Introduction to the Prairie World
[short title: Intro to the Prairie World]
This team-taught online interdisciplinary course introduces students to a broad range of Prairie issues, including Prairie geography, history, political and cultural systems, and language. The strong interdisciplinary and cross-cultural perspectives provide students with the necessary foundations to specialize in their own area(s) of interest within the Prairie Studies program.
*** Prerequisites: Completion of 15 credit hours, include one 100-level geography course; one 100-level history course; one 100-level indigenous studies course; one 100-level political science course; plus one of the following: 100-level indigenous languages course (Cree or Saulteaux), 100-level sociology course or 100-level English course; or permission of the coordinator. ***

Rationale for creation of RLST 249 and 360: To augment our offerings in RLST and to offer students an opportunity to explore religious themes in popular culture in North America and abroad.

**RLST 249  3:3-0**
New Testament in Literature and Art
Principal persons and events in the New Testament will be studied for their meaning in the New Testament context. Representations of these in painting, sculpture, music, and literature will be examined. Comparisons between the New Testament and the artistic representations will be explored.
*** Prerequisite: RLST 100 or permission of the Department Head ***

**RLST 360  3:3-0**
Religion and Popular Culture
This course explores the relationship between religion and popular culture in various geographic locations including North America, India, China and the Caribbean. It examines the construction of ‘religious’ and mythological beliefs and rituals through visual culture and print media as well as through music, recreation (e.g., sport), fashion and tourism.
*** Prerequisite: RLST 100 or completion of 60 credit hours ***
Rationale for changes to the prerequisite for ENGL 491: The Department wishes to offer their Honours Essay courses in a format similar to other Honours courses in the Faculty. That is, students do not receive a grade in the first semester (ENGL 490) until the second semester course is completed. The same grade is then received for both courses. Therefore, the prerequisite for ENGL 491 will be registration in ENGL 490 in the previous semester and students with such will be granted permission to register by the Department Head.

ENGL 491  3:0-3
Honours Essay II
Completion of an Honours Essay, which will be graded by the supervisor in consultation with another member of the faculty. As an alternative to a scholarly treatise, the essay may take the form of a creative work with a critical introduction.

*** Prerequisite: ENGL 490 with a minimum grade of 70%. ***
** Permission of the Department Head is required to register. **

Rationale for changes to the INDG 104: Since this course is intended for first-year students, senior students should be precluded from taking it for credit.

INDG 104     3:3-1
Introduction to Indigenous Higher Learning
This course utilizes a collection of writings designed to help First Nations students understand themselves through an Indigenous world-view in the context of university life. This course assists students in developing attitudes and aptitudes necessary for academic and future life success through principles of critical thinking and learning.

*Note: Students who have completed 30 credit hours or more may not take INDG 104 for credit unless they have prior written permission of their faculty or college.*
The following motion was approved by the Faculty of Business Administration on September 14, 2007 and is hereby reported for information.

New Grading for BUS 435 to include the option of P/F

Rationale: To allow these selected topic courses (BUS 435AA-ZZ) to be graded on either a 0-100% basis or a Pass/Fail basis. (The 0-100% basis remains as the default).
APPENDIX III

The Faculty of Education respectfully submits and offers for consideration the following item which was approved by the Faculty of Education Council on September 19, 2007.

ITEM FOR APPROVAL

1. Revisions to the Northern Teacher Education Program (NORTEP) BEd Elementary Template (Attachment I)

Motion

That the REVISED Northern Teacher Education Program (NORTEP) BEd Elementary Template as attached, be approved.

Rationale: The curriculum content of the program meets University of Regina requirements with course and content sequencing variations to accommodate the unique context of the NORTEP program including its philosophical roots in Aboriginal education, its northern location and the demographics of its student body as well as its unique status as a jointly approved program of both provincial universities. In addition, the program is designed to focus on areas of study that are considered crucial to northern development, namely literacy and science.

cc: Elie Fleury, Director, NORTEP/NORPAC
    Dr. M. Tymchak, Dean, Faculty of Education
## APPENDIX III

### Northern Teacher Education Program (NORTEP) BEd Elementary

#### Attachment I

<table>
<thead>
<tr>
<th>Yr</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EPS 116 (3)</td>
<td>EPS 100</td>
<td>MATH 101</td>
</tr>
<tr>
<td></td>
<td>INDG 100 (3)</td>
<td>INST 100</td>
<td>EMTH 215</td>
</tr>
<tr>
<td></td>
<td>MATH 101 (3)</td>
<td>PAS 162</td>
<td>Total: 30 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>INLNG 1 (3)</td>
<td>IND LANG 1</td>
<td>Total: 32 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>Approved Nat. Sci with Lab (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 116 (3)</td>
<td>EPS 100</td>
<td>MATH 101 (3)</td>
</tr>
<tr>
<td></td>
<td>INDG 100 (3)</td>
<td>INST 100</td>
<td>INST 101 or NATST 401.6</td>
</tr>
<tr>
<td></td>
<td>MATH 101 (3)</td>
<td>PAS 162</td>
<td>IND LANG 2</td>
</tr>
<tr>
<td></td>
<td>INLNG 2 (3)</td>
<td>IND LANG 2</td>
<td>MATH 127 or A/S elective (3)</td>
</tr>
<tr>
<td></td>
<td>Approved Nat. Sci with Lab (3)</td>
<td>EDCUR 270.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A/S elective (3)</td>
<td>Total: 30 cr. hrs.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ENG 113.3 or equivalent (3)</td>
<td>EPS 215</td>
<td>EPS 100 (3)</td>
</tr>
<tr>
<td></td>
<td>MATH 127 or 108</td>
<td>EPS 245</td>
<td>FINE ARTS 3</td>
</tr>
<tr>
<td></td>
<td>A/S/O (3)</td>
<td>ED -FDN 356.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 110.6</td>
<td>A/S/O (3)</td>
<td>ED 215</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Elective (3)</td>
<td>ED -PLNG 370.3</td>
<td>Total: 32 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>See Notes 3 &amp; 4</td>
<td>ED CUR 370.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EPS 215 (3)</td>
<td>EPS 225 (3)</td>
<td>(EPS 225, ED 225</td>
</tr>
<tr>
<td></td>
<td>ED 215 (Field) (2)</td>
<td>ED 225 (Field) (2)</td>
<td>Continued)</td>
</tr>
<tr>
<td></td>
<td>EPE 215 (3)</td>
<td>OPEN ELECTIVE 1*</td>
<td>- Approved Elem Math Methods</td>
</tr>
<tr>
<td></td>
<td>Approved Elem Social Studies</td>
<td>OPEN ELECTIVE 2*</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Methods (3)</td>
<td>OPEN ELECTIVE 3*</td>
<td>- Approved Elem Science</td>
</tr>
<tr>
<td></td>
<td>ED Cur 273.3 or 275.3 (Language</td>
<td>OPEN ELECTIVE 4*</td>
<td>Methods (3)</td>
</tr>
<tr>
<td></td>
<td>Arts) (3)</td>
<td>ED -READING -3*</td>
<td>ESCI 215</td>
</tr>
<tr>
<td></td>
<td>ED -READING -3*</td>
<td>ED CUR 370.3 or 376.3 (Language Arts) (3)</td>
<td>Total: 29 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED -FINE ARTS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EHPE TBA</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Efld 405 (Internship) (15)</td>
<td></td>
<td>HEALTH TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INST/NATST ELEC</td>
<td>ED IND 355.3 or EINL 225</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approved Ed Foundations (3)</td>
<td>EFDN 495.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approved Ed Administration (3)</td>
<td>ED ADM 425.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine Arts Methods (3)</td>
<td>INST/NATST ELEC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECUR 406.3 (SeniorC+I*) (3)</td>
<td>Total: 33 cr. hrs.</td>
</tr>
</tbody>
</table>

Total Credits: 124
NOTES:
1. INLNG¹ One of Cree 100, or 102 or 104. Or Dene 100 or 104 ¹Cree 100 or 104 or Dene 100 or 104
2. INLNG² One of Cree 101, 103 or 105. Or Dene 101 or 105 ²Cree 101 or 105 or Dene 101 or 105
3. Additional Arts and Science courses are available for U of S program. See U of S program requirements.
4. A/S/O courses are offered from both universities. See requirements for senior courses.
5. # of field weeks prior to Internship is 14. Elementary students are required to do their major curriculum project in Language Arts. Secondary students do their project in one of their teaching areas.
6. Elementary students are required to do their major curriculum project in Language Arts. Secondary students do their project in one of their teaching areas.

- U of R – 55 credits
- Either U of R or U of S – 51 credits
- U of S – 18 credits
DATE: September 25, 2007

TO: Bev Liski
Registrar’s Office

FROM: Satish Sharma
Associate Dean of Engineering

RE: University Admissions and Studies Committee

Please include the attached item in the agenda of the next meeting of the Council on Admissions and Studies on October 3, 2007. The attached change has already been passed by the Faculty’s Admissions and Studies Committee, and is expected to be approved by the Faculty of Engineering in its meeting on October 2, 2007.

Thank you.

Satish Sharma
A. For Approval:

Supplemental Examinations

Motion 1: Eliminate supplemental examinations from the Faculty of Engineering, effective immediately

In the last Council meeting there was considerable discussion on supplemental examinations that are currently allowed only by the Faculty of Engineering at the University of Regina. Even though the Faculty’s motion on revised regulations was passed by the Council Committee, there was a general feeling among the council members that the Faculty of Engineering should try to eliminate such examinations. The Faculty has reconsidered this issue in light of a recent attempt by a student to abuse the provision of supplemental examinations. Therefore, the Faculty is now proposing a motion for the total elimination of supplemental examinations.
APPENDIX V
REPORT OF THE FACULTY OF FINE ARTS
to the
COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES
OCTOBER 3, 2007

1. ITEMS FOR APPROVAL:

a) DEPARTMENT OF MUSIC

Bachelor of Music Education

MOTION: that the following be added to §14.13.5 Bachelor of Music Education in the Faculty of Fine Arts section on page 189 of the Undergraduate Calendar (after paragraph 3 under §14.13.5 Bachelor of Music Education), as noted below:

14.13.5 BACHELOR OF MUSIC EDUCATION (BMUSED)

Refer to §12.11

This four-year program, offered jointly by the Faculty of Fine Arts and the Faculty of Education under the supervision of a joint coordinating committee of the two faculties, allows students to select as a major area of interest one of the following: choral, instrumental, or general music education. Students pursue applied music study on one instrument or voice for seven of the eight semesters. A half-hour public recital is to be given in the fourth year. This requirement may be fulfilled by a one half-hour jury recital before music faculty members with the permission of the head of the Music Department. Students are cautioned to select sufficient courses in one area in order to develop a secondary "teaching" minor (see Secondary Minors in the Faculty of Education section of this calendar in §12.11.3. Students are to seek academic advising in their minor area of study in the Student Program Centre, Faculty of Education. Qualifying for the Professional A Certificate granted by the provincial Department of Education will require careful management of all of the options and electives available in the program.

All students in the program register in the Faculty of Fine Arts for at least the first two years. For the following years academic advising may be obtained from either the head of the Music Department (Faculty of Fine Arts) or the chair of Music Education (Faculty of Education). The degree may be awarded through either the Faculty of Education or the Faculty of Fine Arts, depending on individual preference.

The entrance requirements for the BMusEd include those of both the Faculty of Fine Arts and the Faculty of Education. In addition, an entrance examination is required in performance and in music theory to be given by the Music Department. Dates of examinations are available on request from the Music Department. The PGPA required for graduation is 65%.

Students are subject to the academic performance regulations of both faculties, and student progress is monitored regularly by the joint coordinating committee. For details on academic performance see §14.5.2.2 and §12.5.2.

The following courses are required: ENGL 100, 110; EPS 100, 200, 350; ED 350; EPSY 350; EADM 310 or EF DN; MU 121, 122, 202, 203 221, 222, 308, 321, and 322; courses which will constitute a teaching minor; 1.5 hour courses in techniques (MU 185, 186, 187, 188, 283, and 342 are required) for at least six semesters; EMUS 300 and 350 and one additional EMUS course. One semester is to be spent in internship with 15 hours of credit to be counted toward graduation. A GPA of 70% is required in the music major (including music and music education courses) in order to proceed to Internship (EFLD 400).

Successful participation in an ensemble is required during each semester except internship. For details of this requirement please refer to Ensemble Requirements in §14.13.1.

Rationale: To inform students in the BMusEd program that they must meet the regulations of both faculties.
APPENDIX V

b) DEPARTMENT OF MEDIA PRODUCTION AND STUDIES

Name Change to the Major:

**MOTION**: that the name of the major be changed from Film and Video to **Film and Video Production**.

**Rationale**: For students in the program, this change will reflect the degree more accurately and distinctly.

2. ITEMS FOR INFORMATION:

a) Course Change:

**MU 325 Analysis**
Analytical techniques as applied to specific musical forms.
***Prerequisite: MU 322 or permission of department head.***

Approved change: that “Not offered every year.” be added and the prerequisite be changed from MU 322 to ***MU 321 or permission of department head***

**Rationale**: The materials of MU 321 adequately prepare students to take MU 325. Now that MU 325 will no longer be offered every year, making this calendar change is essential to program completion by students who happen to fail MU 322 the first time and need to take both MU 325 and MU 322 in their final year.

b) Course Change:

**ART 400**
Professional Issues I
Hands on skill development and practical information about art as a profession.
***Prerequisite: Graduating year of BFA***
**Permission of the department head is required to register**

Approved change: that the word “prerequisite” be changed to **NOTE**: Graduating year of BFA.

**Rationale**: As permission of the department head is required to register, a prerequisite of "Graduating year of BFA" is not necessary.
APPENDIX VI

Faculty of Science
Report to the Council Committee on University Admissions and Studies
October 3, 2007

1. Items for Approval

Motion: Approval of changing the course selections within the Combined Major in Biology and Biochemistry to the following:

“Four courses from: BIOL 302, 305, 315, 366, 390, 395, 401, 405, 410, 455”

Rationale: This corrects an error in the list that was originally received and approved. That list read as:


B. Maguire
Associate Dean (Academics)
Faculty of Science
University of Regina
**Date:** 19 September 2007

**To:** CCE Council

**From:** Christine Crowe, Head, Credit Studies Division

1. **ITEMS FOR APPROVAL**

1.1 Proposed Changes and Additions - Credit Studies Division (CCE) Section of the Undergraduate Calendar

**Motion:**
That CCE Council approve the following additions and changes to the Credit Studies Division section of the Undergraduate Calendar.

**Rationale:**
The Credit Studies Division (CSD) wishes to align its policies and procedures more closely with that of other academic units at the University of Regina. These additions reflect current CSD practices, some of which have been published on the CSD website but which have not yet been formalized within the Undergraduate Calendar. In sections where additions are made, current content is retained unless otherwise indicated.

18.2.2 Admission, Readmission and Faculty Transfer

**ADD: Outdated Courses**
Students who are admitted or readmitted to certificate programs in the Centre for Continuing Education, having completed courses in their program more than 10 years ago, may be required to update their knowledge by repeating or taking additional courses towards their program. Certificate programs that include courses that are academically housed in another academic unit are governed by the “Outdated Courses” policies in the relevant Faculty.

**ADD: Readmission or Transfer After Being Required to Discontinue**
Students who have been required to discontinue from the University of Regina or from another post-secondary institution must appeal for admission or re-admission, in writing. Refer to the deadlines, guidelines and appeals procedures outlined in §2.6 and in CCE’s Appeals Guidelines and Procedures §? (see below – don’t know section # until additions are finalized).
APPENDIX VII

18.2.3 Residency and Transfer Credit

ADD: Minimum Grades Required for the Awarding of Transfer Credit from other Canadian Universities
Refer to §2.8.2.1. Grades in courses awarded transfer credit are not used in calculation of PGPAs in the Centre for Continuing Education.

ADD: Letter of Permission
CCE students who wish to take courses through other universities (including those institutions that are involved in Campus Saskatchewan) for credit towards their certificate programs must obtain permission prior to registering for the course(s). Letters of Permission are not granted automatically. Students must submit a request in writing and provide any supplemental documentation as required. Procedures for applying for a Letter of Permission can be found at www.uregina.ca/cce/creditstudies.

Students can receive transfer credit for up to 50% of the applicable courses in their certificate program. Transfer credit is not guaranteed, and students must ensure that courses taken at other post-secondary institutions are eligible for transfer credit and applicable to their program.

Once the course has been completed, the student must request that two official transcripts be sent directly from the educational institution to Admissions, University of Regina. Students admitted through Campus Saskatchewan do not have to request transcripts. A transfer credit evaluation will be completed after transcripts have been received.

ADD: Credit by Challenge
Refer to §2.8.5 for University regulations. Challenge credit examinations may be permitted for the following CCE courses at the discretion of the Head of Credit Studies:
   LG 14 Introduction to Local Government Authority
   LG 15 Local Government Legislation and Statute Law
   LG 24 Basic Accounting Practices
   LG 25 Local Government Accounting
   RPA 10 Real Property Assessment

Students must apply for a challenge credit examination using the prescribed form together with the appropriate supporting documentation (application letter, resume and relevant academic transcripts), course fee and related fees. No student may challenge any more than two (2) courses in the Local Government Authority program. Refer to www.uregina.ca/cce/creditstudies for more information on applying for Credit by Challenge.

18.2.4 Academic Advising and Registration

ADD: Refer to §5.1 Responsibilities of Students

ADD: Repeating Courses
Students may repeat any course, passed or failed, once (English 100 may be repeated twice). The most recent grade is the one that is used in calculation of program GPAs. Written requests to repeat a required course an additional time are to be submitted to the Credit Studies Division office.
APPENDIX VII

18.2.5 Evaluation of Academic Performance

Current wording of 18.2.5:
Students’ performance is reviewed following every semester. University academic performance regulations apply to Credit Studies Division students. These regulations are given in §5.13. Rulings of probation and discontinuance may be appealed as described in §18.2.7 below.

CHANGE subheading to: §18.2.5 Probation and Discontinuance

CHANGE content to read:
CCE follows the University guidelines for academic performance regulations as outlined in §5.13. Refer to §5.10 for definitions of GPAs.

Students’ academic performance is evaluated following each semester; the Spring and Summer terms are treated as a single semester. When RTDs are assessed, they are effective immediately. The Academic Probation and RTD letters will state the deadlines for appeals. Appeals received by the deadline are heard within the term; late appeals will not be heard.

When evaluating academic performance, failed courses may be discounted provided the course(s) were taken while the student was pursuing a different program than his/her current program, has transferred from another academic unit/faculty, and have no potential role in the current program except as an open elective.

Students who have voluntarily sat out a period of not less than two years may also have failures previous to this voluntary discontinuance discounted when their academic performance is evaluated.

Students who have been required to discontinue must petition for readmission. The decision of CCE is final in cases of application for admission and readmission. Further conditions may be placed on students who are readmitted on appeal.

ADD: Deferral of Final Examination and/or Term Work
Extensions on deadlines for completion of assignments or writing of final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. If students become very ill or encounter other serious difficulties early in the semester or when no coursework has yet been completed, withdrawal may be a better option.

The authority to approval deferrals of term work within the semester belongs to the instructor of the course. The authority to approve deferrals of final examinations and/or term work beyond the date of the final examination belongs to the Director of CCE for Credit Studies Division students.

Students who are unable to complete a course for serious medical or personal reasons should consult the Credit Studies Division as soon as the situation presents itself. A written request for deferral from the student will be required, including relevant supporting documentation. Requests for deferral received more than two weeks after the final day of the examination period will be denied.
APPENDIX VII

Refer to §5.8 for more information on University policies and procedures regarding deferrals.

ADD: Failed Courses and Prerequisites
Failed courses include grades of “NP.” If the failed course is prerequisite to one in which the student has enrolled in the next semester, it is the student’s responsibility to drop the course which he or she is no longer eligible to take.

ADD: Academic Misconduct
Students enrolled in CCE programs at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. Plagiarism is a form of intellectual dishonesty in which another person’s work is presented as one’s own. Plagiarism or cheating on examinations/assignments is a serious offence that may result in a zero grade on an assignment, a failing grade in a course, or expulsion from the University. Refer to §5.14 for University regulations on academic misconduct.

§18.2.6 Graduation Requirements

CHANGE subheading to: 18.2.6 Time Limit and Graduation Requirements

RETAIN: The minimum graduating program GPA for all Credit Studies Division programs in 60.00%.

ADD: Refer to §6 for University Graduation Requirements.

ADD: Completion of Discontinued Programs
CCE does not have time limits for completion for any of its programs, except in the case where a program is discontinued. When a program is discontinued, students will be informed of the date by which they must complete their program requirements. Students should also be aware of the policy relating to “Outdated Courses” in relation to the completion of their programs.

ADD: Completion of Old Programs
From time to time, CCE may change its program requirements. Students normally follow the program that is in effect at the time of their most recent date of admission, faculty transfer or readmission, but may choose to follow program changes occurring after that date. Note that prolonged completion of a program may mean that specific courses academically housed outside of CCE but used in CCE programs are subject to that Faculty’s policy on outdated courses.

ADD: Applying and Approval to Graduate
Students who wish to have their certificate conferred as soon as possible after completing their requirements should apply while in their final semester of courses. Application deadlines are outlined in §6.9.
APPENDIX VII

18.2.7 Appeal Guidelines

**Current wording:** All appeals must be in writing. Appeals of program requirements are to be directed to the Director of the Centre for Continuing Education at the address is §18.1.1. Appeals of University regulations such as probation and discontinuance are to be directed to the Associate Vice-President (Student Affairs), University of Regina, Regina, SK S4S 0A2

**CHANGE** subheading to: **§18.2.7 Appeal Guidelines and Procedures**
**CHANGE** content to:
The CCE Student Appeals Committee (or its delegate) will hear all appeals and applications by students in connection with academic action decisions, including probation, discontinuance, readmission after RTD and exceptions from program requirements.

Appeals are to be made in writing within two weeks of notification of the academic action and addressed to the Chair, Centre for Continuing Education, Student Appeals Committee, Room 104 College Building, University of Regina, Regina SK S4S 0A2. Late appeals will not be heard.

Appeal guidelines and information about the supporting documentation that may be needed by the Student Appeals Committee are available at www.uregina.ca/cce/creditstudies.

Appeals of CCE decisions may be heard by the Council Committee on Student Appeals (§5.15.4). The decision of CCE with respect to admission and conditions for continuation is final. The committee does not hear appeals of grades; consult §5.11 Reassessment of Grades.

1.2 Revisions to the CCE Residency Requirement

**Motion:**
That the current CCE Residency Requirement (§18.2.3.1) – “Students must complete at least 50% of certificate program course work while registered in the Centre for Continuing Education” – be removed from CCE policies and the Undergraduate Calendar effective Spring/Summer 2008.

Students who have graduated with a Bachelor of Business Administration or Bachelor of Administration are not eligible to graduate with the Certificate in Administration, Level I and II.

Students who have completed the requirements for CCE certificates as part of a degree program must apply for graduation within one year of the degree being awarded.

**Current CCE policy on residency (§18.2.3.1):**
Students must complete at least 50% of certificate program course work while registered in the Centre for Continuing Education. Students who have been admitted to another faculty at the U of R may complete 50% of certificate program course work concurrently with a degree program through another Faculty. It is important, however, that they complete transfer arrangements at the appropriate time. Students who wish to take certificate programs concurrent with their degree may do so without transferring to CCE provided they are pursuing a Certificate in Public Relations (and, originally, a Certificate in Community Development before it was cancelled).
APPENDIX VII

Other relevant University policies related to this motion:
1. Concurrent Programs ("Adding a Second Program"): The University of Regina currently allows enrolment in two concurrent undergraduate programs as per §2.6.6. “Upon formal application, by a student, the University may permit enrolment in two concurrent undergraduate programs. A student’s primary program will be the one the student declares as such, subject to any approved faculty regulations. Faculties may determine if any of their undergraduate programs may not be taken concurrently with another, and will publish this information.”

2. Awarding of Concurrent and Additional Degrees: §6.13 states “In order to graduate with a degree, diploma or certificate, a student must first be admitted to the associated program.”

Rationale for motion:
Currently, students who wish to pursue CCE certificate programs while registered in degree programs must transfer to CCE “at just the right time” in order to be eligible to graduate with the certificate under the residency requirement. The policy creates confusion for students and creates a barrier to their pursuit of a value-added component to their University studies. While we do not have many students pursuing concurrent certificate-degree programs at the moment, we do wish to start energetically marketing certificates to current degree students.

By removing the CCE residency requirement, students will not have the administrative headaches and potential confusion of transferring from a Faculty to CCE and back to a Faculty. Instead, students can be admitted to other Faculties and take CCE certificates without having to transfer at “just the right time” in order to be eligible to graduate with a CCE certificate.

Potentially, students taking courses towards CCE certificate programs without requiring a faculty transfer to CCE may go to Faculty offices to get CCE program information rather than visiting the CCE program advisor. Ultimately, however, it is the student’s responsibility to ensure that requirements for all programs are met, and Faculty offices can redirect the student to CCE for advising.

1.3 CCE Student Appeals Committee Creation and Terms of Reference

Motion:
That CCE Council approve the creation and terms of reference for the CCE Student Appeals Committee as outlined below.

Rationale:
University regulations require that CCE put in place a committee body to which students may appeal decisions made at lower administrative levels. The creation of this committee brings CCE in line with current practice in other academic units and ensures that CCE offers students the possibility of appeals on both academic and non-academic matters.
APPENDIX VII

Committee Membership: One representative from CCE Council
One instructor from Credit Studies Division
One instructor from English as a Second Language (ESL) Program
One student representative from Credit Studies
One student representative from ESL

(A chair will be elected from among the instructors.)

Ex Officio Members: Director, Centre for Continuing Education
Head, Credit Studies Division
Head, English as a Second Language
Manager, Business and Professional Development
Program Coordinator, Credit Studies Division

(Ex-officio members are non-voting and serve as resource persons.)

Terms of Reference:
The CCE Student Appeals Committee will hear all appeals and applications by students in connection with decisions regarding:

Credit Studies Division’s Credit Certificate Programs and English as a Second Language Programs:
1. Requirement to discontinue
2. Re-admission after discontinuance
3. Exemptions from program requirements
4. Readjustment of grades (readjustment of fees is handled by the Registrar’s Office), not including reassessment of grades
5. Decisions of the Director of CCE in relation to disciplinary actions for academic and non-academic misconduct relating to Credit Studies Division and ESL students

Non-Credit Programs (Business and Professional Development):
1. Non-academic misconduct
2. Readmission after discontinuance because of non-academic misconduct
3. Requirement to discontinue due to not fulfilling the requirement of 80% attendance of a seminar/class

Decisions that will be delegated by the Committee to the Director of CCE in the first instance:
1. Appeals dealing with additional repeats of courses
2. Appeals for readmission of students who have received a first RTD
3. Appeals of “Academic Probation” status
4. Appeals for retroactive permission of course sequencing
5. Appeal to exclude courses from the calculation of the UGPA
APPENDIX VII

Procedures of the CCE Student Appeals Committee

1. Students have a right to a fair hearing in accordance with the rules of natural justice, before the Committee. This includes the right to be notified of the hearing, the right to present arguments (or have a representative do so), and the right to question representatives about the matter in question during the hearing. Students will be informed of these rights in writing.

2. Letters of appeal from the student must be submitted to the Committee. The Head of the student’s academic unit (either Credit Studies Division or ESL or Manager of Business and Professional Development) will acknowledge these in writing. The date and time of the next meeting of the Committee will be included in the acknowledgement or set in a subsequent letter.

3. Committee members receive, as part of the agenda, a copy of letters of appeal and other pertinent materials, a copy of the student’s academic record and, if applicable, a copy of the student’s program to date. Committee members will have an opportunity to ask questions of the student during the hearing.

4. The decision of the Committee is based on the written and printed agenda materials and any additional information provided at the meeting by the student, the student’s representative or Committee members.

5. The Committee will decide the outcome of the appeal and set the terms and conditions upon which the appeal will be decided.

6. Decisions on admission or re-admission are final. Other decisions may be appealed to the Council Committee on Student Appeals, except for decision on academic or non-academic misconduct, which may be appealed to the Council Discipline Committee.