DATE: January 8, 2010
TO: All Members of the Council Committee on Undergraduate Admissions and Studies
FROM: Bev Liski, Associate Registrar, Academic Policy Services and Ceremonies
RE: NOTICE OF MEETING

The Council Committee on Undergraduate Admissions and Studies will meet on Thursday, January 14, 2010 at 1:00 p.m. in the Graduate Studies Boardroom, NR 110.2.

AGENDA

1. APPROVAL OF AGENDA
2. APPROVAL OF MINUTES OF LAST MEETING, December 1, 2009
3. BUSINESS ARISING FROM THE MINUTES
4. OLD BUSINESS
5. NEW BUSINESS
   5.1 Report from the Faculty of Education, Appendix I, p. 2
   5.2 Report from the Faculty of Fine Arts, Appendix II, p. 34
   5.3 Report from the Faculty of Nursing, Appendix III, p. 43
   5.4 Proof of English Language Proficiency, Appendix IV, p. 45
6. ITEMS FOR INFORMATION
7. CONCLUSION
APPENDIX I

Date: January 14, 2010
To: Bev Liski, Associate Registrar, Academic Policy Services and Ceremonies, Registrar’s Office
From: Heather Ryan, Associate Dean of Student Services and Undergraduate Programs, Faculty of Education
Re: Report from Faculty of Education Council to the Council Committee on Undergraduate Admissions & Studies

The following motions approved at Faculty of Education Council are offered for consideration:

I. **ITEM FOR APPROVAL**

   A. **Proposal for a 3-Year Bachelor of Dance to be Offered & Awarded by the Faculty of Education** (as attached, pp. 2-29)

   **MOTION (approved by PPC Phase II - December 3, 2009)**
   That a three-year Bachelor of Dance to be offered and awarded by the Faculty of Education, be approved as follows:
APPENDIX I

Bachelor of Dance Proposal (3-Year)

Introduction

This proposal explains the need for, and outlines the resources available to support a three-year Bachelor of Dance degree to be offered and awarded by the Faculty of Education.

Three years ago the Arts Education Program suggested that a three-year BA degree in dance would need to be offered by the Faculty of Fine Arts or the Faculty of Kinesiology and Health Studies. Both these faculties offer some dance-related courses that would possibly support a BA in dance. But in 2006, it was made evident from our inquiries that there were no plans to extend the study of dance at the University of Regina, or to create a faculty position in Dance in either of the faculties. Letters from Dr. C. Chamberlain, Dean of Faculty of Kinesiology and Health Studies and Dr. S. Petty, Dean of Faculty of Fine Arts are attached in support of the application and course offerings for the degree (Appendix D).

In 2007 a proposal was taken to the Priorities & Planning Committee (Appendix F). One recommendation from the PPC was to approach the Faculty of Arts to determine whether there would be interest or the possibility that the Faculty of Arts would offer the BA in Dance (Process to Date 2007). Unfortunately, the proposal was not possible, as the Faculty of Arts does not offer the core area of study. At the same meeting a suggestion was made that the Faculty of Education could offer a Bachelor of Dance.

Resources do exist in the Faculty of Education (a dedicated faculty member and several established dance courses). With existing courses offered in the Theatre Department and the Faculty of Kinesiology and Health Studies, a three-year Bachelor of Dance is viable (Appendix A). The Bachelor of Dance, like the other three-year BA degrees in music, visual and theatre, would only be offered for those students pursuing a BEd degree in Arts Education.

All courses for the Bachelor of Dance already exist (Appendices B & C).

Resources required:

1. Library materials. Dance materials exist in the library collection and in the Arts Education program.
2. Counseling for students provided by the Student Program Centre, Faculty of Education.
3. Access to dance courses in the Faculty of Education.
4. Faculty of Kinesiology and Health Studies and the Faculty of Fine Arts accept the dance students into existing classes required.

The Faculty of Education proposes that the three-year Bachelor of Dance degree be offered, awarded and housed within the Faculty of Education.

To our knowledge, the Faculty of Education has not awarded a BA degree or a Bachelor of Dance before. But this does not mean it would be inappropriate or unreasonable for it to do so.
APPENDIX I

(It has been suggested several times over the past 15 years that the Faculty of Education could offer BA degrees in Education to those students who do not complete their internship and thus do not qualify for a Bachelor of Education nor teacher certification).

Context for the Proposal

Dance in Canada
In 1995 Dance Collection Danse, a Canadian organization formed to support dance and dance artists through publishing and archiving programs, published The Guide to Career Training in the Dance Arts. At that time the author, Grant Strate, stated, "[a] quick snapshot of the current Canadian dance profession tells us the range of career possibilities is considerably wider than we would have dreamed of 20 years ago". Unfortunately, educational possibilities have not increased on the prairies for those choosing a career in dance. Young emerging artists and those mature artists seeking further professional development must still leave the prairies for liberal education in dance.

Many Canadian post-secondary schools do offer two to three years of training in performance and choreography:
- Main Dance Performance Training Program, Vancouver, BC
- School of Contemporary Dancers, Winnipeg, MB
- Ryerson Theatre School Dance Program Toronto, ON
- The National Ballet School, Toronto, ON
- Quinte Ballet School, Belleville, ON
- Les Ateliers de Danse Moderne de Montréal Inc., Montreal, QC
- School of Classical and Contemporary Dance, Toronto, ON

And, the following Canadian universities offer three or four year degrees in dance performance and choreography as well as degrees at the masters level:

- School for Contemporary Arts, Simon Fraser University: BFA/MFA. in Dance
- Dance Studies Program
- University of Calgary: BA in Dance Studies
- York University: B.F.A. Honours, BFA/BA, MA, and PHD
- Université du Québec à Montréal: BA
- School of Contemporary Dancers (University of Winnipeg) BA General and BA Honours

Thus Bachelor degrees in dance are offered elsewhere. However, a BA in Dance or Bachelor of Dance does not yet exist at the University of Regina, where the Arts Education Program is attracting students of dance. A three-year Bachelor of Dance would extend and deepen the knowledge and understanding of Saskatchewan’s dance specialists who wish to taken on leadership roles in the development of curricula and dance programs in the province.
APPENDIX I

Dance in Saskatchewan
In the Saskatchewan community dance is regarded as a meaningful and significant mode of cultural expression. Saskatchewan has a strong and vibrant dance community involving many dance forms and many ages of people. Leadership is provided through different dance associations and programs. For instance, Dance Saskatchewan Inc. (head office in Saskatoon), a provincial dance organization that works with professional artists, as well as with individuals and groups from commercial studios, public schools and community settings; New Dance Horizons located in Regina, which is a nationally recognized arts organization providing the community with a wide-ranging program of contemporary dance; and various dance studios and community programs across the province that offer specific dance programs. The Arts Education Program in the Faculty of Education at the University of Regina offers a major and minor in dance education for K – 12 teachers; and the Ministry of Education in Saskatchewan recognizes the importance of dance through the Arts Education Curriculum, which includes dance for all, kindergarten to grade twelve students. The courses and programs above, particularly at the high school level, require specialist teachers in dance.

The following initiatives, already underway, would support the development of a Bachelor of Dance degree at the University of Regina:

1. Movement Classes in Faculty of Fine Arts
   Arts Education dance major and Minor students are encouraged and supported to enroll in the Theatre Department’s four courses in movement and dance. A wide range of movement and dance styles are included in the four classes.

2. Certificate in Dance Teacher Education (C.D.T.E.)
   The establishment of the C.D.T.E. program in dance education is intended to improve the skills of those involved in teaching different dance forms in private and community settings.

   The following organizations collaborated to develop the C.D.T.E.:
   - Centre for Continuing Education (Certificate Division, Conservatory of Performing Arts) University of Regina
   - Faculty of Education, University of Regina
   - College of Education, University of Saskatchewan
   - Extension Division, University of Saskatchewan
   - Dance Saskatchewan Inc.

   The certificate program is of interest to any person who has completed Grade 12, meets the entrance requirements of the University of Regina, and is either currently teaching dance or interested in pursuing a career as a professional dance teacher. The program consists of eight 3 credit hour core classes that all students must take. At this point there are eight 1.5 credit hour elective courses, of which the student must take four. At present modules, workshops and courses are organized and administered by the Arts Education Program.
3. **High School Dance Programs**
   There is increasing interest in offering dance in high schools, either as a Grade 9 experience or Special Project credit or Dance 10, 20, 30 courses. High schools in Regina (Balfour Collegiate, Winston Knoll Collegiate, Sheldon Williams Collegiate and Dr. Martin LeBoldus High School) and in Saskatoon (Marion M. Graham Collegiate and Tommy Douglas Collegiate) offer comprehensive dance programs.

4. **BEd in Arts Education with a Major/Minor in Dance Education**
   Students in the Arts Education Program continue to be able to earn a major/minor in Dance Education (see Appendix C), and a BEd degree.

**Rationale for the Proposed 3-Year Bachelor of Dance Degree**

There are several reasons why it is desirable to design and develop a three-year Bachelor of Dance Degree:

A. The demonstrated need for dance as a discipline of the liberal arts within the university.
B. The existing need in the provincial community for liberally educated dance professionals.
C. The existing Arts Education Program is attracting interested students. There are existing three-year BA degrees in Visual Art, Music and Theatre for students enrolled in Visual Art education, Music education and Drama education. But no equivalent exists for students whose primary interest is dance.
D. The development of courses and programs at the high school level require specialist teachers in dance.

A. **Dance as a discipline of the liberal arts:**
   Dance is a discipline of the liberal arts and a valid way of knowing the world, reflecting our cultural manifestations and providing a vehicle through which culture is constructed. Aspects of a dance education include an in-depth study of what comprises dance: dance forms, dance-making and choreography, history, notation, critical analysis, performance, personal meaning and collective expression.

B. **The Provincial Dance Community creates a need:**
   Initially the BEd in Arts Education was a four-year program. However, graduates of the program and the members of the provincial professional community and the Faculty of Education recommended further study in the major and minor areas. Consequently a fifth year was added to the Arts Education Program to provide students with opportunities to take more courses in two of the arts areas. The five-year BEd degree in Arts Education has been successful and well received.

   In 1991 at the University of Regina the Faculty of Fine Arts agreed to retain the three-year BA degree in Music, Theatre and Visual Art for Arts Education students only. Thus, the five-year
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program has allowed most Arts Education students to earn two degrees – a BEd and a BA. At the same time, the development and implementation of the Arts Education Curriculum in schools in Saskatchewan has increased the need for qualified teachers to work in the arts in schools with kindergarten to grade twelve students. This has resulted in an increase of students entering the Arts Education Program, particularly in the last five years. Among those expanded numbers are students who wish to pursue dance as a major area of study. Thus the need for the BA in Dance has increased.

Dance programs in the community allow students to dance throughout their high school years. These young people then look for a place to pursue dance as a career. Many students leave the province to find dance training either in professional institutions, such as the National Ballet School or the Winnipeg Contemporary Dancers, or in university programs, such as those at York University, Simon Fraser University and University of Quebec at Montreal.

In Saskatchewan there have been many relationships that have nourished and fostered dance. In particular, the Arts Education Program has worked closely with the Ministry of Education, faculty members serving on Curriculum committees to create strong and meaningful dance curricula. Strong relationships also exist with Dance Saskatchewan Inc. to collaborate and provide programs and services for teachers and emerging artists, and the Youth Ballet Company of Saskatchewan where university students are able to observe and assist in dance classes. Students have also been mentored in their teaching in community settings, and graduates of the Arts Education Program have been employed in both the dance and drama programs in Saskatchewan schools and dance studios.

C. Other BEd/BA Degrees in Arts Education Create a Need:

The Faculty of Education offers a five year undergraduate degree in Arts Education. The degree requires a major and minor area selected from dance, drama, literature, music and visual art. The degree was designed in discussions with the Faculties of Arts, Kinesiology and Health Studies and Fine Arts. The collaboration made it possible to offer Arts Education students the opportunity to earn a second degree, a three-year BA (music, theatre and visual art) in the Faculty of Fine Arts and a four-year BA in English in the Faculty of Arts.

This two-degree combination is not yet possible for students who wish to major in dance education. Students have only two options: to pursue a major in dance for the Bachelor of Education degree only; or to go to another university to study dance. As there is currently no equivalent study in dance at the University of Regina, interested students must go further afield to universities where dance is offered as a major leading to a BA or a BFA Degree. This is an expensive option both in time and money for these students, and a lost opportunity for the University of Regina to provide academic leadership in the discipline of dance. And often these graduates do not return to Saskatchewan.

In the university there is no opportunity for young people to study dance as a discrete area of knowledge. As the dance community develops and expands the various programs in public schools and community settings and the interest and demand for dance training increases within the province, the University of Regina has an obligation and a unique opportunity to acknowledge and respond to those requests. There exists a foundation within the Faculties of Education, Kinesiology and Health Studies and Fine Arts in the form of established courses.
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These courses could be developed to create a three-year Bachelor of Dance degree (*Appendix A*). This would model to the community that the University of Regina recognizes the good work within dance community and in addition provide the leadership that is not currently evident within the university.

The development of this degree responds to the Faculty of Education’s plans and priorities and the University of Regina’s vision, mission, goals and emphases through:

a. The required expertise to respond to the community needs.
b. The students’ desire to pursue their passion.
c. The implementation of a program that allows students to stay within the province.

The Bachelor of Dance would require that students undertake further in-depth study in movement and dance (four courses in the Faculty of Fine Arts as well as 3 Fine Arts courses outside of the major area of study – dance. Additionally, students will extend their studies by acquiring courses in Humanities (including a language), Science, Social Science and Mathematics.

D. Dance at the High School Level

The development of dance courses at the high school level demands that the university prepares and provides well trained and educated dance professionals for the students in the dance programs in schools.

Process to Date

2009
- Bachelor of Dance Proposal – received Phase II approval from the University of Regina’s Planning & Priorities Committee – December 3, 2009 (*Appendix G*)
- Bachelor of Dance Proposal – approved at Faculty of Education Council – October 14, 2009
- Bachelor of Dance Proposal – approved by the Arts Education Program & the Undergraduate Program Development Committee

2008
- Faculty of Arts, Academic Program Development Committee meeting - February 28, 2008. Ann Kipling Brown attended meeting to seek support for a BA in Dance but it was made clear that the Faculty of Arts would not support the proposal for a BA in Dance. **It was recommended at this meeting that the Faculty of Education offer a Bachelor of Dance.**

2007
- October 2007 – January 2008 - Discussion with Dr. Richard Kleer, Associate Dean (Undergraduate), Faculty of Arts regarding the housing of the BA in Dance in the Faculty of Arts.
- May 2007 – received an encouraging written response from PPC concerning Phase I and concerns to be addressed before proceeding to Phase II.
- April 26, 2007 – Michael Tymchak, Dean of Education & Ann Kipling Brown presented the Proposed BA in Dance to the University Planning & Priorities Committee
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2006
- Proposal approved by Arts Education Program, Faculty of Education
- Proposal approved by Program Development Committee, Faculty of Education
- Proposal approved by Priorities & Planning Committee, Faculty of Education with request to provide
  1. Support letters from Faculty of Kinesiology and Health Studies and Faculty of Fine Arts
  2. Sample courses from other university dance programs
  3. Identification of course offered within and outside Faculty of Education

2004
- A meeting with the Dean, Associate Dean and faculty of the Arts Education program.
- A memo from the Dean outlining the following process:
  1. A meeting was held with the Dean of Fine Arts
  2. Development of a rationale that highlights the benefits of this degree and outlines the three-year program.

2002
- The visit of Grant Strate as the speaker for the Steinecker Lecture Series. Grant Strate designed and implemented the dance programs at York University and Simon Fraser University.
- A meeting with Dr. David Friesen, Grant Strate and Ann Kipling Brown.
- Meeting was held with the Dr. Margaret McKinnon, Dean of Education, who encouraged the proposal.
- Written proposal was developed and sent in June 2002 to Dr. David Barnard, Dr. K. Heinrich, Professor K. Laurin, Dr. M. McKinnon, Dr. C. Krentz, Dr. S. McClatchie and the faculty of the Arts Education Program.

2001
- A proposal was made that a position in dance be given to the Faculty of Fine Arts. The successful candidate for this position would design and implement:
  1. A 3-year BA in Dance
  2. A 4-year BFA in Dance
  3. A Masters Degree in Dance
- An information meeting with the Director of the Centre for Continuing Education and the Head of the Conservatory of Performing Arts was held.

2000
- Discussion between the Deans of Fine Arts and Education.

1998
- Informal discussions were held with the Head of the Theatre Department regarding dance at the University of Regina.
- A letter was written to the Deans of the Faculties of Fine Arts and Kinesiology and Health Studies by the Dean of Education to initiate a dialogue with members of the faculties regarding an undergraduate degree opportunity focusing on dance education.
- A meeting was held with the Head of the Theatre Department, Faculty of Fine Arts, the Assistant Dean of the Faculty of Physical Activity Studies, the Assistant Dean in the Faculty of Education and the Chair of the Arts Education Program, Faculty of Education.
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1995
- Two dance courses were established as part of a Musical Theatre Degree (offered in the Faculty of Fine Arts) in the first and final year to support the existing Movement/Dance courses in the Theatre program.

1989
- Dance courses were designed and implemented for a dance major/minor in the Arts Education Program, Faculty of Education (Appendices B & C).
- The prerequisite courses for dance in the Arts Education program were formalized as one-credit courses in modern dance and social and folk dance (offered in the Faculty of Kinesiology and Health Studies).
- Courses in the Faculty of Fine Arts, THEA 272, 274, 376, 378 Movement/Dance, were accepted as courses towards a dance major/minor in Arts Education.
- Anatomy and Biomechanics (Faculty of Kinesiology and Health Studies) were required for the dance major in Arts Education.
**PROPOSED BACHELOR OF DANCE (THREE-YEAR)**

This program is only open to those students enrolled in the BEd Arts Education Dance Major Program. The degree is granted only concurrently with or after the awarding of the BEd in Arts Education.

To qualify for the three-year Bachelor of Dance, students must complete at least 90 credit hours as follows:

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<th>Credit hours</th>
<th>Required</th>
<th>Student's record of courses completed</th>
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<tr>
<td><strong>Liberal Arts</strong></td>
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<td>English 100</td>
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<td>English 110</td>
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<td>9.0</td>
<td>3 Humanities (one upper-level language if the student has Gr. XII credit or two courses in the same language if the student does not have Gr. XII language credit)</td>
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<td><strong>Fine Arts</strong></td>
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<td>9.0</td>
<td>3 Fine Arts (chosen from FA, Film, Art, ARTH, INA, INAH, Theatre; one must be a 200-level)</td>
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<tr>
<td><strong>Dance</strong></td>
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<td>3.0</td>
<td>EDAN 301 * – Curriculum for Dance Education</td>
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<td>EDAN 302 * – Dance in Cultural Contexts</td>
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<td>EDAN 402 * – History of Dance Education</td>
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<td>3.0</td>
<td>THEA 272 – Movement &amp; Dance I</td>
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<td>THEA 274 – Movement &amp; Dance II</td>
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<td>2 courses from the following: ANTH 240 – Popular Culture ANTH 306 – Anthropology of Art EDAN 499 * – Independent Study I (Dance in Community) KIN 120 (KHS 190) – Introduction to Adapted Physical Activity &amp; Recreation KIN 267 (KHS 267) – Human Physiology I KIN 269 (KHS 269) – Exercise Physiology KIN 375 (KHS 371) – Care and Prevention of Athletic Injuries THEA 130 – Introduction to Costume Construction THEA 140 – Introduction to Stage Management THEA 231 – Elementary Costume Design THEA 245 – Elementary Lighting &amp; Sound</td>
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APPENDIX I

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* denotes Education courses
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Faculty of Education Dance Courses
University of Regina

EDAN 101    3:3-0
Introduction to Dance Education, K-12, Part I
Knowledge and experience of theory and content of dance through both theoretical and practical study. Emphasis on understanding of creative/modern/ethnic dance and its particular relevance in dance education.
*** Prerequisite: KHS 139 or 3 hours in KHS dance courses. ***  * Note: Normally offered in fall only. *

EDAN 202    3:3-0
Introduction to Dance Education, K-12, Part II
This course is designed for arts education students in their second semester. Theory, content and practice related to dance education will be examined.
*** Prerequisite: EDAN 101 ***  * Note: Normally offered in winter only. *

EDAN 301    3:3-0
Curriculum for Dance Education
Selection and organization of contemporary dance experiences for K - 12 pupils. The students will examine dance forms relevant to K-12 age groups and address dance curriculum design.
*** Prerequisite: EDAN 101 and 202 *** * Note: Normally offered in fall only. *

EDAN 302    3:3-0
Dance in Cultural Contexts
Planning of experiences which explore dance in cultural contexts for K-12 pupils. The students will be involved in the study of resources, in interviews, and observation and analysis of dance milieux.
*** Prerequisite: EDAN 101 and 202 *** * Note: Normally offered in winter only. *

EDAN 303    3:3-0
Dance Composition
An introductory course in the basic principles of dance composition. Both practical and critical work will be applied to explore the creative process and to develop the skills of choreography.
*** Prerequisite: EDAN 101 and 202, or permission of the instructor. ***  * Note: Normally offered in fall only. *

EDAN 401    3:3-0
Movement Notation
This course is an introduction to the theory and practice of movement notation with an emphasis on developing reading skills through the study of scores.
*** Prerequisite: EDAN 101 and 202, or permission of the instructor.

EDAN 402    3:3-3
History of Dance Education
An introduction to the themes and issues in dance education, emphasizing major developments of dance teaching in theatrical dance, elementary and secondary education, community settings, and university training.
*** Prerequisite: EDAN 101 and 202, or permission of the instructor. ***

EDAN 499    1-3:0-0
EDAN Independent Study I (Dance in Community)
Course reserved for independent study or special project in the student's field of special interest in education. (This course encourages the student to explore and experience dance in locations other than
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the public school; and then to consider these studies in terms of their importance and relevance to the public school experience. The student may choose from the following: dance studio, community dance program, and special programs.)

Courses Offered through other Faculties

FACULTY OF FINE ARTS

THEA 130     3:3-3
Introduction to Costume Construction
An introduction to the craft of costume construction, pattern drafting, sewing techniques, mask making and their application to theatre costume. Skills may be applied to projects conceived and realized by the class.

THEA 140     3:3-0
Introduction to Stage Management
A study of basic techniques used by the stage manager, including assembling the prompt book, rehearsal and performance procedures, equipment.
* Note: Offered in fall semester. *

THEA 231     3:3-0
Elementary Costume Design
An introduction to costume design through studio practice. The class will place emphasis on developing the vocabulary of the designer, developing a visual response to the text, and various creative methods of 2 (and possibly 3) dimensional rendering the costume sketch will be explored.
* Note: Offered in winter semester only. *

THEA 245     3:1-4
Elementary Lighting and Sound
An introduction to lighting and sound for the theatre. A study of lighting that includes instruments, control boards, colour media, basic electricity and hang and focus procedures and the sound equipment and techniques used to construct sound scores and reinforced sound.

THEA 272     3:1-4
Movement & Dance I
An introductory course in movement and dance for actors, with emphasis on body awareness, alignment, creative expression and retention of choreography.
* Note: Offered in fall semester in odd numbered years only. *

THEA 274     3:1-4
Movement & Dance II
A continuation of the work in THEA 272 with emphasis placed in the "actor" and the physical skills required for her or his craft, rather than on the self.
*** Prerequisite: THEA 272 ***
* Note: Offered in winter semester in even numbered years only. *

FACULTY OF KINESIOLOGY & HEALTH STUDIES

KIN 120 (formerly KHS 190)     3:3-1.5
Introduction to Adapted Physical Activity and Recreation
This course will teach students about the history and development of paradigms and concepts surrounding the notions of disability, adapted physical activity, inclusion, and provision of supports and
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services for persons with disabilities. An overview of developmental, sensory, and physical disabilities will be provided. Through a practicum experience, students will be able to apply theory in a practical setting as they plan and implement adapted physical activity programs for persons with disabilities.
* Note: Web delivered class sections may be subject to an additional $50.00 material fee. This course is crosslisted with SRS 120 *

KIN 267 (formerly KHS 267) 3:3-0
Human Physiology I
An introductory class that deals with cellular mechanisms and some of the functions and interactions between major physiological systems of the human body.
*** Prerequisite: KIN 260 (KHS 168) ***

KIN 269 (formerly KHS 269) 3:3-2
Exercise Physiology
The study of the physiological mechanisms involved during physical activity. The course covers the physiological effects of acute and chronic exercise on the metabolic, neuromuscular, respiratory, and cardiovascular systems.
*** Prerequisite: KIN 267 (KHS 267) ***

KIN 375 (formerly KHS 371) 3:3-1.5
Care and Prevention of Athletic Injuries
An examination of the causes, symptoms, and appropriate treatment of athletic injuries and an opportunity to practice taping and other techniques used in the treatment and prevention of such injuries.
*** Prerequisite: KIN 260 (KHS 168) ***

FACULTY OF ARTS

ANTH 240 3:3-0
Popular Culture
This course will survey the popular culture of "modern" societies, particularly as expressed through mass media, music, speech, dress, consumption and recreation. It will explore how popular culture overlaps with and diverges from elite and scientific discourses, and how it helps articulate such pervasive modern world views as individualism and nationalism.
*** Prerequisite: One course from ANTH 100, GEOG 100, any 100-level HIST course, INDG 101, PSCI 100 or SOC 100. ***

ANTH 306 3:3-0
Anthropology of Art
A cross-cultural and inter-cultural exploration of aesthetics. This course compares the role of art in our own society to aesthetic expressions in other societies. It will also explore connections between anthropology and modern art movements. Various aesthetic forms may be addressed, including visual and performing arts as well as architecture.
*** Prerequisite: Any 200-level course in the social sciences or art history. ***
# DANCE MAJOR AND MINOR
## ARTS EDUCATION PROGRAM
### FACULTY OF EDUCATION

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>MINOR</th>
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| KHS Dance – 3 credits  
(Faculty of Kinesiology and Health Studies) | KHS Dance – 3 credits  
(Faculty of Kinesiology and Health Studies) |
| EDAN 101 - Introduction to Dance*  
EDAN 202 - Dance Education* | EDAN 101 - Introduction to Dance*  
EDAN 202 - Dance Education* |
| 1. EDAN 301 - Curriculum Design in Dance*  
2. EDAN 302 - Dance in Cultural Contexts*  
3. EDAN 303 - Choreography*  
4. EDAN 401 - Dance Notation*  
5. EDAN 402 - History of Dance in Art & Education*  
6. Anatomy (Faculty of Kinesiology & Health Studies)  
7. Biomechanics (Faculty of Kinesiology & Health Studies)  
8. Movement Class (Faculty of Fine Arts) | 1. EDAN 301 - Curriculum Design in Dance*  
2. EDAN 302 - Dance in Cultural Contexts*  
3. EDAN 401 - Dance Notation*  
4. & 5.  
  2 of the following:  
  * EDAN 303 - Choreography*  
  * EDAN 402 - History of Dance in Art & Education*  
  * Anatomy (Faculty of Kinesiology & Health Studies)  
  * Movement Class (Faculty of Fine Arts) |

*Course offered in the Faculty of Education*
# 12.16.2 Arts Education Program

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APPENDIX I

APPENDIX D

Letters of Support
Dean C. Chamberlin, Faculty of Kinesiology and Health Studies
Dean S. Petty, Faculty of Fine Arts
APPENDIX I

UNIVERSITY OF
REGINA

MEMORANDUM

FACULTY OF KINESIOLOGY AND HEALTH STUDIES
OFFICE OF THE DEAN

DATE: November 11, 2009

TO: Dr. James McNinch
    Dean, Faculty of Education

FROM: Craig Chamberlin
      Dean, Faculty of Kinesiology and Health Studies

RE: Bachelor of Dance proposal

This memorandum is written to confirm that the Faculty of Kinesiology and Health Studies continues to support the Bachelor of Dance degree proposal as it is structure. Our Faculty has enjoyed a strong and fruitful relationship with the Faculty of Education and we will be pleased to enable Education students' access to our classes. We are quite interested in exploring in the future potential reciprocal academic linkages between our students and education students, particularly in light of this new proposed degree program.

I am supportive of this proposal as written and believe that the Faculty of Education should have the ability to offer a Bachelor of Dance. The ability to combine the B. Dance with a B.Ed is valuable and I believe will be helpful in attracting students to our University.

If you require more information, or if I can be of any other service to you, please do not hesitate to contact me.

Craig J. Chamberlin, Dean
FACULTY OF FINE ARTS

MEMORANDUM

Date: November 9, 2009

To: Dr. Heather Ryan
   Associate Dean, Faculty of Education

From: Dr. Sheila Petty
      Dean, Faculty of Fine Arts

Re: Bachelor of Dance Concerns

In principle, the Faculty of Fine Arts supports the Bachelor of Dance program, as we have since 2007.

We noted that on page 38, Appendix V of the CCUAS agenda, THEA 272, 274, 376, and 378 are listed as requirements of the degree. Currently all of these courses are taught by sessionals in the Faculty of Fine Arts.

On page 40 of the document, the Arts Education, five year BEd Dance major is outlined, containing THEA courses 272 and 274 but has EDance substitutions available to the students for those courses within that degree.

We would like to emphasize that we are currently in a different budget environment concerning sessionals then when this program was initially proposed. Students either need to have access to course substitutions for all four courses or some provision needs to be made by Education to support the courses outside the current structure.

Dr. Sheila Petty
Dean, Faculty of Fine Arts

cc: Dr. Alison Hayford, Associate Dean, Undergraduate
    Dr. Christine Ramsay, A/Head, Theatre Dept
DATE: March 12, 2007

TO: Ann Kipling Brown

FROM: Craig Chamberlin
       Dean
       Faculty of Kinesiology and Health Studies

RE: BA in Dance proposal

This memorandum is written in response to the proposal for a BA in Dance being made by the Faculty of Education. Many thanks for the opportunity to view this proposal. I should point out that our Faculty will be pleased to continue our relationship with the Faculty of Education that has allowed education students to access our classes. I would be quite interested in talking with you in the future to see if we might have other classes that would also be useful to students interested in pursuing a future in dance education.

I am supportive of this proposal as written and believe that the Faculty of Education should have the ability to offer a BA in Dance. The ability to combine the BA with a BEd is valuable for our students, and I believe will be helpful in attracting students to our University.

If you require more information, or if I can be of any other service to you, please do not hesitate to contact me.
MEMORANDUM

Date: March 28, 2007

To: Dr. Michael Tymchak
    Dean, Faculty of Education

From: Dr. Sheila Petty
    Dean, Faculty of Fine Arts

Re: BA in Dance

Michael, I just wanted to send you this note to let you know that I had a good meeting with Dr. Ann Kipling-Brown on March 6, during which we discussed the BA in Dance. Dr. Kipling-Brown provided me with a copy of the proposal and requested 1) that Fine Arts allow dance students to register in our Theatre Movement classes, and; 2) that Fine Arts accept that the Faculty of Education will award the BA in Dance.

I have subsequently met with Associate Dean Chambers and Professor Pearce, Head of Theatre, to discuss these requests. We are in complete agreement with the proposal and requests, but have one request of Education: that the Dance students take the Movement classes as a sequence or block, so that the students must go through all the levels in the following order: Theatre 272, 274, 376, 378.

I trust this meets your requirements.

Dr. Sheila Petty
Dean, Faculty of Fine Arts

cc: Professor Ruth Chambers
    Professor Wes Pearce
    Dr. Ann Kipling-Brown

SP/seh
APPENDIX I

York University Dance Department
B.F.A. Honours, BFA/BA, MA

FA/DANC 1340: Introduction to Dance Studies
Explores the contemporary themes and issues in dance using current approaches to research and theory.

FA/DANC 2226: Dance Composition
Further study of the basic principles of dance composition; development of studies toward completed works, and examination of production and performance as it relates to choreography. Continued analytic/critical work of choreographed dances.

FA/DANC 2340: Dance History: 20th Century
Examines the multi-faceted nature of western theatrical dance from the early-20th century to post-modernism.

FA/DANC 4345: Canadian Dance History
Investigates selected periods, people, cultural, social and political events in the development of Canadian dance during the 19th and 20th centuries.

FA/DANC 2510B: Intro to World Dance Practices: North Africa, Middle East, Central Asia & Diaspora
Introduces the study of selected dances from Morocco, Egypt, Israel, Iran and Azerbaijan, including belly dancing, folk and dervish dances, with attention to their cultural contexts. Different regions selected for study in different years. Studio/discussion.

FA/DANC 3370: Dance Pedagogy
Examines the methods and materials associated with teaching dance technique to the adolescent and the adult. The lecture/studio portion of the course is augmented by assisting or observing a series of dance classes.

FA/DANC 4375: Dance and the Child I
Provides theories, tools and applications for teaching dance to children (ages three-six). Lecture/studio, practicum.

Dance Studies Program, University of Calgary
BA in Dance Studies

DANC 201: Critical Process
Students learn to explore, observe, and structure ideas and movement through improvisations and specific exercises which cover such fundamentals as kinetics, perceptual skills, rhythm and dynamics, spatial organization, integration of acoustic, visual and verbal elements, and use of technology as a creative tool.

DANC 211: Dance Traditions
A survey of the history of dance, including relations between modernism, post-modernism, and beyond.

DANC 240: Principles of Contemporary Dance
A survey of technical skills, improvisation, and dance composition.

DANC 320: Choreography
Choreography is the art of rendering a concept into the physical design of dance through movement and forms of notation. This course develops personal creativity and broadens the student’s physical and expressive potential into public performances. By organizing movement, space, and time into dances, students follow through the stages of organizing ideas, developing themes, and rehearsing and performing choreographic creations.
APPENDIX I

DANC 330: Principles of Anatomy and Body Movement
A workshop of movement fundamentals based on the practical understanding of anatomy and dance technique.

DANC 350: Practical Anatomy for the Moving Body
An introduction to human anatomy in relation to movement and dance. The study of skeletal structure and the function of muscles and joints from proper alignment.

Bachelor of Fine Arts Degree Program, Simon Fraser University
The BFA major in dance approaches dance as an art form and integrates theory with creative and technical studio courses. Emphasis is given to contemporary dance technique, composition and experimentation. Courses are also offered in body conditioning practices, ballet, history and criticism, and movement analysis. Course work in other artistic disciplines is encouraged, and opportunities for participation in a variety of productions are available. The program is intended for students who desire to study dance in relation to other contemporary art disciplines and academic fields.

A minimum of 40 credit hours must be completed including all of
FPA 111-3 Issues in the Fine and Performing Arts
FPA 122-4 Contemporary Dance I
FPA 123-4 Contemporary Dance II
FPA 124-3 Dance Improvisation
FPA 129-3 Fundamental Integration of Human Movement
FPA 220-4 Contemporary Dance III
FPA 221-4 Contemporary Dance IV
FPA 224-3 Dance Composition I
FPA 227-3 History of Dance: The 20th Century
FPA 320-4 Contemporary Dance V
FPA 321-4 Contemporary Dance VI
FPA 324-3 New Dance Composition
FPA 426-3 Dance/Movement Analysis
FPA 322-3 Ballet I
FPA 323-3 Ballet II
FPA 325-3 Special Project in Dance Composition
FPA 326-4 Repertory I
FPA 327-4 Repertory II
FPA 420-4 Contemporary Dance VII
FPA 421-4 Contemporary Dance VIII
FPA 425-4 Intensive Studies in Performance
FPA 427-3 Ballet III
FPA 428-3 Ballet IV

Program with National Ballet School
In addition to the BFA in dance and the extended minor, the School for the Contemporary Arts offers a combined degree/diploma program with the National Ballet School Teachers' Training Program. This five year program allows students to initiate their studies at Simon Fraser University or at the National Ballet School (NBS). The students who begin this program at Simon Fraser University will spend three years at Simon Fraser University and two years at NBS and receive a BFA degree and a National Ballet School Teachers' Training diploma. Students who transfer to Simon Fraser University after three years of study at NBS will complete two years at Simon Fraser University and receive a Bachelor of General Studies degree and the NBS Teachers' Training Diploma.

Dance Extended Minor
This program is intended primarily for students who wish to obtain a BA degree with a view to teaching dance in the public schools. It may be used in combination with another extended minor. The program is balanced with dance technique, composition and theory, and some work in a relevant art discipline other than dance.
APPENDIX I

APPENDIX F

PPC Memo and Response
Thanks for meeting with PPC on April 26th, 2007 to discuss the Letter of Intent – BA in Dance. PPC supports the possibility of a Bachelor of Arts in Dance and encourages you to continue to pursue this proposal.

As you prepare the final proposal, PPC suggests you consider the following:

1. What is the contingency plan should the only qualified faculty member able to teach in the dance program unavailable in either the short or long term.
2. While Fine Arts & Kinesiology & Health Studies appear unwilling to allocate resources to the BA in Dance, would they consider having Education’s faculty member cooperate with either of them and offer the program via that route? Along the same lines, would the offering be better positioned out of the Faculty of Arts with Education’s faculty member made an Associate member in the Faculty of Arts?
3. Rationale for offering a new program in Dance when the Faculty may be under resourced in some existing programs (i.e. B.Mus.Ed program)?
4. Provide more clarification and detail regarding the differences between a B.Ed Major in Dance and the BA in Dance.
5. Provide an indication of projected enrolment numbers, projected market sustainability as well as factors which could impact on the continuance of the program. Note these projected numbers cited will serve as the targets against which enrolments resulting would be compared.
6. Confirm with the Dean of Arts, support for the Faculty of Education awarding a BA.

The next step in the process (Phase II) is that the Faculty prepare a comprehensive proposal, which would be presented to PPC for comment with respect to resources and
fit with University priorities. In particular we are looking for your responses to the following questions:

a) How will the proposed program fit into the Faculty’s plans and priorities and contribute to the University’s vision, mission, goals and emphases?

b) How might the resources required by the new program be made available?

PPC will then advise the Council Committee on Undergraduate Admissions & Studies (CCUAS) whether or not they are satisfied that the two key questions have been addressed.

Then the Faculty of Education will present their proposal to the CCUAS, from which a recommendation will be forwarded to Executive of Council for approval.

Please contact Brenda Olson when you are prepared to present your Phase II proposal so that she may schedule a time on an upcoming PPC agenda.
APPENDIX I

Response to PPC to discuss the Letter of Intent, Phase II (December 3, 2009)

1. Further expand what the contingency plan is should the only qualified faculty member able to teach in the dance program be unavailable in either the short or long term. For instance, what qualifications to teach in the University system do the sessional instructors have?

In the case of a long term position a national search would be made as the Faculty of Education is committed to the Arts Education program.

In both the dance and university communities there are:

a. Individuals who have studies in arts education, dance and education and hold masters degrees (Dominique Chartrand, Heather Ritenburg, Stephenie Leito Csada, Connie Moker Wernikowski). Three of the named individuals are working towards their doctoral degrees.

b. Individuals who have studies in arts education, dance and education and hold undergraduate degrees and have extensive experience in professional dance.

c. Dance professionals who have extensive dance experience as performers, educators and choreographers. The nature of the dance professional’s work is fluid, allowing them to move from one area of the profession to another; for instance, a focus on performance, then on choreography. Today this is seen as strength and not a weakness.

2. Given Fine Arts’ indication that they are in the process of streamlining their theatre course offerings, what course substitutions or provision for offering courses outside the current FA structure have been considered?

The following possibilities exist that would provide a dance major to focus on a specific aspect of dance and the three components of the Saskatchewan Arts Education Curriculum (creative/productive; critical/responsive; cultural/historical components): a response to special events, stage production, further study of the body or cultural studies.

a. Special Events: EDAN 499, Dance in the Community Context exists for senior dance students. This course is offered when there is a special event, such as a well-known dance professional in residency in Regina or a professional agency offers a unique experience for the community. The course is taught by the visiting artist and supervised by the Arts Education program.

b. Stage Management: Dance educators require experience in stage management, lighting design and costume design and construction. Therefore, the following courses would be made available:

   THEA 130 - Introduction to Costume Construction
   THEA 231 - Elementary Costume Design
   THEA 140 - Introduction to Stage Management
   THEA 245 - Elementary Lighting and Sound

c. Study of the Body: Students are required to take KIN 260 (formerly KHS 168): Human Anatomy and KIN 285 (formerly KHS 261): Biomechanics. Additional courses could be selected to extend their knowledge:
APPENDIX I

KIN 120 – Introduction to Adapted Physical Activity and Recreation
KIN 267 – Human Physiology I
KIN 269 – Exercise Physiology
KIN 375 – Care and Prevention of Athletic Injuries

d. Cultural Studies
The Saskatchewan Arts Education Curriculum for K - 12 schools requires the exploration of the historical/cultural contexts of dance. To expand the work of EDAN 302 (Dance in a Cultural Context) the following courses would be available:
  ANTH 240 – Popular Culture
  ANTH 306 – Anthropology of Art

Students would be counseled to take the prerequisite courses.

3. You indicated that there is continued and increasing development of dance programs in schools; please provide evidence of this as, it relates to market sustainability.

The Saskatchewan Arts Education Curriculum is core curriculum for K – 9 students and, therefore, all students have 50 minutes of dance, drama, music and visual art per week. At the Secondary Level, the Arts Education curriculum incorporates the four strands of dance, drama, music and visual art within modules. The curriculum is resource-based and is designed to allow for a variety of possibilities for delivery. The four strands could be interrelated throughout the module, or they could be taught as four separate units within the module framework. [http://www.sasked.gov.sk.ca/docs/artsed/g10arts_ed/g10coae.html](http://www.sasked.gov.sk.ca/docs/artsed/g10arts_ed/g10coae.html)

Therefore, dance may be offered as part of a module that focuses on a theme or as Dance 10, 20 or 30. [http://www.sasked.gov.sk.ca/docs/artsed/dance102030/danceint.htm](http://www.sasked.gov.sk.ca/docs/artsed/dance102030/danceint.htm)

Dance is offered on a rotational basis at the Grade 9 level in Saskatchewan.

Dance teams (Balfour and Campbell Collegiates) and dance after-school programs (e.g., Poco Loco at Sheldon Williams Collegiate).

Opportunities in theatre and musical performances exist for students and many times the dance program in Arts Education is asked to provide choreography for the shows.

Dance 10, 20 and 30 are offered in High Schools: for instance, Balfour Collegiate, Riffel High School, Greenall High School, Tommy Douglas Collegiate.

4. Consideration of students who would be interested in pursuing the program part-time – how might they be accommodated?

Students who wish to study part-time would be carefully counseled to follow courses in sequence.

5. How will the proposed program fit into the Faculty’s plans and priorities and contribute to the University’s vision, mission, goals and emphases?

The University of Regina has stated a commitment to a liberal arts education for our students and has pledged to respond to the needs of the community. In creating the Bachelor of Dance
the Arts Education Program is responding to the education as well as the dance community who request sound and thoughtful teachers of dance. Additionally the requirements of the Saskatchewan Arts Education curriculum that requires knowledgeable and specialized dance teachers in both elementary and secondary schools settings calls for a program of study that fosters and deepens students understanding of and abilities in dance. In the 2009 entrance group to the Arts Education Program there are 6 students (out of 30) who envision majoring in dance and anticipate that they will be able to acquire a concurrent degree. Thus the degree will also provide further study for dance majors in the same way that the concurrent BA’s in Theatre, Music and Visual Art deepen the studies of those majors.

6. How might the resources required by the new program be made available?

The Bachelor of Dance does not require further resources as all required or optional courses exist and are taught on a rotational basis. The counseling of students will remain the same, as students choosing to major in dance will have already committed to the dance program.

Projected Enrolment & Program Statistics
At the end of the second year of the program (approx. 30 students) students select a major and minor area of study from five areas – dance, drama, literature, music and visual art. It is not necessary to declare a major or minor area of study until this point, therefore numbers in the first and second year are not always accurate. As mentioned earlier if students wish to complete a combined BEd/BA in dance they are not able to do so, therefore, they select dance as a minor area of study.

Interest in a concurrent degree is increasing as the development of dance programs in schools grows. Thus there is a demand for qualified and experienced dance educators, particularly at high school level.

Enrolment for Fall 2009 by Year of Program

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Breakdown by Year and Major & Minor Areas of Study Fall 2009

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Total: 123
APPENDIX I

Totals of Majors & Minors by Area for ALL five years of Program

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Graduation Statistics

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APPENDIX I

RECOMMENDATION ITEM FOR THE COUNCIL COMMITTEE UNDERGRADUATE ADMISSIONS & STUDIES

1. The Planning and Priorities Committee, following discussion with the Ann Kipling Brown, Professor, Arts Education and the Dean, Faculty of Education made the following motion:

MOTION:

“The Planning and Priorities Committee recommends that the Council Committee on Undergraduate Admissions & Studies be notified that PPC supports the Bachelor of Dance. Any resource implications will be addressed by the Faculty of Education”

Attached:

1. (PPC Proposal – Phase II for PPC)

cc: James McNinch, Faculty of Education
Heather Ryan, Associate Dean, Faculty of Education
Annette Revet, University Secretariat
George Maslany, University Library
APPENDIX I

II. ITEM FOR INFORMATION

A. Faculty Certificate Program – Concurrent Programs

MOTION approved by FSGR – November 23, 2009 - That permission be granted for any SIAST employee enrolled in a Graduate Studies and Research program at the University of Regina to take the SIAST Faculty Certificate Program (FCP) without withdrawing from their Graduate Studies program.

Rationale:
The Faculty Certificate Program (FCP) is a SIAST certificate program that includes six undergraduate AEHR courses (Faculty of Education). The FCP is required of all new SIAST Instructors (by provision of their Collective Agreement). Without this motion a SIAST Instructor who is enrolled in a Graduate Studies and Research Program at the University of Regina is required to withdraw from this program in order to take the courses that are required of the FCP. This motion authorizes an exception to the general Graduate Studies and Research policy in the instance of FCP students only.
APPENDIX II

FACULTY OF FINE ARTS

Date: January 5, 2010
To: Council Committee on Undergraduate Admissions and Studies
From: Dr. Alison Hayford, Associate Dean (Undergraduate)
Re: Report from the Faculty of Fine Arts

ITEMS FOR APPROVAL:

1. Critical Competencies within the Bachelor of Arts degree in the Faculty of Fine Arts

**Motion 1:** That effective May 1, 2010, the current requirement of 24 to 30 credit hours of liberal arts and science courses (core requirements) in the BA Fine Arts degree be replaced with 30 credit hours of courses aimed at achieving critical competencies.

The critical competencies are in four areas: communication in writing; analytical thinking in the social and natural sciences, analytical thinking in culture and society, and research skills and methodologies.

**Rationale:** Current BA programs in the Faculty of Fine Arts require students to take courses from the Faculties of Arts and Science, including English 100 and 110, an upper level language course, and courses in the Social Sciences and Humanities. The proposed four critical competencies retain the concept of breadth and involve courses from the Faculties of Arts and Science, but provide more choice for students than under current requirements. The categories from which students would choose do not correspond precisely to the Humanities/Social Science (List A/List B) that is used within the Faculty of Arts. The proposal is to drop specific requirements and replace them with options that achieve general learning objectives.

**Motion 2:** That the 30 credit hours in the critical competency areas in Fine Arts BA programs be distributed as listed below. Students must take 6 credit hours in each of the following areas: communication in writing; analytical thinking in the social and natural sciences; analytical thinking in culture and society; and 3 credit hours in research skills and methodologies. Students would choose their remaining 9 credit hours from any of the areas.

**Rationale:** Students must balance their selection of courses across the areas to develop competency in each area. The remaining credits give the students the opportunity to select courses that interest them.
APPENDIX II

Proposed Critical Competency areas and courses in the BA Fine Arts:

**Communication in writing**: Students must take at least two courses from this list (6 CH)
Courses in English language expository or creative writing offered through any department or program, including:
- ACAD 100
- English 100, 110, 251, 252, 351, 352, 353
*Note: Students working for “mention bilingue” may meet this requirement through French language composition and creative writing courses.

**Analytical thinking in the social and natural sciences**: Students must take at least two courses from this list (6 CH)
Any courses in the following areas excluding courses in statistics or research methods (e.g., Econ 224, Psych 204, SOST 201, and others):
- Economics
- Geography
- Political Science
- Psychology
- Science and Technology Studies
- Sociology
- Social Studies other than statistics or methodology
- Any Science course, including Mathematics, other than Computer Science

**Analytical thinking in culture and society**: Students must take at least two courses from this list (6 CH).
Any courses in the following areas excluding courses in statistics, methods, logic, and English language expository or creative writing. (e.g., INDG 280, WGST 220, PHIL 150, and others):
- Anthropology
- Classics
- English (excluding those listed in the Communication in Writing area)
- History
- Humanities
- Human Justice
- Indigenous Studies
- Interdisciplinary Studies (IDS)
- International Studies
- Language other than English
- Literature in translation or other non-language courses offered through a language department or program (e.g., FR 247, 248; GER 223]
- Religious Studies
- Philosophy
- Women’s and Gender Studies

**Research skills and methodologies**: Students must take at least one course from this list to complement skills and methodologies used in Fine Arts areas (3 CH). Students may taken any courses in research methods, statistical analysis, logic, or computer science offered through the Faculties of Arts and Science, including but not restricted to:
APPENDIX II

- Phil 150 Critical Thinking
- Computer Science
- Methods courses such as INDG 280, 282; Social Studies 201, 203, 306, 307; Psych 204, 305; WGST 220. Methods courses offered through Faculties other than Arts may be used with approval of the Dean or Designate.
- Any courses in statistics including (but not limited to) Social Studies 201, Psych 305, and all statistics courses offered through the Department of Mathematics. Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or Designate.
- With permission of the Dean or Designate, students may use appropriate courses from Business Administration, Education, Engineering, Kinesiology and Health Studies, or Social Work to fulfill this requirement or to complete the additional 9 CH of Critical Competencies requirements.

Course substitutions in the above categories may be granted by the Dean or Designate.

2. Revision of BA and BA Honours programs in the Faculty of Fine Arts:
(Rationale for 3.1 and 3.2 comes at the end of both motions.)

Motion 3.1

That effective May 1, 2010, the Faculty of Fine Arts offer a BA Fine Arts as outlined below and that this program replaces existing BA programs except for the three year special degrees, the BA in Arts and Culture, and the BAs in Visual Arts and in Theatre Arts.

Note: BA programs in Indian Art and Art History are programs at the First Nations University of Canada and have to be considered by their curriculum committee. The programs already conform quite well to the outline below.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>BA in Fine Arts Note: Major is Fine Arts</th>
<th>Student's Record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.0</td>
<td><strong>Critical Competencies – 30 credit hours</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communication in Writing</strong></td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>Two of: ACAD 100, ENGL 100, 110, 251, 252,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>351, 352, 353</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Social &amp; Natural Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>Any two courses in the following areas excluding courses in research/statistics and Computer Science: ECON, GEOG, PSCI, PSYC, STS, SOC, SOST, any offered by the Faculty of Science other than those noted as excluded.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Culture &amp; Society</strong></td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>Any two in the following areas excluding courses in statistics, methods, Phil 150 (Logic), English language expository or creative writing. ANTH, CLAS, ENGL above 100 level, HIST, HUM, JJ, INDG, IDS, Language other than English, Literature in translation, RLST, PHIL, WGST</td>
<td></td>
</tr>
</tbody>
</table>

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### APPENDIX II

<table>
<thead>
<tr>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td><strong>Research Skills &amp; Methodologies</strong>&lt;br&gt;Any course in research methods, statistical analysis, logic, or computer science offered through the Faculties of Arts and Sciences such as: Phil 150, CS, INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220, STATS (any course), SOST 201, PSYC 305. Students may use statistics courses offered by Faculties outside Arts and Sciences with permission from the Dean or designate.</td>
</tr>
<tr>
<td>9.0</td>
<td><strong>Critical Competency electives:</strong> Students must choose an additional 9 credit hours from any of the above areas.</td>
</tr>
</tbody>
</table>

**Concentration Requirements – 36 credit hours in a single disciplinary area.**<br>**Disciplinary areas:** Art History, Film and Video Studies, Music, and Theatre Studies<br>Note: Must include 9 credit hours at the 300/400 level, 3 of which must be at the 400 level.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>100 level survey course</td>
</tr>
<tr>
<td>6.0</td>
<td>Performance or Studio courses</td>
</tr>
<tr>
<td>12.0</td>
<td>Studies or History courses</td>
</tr>
<tr>
<td>15.0</td>
<td>Remaining courses are at the student’s discretion.</td>
</tr>
</tbody>
</table>

**Fine Arts Requirements outside the area of Concentration – 12 credit hours**

<table>
<thead>
<tr>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.0</td>
<td>One course in each of the areas outside the concentration. (No more than 3 credit hours may be at the 100 level)</td>
</tr>
<tr>
<td>3.0</td>
<td>One <em>FA</em> course or other approved (by Dean or Designate) interdisciplinary Fine Arts course.</td>
</tr>
</tbody>
</table>

**Open Electives - 42 credit hours**

<table>
<thead>
<tr>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.0</td>
<td></td>
</tr>
<tr>
<td>120.0</td>
<td>Total: 65% required</td>
</tr>
</tbody>
</table>

I. 48 hours of Fine Arts credit, including:<br>a) 36 CH in an area of concentration, divided as follows:<br>   a. 3 CH: 100 survey course or other appropriate introductory course as determined by Department
APPENDIX II

b. 6 CH minimum in performative/studio classes
c. 12 CH minimum in studies/history classes
d. Remaining 15 CH at student’s discretion, in consultation with Department head
e. Total program must include at least 9 CH at the 300/400 level, of which at least 3 CH must be at the 400 level.

b) 12 additional CH in Fine Arts
   a. 9 CH: one course each in three areas of Fine Arts other than the area of specialization (including FA courses), of which no more than 3 CH may be a general introductory course numbered 100. (Note: if the Faculty creates a 3 CH common first year course, that would count as part of this requirement.)
   b. 3 CH: required course in a transdisciplinary topic (Note: in the immediate future, this requirement would be met by an FA course; in the longer run, this could be met by a specially designed integrative course)

II. 30 CH in Critical Competencies
   a) 6 CH: Communication in Writing
   b) 6 CH: Analytical thinking in the social and natural sciences
   c) 6 CH: Analytical thinking in culture and society
   d) 3 CH: Research skills and methodologies
   e) 9 CH: student’s choice from among all categories

III. 42 CH: Open electives

BA-Honours Fine Arts:

Motion 3.2
That effective May 1, 2010, the Faculty of Fine Arts offer a BA-Honours Fine Arts as outlined below and that this program replaces existing BA-Honours programs except for the BA Honours in Visual Arts.

<table>
<thead>
<tr>
<th>Credit</th>
<th>BA Honours in Fine Arts</th>
<th>Student’s Record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Note: Major is Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

Critical Competencies – 30 credit hours

- 6.0 Communication in Writing
  Two of: ACAD 100, ENGL 100, 110, 251, 252, 351, 352, 353

- 6.0 Social & Natural Sciences
  Any two courses in the following areas excluding courses in research/statistics and Computer Science:
  ECON, GEOG, PSCI, PSYC, STS, SOC, SOST, any Science courses.
| 6.0 | **Culture & Society**  
Any two in the following areas excluding courses in statistics, methods, Phil 150 (Logic), English language expository or creative writing. ANTH, CLAS, ENGL above 100 level, HIST, HUM, HJ, INDG, IDS, Language other than English, Literature in translation, RLST, PHIL, WGST |  |
| 3.0 | **Research Skills & Methodologies**  
Any course in research methods, statistical analysis, logic, or computer science offered through the Faculties of Arts and Sciences such as: Phil 150, CS , INDG 280, 282, SOST 201, 203,306, 307, PSYC 204, 305, WGST 220, STATS (any course), SOST 201, PSYC 305. Students may use statistics courses offered by Faculties outside Arts and Sciences with permission from the Dean or Designate. |  |
| 9.0 | **Critical Competency electives:** Students must choose an additional 9 credit hours from any of the above areas. |  |

**Concentration Requirements – 57 credit hours in a single disciplinary area.**  
**Disciplinary areas:** Art History, Film and Video Studies, Music, Theatre

| 3.0 | 100 level survey course |  |
| 6.0 | Performance or Studio courses |  |
| 12.0 | Studies or History courses |  |
| 15.0 | Remaining courses are at the student’s discretion.  
Note: At least 9 CH must be at the 300/400L with at least 3 CH at the 400 level |  |

**Honours Requirements – 21 credit hours**  
Students require an Overall GPA of 70 and a GPA in the disciplinary area of 75% to complete the Honours degree.
APPENDIX II

<table>
<thead>
<tr>
<th>9.0</th>
<th>9 additional CH at the 300/400 level in that discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>3 CH of Honours paper or project</td>
</tr>
<tr>
<td>3.0</td>
<td>3 CH in FA 400 seminar (new course or variable topic course as required) or other senior seminar as approved by department head or Associate Dean Undergraduate</td>
</tr>
<tr>
<td>6.0</td>
<td>6 CH in a language other than English relevant to the area of study</td>
</tr>
</tbody>
</table>

Fine Arts Requirements outside the Concentration – 12 credit hours

<table>
<thead>
<tr>
<th>9.0</th>
<th>One course in each of the areas outside the concentration. (No more than 3 credit hours may be at the 100 level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>One FA course or other approved (by Dean or Designate) interdisciplinary Fine Arts course.</td>
</tr>
</tbody>
</table>

Open Electives – 21 credit hours

<table>
<thead>
<tr>
<th>21.0</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>120.0</td>
<td>Total: 70% overall and 75% in area of concentration</td>
</tr>
</tbody>
</table>

a) A total of 63 CH in Fine Arts  
b) Overall GPA of 70 and GPA in disciplinary area of 75%  
c) Basic BA as outlined above, including 30 credit hours of critical competencies, with the exception of open electives  
d) Total of 51 CH in an area of concentration, divided as follows:  
   a. 36 CH in a single discipline as noted above  
   b. 9 additional CH at the 300/400 level in that discipline  
   c. 3 CH of Honours paper credit.  
   d. 3 CH in FA 400 seminar (new course or variable topic course as required) or other senior seminar as approved by department head or Associate Dean Undergraduate  

e) 12 hours of Fine Arts courses outside the concentration.  
f) 6 credit hours in a language other than English (may be taken as part of the Critical Competency requirements)  
g) 21 CH of open elective credit
APPENDIX II

Additional notes:

- Students have the additional option of the BA in Arts and Culture, which has been approved as a pilot program.
- All BA-Fine Arts students will be strongly encouraged to take one or two semesters in a program at another university, as arranged through the ISSO office. Students who do this may opt to fulfill the requirement for three CH in a transdisciplinary Fine Arts course as transfer credit from the institution they visit.
- All BA-Fine Arts students will be strongly encouraged to include one work study (co-op) experience in their program.
- Students completing the BA Honours in Fine Arts are strongly encouraged to start developing competence in a language other than English that is appropriate to their areas of interest.

Rationale for motions: The new programs highlight the values of the Faculty of Fine Arts, are aligned with the University of Regina’s strategic plan and with recommendations from the Faculty Unit review, and support the University’s recruitment plans by making Fine Arts programs more accessible.

- Student focused: The broadened and strengthened BA options offer students more choice in their programs, including the opportunity to combine majors and minors, do double majors, explore a variety of areas, and combine academic and semi-professional training.
- Deep-rooted values: The critical competencies requirements represent the ideal of a broad liberal education with exposure to various areas of cultural and societal performance, scientific and analytical thinking, and communication.
- Innovative thinking: The proposed BA-Fine Arts provides space for the development of innovative courses.
- Real-world practice: The proposed BA-Fine Arts provides space for and encourages work experiences relevant to areas of study that can be used towards meeting program requirements.
- Global ideas/regional needs: The proposed BA-Fine Arts provides space for and encourages educational experiences in other places, and work experiences here or elsewhere that can be incorporated into the program.
- Unit Review: The proposed BA-Fine Arts fulfills the Unit Review team’s recommendation to rationalize the numerous BA degrees within the Faculty.
- Recruitment: The proposed BA-Fine Arts makes Fine Arts programs more accessible to students who do not have strong Arts programs in their home communities, who cannot come to campus for auditions or portfolio reviews, or who wish to combine Fine Arts with other areas of learning and practice.

Note: As of Fall 2009, there were 138 students in BA programs in Fine Arts, and 2 students in BA-Honours programs in Fine Arts (one in Music Theory and one in Art History). These students account for nearly 24% of students in Fine Arts programs. While BA students account for nearly half (89/180) of the students in the Department of Visual Arts, many of the 75 students doing the BA-Visual Arts plan to enter the BFA in Visual Arts program if at all possible; the remaining 13 students are majoring in Art History. BA students account for 18% of Music students, 14% of Theatre students, and 8% of students in Media Production and Studies.
APPENDIX II

3. Minor in Fine Arts

Motion 4:

To replace the current minors in Art History, Music, Theatre and Film and Video Studies with one minor in Fine Arts as outlined below, effective May 1, 2010.

Note: Minors in Indian Art and Indian Art History are programs at the First Nations University of Canada and have to be considered by their curriculum committee.

The general outline of the minor is:

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Required</th>
<th>Students’ Record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>100 level course or approved introductory course in an area of concentration</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>One specific course in a concentration as might be required by the department</td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>6 credit hours must be in the Studies/History area</td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>History/Studies courses at the 300 level</td>
<td></td>
</tr>
<tr>
<td>18.0</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

18 Credit Hours in a single concentration, including
- 3 CH: the 100 course offered in that area or in another introductory course as indicated by the Department
- 15 additional credit hours in the concentration, of which 12 must be in Studies/History areas
  - Departments may choose to designate 3 credit hours as a specific course requirement (in addition to the introductory course)
  - 6 CH must be at the 300/400 level
- 3 CH may be in performance/studio courses

Rationale: Currently minors are quite prescriptive. This minor template allows students to explore an area of Fine Arts more freely, according to their interests and other needs such as scheduling.
MEMORANDUM

DATE: December 21, 2009
TO: Council Committee on Undergraduate Admissions and Studies
FROM: Sheila Dresen, Acting Dean, Faculty of Nursing
RE: Admission Requirements to the Faculty of Nursing

The Faculty of Nursing at the University of Regina, in partnership with SIAST’s Nursing Division, will be accepting its first cohort of students to the Bachelor of Nursing program for the Fall 2011 semester.

Motion: That the admission requirements to the Bachelor of Nursing program, effective 2011-20130, be as follows:

Admission will be on a First Qualified/First Admitted basis. The program capacity for the first year enrollment will be 350 students with 150 students in Saskatoon and 200 in Regina. There will only be one intake per year, for the Fall semester. Students will apply to the program through Registration Services at SIAST. Students are able to qualify for admission based on either high school or post-secondary criteria.

High School Admission Requirements

Applicants who have completed or are in the process of completing Grade 12 with fewer than 24 attempted credit hours of approved post-secondary education will be considered based on the following criteria:

- English A30
- English B30
- One of Math A30, B30, C30, Calculus 30, Foundations of Math 30 or Pre-calculus 30
- Biology 30
- Chemistry 20 (Chemistry 30 is preferred)
APPENDIX III

Students must have a minimum grade of 70% on each of the above required courses. Students applying from other Canadian provinces or from other countries will need to present equivalent courses. In addition, all students will need to meet the English Language Proficiency requirements both of the University and of the program.

Post-secondary Admission Requirements

Applicants who have attempted 24 or more credit hours of approved post-secondary education will be admitted based on the following criteria:

- Completion of either each high school course (listed above) or a post-secondary equivalent or higher
- A minimum 65% UGPA on all postsecondary courses presented
- If transferring from another Nursing program, a minimum UGPA of 65% and a positive recommendation on a clinical placement reference form.

English Language Proficiency Requirements

In addition to the university’s standard ELP requirements, students who meet the University’s ELP requirement via an exam must achieve the following exam standards:

- CanTEST: A minimum score of 4.5 in each of Listening, Reading and Writing and a 5.0 or higher in Speaking
- CAEL: A minimum score of 70 with a minimum sub-score of 70 in Speaking and minimum sub-scores of 60 in all other components
- IELTS: An overall band score of 7.0 with a 7.0 or higher in Speaking
- MELAB: A minimum score of 85 with a minimum sub-score of 3+ in Speaking
- TOEFL: Internet-based (iBT): A minimum overall score of 90 with minimum sub-scores of 20 in Reading and Writing, 26 in Speaking and 22 in Listening.
- TOEFL: Paper-based - A minimum overall score of 580 with a minimum sub-score of 50 in each of Listening and Speaking, and a minimum score of 5.0 in each of Writing and Reading

Rationale

The above admission criteria are believed to be the appropriate preparation for students to succeed in the Nursing program. They are comparable to other western Nursing programs, similar to the current NEPS (Nursing Education Program of Saskatchewan) requirements and provide the pre-requisite knowledge for the courses in the first year of the program. The exam standards for ELP purposes are intentionally higher than for other faculties due to the clinical nature of the program and the essential need for clear communication when dealing with patients and their care. Nursing programs in universities around Canada are regulated by the Canadian Council of Languages to assure quality and standards around the country. Also, this is a common practice all over Canada.
MEMORANDUM

DATE: November 3, 2009
TO: Council Committee on Undergraduate Admissions and Studies
FROM: Livia Castellanos
SEM Director
RE: Proof of English Language Proficiency

This document proposes an addition to the criterion accepted for meeting the University’s English Language Proficiency requirement.

SEM Target: International students already in Canada
SEM Objective: To recognize ESL programs at other Canadian universities

Goal: To allow students who have completed academic ESL programs at other Canadian universities to meet our English Language Proficiency requirement via this means.

Current Practice/Process
Students who have already successfully completed an ESL program at another university must either write one of the English Language Proficiency tests or re-take their ESL courses at our institution. This often delays their admission to the University of Regina.

Proposed Change
The Admissions Office has been reviewing policies and procedures in an effort to remove unnecessary roadblocks for students who wish to attend our institution. It seems illogical that students who have already completed one academic English as a Second Language program must either take further courses at our institution or write one of the English Proficiency exams. The change to our policy would read as follows (new portion is underlined):

2.2.5 English as a Second Language
The University of Regina offers a full program in English as a Second Language (ESL). A passing grade in the ESL program’s final course, ESL 050 (with academic writing elective) or a minimum average score of 55 on the ESL placement exam, are considered to be acceptable demonstrations of proficiency in English. Students who are enrolled in ESL 050 may be offered conditional admission to an academic program if they meet academic admission requirements.
Students who have successfully completed an academic English as a Second Language program at another University (or equivalent) that qualifies them to meet the English Language Proficiency policy of that institution, may be considered to have met our policy. The student must supply proof of course completion and evidence that the course(s) completed meet the English proficiency policy of that institution.