Date: 3 May 2009

To: Members of the Academic Program Development Committee

From: K O'Brien, Academic Program Coordinator

Re: **Meeting of 6 May 2009**

There will be a meeting of the Faculty of Arts Academic Program Development Committee on Wednesday 6 May 2009 at 10:00 am in the Arts Boardroom (CL 427). **Please bring an *Undergraduate Calendar.***

1. Approval of the agenda

2. Approval of the minutes of 6 April 2009.

3. Business arising from the minutes
   A. Department of Justice Studies

4. New business
   A. Department of Philosophy and Classics
   B. Department of Indian Languages, Literatures and Linguistics
   C. Department of Anthropology
   D. Department of Justice Studies
   E. Medieval and Early Modern Studies
   F. Letter of Intent: Bachelor of Geographic Information Science (Phase One)

5. Other business

The Faculty of Arts Academic Program Development Committee met in CL 427 on 6 April 2009 at 10:00 am.

PRESENT: K Arbuthnott, S Avison, M Calkowski, P Hansen, D Juschka, R Kleer, C Louis, K O'Brien, M Vetter, S Weild, L Wells

REGRETS: J Moleski, A Revet, F Watson

1.   Approval of the agenda.

JUSCHKA/ARBUTHNOTT – moved to approve the agenda as circulated.

CARRIED

2.   Approval of the minutes of 9 February and 4 March 2009

JUSCHKA/CALKOWSKI – moved to approve the minutes as circulated.

CARRIED

3.   Business arising from the minutes.
A. Department of Geography
The Head of the department attended to explain that the proposed course title is standard among introductory Geography courses across the country. Further, GEOG 100 is a 'sample' course, rather than an introduction. The department believes that the new course is more descriptive of the courses' content.

CALKOWSKI/JUSCHKA – moved to revise the title of GEOG 100.

CARRIED

B. Department of Justice Studies
The Academic Program Coordinator continues to work with the department to resolve CCUAS' concerns.

4.   New Business
A. Department of Philosophy and Classics
JUSCHKA/CALKOWSKI – moved to create PHIL 280 and to delete PHIL 290AC.

CARRIED

B. Department of Psychology
Noting that the course has four pre-requisite courses, it was suggested that the rationale be revised to exclude references to attracting students from a number of disciplines; that's not likely to be true. It is sufficient to argue that the course provides additional natural science options for senior PSYC students.

The department normally offers 300-level courses every other year and will do so with this course, as well.
ARBUTHNOTT/VETTER – moved to create PSYC 373 (pending Library approval).

CARRIED

C. Women's and Gender Studies Program
JUSCHKA/ARBUTHNOTT – moved to revise the prerequisite for WGST 490AA-ZZ.

CARRIED

D. Intercultural Leadership Program
The committee noted that this proposal has not been approved by the First Nations University of Canada and should changes be approved at the body, APDC will need to review this again.

It was noted that the prerequisite for ILP 400 could result in students getting into the course without ever having completed a previous ILP course. It was suggested that the prerequisite be revised to include ILP 100 and 24 credit hours.

It was also suggested that ILP 400 be renamed to "Leadership Project" and that the word 'course' be removed from the title of ILP 300.

The committee suggested that the Internship and seminar course be renumbered to a 300-level, since 400 usually denotes honours-level academic work. The RO noted that since there is no change to the substance of 391 (internship), the number could continue to be used and so the seminar renumbered to 390.

It was agreed to move all motions together in one block.

JUSHCKA/ARBUTHNOTT –moved to approve all motions in Item 4D.

CARRIED

E. Individual Major
CALKOWSKI/LOUIS – moved to revise the student's individual major.

CARRIED

5. Other Business
A. Certificates
The Faculty has no policy governing the shape or structure of certificate programs. A review of offerings across the University indicates a range of requirements and administrative structures (i.e., some are administered by a Faculty, others directly by CCE and still others as partnerships between CCE and individual Faculties). It was agreed that there is potential for growth in certificate programs and that the Faculty and University would likely benefit from a policy stating certain minimum requirements for what is required to earn one.
B. Integrated Studies
The Academic Program Coordinator reported that Arts is working with CCE to develop a degree program in which students would propose a set of courses and a rationale for their selection that links the courses directly to the student's professional and/or personal

development. Upon admission to the program, students would be granted block credit for between 30 – 60 credit hours, depending on previous formal academic course work completed and demonstrated knowledge.

The committee expressed concern about granting credit for the recognition of non-academic learning. Might the program be proposed as a certificate or diploma issued on the basis of courses completed at the University of Regina. There's concern that the program would be less attractive to students if it resulted in less than a bachelor's degree. Some responded with the concern that the community might not distinguish between a Bachelor of Arts degree and this proposed degree, and so result in a devaluation of both.

C. Exploratory Major

The Academic Program Coordinator proposed that the Faculty of Arts create a major code in which students may register while/when they are uncertain of their ultimate academic plans. It is hoped that by identifying these students in a more positive light that will shift the tone and tenor of the conversations they have with faculty members and advisors. This could contribute to a strengthening of our student retention initiatives, while having the unanticipated benefit of simplifying our admissions process.

The committee responded quite positively to this proposal and suggested the Academic Program Coordinator follow-up with the Registrar's Office to make this happen.

3. Business arising from the Minutes

A. Department of Justice Studies

> MOTION that students must declare their concentration with the BHJ prior to or upon completing 33 credit hours of their program major.

10.28.5 BACHELOR OF HUMAN JUSTICE PROGRAM SEQUENCING

Students are expected to gain a broad foundation in liberal arts and science (especially the social sciences) on which to build their Human Justice program, and so will concentrate on the Faculty's core requirements in the early stages of their program.

BHJ students <u>shall sequence</u> ~~will take~~ HJ 201 (Introduction to Justice) and 202/203 (Introductory Practicum) among the first five Human Justice courses taken. Students should take HJ 307 and 309 as soon as possible after HJ 201 and 202/203. HJ 307 and 309 *must* be taken before the Advanced Practicum (HJ 445, 446, 447).

HJ 445/446/447 (Advanced Practicum) is the capstone of the BHJ program, and should be taken near the end of the student's program. The Advanced Practicum is equivalent to a full course load. Only in exceptional circumstances will students be permitted to take extra courses while doing their Advanced Practicum.

The curriculum for the BHJ is grounded in an adult education model of learning; students choose their courses based upon their own professional and personal interests. ~~It is organized by orientation to justice studies.~~ The <u>areas of concentration</u> ~~four orientations stressed~~ in the Bachelor of Human Justice are criminal justice, <u>restorative justice</u>~~legal justice~~, social justice, and <u>human rights</u>~~community justice~~. Students are counselled to <u>balance</u> ~~take~~ courses that reflect <u>an array of justice themes with</u> ~~all the orientations to justice studies, as well as to consider including in their program~~ a cluster of courses pertaining to <u>specific justice topics of interest</u>~~a particular problem area, sector of people, or field~~. Such a cluster may include approved cognate courses as well as HJ courses. <u>Upon completion of 33 credit hours within the Bachelor of Human Justice, students are strongly encouraged to declare their concentration, if any, within the program.</u> Students are encouraged to consult the Department for academic advice.

Rationale

This motion is believed to assist students in planning their course selections early in their program rather than waiting for courses to be offered to decide which courses they need at the end of their program.

> MOTION to eliminate the Criminal Justice and Restorative Justice (Corrections and Public Safety and Policing) concentration

> MOTION to create a "Corrections and Public Safety" designation for eligible BHJ graduates.

Rationale

These two concentrations differ by only two courses, under the revisions proposed above. It, therefore, seems appropriate to recognize the completion of the two specific courses as a 'designation' rather than as a specific concentration.

> MOTION to make JS 210, 230, 290, 291 and 380 prerequisites to all other JS courses and admission to the program.

Rationale

This is to ensure that students are enrolled in JS 290/291 *Introductory Practicum* prior to completing 5 Justice Studies courses. This is consistent with existing course requirements and prioritizes the sequencing for students. Note, as well, that this would apply ONLY to Human Justice students (i.e. It would not be required of Police Studies, Justice Studies students or those students from other departments or faculties).

4. New Business
A. Department of Philosophy and Classics

MOTION to create PHIL 312.

> **PHIL 312**   **3:3-0**
> **Aristotle's Ethics I**
> An intensive reading of Aristotle's writings in ethics, particularly the
> *Nicomachean Ethics.*
> ***Prerequisite: One 200-level PHIL course or permission of the
> Department Head. ***

ACADEMIC LIMIT 16-24

REASON FOR PROPOSED COURSE
Aristotle's ethics is a central topic in moral philosophy.

PROGRAM IMPLICATIONS
None.

PROPOSED COURSE CONTENT
This course involves an intensive reading and analysis of Aristotle's major writings in
moral philosophy, particularly the *Nicomachean Ethics.*

PROPOSED TEXTS AND REFERENCES
Nicomachean Ethics (various translations), Aristotle.
Politics (various translations), Aristotle*.*
Aristotle on the Human Good. Richard Kraut.
The Blackwell Guide to Aristotle's Ethics. Richard Kraut (ed.) (Blackwell, 2005).
Reason and Emotion. J. Cooper.
The Fragility of Goodness. M. Nussbaum.
Essays on Aristotle's Ethics. A.O. Rorty (ed).
Aristotle's Ethics: Critical Essays. Sherman, Nancy (ed.).

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA
The library has sufficient resources for this course.

INSTRUCTORS ABLE TO TEACH COURSE
D Elliot, A Ward, E Soifer

MOTION to create PHIL 329.

> **PHIL 329**   **3:3-0**
> **Kant's Ethics I**
> A study of the moral philosophy of Immanuel Kant and its impact from
> the time of his contemporaries to the present.
> ***Prerequisite: One 200-level PHIL course or permission of the
> Department Head. ***

ACADEMIC LIMIT 16-24

REASON FOR PROPOSED COURSE
Immanuel Kant's ethics is a central topic in moral philosophy.   Kant is also one of the most influential thinkers in modern philosophy.

PROGRAM IMPLICATIONS
None.

PROPOSED COURSE CONTENT
This course involves a close reading and analysis of Kant's major writings in moral philosophy, particularly the *Groundwork of the Metaphysics of Morals.* Other works which may be studied are the *Metaphysics of Morals, The Critique of Practical Reason,* and the *Lectures on Ethics.* The course also considers historical or contemporary assessments and applications of Kant's moral philosophy from such philosophers as Hegel, Schopenhauer, Sidgwick, Brentano, Thomas Hill, Barbara Herman, and Onora O'Neill.

PROPOSED TEXTS AND REFERENCES
Practical Philosophy: The Cambridge Edition of the Works of Immanuel Kant. Mary J. Gregor (ed., tr.).
Lectures on Ethics: The Cambridge Edition of the Works of Immanuel Kant. Peter Heath and J.B. Scheewind (eds), Peter Heath (tr.).
Kant's Ethical Thought. Allen W. Wood.
Kantian Ethics. Allen W. Wood.
Kant's Groundwork of the Metaphysics of Morals: A Commentary. Jens Timmerman.

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA
The library has sufficient resources for this course.

INSTRUCTORS ABLE TO TEACH COURSE
D Elliot, E Soifer

MOTION to create PHIL 336.

> **PHIL 336**   **3:3-0**
> **Epistemology I**
> Epistemology is the study of the nature, sources and limits of knowledge. This course introduces students to the main topics in classical and contemporary epistemology: What is knowledge?, How may one acquire knowledge?, What are the scope and limitations of knowledge?
> *** Prerequisite: One 200-level course in Philosophy, or permission of Department Head. ***

ACADEMIC LIMIT: 16

REASON FOR PROPOSED COURSE:
Epistemology is a core subject in philosophy.

PROGRAM IMPLICATIONS
None.

PROPOSED COURSE CONTENT:
This course concerns the nature, sources and limits of knowledge. As to its nature, topics may include the question of what knowledge is, how it differs from mere opinion, the nature of justification, truth, internalism, externalism, foundationalism, correspondence, coherentism, and reliabilism. As to the sources of knowledge, topics may include whether knowledge may be acquired via perception, introspection, memory, reason, and the testimony of others. On the subject of its limits, topics may include skepticism, relativism, and their varieties.

PROPOSED TEXTS AND REFERENCES
 The Theory of Knowledge: Classical and Contemporary Readings by Louis Pojman.
An Introduction to Contemporary Epistemology by Matthais Steup
Human Knowledge: Classical and Contemporary Sources by Paul K. Moser and Arnold Vander Nat.
Readings in Epistemology by Jack S. Crumley II
What Can we Know?: An Introduction to the Theory of Knowledge by Louis Pojman
Introduction to Contemporary Epistemology by Jonathan Dancy
Epistemology: An Anthology by Ernest Sosa and Jaegwon Kim
Epistemology: A Contemporary Introduction to the Theory and Knowledge by Robert Audi

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA
The collection is capable of supporting the course.

INSTRUCTORS ABLE TO TEACH COURSE:
B Szabados, P Campbell

MOTION to create PHIL 337.

PHIL 337   3:3-0
Metaphysics I
Metaphysics is that part of philosophy which asks the most general questions about the fundamental nature of reality. Topics will be selected from the following: realism and idealism, existence, universals and particulars, objects and properties, relations, causation, necessity, time and space, persons, identity, mind and body, freedom and determinism.
*** Prerequisite: One 200-level Philosophy course or permission of Department Head. ***

ACADEMIC LIMIT: 16

REASON FOR PROPOSED COURSE

Metaphysics is a core subject in philosophy and replaces PHIL 240.

PROGRAM IMPLICATIONS

PROPOSED COURSE CONTENT:
Metaphysics is that part of philosophy which asks the most general questions about the fundamental nature of reality. Metaphysical enquiry endeavours to reveal the underlying structure of reality, and thereby the fundamental nature of our thought about such matters. The name 'metaphysics' is due to Andronicus of Rhodes who collected and catalogued Aristotle's works in the first century BC. Aristotle's writings on substance, causation, and similar topics were placed after the book now known as "the *Physics*," and was referred to as "what comes after the *Physics.*" Hence, "*Metaphysics.*"
Topics will be selected from the following: realism and idealism, existence, universals and particulars, objects and properties, subjects and predicates, relations, causation, necessity and contingency, time and space, persons, identity, mind and body, freedom and determinism.

PROPOSED TEXTS AND REFERENCES
Metaphysics: A Guide and Anthology by Tim Crane and Katalin Farkas
Metaphysics: A Contemporary Introduction by Michael Loux
Metaphysics by Richard Taylor
Metaphysics: An Anthology by Jaegwon Kim and Ernest Sosa
Metaphysics: Contemporary Readings by Michael Loux
Metaphysics: The Big Questions by Peter van Inwagen and Dean Zimmerman

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA
The collection is sufficient for the course.

INSTRUCTORS ABLE TO TEACH COURSE:
B Szabados, P Campbell, P Hansen, C Ionescu

MOTION to create PHIL 379.

PHIL 379   **3:3-0**
Marx
A careful examination of key philosophical issues and concepts in the work of Karl Marx, including alienation, the materialist theory of history and the critique of capitalism. While the ideas of other Marxian thinkers could from time to time be considered, the primary focus is on Marx's own writings.
*** Prerequisite: One 200-level Philosophy course, or permission of Department Head. ***

ACADEMIC LIMIT: 24-35

REASON FOR PROPOSED COURSE

This is a revised version of the existing course – Philosophy 279. The demands of the material make the course more suitable as a 300-level course.

PROGRAM IMPLICATIONS
Consistent with our current program; no impact on other programs.

PROPOSED COURSE CONTENT
A detailed examination of key texts such as "The Economic and Philosophic Manuscripts"; "The German Ideology"; "The Communist Manifesto"; "Capital."

PROPOSED TEXTS AND REFERENCES
Simon (ed.), *Karl Marx: Selected Writings*; Osborne, *How to Read Marx*; Wolff, *Why Read Marx Today*?; Rockmore, *Marx After Marxism: The Philosophy of Karl Marx*.

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA
There is adequate material in the library collection to support this course.

INSTRUCTORS ABLE TO TEACH COURSE (consider existing departmental resources, not just the expertise of any one individual)
P Hansen

MOTION to create PHIL 412.

PHIL 412   **3:3-0**
Aristotle's Ethics II
An advanced seminar on topics related to Aristotle's *Nicomachean Ethics*.
***Prerequisite: Permission of the Department Head ***

ACADEMIC LIMIT 16-24

REASON FOR PROPOSED COURSE
Aristotle's ethics is a central topic in moral philosophy.

PROGRAM IMPLICATIONS
None.

PROPOSED COURSE CONTENT
This course involves an intensive reading and analysis of Aristotle's major writings in moral philosophy, particularly the *Nicomachean Ethics*.

PROPOSED TEXTS AND REFERENCES
Nicomachean Ethics (various translations), Aristotle.
Politics (various translations), Aristotle.
Aristotle on the Human Good. Richard Kraut.
The Blackwell Guide to Aristotle's Ethics. Richard Kraut (ed.) (Blackwell, 2005).
Reason and Emotion. J. Cooper.
The Fragility of Goodness. M. Nussbaum.
Essays on Aristotle's Ethics. A.O. Rorty (ed).

Aristotle's Ethics: Critical Essays. Sherman, Nancy (ed.).

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA
The library has sufficient resources for this course.

INSTRUCTORS ABLE TO TEACH COURSE
D Elliot, A Ward, E Soifer

MOTION to create PHIL 429.

PHIL 429   **3:3-0**
Kant's Ethics II
An advanced study of the moral philosophy of Immanuel Kant and its
impact from the time of his contemporaries to the present.
Prerequisite: Permission of the Department Head.

ACADEMIC LIMIT 16-24

REASON FOR PROPOSED COURSE
Immanuel Kant's ethics is a central topic in moral philosophy.   Kant is also one of the
most influential thinkers in modern philosophy.

PROGRAM IMPLICATIONS

PROPOSED COURSE CONTENT
This course involves a close reading and analysis of Kant's major writings in moral
philosophy, particularly the *Groundwork of the Metaphysics of Morals.* Other works
which may be studied are the *Metaphysics of Morals, The Critique of Practical Reason,*
and the *Lectures on Ethics.* The course also considers historical or contemporary
assessments and applications of Kant's moral philosophy from such philosophers as
Hegel, Schopenhauer, Sidgwick, Brentano, Thomas Hill, Barbara Herman, and Onora
O'Neill.

PROPOSED TEXTS AND REFERENCES
Practical Philosophy: The Cambridge Edition of the Works of Immanuel Kant. Mary J.
Gregor (ed., tr.).
Lectures on Ethics: The Cambridge Edition of the Works of Immanuel Kant. Peter Heath
and J.B. Scheewind (eds), Peter Heath (tr.).
Kant's Ethical Thought. Allen W. Wood.
Kantian Ethics. Allen W. Wood.
Kant's Groundwork of the Metaphysics of Morals: A Commentary. Jens Timmerman.

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA
The library has sufficient resources for this course.

INSTRUCTORS ABLE TO TEACH COURSE
D Elliot, E Soifer

> MOTION to create PHIL 436.

PHIL 436   **3:3-0**
Epistemology II
Seminar on selected topics in epistemology.
*** Prerequisite: Permission of Department Head. ***

ACADEMIC LIMIT: 16

REASON FOR PROPOSED COURSE:
Epistemology is a core subject in philosophy and replaces PHIL 430.

PROGRAM IMPLICATIONS
None.

PROPOSED COURSE CONTENT:
This course concerns the nature, sources and limits of knowledge. As to its nature, topics may include the question of what knowledge is, how it differs from mere opinion, the nature of justification, truth, internalism, externalism, foundationalism, correspondence, coherentism, and reliabilism. As to the sources of knowledge, topics may include whether knowledge may be acquired via perception, introspection, memory, reason, and the testimony of others. On the subject of its limits, topics may include skepticism, relativism, and their varieties.

PROPOSED TEXTS AND REFERENCES
 The Theory of Knowledge: Classical and Contemporary Readings by Louis Pojman.
An Introduction to Contemporary Epistemology by Matthais Steup
Human Knowledge: Classical and Contemporary Sources by Paul K. Moser and Arnold Vander Nat.
Readings in Epistemology by Jack S. Crumley II
What Can we Know?: An Introduction to the Theory of Knowledge by Louis Pojman
Introduction to Contemporary Epistemology by Jonathan Dancy
Epistemology: An Anthology by Ernest Sosa and Jaegwon Kim
Epistemology: A Contemporary Introduction to the Theory and Knowledge by Robert Audi

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA
The collection is capable of supporting the course.

INSTRUCTORS ABLE TO TEACH COURSE:
B Szabados, P Campbell

> MOTION to create PHIL 437.

PHIL 437   **3:3-0**
Metaphysics II

Seminar on selected topics in Metaphysics.
*** Prerequisite: Permission of Department Head. ***

ACADEMIC LIMIT: 16

REASON FOR PROPOSED COURSE
Metaphysics is a core subject in philosophy and replaces PHIL 431.

PROGRAM IMPLICATIONS
None.

PROPOSED COURSE CONTENT:
Metaphysics is that part of philosophy which asks the most general questions about the fundamental nature of reality. Metaphysical enquiry endeavours to reveal the underlying structure of reality, and thereby the fundamental nature of our thought about such matters. The name 'metaphysics' is due to Andronicus of Rhodes who collected and catalogued Aristotle's works in the first century BC. Aristotle's writings on substance, causation, and similar topics were placed after the book now known as "the *Physics*," and was referred to as "what comes after the *Physics."* Hence, "*Metaphysics."*
Topics will be selected from the following: realism and idealism, existence, universals and particulars, objects and properties, subjects and predicates, relations, causation, necessity and contingency, time and space, persons, identity, mind and body, freedom and determinism.

PROPOSED TEXTS AND REFERENCES
Metaphysics: A Guide and Anthology by Tim Crane and Katalin Farkas
Metaphysics: A Contemporary Introduction by Michael Loux
Metaphysics by Richard Taylor
Metaphysics: An Anthology by Jaegwon Kim and Ernest Sosa
Metaphysics: Contemporary Readings by Michael Loux
Metaphysics: The Big Questions by Peter van Inwagen and Dean Zimmerman

DESCRIPTION, FROM LIBRARY, OF HOLDINGS IN THE AREA
The collection is sufficient for the course.

INSTRUCTORS ABLE TO TEACH COURSE:
B Szabados, P Campbell, P Hansen, C Ionescu

B. Department of Indian Languages, Literatures and Linguistics

MOTION to revise the BA Majors in Cree/Saulteaux Language Oracy and Literacy.

MOTION to revise the BA Honours Major in Cree/Saulteaux Language Studies.

10.22.2 BA MAJOR IN CREE LANGUAGE ORACY

Credit hours	BA Cree Language Oracy major, required courses	Student's record of courses completed
Major Requirements		
3.0	CREE 100 or 104	
3.0	CREE 101 or 105	
3.0	CREE 202	
3.0	CREE 203	
3.0	CREE 206	
3.0	CREE 215	
3.0	CREE 303	
3.0	CREE 315	
3.0	CREE 340	
3.0	CREE 404	
3.0	Two CREE courses at the 300-	
3.0	level or higher.	
3.0	LING 175	
3.0	HUM 250	
3.0	EINL 325 or LING 327	
45.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	One course in logic or math	
3.0	One course from List B*	
3.0	One course in fine arts*	
3.0	One natural science course with a lab*	
The courses marked * must all be in different subjects. Remaining core requirements (List A, second language, courses in arts, fine arts or science) are fulfilled by major courses. Refer to §10.9.1.1 for detailed information on the Arts Core Requirements.		
18.0	**Subtotal**	
Open Electives		
57~~63.0~~	19 ~~21~~ elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	**Total: 60% PGPA required**	

10.22.3 BA MAJOR IN CREE LANGUAGE LITERACY

Credit hours	BA Cree Language Literacy major, required courses	Student's record of courses completed
Major Requirements		
3.0	CREE 100 or 104	
3.0	CREE 101 or 105	
3.0	CREE 202	
3.0	CREE 203	
3.0	CREE 206	
3.0	CREE 225	
3.0	CREE 305	
3.0	CREE 325	
3.0	CREE 330	

3.0	CREE 405	
3.0	Two additional CREE courses at the 300-level or higher	
3.0		
3.0	LING 175	
3.0	HUM 250	
3.0	EINL 325 or LING 327	
45.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	One course in logic or math	
3.0	One course from List B*	
3.0	One course in fine arts*	
3.0	One natural science course with a lab*	
The courses marked * must all be in different subjects. Remaining core requirements (List A, second language, courses in arts, fine arts or science) are fulfilled by major courses. Refer to §10.9.1.1 for detailed information on the Arts Core Requirements.		
18.0	**Subtotal**	
Open Electives		
57~~63~~.0	19 ~~21~~ elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	**Total: 60% PGPA required**	

10.22.4 HONOURS MAJOR IN CREE LANGUAGE STUDIES

Credit hours	BA Cree Language Studies Honours major, required courses	Student's record of courses completed
Honours Major Requirements		
3.0	CREE 100 or 104	
3.0	CREE 101 or 105	
3.0	CREE 202	
3.0	CREE 203	
3.0	CREE 206	
3.0	CREE 215	
3.0	CREE 225	
3.0	CREE 303 or 305	
3.0	CREE 315 or 325	
3.0	CREE 330	
3.0	CREE 340	
3.0	CREE 404 or 405	
3.0	CREE 480	
3.0	Two 300-level CREE	
3.0		
3.0	Two 400-level CREE	
3.0		
3.0	HUM 250	
3.0	EINL 325 or LING 327	
0.0	Honours paper	
57.0	**Subtotal: 75% major GPA required**	
Arts Core Requirements		
18.0	Same as stated above for the BA in Cree Language Oracy and/or Literacy.	
Open Electives		
45~~51~~.0	15 ~~17~~ elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	**Total: 70% PGPA required**	

10.22.7 BA MAJOR IN SAULTEAUX LANGUAGE ORACY

Credit hours	BA Saulteaux Language Oracy major, required courses	Student's record of courses completed
Major Requirements		
3.0	SAUL 100 or 104	
3.0	SAUL 101 or 105	
3.0	SAUL 202	
3.0	SAUL 203	
3.0	SAUL 206	
3.0	SAUL 215	
3.0	SAUL 303	
3.0	SAUL 315	
3.0	SAUL 340	
3.0	SAUL 404	
3.0	Two additional SAUL courses at the 300-level or higher	
3.0		
3.0	LING 175	
3.0	HUM 251	
3.0	EINL 325 or LING 327	
45.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	One course in logic or math	
3.0	One course from List B*	
3.0	One course in fine arts*	
3.0	One natural science course with a lab*	
The courses marked * must all be in different subjects. Remaining core requirements (List A, second language, courses in arts, fine arts or science) are fulfilled by major courses. Refer to §10.9.1.1 for detailed information on the Arts Core Requirements.		
18.0	**Subtotal**	
Open Electives		
~~57~~**63.0**	19 ~~21~~ elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	**Total: 60% PGPA required**	

10.22.8 BA MAJOR IN SAULTEAUX LANGUAGE LITERACY

Credit hours	BA Saulteaux Language Literacy major, required courses	Student's record of courses completed
Major Requirements		
3.0	SAUL 100 or 104	
3.0	SAUL 101 or 105	
3.0	SAUL 202	
3.0	SAUL 203	
3.0	SAUL 206	
3.0	SAUL 225	
3.0	SAUL 305	
3.0	SAUL 325	
3.0	SAUL 330	
3.0	SAUL 405	
3.0	Two additional SAUL courses at the 300-level or higher	
3.0		
3.0	LING 175	
3.0	HUM 251	
3.0	EINL 325 or LING 327	
45.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		

3.0	ENGL 100	
3.0	ENGL 110	
3.0	One course in logic or math	
3.0	One course from List B*	
3.0	One course in fine arts*	
3.0	One natural science course with a lab*	
The courses marked * must all be in different subjects. Remaining core requirements (List A, second language, courses in arts, fine arts or science) are fulfilled by major courses. Refer to §10.9.1.1 for detailed information on the Arts Core Requirements.		
18.0	**Subtotal**	
Open Electives		
57~~63~~.0	19 ~~21~~ elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	**Total: 60% PGPA required**	

10.22.9 HONOURS MAJOR IN SAULTEAUX LANGUAGE STUDIES

Credit hours	BA Saulteaux Language Studies Honours major, required courses	Student's record of courses completed
Honours Major Requirements		
3.0	SAUL 100 or 104	
3.0	SAUL 101 or 105	
3.0	SAUL 202	
3.0	SAUL 203	
3.0	SAUL 206	
3.0	SAUL 215	
3.0	SAUL 225	
3.0	SAUL 303 or 305	
3.0	SAUL 315 or 325	
3.0	SAUL 330	
3.0	SAUL 340	
3.0	SAUL 404 or 405	
3.0	SAUL 480	
3.0	Two 300-level SAUL ~~courses~~	
3.0		
3.0	Two 400-level SAUL ~~courses~~	
3.0		
3.0	HUM 251	
3.0	EINL 325 or LING 327	
0.0	Honours paper	
57~~1~~.0	**Subtotal: 75% major GPA required**	
Arts Core Requirements		
18.0	Same as stated above for the BA in Saulteaux Language Oracy and/or Literary.	
Open Electives		
45~~51~~.0	15 ~~17~~ elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	**Total: 70% PGPA required**	

Rationale

Through the curriculum review process, two courses were added to the major, with the understanding that the number of electives would be reduced accordingly. Unfortunately, the version approved did not reflect this understanding and the major was approved with a requirement exceeding 120 credit hours. The above proposal reflects the understanding in place at the time and brings the major requirements consistent with others in the Faculty of Arts.

C. Department of Anthropology

MOTION to revise the major and honours major in Anthropology.

10.12.1 BA MAJOR IN ANTHROPOLOGY

Credit hours	BA Anthropology major, required courses	Student's record of courses completed
Major Requirements		
3.0	ANTH 100	
3.0	ANTH 202	
3.0	ANTH 203	
3.0	ANTH 401	
3.0	ANTH 402	
3.0	One of ANTH 230-249, 260-269	
3.0	One of ANTH 230-249, 260-269	
3.0	One of ANTH 230-249, 260-269	
~~3.0~~	~~One of ANTH 301-345, or 410~~	
~~3.0~~	~~One of ANTH 301-345, or 410~~	
~~3.0~~	~~One of ANTH 301-345, or 410~~	
~~3.0~~	~~One of ANTH 301-345, or 410~~	
<u>3.0</u>	<u>Four 300- or 400-level ANTH courses</u>	
<u>3.0</u>		
<u>3.0</u>		
<u>3.0</u>		
3.0	ANTH course	
3.0	ANTH course	
42.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Any two language courses in the same language other than English	
3.0		
3.0	One course in logic or math	
3.0	One course from List A*	
3.0	One course in fine arts*	
3.0	One natural science course with a lab*	
3.0	One course in a new subject in arts, fine arts, or science, excluding HJ or JRN*	
3.0	One course in a new subject in arts, fine arts, or science, excluding HJ or JRN*	
The courses marked * must all be in different subjects. Remaining core requirements (List B) are fulfilled by major courses. Refer to §10.9.1.1 for detailed information on the Arts Core Requirements.		
30.0	**Subtotal**	
Open Electives		
48.0	16 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	**Total: 60% PGPA required**	

10.12.2 HONOURS MAJOR IN ANTHROPOLOGY

Students must fulfill all of the Faculty of Arts requirements for admission to an Honours program. To be considered for the Honours program in anthropology, students must have completed at least two 300-level courses in anthropology, and must attach a one-page thesis topic statement and a writing sample to the "Application to Honours" form. The decision to accept a student into the Honours program is made by a departmental committee. The student's thesis paper is expected to be 10,000-15,000 words.

Credit hours	BA Anthropology Honours major, required courses	Student's record of courses completed
Honours Major Requirements		

3.0	ANTH 100	
3.0	ANTH 202	
3.0	ANTH 203	
3.0	ANTH 401	
3.0	ANTH 402	
3.0	ANTH 498	
3.0	ANTH 499	
3.0	One of ANTH 230-249, 260-269	
3.0	One of ANTH 230-249, 260-269	
3.0	One of ANTH 230-249, 260-269	
~~3.0~~	~~One of ANTH 301-345, 410~~	
~~3.0~~	~~One of ANTH 301-345, 410~~	
~~3.0~~	~~One of ANTH 301-345, 410~~	
~~3.0~~	~~One of ANTH 301-345, 410~~	
~~3.0~~	~~300- or 400-level ANTH course~~	
~~3.0~~	~~300- or 400-level ANTH course~~	
<u>3.0</u>	<u>Six 300- or 400-level ANTH</u>	
<u>3.0</u>	<u>courses</u>	
<u>3.0</u>		
<u>3.0</u>		
<u>3.0</u>		
<u>3.0</u>		
3.0	One of ANTH 410-497	
3.0	ANTH course	
3.0	ANTH course	
57.0	**Subtotal: 75% major GPA required**	
Arts Core Requirements		
30.0	**Same as stated above for the BA in Anthropology**	
Open Electives		
33.0	11 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
120.0	**Total: 70% PGPA required**	

Rationale

In offering some "experimental" courses, the department became concerned that the previous requirements implied that they may not count towards a major or honours major. The above proposal makes clear that all such courses will apply toward majors offered by the department and so may both reassure students that these courses "count" and so facilitate enrolment into these courses.

MOTION to create ANTH 406. *(Library approval pending)*

> **ANTH 406**   **3:3-0**
> **Cultures After Socialism**
> This course explores ongoing socio-cultural and economic transformations in Eastern Europe after the demise of communist rule. Utilizing recent ethnographic accounts and documentary films, this course will examine such topics as post-socialist markets, consumption, political practices, popular culture, and changes in identity.
> *** Prerequisite: One of ANTH 203, 230-249 and one 200-level course in ANTH, HIST, SOC, or PSCI or permission of the department head. ***

Rationale
This course is an advanced ethnographic area course that will engage students in seminar discussions. It formalizes ANTH 496AA, which was taught in Winter 2009.

Program Implications
This course will fulfill a core requirement in the Anthropology Program.

Proposed Course Content
This course explores ongoing socio-cultural and economic transformations in Eastern Europe after the demise of communist rule. Utilizing recent ethnographic accounts and documentary films, this course will examine such topics as postsocialist markets, consumption, political practices, popular culture, and changes in identity.

Proposed Texts and References
Gal, Susan and Kligman, Gail. 2000. The Politics of Gender after Socialism: A Comparative-Historical Essay. Princeton: Princeton University Press.

Hann, Chris., ed. 2002 Postsocialism: Ideals, Ideologies and Practices in Eurasia. New York: Routledge.

Verdery, Katherine. 1996. What was Socialism, and What Comes Next? Princeton: Princeton University Press.

Verdery, Katherine. 1999. The Political Lives of Dead Bodies: Reburial and Postsocialist Change. New York: Columbia University Press.

Description of Library Holdings to support the course

Academic Limit
20

Qualified instructors able to teach course
Dr Lankauskas

D. Department of Justice Studies

> MOTION to approve an articulation agreement between the SIAST Aboriginal Police Preparation program and the Faculty of Arts.

Articulation Agreement with
SIAST Aboriginal Police Preparation Program
and
University of Regina, Faculty of Arts BA (Justice Studies/Police Studies)

Approved by Faculty of Arts (U of R), Spring 2009

I   Introduction and Framework

The purpose of this agreement is to enable students from the Saskatchewan Institute of Applied Science and Technology (SIAST) Aboriginal Police Preparation Program to articulate with advanced credit standing into the University of Regina Bachelor of Arts (Justice Studies / Police Studies) degree. Graduates of this program, and their employers in municipal and federal policing agencies, have expressed strongly their desire for the option of continuing on in a degree program. This agreement will help those students to meet their goals by transfer to the University of Regina.

This agreement also meets the goals of the Faculty of Arts' recent planning document, "We Who Serve". That document recommended that the Faculty of Arts aim to increase student numbers by 20% over the next five years, especially by drawing on non-traditional sources, including transfer students from colleges. This agreement will also meet the specific planning goal of increasing the number of indigenous students within the Faculty, due to the high proportion of indigenous students in the Aboriginal Police Preparation Program. In addition, this agreement will help meet the Mission Statement of the Faculty with respect to serving the communities around us, and will contribute towards one of the five strategic themes of the University of Regina, the theme of social justice.

Students successfully completing the Aboriginal Police Preparation Program at SIAST and meeting the conditions described in this agreement can transfer with appropriate block credit to the University of Regina. Once admitted, such students will be treated identically to other Faculty of Arts students, with full rights and responsibilities. Specifically, students will be expected to meet the academic progress requirements of the Faculty of Arts.

This agreement will start with admissions for the Winter 2010 semester.
- The agreement has no specified end date, but may be terminated by either party with one-year's notice.
- It will be reviewed after 5 years by the parties to ensure that it is still meeting the needs of each party.
- Either party can ask for re-negotiation of the terms at any time.
- Each party must inform the other party of significant changes to courses or programs listed in this agreement, and will give 6 months notice to the other side if possible of any such changes.
- The contact person for SIAST will be the Dean of Community Services, and the contact person for the Faculty of Arts at the University of Regina is the Associate Dean (Undergraduate).

_____   _____
Dr. Richard Kleer,   Dr. Judy Harrower,
Dean, Faculty of Arts   Dean, Community Services
University of Regina   SIAST

II Admission Requirements

1. Students who have successfully completed SIAST's Aboriginal Police Preparation Program with an average of at least 68% (equivalent to 60% at the University of Regina), with no grade lower than 60% (equivalent to 50% at the University of Regina), and who meet the University of Regina' required level of proficiency in the English language will be accepted into the Faculty of Arts at the University of Regina with 21credit hours of block transfer as outlined in Section III below.

2. The Faculty of Arts at the University of Regina will have the right of approval on final admission decisions for all students.

3. The curriculum for the program listed in Section III below will be modified as the program at both the University of Regina and SIAST are updated. Each institution will inform the other institution of these changes in writing at least six months in advance (or as soon as possible if six months notice is not possible). For students who were accepted under the original requirements, every effort will be made to ensure that no, or minimal, departure from the original program will occur.

4. High school admissions standards are not relevant for students who have completed the Aboriginal Police Preparation program provided that on their application to the Faculty of Arts it is clear that they are or were registered in this program. If it is not clear, applicants may be required to provide their high school transcript as a basis of admission. Regardless, students will be responsible for successful completion of any high school prerequisites required for specific courses at the University of Regina.

5. Students wishing to transfer to other faculties or programs at the University of Regina must meet those faculties' or programs' transfer requirements, which may differ from the admission requirements to the Faculty of Arts outlined here. A transfer credit evaluation made by the Faculty of Arts (Bachelor of Arts in Justice Studies / Police Studies) will be re-evaluated and may be adjusted by the new faculty/program if a student transfers.

III Program Details: BA (Justice Studies)

A) Block Transfer Credit   (21 Credit Hours)

The following transfer credit will be granted for the successful completion of SIAST's Aboriginal Police Preparation Program.

Specific Transfer Credit for:

HJ 310 The Criminal Justice System (Group III – Policing in Society)	3 credit hours
HJ 315 Policing in a Democratic Society (Group III – Policing in Society)	3 credit hours

Block Transfer Credit for:

Elective Level 100 to meet KHS 170 (or 171) requirement	
3 credit hours	
Elective Level 200 to meet PS/JS Group II (Law and society) requirement	3 credit hours
Elective Level 300 to meet PS/JS Group IV (Aboriginals in society) requirement	3 credit hours
HJ (Human Justice) Level 300 to meet Group IV (Aboriginals in society) requirement	3 credit hours
HJ Level 300 to meet Group II (Law and society) requirement	3 credit hours

B) Courses to be completed at University of Regina (all courses = 3 credit hours)

1.   Core Requirements in the Faculty of Arts   (21 credit hours)

ENGL 100
ENGL 110
Any two courses in the same language other than English
One course in logic or math
Natural Science course (with lab)
Fine Art

2.   Remaining Required Courses for Major in Justice Studies   (51 credit hours)

INDG 100
RLST 100
WGST 100
BUS/ADMIN 260
HJ 201
2 course(s) from Group I (Contemporary Society)
0 course(s) from Group II (Law in Society)
1 course(s) from Group III (Policing in Society)
1 course(s) from Group V (Women in Society)
1 course (s) from Group VI (Youth in Society)
HJ 309 or HJ 312 from Group VII (Rights in Society)

Additional group requirements:
2 courses from Group II (Law and Society) or Group III (Policing in Society)
2 courses from Group I – VII

Additional Major requirements:
One Computer Science course
SOST 203 – Social Science Methodology

9 open electives   (27 credit hours)
Total credit hours (A + B1+ B2)   **120 credit hours**

3.   Remaining Required Courses for Major in Police Studies   (33 credit hours)

INDG 100
RLST 100
WMST 100
ADMIN 260
HJ 201
2 course(s) from Group I (Contemporary Society)
1 course(s) from Group III (Policing in Society)
1 course(s) from Group V (Women in Society)
1 course (s) from Group VI (Youth in Society)
HJ 309 or HJ 312 from Group VII (Rights in Society)

Open electives: 5 Courses   (15 credit hours)

Transfer credit from recognized police service   (15 credit hours)
PLST 448   (15 credit hours)
Total credit hours (A+B1+B3)   **120 Credit Hours**

E. Medieval and Early Modern Studies

MOTION to create a minor in Medieval and Early Modern Studies.

MINOR IN MEDIEVAL AND EARLY MODERN STUDIES

Credit hours	Anthropology minor, required courses	Student's record of courses completed
18.0	Any six of: ARTH 212, 213, 214, 302, 313; ENGL 211, 300, 301, 302, 303, 304AE, 325-327, 328-330, 331-333, 361, 362, 377AA, 400,405, 410, 415, 420, 420AF; HIST 107, 224, 225, 265, 266, 270, 272, 366, 367, 370, 373, 466, 467, 472; PHIL 212, 213, 243; PSCI 311; RLST 328, 329; THEA 351, 352, 353, 354	
18.0	**MEMS Minor – 65% GPA required**	

Rationale

This minor will draw attention to the many courses in the period offered by various departments and encourage interested students to see the inter-disciplinary nature of studies in the period. It will also give a higher profile to these courses and to the period.

F. Letter of Intent: Bachelor of Geographic Information Science (Phase One)

MOTION to support the creation of a Bachelor of Geographic Information Science.

Bachelor of Geographic Information Science (B.GIS) in Geography
Offered through the Department of Geography, Faculty of Arts and
the Saskatchewan Institute of Applied Science and Technology (SIAST)

Proposal

This proposal is for the development of an articulation agreement with SIAST and the creation of a new University of Regina degree program, the Bachelor of Geographic Information Science (B.GIS), with an academic home in the Department of Geography.

Background

Geographic Information Systems (GIS) are computer systems that are widely used to help solve mapping problems. For example, GIS are used: by resource exploration companies to locate areas of new reserves; by power utilities to plan new power line routes; by municipalities to manage their infrastructure; by school boards to optimize school bus routing; by health districts to examine the spread of infectious diseases; by police departments to identify crime hot spots; and by businesses to document the geographic distribution and demographics of their customers. GIS are very useful *tools*.

Geographic Information Science (GIScience) is the intellectual understanding behind the development and application of GIS. It is the bringing together of traditional geographic thought with GIS technology. For example, some questions asked in GIScience are: What are the implications of using latitude and longitude, a postal code, or a street address to locate a crime scene? How do you encode the flight pattern of a butterfly in a computer? Is there a spatial correlation between diabetes and socio-economic status? GIScience is an emerging *academic discipline*.

GIScience at the University of Regina

The Department of Geography is the home of GIScience education at the University of Regina. Geography offers undergraduate and/or graduate courses across the discipline: in environmental issues, resource management, meteorology, geomorphology, urban geography, biogeography, population geography, political geography, the geography of recreation and tourism, the geography of gender (and others). Geography also delivers a diversity of region-specific courses: the Geography of Saskatchewan, Canada, the United States, Europe, and the Caribbean. Geography's offerings in geographic information technologies include courses in map and airphoto interpretation, cartography, remote sensing, spatial statistics, and GIS. Our students are encouraged to integrate these technologies into a broader geographic context.

The Problem

There are two interrelated issues that are limiting the potential of our GIScience program and the opportunities of our graduates. First, although the Department of Geography does offer a GIScience education, we are limited by the amount of in-depth GIS training we can provide. GIS are complex programs that include hundreds of "tools" to manipulate spatial data in particular ways. In a GIS application, groups of selected tools

are assembled in a defined sequence to derive a particular information product. Learning how to use a GIS involves not only knowing what the individual tools are and how they operate on data, but also developing a skill for linking the right tools together in an appropriate sequence to achieve a meaningful result. Developing a true aptitude for using GIS by our students is beyond the capabilities of our existing programs in Geography at the University of Regina. We are limited by a lack of human and infrastructure resources.

Second, while our graduates are in high demand for their GIS knowledge, our program is not unique among other institutions; it does not stand out. When a prospective employer is reviewing applications for a position requiring GIS skills, the University of Regina graduate does not attract immediate and preferential attention.[1]

Succinctly, the problem is: How can we deliver an integrated program of GIS technical training coupled with a well-rounded program of geographic thought and package it in an innovative way?

Solutions
1. How other institutions deal with this problem
The University of Regina is not unique in experiencing this problem and there are currently a variety of approaches that other institutions use to address it.

Most community colleges of applied science and technology have implemented in-depth GIS training into their programs. Notable Canadian examples are: The Nova Scotia College of Geographic Sciences, Sir Sandford Fleming College, SAIT Polytechnic, The BC Institute of Technology, and SIAST. The graduates from these programs enjoy very high, discipline-specific employment rates. These GIS technicians know *how* to use GIS, but lack a formal education to be able to think about their application in a broader geographic context: *Why* are they using GIS? Is there a better way to address the issues underlying the mapped data?

All Canadian university geography departments offer courses in GIS as part of their curricula. Faced with resource limitations within their own universities and recognizing the opportunities afforded by the community colleges, many of these departments have established articulation agreements where their graduates can enroll in a specialized post-degree GIS certificate course at a local college. This is, by far, the most common arrangement.

A select few Canadian universities have devoted significant resources to their GIScience programs. For example, the University of Waterloo has eight faculty that specialize in GIS and its related technologies and offers specialist diplomas and certificates as part of its Bachelor of Environmental Studies degree. While the University of Calgary does not offer any specific GIS certification at the undergraduate level, they have developed a Masters of GIS program to provide their undergraduates with additional training without having them leave for a community college.

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[1] Information obtained through informal interviews with industry leaders, students, and SIAST.

The remainder of the Canadian universities cope as best they can with limited resources, with no formal links to community colleges, and without any formal degree designations for their GIScience graduates. The University of Regina fits into this category. We have two GIS faculty and modest teaching resources. Our graduates leave us with a B.A. or a B.Sc. in Geography. While these degrees carry notable significance, they do not highlight any specialized education our students receive in GIScience nor do they offer our graduates the potential to receive preferred status in a competitive job market.

2. A unique University of Regina solution

We are proposing an exciting solution to this problem that we anticipate will capture the attention of employers, the approval of the Saskatchewan Ministry of Advanced Education, Employment, and Labour, and one that will be emulated by other universities. Our proposal has two parts: (i) integrate the SIAST certificate program in Geographic Information Science for Resource Management into the established Geography curriculum at the University of Regina; and (ii) establish a new degree – the Bachelor of Geographic Information Science (B.GIS) – to recognize graduates of this program. Both components of this program are critical to its success.

The SIAST Certificate in Geographic Information Science for Resource Management is a one-year post-high school program offered at SIAST's Woodland Campus in Prince Albert. In this program, students gain in-depth, hands-on training in how to use GIS and its related technologies. This training is more technical than the material covered in our courses in GIS, but since many of the same learning objectives are achieved, we propose that some of these courses would be eligible for transfer credit.[2] Specifically, we propose that graduates of the SIAST program[3] could be assigned transfer credits for GEOG 205, 207, 303, 309, 6 credit hours of non-geography 100-level elective credits, and 12 credit hours of non-geography 200-level elective credits. This amounts to 30 credit-hours (i.e., one year) of introductory university study assigned to SIAST graduates. They would then be able to enrol directly into the second year of our Geography program. The B.GIS students would then follow exactly the same curriculum already established for the B.Sc. in Geography.[4,5] This proposal has received enthusiastic support from Dr. Hamilton Greenwood, the SIAST Natural Resource Management Program Head.

The designation of the new degree – the Bachelor of Geographic Information Science – is integral to recognizing the specialization of this program. This designation is unique in Canada and the United States (or anywhere else in the world that we have searched).

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[2] This is based on a review of the detailed course syllabi from the SIAST program. Transfer credits would only be applicable for the B.GIS program.

[3] Only students from the SIAST certificate program in Geographic Information Science for Resource Management graduating with a grade of 75% or better would be eligible for admission to the B.GIS program.

[4] A note would be inserted into the calendar to encourage students to divide their elective course selections from between the social and physical sciences.

[5] In order to not disadvantage existing UofR students who may be interested in this program, I propose that we extend the eligibility for obtaining a B.GIS to all existing UofR students that are declared Geography B.Sc. majors at the time the B.GIS program is established. If these students successfully complete their B.Sc. degree requirements at the UofR and follow this up with the 1-year SIAST Natural Resource Management Certificate Program, the UofR would award them the B.GIS degree.

Other degree-granting institutions that have GIS concentrations may offer GIS specialist certificates along with standard degrees (e.g., U.Waterloo), or other types of degrees (e.g., Bachelor of Science - Geographic Information Science – Curtin University or Bachelor of Technology in GIS – BCIT). The simple and unique designation proposed here – the Bachelor of Geographic Information Science - will put the University of Regina at the forefront of GIScience education. The degree will be instantly recognized by industry and government employers and will give our graduates a distinct advantage in the job market. We anticipate that our program will also attract the attention of prospective students both nationally and internationally. University of Regina/SIAST graduates with a B.GIS will stand above the crowd.

Program Fit with Faculty and University Planning Priorities

Priority A of the Faculty of Arts Five-Year Plan (released in 2003) was to increase student enrollment by 4% per year. Although this hasn't happened, it remains a high priority for both Arts and the University. While it is expected that intake for the B.GIS program will be modest at first (5 to 10 students), we anticipate these numbers to double or triple once the program becomes more well-known, within five years after the first graduating class.

This proposal also addresses other recommendations of the Faculty of Arts Plan, namely:
- o To work more closely with the province's regional colleges and particularly to integrate more programs with them. (Recommendation A.6)
- o To develop innovative undergraduate programs; to explore new degree programs in partnership with other faculties or institutions. (Recommendation B.3)

The University released its last planning document *Building on Progress: The Plan for 2004-2009* in 2004. The first Aim of this plan was to continue to lead in the provision of high quality education. The proposed B.GIS program will provide an opportunity to integrate GIS technology and geographic thought into a singular degree that will be unique in the country.

This proposal also addresses other Aims of the University Plan, namely:
- o To provide superior student experience, as measured by satisfaction surveys and retention rates (Aim 5). It is anticipated that students enrolled in the B.GIS program will have a much higher than average retention rate because of their commitment to obtaining this unique degree.
- o Enhance the University's recognition and esteem (Aim 11). The uniqueness of this program and the marketability of its graduates will easily add to this Aim.

Resources Required

The University of Regina has a well-established Geography program. SIAST has a reputable GIS program. The attractiveness of this proposal is that it draws upon the existing strengths of both programs to build an even stronger whole, without requiring much additional input. Since the students enrolled in the B.GIS program would be following Geography's regular B.Sc. curriculum, no additional courses would be required. The only negative (positive?) impact anticipated in the short term is the higher enrollment in our courses which may require additional sections and/or TA support.

The current teaching facilities for GIS in the Faculty of Arts are inadequate. Our courses currently use CL 109, but these computers are constantly virus-filled and frequently inoperative. The computing needs for the B.GIS program could be met by the creation of a new, shared Arts computer lab that is dedicated (restricted to) Arts students.

Conclusion

Industry Canada lists geomatics (GIS and its related technologies) as one of the three most important emerging and evolving career areas today. This is especially true in Saskatchewan's resource sector where GIS specialists are in high demand. The GIScience program proposed here integrates training in geographic thought from the University of Regina with GIS technology education from SIAST under the umbrella of the exciting new designation, the Bachelor of Geographic Information Science. The B.GIS program is an innovative and unique solution for providing quality GIScience education at the University of Regina.