



UNIVERSITY OF
REGINA

FACULTY OF ARTS
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Date: 14 October 2005
To: Members of the Faculty of Arts
From: Thomas Chase, Dean of Arts
Re: **Agenda for Faculty Council meeting – Wednesday 19 October 2005**

There will be a Faculty Council meeting on **Wednesday 19 October 2005 at 2:30 p.m.** in the **Classroom Building 125 (CL 125 – please note change of venue).**

AGENDA

1. Adoption of the Agenda
2. Reports from Arts Representatives to Other Faculties
3. Reports from Representatives from Other Faculties
4. Report of the Dean
5. Report of the Associate Dean (Undergraduate)
 - 5.1 Approval of Graduands
 - 5.2 **MOTION:**
“That degrees in the Faculty of Arts be approved by the Associate Dean (Undergraduate) and the Arts Student Services Office, in consultation with the Arts Student Appeals Committee if required. Once a term the Associate Dean will report to the Faculty Council on the numbers and types of degrees approved in the past term.”
6. Report of the Associate Dean (External Relations)
7. Committee Reports
 - 7.1 Academic Program & Development Committee (*Appendix I*)
 - 7.2 Dean’s Task Force on Teaching Evaluation (*this document is available online at http://www.uregina.ca/arts/deans_office/council%20materials/Teaching_Evaluation.pdf*)
8. New Business
 - 8.1 Faculty of Graduate Studies & Research (Dr R Kelln, Dean of FGSR)
9. Other Business and Announcements
10. Adjournment

TC/dg

**ACADEMIC PROGRAM DEVELOPMENT COMMITTEE
REPORT TO THE FACULTY OF ARTS
October 2006**

The Academic Program Development Committee has approved the following and offers for consideration:

A. DEPARTMENT OF FRENCH

1. Changes to core requirements for the BA Major in French for students with advanced standing

Background and Rationale for revision

- Students wishing to complete a **BA Major in French** must complete **15 courses** (45 credit hours) in French, including required and optional courses.
- Students wishing to complete an **Honours Major in French** must complete **20 courses** (60 credit hours) in French, including required and optional courses.
- According to current provisions for the BA Major, “(s)tudents given advanced standing must still complete 15 courses in French.” This means that students with advanced standing must add courses at a higher level to their program in place of the lower-level courses they are not required to take.
- For the Honours Major, “(s)tudents given advanced standing in French may take up to 9 or the required 60 hours in cognate subjects. The total number of hours in cognate courses shall not exceed the hours for which advanced standing is given.”
- The minimum number of courses required for a major in the Faculty of Arts is 12; the maximum is 15 courses. When the major in French was developed, most students were Anglophone and it was considered important to have them take the maximum number of courses in French to complete their degree.
- Two factors have changed since that time:
 1. We have more students from Immersion and Fransaskois schools and from Québec registering in the BA and the BacEd/BA programs.
 2. Our course offerings at the 300-level are more limited than in the past.
- The current policy would appear to penalize rather than reward students because it requires them to take more classes at a higher level to replace the courses from which they are exempted at the lower level.
- The trend in Saskatchewan and elsewhere is toward increased recognition of prior learning.
- The proposed change would recognize and reward the French-language skills of Fransaskois students and strong Immersion students.
- Please note that transfer credit is not being awarded for the advanced standing. Students with advanced standing will still need to complete 120 credit hours towards their degree.

MOTION: to REVISE the BA MAJOR in FRENCH, as follows:

11.17.1 BA Major in French

A major in French must include the following:

- 1) FR 213, 214, 226, 230, 231, 240, 270, 280, and 300
- 2) Three FR courses numbered 219 or above
- 3) Three 300- or 400-level FR courses

Students with a special interest in language are urged to choose their courses from the language and linguistics courses offered; those interested in literature should choose their courses from the literature offerings.

~~Students given advanced standing must still complete 12 courses in French.~~ Students given advance standing in French, based on the French placement test, may be exempted from up to 9 of the required 45 credit hours (down to the faculty minimum requirement of 36 credit hours), according to the standing they are granted. The French Department will determine which courses are exempted based on a placement test.

In order to progress in the major, a student must achieve a grade of 60% in the prerequisite course.

MOTION: to REVISE the BA HONOURS MAJOR in FRENCH, as follows:

11.17.2 Honours Major in French

The honours program in French must include the following:

- 1) FR 213, 214, 226, 230, 231, 240, 270, 280, 300, 480
- 2) Three FR courses numbered 219 or above
- 3) Four 300- or 400-level FR courses
- 4) Four 400-level FR courses
- 5) An Honours paper (0.0 credit hours)

Students shall submit an honours paper within the final 15 credit hours of their program. This requirement will be met by the submission of a paper resulting either from FR 490 (honours options) or from a research project.

~~Students given advanced standing must still complete 12 courses in French.~~ Students given advance standing in French, based on the French placement test, may be exempted from up to 9 of the required 45 credit hours (down to the faculty minimum requirement of 36 credit hours), according to the standing they are granted. The French Department will determine which courses are exempted based on a placement test.

Honours students shall maintain an average of 75% in their major courses.

2. Changes to current pre-requisites

Rationale: These are housekeeping changes to make these course consistent with others. The justification for adding "60% rule" is the same as for the courses where the Department already has it. These are linked courses and students with a mark lower than 60% are usually unable to pass the second course. The other prerequisite for all of these courses is "permission of the department head". Generally students with 57, 58, 59% are given special permission to take the next class, along with advice that they do serious review, work with a tutor, etc. in order to succeed.

MOTION: to REVISE the following courses:

FR 113

Introduction to University French I

Introduction au français de niveau universitaire I

3:3-1

This course is intended for students with good knowledge of basic grammar concepts. Building on these concepts, expansion of vocabulary, aural comprehension and oral expression.

Le cours s'adresse aux étudiants qui possèdent des rudiments de grammaire française. Enrichissement du vocabulaire avec insistance sur la compréhension auditive et l'expression orale.

Prerequisite: Grade 12 Core French and placement test, FR 102 with a minimum grade of 60%, or permission based on placement test.

FR 115

Introduction to University French III

Introduction au français de niveau universitaire III

3:3-1

Further grammar study, using cultural texts.

Perfectionnement grammatical à l'aide de textes culturels.

Prerequisite: FR 113 with a grade between 60% and 75%, FR 114 with a minimum grade of 60%, or permission of department head.

FR 213

Français intermédiaire I

Intermediate French I

3:3-1

Study of grammatical structures; practical application of grammar through reading and writing, with some oral work.

Étude des structures grammaticales; application pratique de la grammaire par la lecture et l'écriture. Composante orale.

Prerequisite: Grade 12 French and placement test, FR 113 with a minimum grade of 75%, FR 115 with a minimum grade of 60%, or permission of department head.

B. DEPARTMENT OF INTERNATIONAL LANGUAGES

The following revisions are housekeeping changes to current pre-requisites.

MOTION: to REVISE the following courses:

The inclusion of “Students with significant experience in” within the SPAN 101 and CHIN 101 pre-requisites is meant to address the instance where a student who has completed Grade 12 Spanish or Mandarin sometimes has previous background in the language before completing the Grade 12 course (ie. perhaps it is his/her native language).

SPAN 100

Introductory Spanish I

3:3-1

Focuses on the acquisition of basic skills of pronunciation, reading, writing, and conversation, for students with little or no Spanish experience. Includes instructions in basic grammar, syntax, and vocabulary for culturally appropriate interaction.

Prerequisite: No previous background in Spanish. ~~Students with significant experience in Spanish may not take this course for credit.~~ Refer to the Department of International Languages Section (How to Choose a Language) for details.

Note: Students may not receive credit for both SPAN 100 and SPAN 110.

SPAN 101

Introductory Spanish II

3:3-1

A continuation of the skill development started in SPAN 100. Emphasis on a variety of verb tenses and moods, as well as expansion of basic vocabulary.

Prerequisite: Grade 12 Spanish or SPAN 100 or permission of Department. Students with significant experience in Spanish may not take this course for credit. Refer to the Department of International Languages Section (How to Choose a Language) for details.

Note: Students may not receive credit for both SPAN 101 and SPAN 110.

CHIN 101

Introductory Mandarin Chinese II

3:3-1

This course is a continuation of CHIN 100, including review of the pronunciation system, building on vocabulary, structure, grammar and more Characters with further emphasis on communicative competence and cross-cultural understanding.

Prerequisite: Grade 12 Mandarin or CHIN 100 or permission of Department. Students with significant experience in Chinese or Mandarin may not take this course for credit. Refer to the Department of International Languages Section (How to Choose a Language) for details.

Note: Students may not receive credit for CHIN 101 and 110.

CHIN 210

Intensive Intermediate Mandarin Chinese

6:6-2

This course combines the material of CHIN 102 and CHIN 200.

Prerequisite: CHIN 101 or CHIN 110 or Permission of Department. Students who speak Mandarin or another Chinese dialect must register in CHIN 211 or 311.

Note: Students may not receive credit for CHIN 102 or 200, and 210.

C. DEPARTMENT OF HISTORY

MOTION: to CREATE the following courses (pending library approval):

HIST 334

Gender in Modern America

3:3-0

This course will examine the ways in which race, ethnicity, class, region, and sexuality have shaped ideas about gender and gender ideals in the United States since the Civil War, as well as how these beliefs changed over time and were contested throughout modern U.S. history.

Prerequisite: One HIST course or completion of 30 credit hours.

HIST 434

American Trials of the Twentieth Century

3:3-0

A consideration of landmark United States court decisions during the twentieth century with emphasis on the changing social context in which trials took place to understand how everyday life and popular ideals affected the law, as well as to appreciate the impact of the courtroom on modern American life.

Prerequisite: Permission of department head.

The following revisions are housekeeping changes.

MOTION: to REVISE the following courses:

HIST 202 (formerly HIST 207)

Canada from World War II to the Present

3:3-0

A survey of the making of modern Canada since ~~World War II~~ 1939, including such topics as the building of the welfare state, Canadian foreign policy, the military in war and peacekeeping, Quebec separatism, the women's movement, Aboriginal rights, the new constitution and Charter of Rights, the economy and free trade.

Prerequisite: HIST 100 or completion of 15 credit hours

Note: description change only.

HIST 231

The American Colonies and the United States, 1740-1877

3:3-0

Examination of such topics as colonial life; Anglo-Native relations; the Revolutionary era; economy, politics, religion, reform and society in the early republic; antebellum America; slavery and race relations; gender and family issues; westward expansion, war, and diplomacy; Civil War and Reconstruction.

Prerequisite: HIST 100 or completion of 15 credit hours

Note: description change only.

HIST 235

The United States Since 1941

3:3-0

Topics covered include America as a global power; domestic impact of the Cold War; politics; economic transformation; regionalism; African Americans; ethnic America; gender issues; social movements; society and culture.

Prerequisite: HIST 100 or completion of 15 credit hours

Note: description change only.

HIST 332

United States Foreign Relations in the Twentieth Century

3:3-0

This course emphasizes the emergence of the United States as a world power, and its growing military, economic, and cultural dominance in the course of the twentieth century. Of especial concern are United States relations with Europe, ~~and~~ Asia and the Middle East and its increasing hegemony in the Western Hemisphere.

Prerequisite: One HIST course or completion of 30 credit hours

Note: description change only.

HIST 352

Shanghai and Tokyo: ~~1842-1942~~

3:3-0

Compares the complex social, economic, cultural and political changes in these Asian cities since ~~during~~ the first era of contact with the West. Themes include the development of a 'new' urban lifestyle built around a rapidly-expanding middle class, the growth of a politicized urban proletariat and new roles for women.

Prerequisite: One HIST course or completion of 30 credit hours

Note: title and description change.

HIST 356

Japanese Imperialism in China, Korea and Taiwan

3-3:0

This ~~seminar~~ course ~~will~~ explores processes of action and reaction in Japanese imperialism. Themes include: theoretical and historical motivations for imperial expansion, managing colonial societies, the economics of empire, the integration of settler communities, the culture of empire (particularly, two-way culture flows), and the legacy of empire.

Prerequisite: One HIST course or completion of 30 credit hours

Note: description change only.

MOTION: to DELETE the following course:

HIST 431 (United States History: New Approaches)

D. DEPARTMENT OF JUSTICE STUDIES

MOTION: *to add the following courses to Section 11.26.3.2 Bachelor of Human Justice Crosslisted Courses;*

GEOG 303 - Geographical Information Systems & Science

GEOG 309 - Intro to Remote Sensing in Geog

GEOG 310 - Geog of Sask.

GEOG 409 - Adv. Spatial Analysis & Visualization

STS 100 - Science & Tech in Global Society

STS 230 - Science & Tech in the Ancient World

STS 231 - Science & Tech in the Medieval World

STS 239AA-ZZ - Scientific Biography

STS 270 - Theories and Methods in Science & Tech Studies

STS 271 - Science, Tech & Gender

STS 330 - The Darwin Controversies

STS 371 - Philosophy of Biology

STS 372 - Issues in Cognitive Science

STS 373 - Technology in the non-Western World

STS 400 - Theoretical Perspectives on Science & Tech

E. BACHELOR OF ARTS IN PRAIRIE STUDIES

MOTION: to CREATE the interdisciplinary, inter-University online degree of BACHELOR OF ARTS in PRAIRIE STUDIES in partnership with the University of Saskatchewan (College of Arts and Science) and First Nations University of Canada, as detailed below.

MOTION: to CREATE the following courses (pending library approval):

PRST 001-004

Prairie Studies Co-op Work Term

1:0-0

Pass/Fail

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

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

PRST 200

Introduction to the Prairie World

3:3-0

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

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

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

Senior Seminar in Prairie Issues

3:3-0

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

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

Proposed BA (Prairie Studies) – September 8, 2005

A. Introduction

1. *Background*

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

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

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

2. *Institutional Contexts*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Objectives

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

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

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

program will provide learners with the understanding of the local environment within a global context.

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

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

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

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

For students, it must:

- be interdisciplinary and focus on major themes, issues and problems of the Canadian Prairies in the context of the other major Prairie regions of the world;
- incorporate both Western and indigenous knowledge, as well as multiple languages and cultures;
- be committed to exposing all students to indigenous and newcomer cultures;
- facilitate the portability of the curriculum and transferability of credit across institutional boundaries;
- recognize fundamental social and physical characteristics of the Canadian Prairie landscape and foster a sense of regional uniqueness within a global community;
- allow for the use of diverse delivery methods including web-based and other

- distance learning techniques, course work, and field work to overcome obstacles to access;
- provide dedicated counseling/guidance to ensure progression through the degree in a timely manner
 - foster learning outcomes that develop employable skills for persons in rural communities where there is a need for applied content in areas such as environmental issues, agricultural issues, and social and economic development.
 - foster mobility
 - allow students to complete the degree at a distance.

For the degree's administration, it must:

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

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

4. *Nature and Scope of the Degree*

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

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

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

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

student's transcript as Major: Prairie Studies in partnership with First Nations University, the University of Saskatchewan and the University of Regina.

5. *Transfer Credits, Residency & Specialization*

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

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

It is anticipated that the degree program will impose a greater-than-usual need to transfer credits across educational institutions. This reflects the expected participation of students from a variety of backgrounds and from a variety of educational institutions. The inclusive nature of this program mandates maximizing the recognition of all relevant course credits insofar as possible while maintaining the degree standards of the participating institutions.

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

- Residency for this degree will be based on the courses taken and not the physical location of the student. It is the expressed purpose of this inter-University degree that a U of S course will be considered a U of R course (and vice versa) in order to meet the residency requirements of the partner institutions.
- The mechanism for transferring grades as well as credits for courses taken from the three partner institutions will be based on the Saskatchewan Council on Admission and Transfer (SaskCAT) guidelines.
- Credit transfer for courses taken outside the partner institutions will follow existing transfer credit procedures and be integrated into the SaskCAT database of transfer credits.

6. *Current Capacity*

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

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

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

Appendix II details the current course offerings at each of the partner institutions and their current method of delivery. In Section B - Resource Implications, it is noted that the entire degree requires only one additional course to be developed (through the University of Saskatchewan).

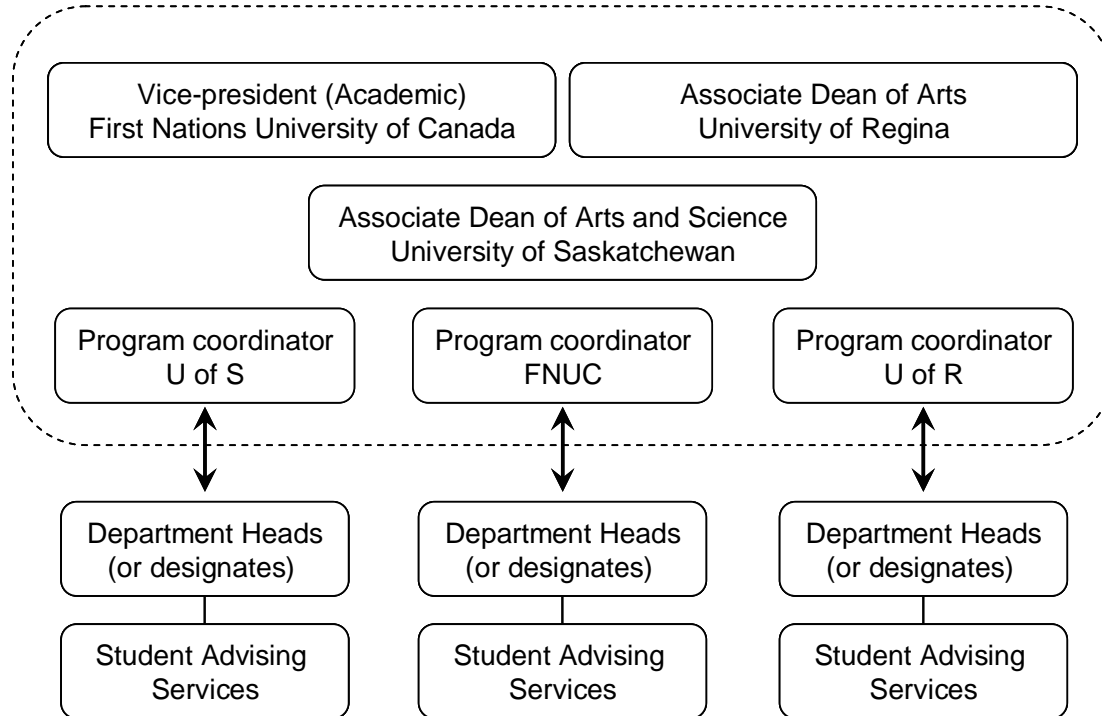
7. Governance

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

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

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

Steering Committee



B. Resource Implications

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

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

C. Prairie Studies Framework

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

student to complete the Prairie Studies component of the degree. These cognate courses can be from any discipline provided they have significant Prairie content. A preliminary list of courses with significant Prairie content is provided in Appendix II.

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

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

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

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

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

1. *Common Course Structure to the Major*

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

To ensure parity (or as close to parity as is possible under established institutional degree structures) Appendix I details the courses, and their equivalent at the partner institution, that not only meet the needs of the Faculty or College (as per the list of accepted courses for Requirements 1-5 U of S), but also meet the prerequisite requirements for courses within the proposed degree program. The differences between institutions, while subtle, mean that the Major requirements (Requirement 6 at the University of Saskatchewan) will differ slightly from that of the University of Regina in the following manner: The U of S requirement for 12 credit units of social science courses necessitates that within the College Requirements there be an additional social science over and above that at the U of R; the courses in Geography within the major are not identical, but serve as the three credit unit/hour course that meets the needs of the degree without overlapping the needs of the Faculty/College; and the inclusion of the History courses at the University of Saskatchewan (HIST 151.3 or 152.3) meet the needs of the proposed degree without duplicating Requirement 2 (Humanities). At the U of R, there is a Faculty requirement for one course in either math or logic. While the U of R math courses match well with the U of S courses, the U of S course in logic (PHIL 140.3) overlaps with their Humanities Requirements and as such would create duplication. Therefore, it has not been cross-listed as a Faculty/College Requirement, but could still find transfer into a course in the Humanities or as a free elective should a student wish to take the course, or if it was transferred from a partner institution.

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

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

- Prerequisite courses within the major and Faculty/College requirements in support of PRST 200 for a total of 15 credits units/hours
- Introduction to the Prairie World (PRST 200) (3 credits)
 - This is a new course to be developed by the partner institutions under the TEL Initiative. The University of Regina has received TEL support to develop this course for online delivery beginning Sept 2006.
- Major requirements – 6 credit units in each of the following areas (30 credits) – Appendix II is a preliminary list of currently available courses in each thematic area.
 - Prairie geography
 - Prairie history
 - Indigenous studies
 - Literature and Art
 - Prairie society and politics
- Senior Seminar in Prairie Issues (PRST 400) {Capstone course in Prairie Studies} (3 credits)

- This is a new course to be developed by the partner institutions under the TEL Initiative. The University of Saskatchewan will apply for TEL support to develop this course for online delivery beginning Sept 2007.
- Additional courses from Groups I-VII to meet the needs of the major (UofR=24 credits, UofS=18 credit units)
- One course from any discipline on Statistical Methods (may be from within the thematic Groups or from others disciplines {as examples, STAT 151, SOC 201, GEOG 305})
- Remaining Faculty (Core)/College requirements. (UofR=21 credits, UofS 24 credits)
- Free Electives (21 credits)

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

New courses for the degree: PRST 200 (TEL funding already secured for the University of Regina) and PRST400 (to be developed by the University of Saskatchewan through TEL funding in the next application round). See Appendix V for new course descriptions.

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

Presented on next page due to size.

UofR & First Nations University

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

UofS

Credit hours	BA in Prairie Studies program, required courses
College requirements (requirements 1-5) leading to senior level courses in the Prairie Studies program	
3.0	ENG 113.3
3.0	ENG 114.3 (or 110.6 in lieu of 113+114)
3.0	One of Math 101.3 or 110.3
3.0	Cree 101.6 or two courses in the same language from Cree or Saulteaux – see Group VI – Indigenous Language
3.0	NS 105.3 or 106.3
3.0	POLST 111.3
3.0	POLST 112.3
3.0	One course from the ‘Social Sciences’
3.0	One course from the ‘Natural Sciences’ with a laboratory/practicum
3.0	One course from the ‘Humanities’
3.0	One course from ‘Fine Arts’
36.0	Subtotal: College requirements
Major requirements (Requirement 6)	
3.0	GEOG 120.3
3.0	HIST 151.3 or 152.3
3.0	PRST 200
3.0	PRST 400**
3.0	Two of Group I (Prairie Geography)**
3.0	
3.0	Two of Group II (Prairie History)**
3.0	
3.0	Two of Group III (Indigenous Studies)**
3.0	
3.0	Two of Group IV (Literature and Art)**
3.0	
3.0	Two of Group V (Prairie Society and Politics)**
3.0	
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One of Group I-VII**
3.0	One course in Statistical Methods**
63.0	Subtotal in major
** Interdisciplinary major. At least three courses in the major must be at the 300-level or higher.	
3.0	Seven additional electives (Requirement 7)
3.0	
3.0	
3.0	
3.0	
3.0	
3.0	
120.0	Total

A maximum of 17 introductory level courses is permitted.

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

GROUP	UNIV	COURSE	NO.	NAME	DELIVERY	PREREQ(s)
Group I - Prairie Geography	U of S	GEOG	202	Geography of Canadian Regions	Dist + Online	GEOG 100-level
	U of S	GEOG	204	Geography of Prairie Regions	Dist + Online	GEOG 100-level
	U of R	GEOG	221	Physical Geography	Online	GEOG 100-level
	U of S	GEOG	280	Introduction to Resource Geography	Dist + Online	GEOG 100-level
	U of R	GEOG	310	Geography of Saskatchewan	Online	GEOG 220 or 221
	U of R	GEOG	321	Meteorology	Classroom	GEOG 221
	U of R	GEOG	328	Population Geography	Classroom	GEOG 220 or Permission
	U of S	GEOG	343	Legal issues or Urban Studies and Planning	Classroom	12 Credit Units in GEOG
	U of S	GEOG	351	Northern Environments	Dist + Online	6 Credit Units in GEOG
	U of S	GEOG	381	Geography of Northern Development	Dist + Online	GEOG 100-level
	U of R	GEOG	491	Climate Change Prairies	Online	Permission of Dept. Head
Group II - Prairie History	U of S	HIST	257	Canadian Prairies to 1911	Dist + Online	6 Credit Units in HIST 100-level
	U of S	HIST	258	Prairie History since 1905	Dist + Online	6 Credit Units in HIST 100-level
	U of R	HIST	316	Canadian-American Relations	Classroom	One HIST course
	U of R	HIST	318	The Prairies Since 1896	Classroom	One HIST course
	U of R	HIST	330	Women and Gender in the Prairie West	Online	One HIST course
	U of S	HIST	364	Imaging the Canadian and America West	Classroom	6 Credit Units in HIST 200-level
	U of R	HIST	411	The Prairie West, 1929-1945	Classroom	Permission of Dept. Head
	U of R	HIST	412	Saskatchewan Since 1905	Classroom	Permission of Dept. Head
	U of R	HIST	413	Prairie Urban History	Classroom	Permission of Dept. Head
	U of R	HIST	414	The Legal History of the Prairie West	Classroom	Permission of Dept. Head
Group III - Indigenous Studies	U of S	NATST	105	Local Aboriginal Cultures	Dist + TV	None
	U of S	NATST	106	Aboriginal Canada	Dist + TV	None
	U of S	NATST	280	History of Métis People	Dist + Online	NATST 110
	U of S	NATST	260	First Nations and Métis of the Prairies, 1860-1960	Classroom	NATST 110
	U of S	NATST	340	Theorizing Change in Aboriginal Society	Classroom	NATST 110
	U of S	NATST	365	Aboriginal People and Development	Classroom	NATST 110
	U of S	NATST	440	Theoretical Perspectives in Native Studies	Classroom	18 Credit Units in NATST
	FNUC	INDG	208	Cree Culture and History	Classroom	INDG 100 & 101 or Permission
	FNUC	INDG	210	Assiniboine Culture and History	Classroom	INDG 100 & 101 or Permission
	FNUC	INDG	216	Dene Culture and History	Classroom	INDG 100 & 101 or Permission
	FNUC	INDG	218	Dakota Culture and History	Classroom	INDG 100 & 101 or Permission
FNUC	INDG	424	The Principles of Indigenous Governance	Classroom	INDG 324 or Permission	

	FNUC	INDG	101	Indian Studies II	Online	None
Group IV - Literature & Art	FNUC	INAH	100	An Intro. Survey of N. American Indian Art	Classroom	None
	FNUC	INAH	202	Early Canadian Indian Art	Classroom	INAH 100
	FNUC	INAH	204	Indian Art and the Twentieth Century	Classroom	INAH 100
	FNUC	INAH	301	Art and the World Council of Indigenous Peoples	Classroom	200-level INAH
	U of S	ENGL	342	Indigenous Storytelling of the Prairies	Classroom	6 Credit Units in 100-level ENGL
	U of S	ENGL	358	Canadian/Prairie Drama	Online 2006	6 Credit Units in 100-level ENGL
	U of S	ENGL	359	Western Canadian Lit	Online 2007	6 Credit Units in 100-level ENGL
Group V - Prairie Society & Politics	U of R	SOC	217	Social Structure of Rural Communities	Online	Any 100-level Soc. Science
	U of S	POLST	222	Aboriginal Governance	Classroom	6 Credit Units in POLST
	U of S	POLST	305	Provincial Politics	Classroom	6 Credit Units in POLST
	U of S	POLST	306	Local Government	Online 2006	6 Credit Units in POLST
	U of S	POLST	323	Aboriginal Policies and Programs	Classroom	6 Credit Units in POLST
	U of R	PSCI	338	Aboriginal People and Politics	Classroom	PSCI 230 or Permission
	U of R	PSCI	360	Local Government in Canada	Classroom	PSCI 100 or Permission
	U of R	PSCI	431	Politics of Saskatchewan	Classroom	PSCI 331-338
	U of R	HJ	332	Justice & Indigenous People	Classroom	HJ 201
U of R	HJ	358	Work Economic Security, Justice	Classroom	HJ 201	
Group VI - Indigenous Language	FNUC	CREE	100	Intro Cree	Online + TV	None
	FNUC	CREE	101	Intro Cree II	Online + TV	CREE 100
	FNUC	SAUL	100	Intro Saulteaux	Classroom	None
	FNUC	SAUL	101	Intro Saulteaux II	Classroom	SAUL 100
	FNUC	CREE		Cree 102 and higher		
	FNUC	SAUL		Saul 102 and higher		
Group VII - Other Prairie Courses	U of S	AGRI	111	Agricultural Science I	Dist + Online	None
	U of S	AGRI	112	Agricultural Science II	Dist + Online	None
	U of S	ANTH	224	North American Plains Ethnography	Classroom	ANTH 111
	U of S	ARCH	353	Plains Archeology	Classroom	ARCH 250 or 251
	U of S	ARCH	350	Introduction to Boreal Forest Archeology	Classroom	ARCH 250 or 251
	U of R	BIOL	372	Systems Ecology	Classroom	BIOL 275, STAT 151 & 152
	U of R	ECON	212	Economic Development of the Canadian Prairies	Classroom	15 Credit Units or Econ 100
	U of S	ECON	231	Cooperatives	Classroom	15 Credit Units or Econ 100
	U of R	ECON	372	Natural Resources Management in the Prairies	Classroom	ECON 201 or Permission
	U of R	GEOL	102	Environmental Geology	Classroom	None
	U of R	HJ	201	Intro Justice	Classroom	15 Credit Units
	U of R	SOST	201	General Methods in Statistics	Classroom	Any 100-level Social Science

Appendix III
Current Members of the Inter-University Prairie Studies Team

University of Regina

Brian Campbell
Ben Cecil
Janis Dale
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Murray Knuttila
Dorothy Lane

First Nations University of Canada

Jan van Eijk

University of Saskatchewan

Bill Archibold
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Roger Maaka
Lawrence Martz
Tom Steele

*Appendix IV***Course Offerings from the Centre for Great Plains Studies at the University of Nebraska - Lincoln**Source: <http://www.unl.edu/plains/academics/courses.html>**Center for Great Plains Studies
Courses of Instruction**

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

Core Areas

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

Arts and Humanities

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

Human Heritage

ANTH 434	3	Introduction to Plains Archaeology
GEOG 334	3	Historical Geography of the Great Plains

HIST 360	3	History of the Great Plains
HIST 465	3	History of Plains Indians

Natural Environment

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

Social Environment

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

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

Great Plains Courses At-Large

AECN 201	4	Farm and Ranch Management
AECN 265	3	Resource & Environmental Economics
AECN 376	3	Rural Community Economics
AECN 388	3	Ethics in Agriculture and Natural Resources
AECN 445	3	Agricultural and Natural Resource Policy Analysis
AGRO 440	3	The Range Ecosystem
AGRO 445	3	Livestock Management on Range and Pasture
AGRO 475	3	Water Quality Strategy
ANTH 451	3	Indians of Contemporary North America
BIOS 455	3	Great Plains Flora
BIOS 459	4	Limnology at Cedar Point*
BIOS 470	4	Prairie Ecology at Cedar Point*
BIOS 482	4	Field Entomology at Cedar Point*
BIOS 487	4	Field Parasitology at Cedar Point*
BIOS 488	4	Natural History of the Invertebrates at Cedar Point*
BIOS 491	4	Ichthyology at Cedar Point*
BIOS 494	4	Ornithology at Cedar Point*
ENGL 245B	3	Native American Literature
ENGL 245D	3	Chicano Literature

ENGL 245L	3	Canadian Literature
ENGL 405K	3	Canadian Fiction
ENGL 411B	3	Plains Literature
ENGL 445D	3	Chicano Literature
ENGL 445E	3	Native American Literature
GEOG 370	3	Geography of Nebraska
HIST 352	2-3	American Frontier in the Nineteenth Century
HIST 358	3	The History and Culture of the American Indian
HIST 359	3	Nebraska History
MUSC 279	2-3	Music on the Great Plains
MUSC 489	3	American Music
NRES 415	1	Water Resources Seminar
SOCI 446	3	Environmental Sociology

*classes at Cedar Point Biological Station in Ogallala, Nebraska

Appendix V

Prairie Studies Course Proposals

To be developed by the University of Regina:

PRST 001-004 Prairie Studies Co-op Work Term

1 Credit hour, Pass/Fail

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

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

PRST 200 – Introduction to the Prairie World

3 Credit Hours

Calendar description:

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

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

Detailed Description:

PRST 200 is a team-taught required core course, delivered online, for all students of Prairie Studies. The field of Prairie Studies provides students with skills necessary for an understanding of contemporary Prairie issues and to the socio-economic, political and cultural challenges facing the Prairie World. Since the effects impacting the Prairie region (climate change, economic, cultural and social Diaspora) can only partially be understood within a single academic discipline, PRST 200 is a decidedly interdisciplinary course that aims to provide students with an introduction to a broad range of Prairie issues.

These include the basics of the Prairie geography, history, political and cultural systems, and languages – incorporating both newcomer and Indigenous perspectives. After the course, students should be able to identify the diverse forces that have transformed the Prairie world and to communicate thoughts and ideas that go beyond one's own geographic and cultural background. The strong cross-cultural perspective of the course should provide students the necessary foundation when specializing in their own areas of interest within the Prairie studies program.

Major Topics:

1. Why study the Prairie world?
2. Prairie history pre-settlement
3. Prairie history post-settlement
4. Prairie physical geography
5. Prairie human geography
6. Traditional Prairie cultures
7. The changing cultural landscape

8. Prairie political systems
9. Prairie Politics
10. The Prairies and globalization
11. Gender and the Prairie world
12. Responsible economic development for the Prairies
13. Conclusion

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

To be developed by the University of Saskatchewan:

PRST 400 Senior Seminar in Prairie Issues {Capstone Prairie Studies Seminar}
3 Credit Hours

Calendar description:

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

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

Detailed description:

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