



**UNIVERSITY OF
REGINA**

**FACULTY OF ARTS
OFFICE OF THE DEAN**

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Date: 12 April 2006
To: Members of the Faculty of Arts
From: Thomas Chase, Dean of Arts
Re: **Agenda for Faculty Council meeting – 19 April 2006**

There will be a Faculty Council meeting on **Wednesday 19 April 2006 at 2:30 p.m.** in the **Fifth Floor Boardroom of the Administration-Humanities Building (AH 527).**

AGENDA

1. Adoption of the Agenda
2. Approval of the Minutes of 15 February 2006 (*Appendix I, pp. 2-5*)
3. Business Arising from the Minutes
4. Reports from Representatives to Other Faculties
5. Reports from Representatives from Other Faculties
6. Report of the Dean (*Appendix II, pp. 6-7*)
7. Report of the Associate Dean (Undergraduate) (*Appendix III, pp. 8-14*)
8. Report of the Associate Dean (External Relations) (*Appendix IV, pp. 15-16*)
9. Report of the Associate Dean (Research & Graduate) (*Appendix V, pp. 17-18*)
10. Committee Reports
 - 10.1 Academic Program & Development Committee (*Appendix VI, pp. 19-33*)
11. New Business
 - 11.1 **MOTION:** The Faculty of Arts recommends to the Senate of the University of Regina that a representative from the province's policing community be added to the Senate.
12. Other Business and announcements

TC/dg

**UNIVERSITY OF REGINA
FACULTY COUNCIL OF ARTS
MINUTES OF THE MEETING OF 15 FEBRUARY 2006**

The Faculty Council of Arts, University of Regina, met at 3:00 p.m. on Wednesday 15 February 2006 in the Fifth Floor Board Room of the Administration-Humanities Building (AH527).

PRESENT: T. Chase (Chair), A. Ashton, P. Bell, P. Bisson, J. Bonneville, M. Calkowski, J. Conway, D. Elliott, P. Elliott, B. Fiore, I. Germani, P. Gingrich, U. Hardenbicker, M. Hurlbert, W. Kubik, J. Kuikman, C. Louis, L. Loutzenhiser, R. MacLennan, C. Magnon, S. McCarthy, J. Mulvale, C. Oriet, J. Pfeifer, J. Pitsula, B. Plouffe, C. Polster, C. Riegel, A. Robinson, D. Sharpe, W. Smythe, R. Swales, M. Vetter, S. Wilson, M. Zimmermann.

SENATE MEMBERS: None.

FROM OTHER FACULTIES: D. Nicholson (Library)

STUDENT REPRESENTATIVES: N. Kirzinger, K. Miller

REGRETS: M. Abrams, R. Bedogni Drago, T. Grande, H. Hadjistavropoulos, T. Hadjistavropoulos, L. Jule, R. Krismer, F. Obrigewitsch, T. Ovaska, J. Shami, M. Wigmore.

1. Adoption of the Agenda

The agenda was adopted as circulated.

2. Approval of the Minutes of 18 January 2006

GERMANI/GINGRICH moved that the minutes of the meeting of 18 January 2006 be approved with a minor correction.

CARRIED

3. Business Arising from the Minutes

None.

4. Reports of Representatives to Other Faculties

- Dr J. Pitsula (Education): Recruitment for new faculty members continues; search for a new Dean continues – shortlisted candidates have been selected.
- Dr J. Mulvale (Social Work): search for a new Dean continues – shortlisted candidates have been selected and the interview process has begun; strategic plan follow-up; discussing cross-listed courses.
- Dr R. Swales (Fine Arts): Significant changes are being made to the music program; Unit Review will take place 2006-07.
- Dr U. Hardenbicker (Science): BSc combined degree – Geology/Geography has been approved; new Environmental Biology program; Dr S McClatchie (Associate Vice President – Academics) discussed future direction of academic programming

5. Reports of Representatives from Other Faculties

None.

6. Report of the Dean

The following items were discussed as per previously distributed report:

- 6.1 Recruitment for 2006
- 6.2 Recruitment for 2007
- 6.3 Elections for department headships
- 6.4 Federated colleges
- 6.5 Consultations on academic planning at the University (sessions have been scheduled and attendance is encouraged; if you are unable to attend your ideas can be emailed).
- 6.6 Personal leave
- 6.7 Psychology clinical program
- 6.8 SSHRC/CIHR grant facilitator
- 6.9 Performance review
- 6.10 Dean of Social Work candidates

In addition the following were discussed:

- 6.11 Negotiations – URFA has ratified their collective agreement; APT continues with their negotiations; CUPE has a tentative agreement – voting to take place soon.

7. Report of the Associate Dean (Undergraduate)

The following items were discussed as per previously distributed report:

- 7.1 200610 Enrolments, Majors and Minors
- 7.2 Co-op Program
- 7.3 Saskatchewan Council on Admissions and Transfers (SaskCAT)
- 7.4 Recruiting

8. Report of the Associate Dean (External Relations)

The following items were discussed as per previously distributed report:

I. International

1. Building the structure for internationalization
2. Consultation with departments re international initiatives now under way
3. Ongoing and new initiatives
4. Services and support for international students and visiting scholars
5. Creation of a website

II. Community Relations and Fundraising

1. Committee on Community Outreach
2. Visited Regina Early Learning Center in an effort to reach Regina's Aboriginal Community

In addition the following were discussed:

- International program statistics were shared

9. Report of the Associate Dean (Research & Graduate)

The following items were discussed as per previously distributed report:

- 9.1 Stapleford Lecture
- 9.2 Canadian Police Research Centre
- 9.3 Provincial Laboratory
- 9.4 MA in Creative Writing
- 9.5 CIHR Grant
- 9.6 Saskatchewan Healthcare Excellence Award (Innovation)
- 9.7 SSHRC Strategic Research Clusters project renewed
- 9.8 Graduate student conferences

In addition the following were discussed:

- 9.9 SIPP Fellowships awarded to Dr R. Blake, Dr A. Desmarais; L. Paul; Dr L Ward.
PEACE Award given to Mr H. Greenberg (Justice Studies).

10. Committee Reports

10.1 Academic Program Development Committee

KING/ELLIOTT moved to reduce the teaching load of tenured and tenurable Philosophy faculty members to four courses per year.

CARRIED.

KING/BONNEVILLE moved to revise the following courses: FR 114; 115; 213; 214 from 3:3-1 to 3:3-0.

CARRIED.

KING/WILSON moved to archive the following courses: Econ 250 and 255.

CARRIED.

KING/KUIKMAN moved to revise the following courses: RLST 315; 348; 349; 351; 352.

CARRIED.

KING/POLSTER moved to revise the Major and Honours major in Sociology.

CARRIED.

KING/KUBIK moved to revise both List A and List B in the Courses in Women's Studies to include all WMST offerings.

CARRIED.

KING/WILSON moved to revise the criteria for entrance into the Co-operative Education program in Arts.

CARRIED.

11. New Business

None.

12. Other Business and Announcements

- 26th Annual Minifie Lecture with guest speaker David Halton, CBC TV correspondent, on 17 March at 7:30 p.m. in the Education Auditorium. Topic: "Iraq and the U.S. Media: A Tragic Failure".

- Saskatchewan Centennial Medals are being announced. An announcement will be made once a complete list has been created.

There being no further business the meeting adjourned.

**Faculty of Arts
Faculty Council – Meeting of 19 April 2006**

6. Report of the Dean

6.1 Performance review for the 2005 review year: In mid-March, the Faculty of Arts Performance Review Committee (**K. Leyton-Brown**, chair; **P. Campbell**; **M. DeCoste**; **A. Hayford**; **H. Hadjistavropoulos**; **P. Miller-Schroeder**; **J. Pitsula**) concluded its work on files for the 2005 review year. The Committee's performance was exemplary, and was characterized by thoroughness, fairness, and a collegial willingness to listen to one another in reaching recommendations that, in some cases, were difficult. I wish to thank all members of the Committee and especially Dr Leyton-Brown, who handled the Chair's responsibilities with aplomb, good humour, and superb organizational skills.

6.2 Headships: It is a pleasure to inform you of the following departmental headships, effective 1 July 2006. **Dr John Conway** has agreed to another 5-year term as head of Sociology and Social Studies. **Dr Eldon Soifer** has accepted a 3-year term as head of Philosophy and Classics. **Dr Emmanuel Aito** has accepted a 5-year term as head of French, **Dr Leona Anderson** has agreed to a 3-year term as head of Religious Studies, and **Dr Ken Rasmussen** has agreed to extend his acting appointment in Political Science for two months until the arrival of **Dr Jeremy Rayner**, who will be serving a 3-year term as head effective 1 July.

6.3 Campion and Luther: Though the Faculty of Arts has been given no additional resources to meet the demands posed by the seats we are required to add in Spring/Summer and Fall terms, we are working closely with the heads of departments most affected to determine the best ways to respond. This has entailed some movement of resources within departments (the cancellation, for example, of a number of low-enrolment courses and their replacement with courses needed by large numbers of students) and within the Faculty (the transfer of a limited amount of teaching capacity into high-demand areas for the upcoming year).

We are doing everything we can to limit these shifts. I am grateful to colleagues for their co-operation and patience as we work through these difficult times.

6.4 URSU: The new executive of the University of Regina Students' Union contains a goodly representation from the Faculty of Arts and the federated colleges:

Amanda Smytaniuk - Faculty of Arts
Mike Burton - Campion Arts
Devon Floyd - Faculty of Arts
Kathleen Wilson - Luther Science

6.5 Sessional lecturers: HR has confirmed newly negotiated material in the Collective Agreement regarding sessional appointments. Especially germane to our timetabling for 2006-07 is the following:

Normally sessional lecturers shall be compensated if the course is cancelled less than one month [less than 15 days in the case of CCE-administered courses] prior to when it is scheduled to begin. Normally, compensation shall consist of a cash payment equal to one-quarter of the appropriate sessional stipend.

Because the Faculty of Arts will not be able to afford such payments in 2006-07, we have to find ways of ensuring that students are counselled to register early. Dr King and I will monitor enrolments carefully across the Faculty, and will be in touch with department and program heads several days before the one-month deadline if difficulties are apparent.

6.6 Appointments with tenure: Two of our colleagues, **Dr Angelina Baydala** (PSYC) and **Dr Tomi Ovaska** (ECON) have been granted tenured appointments effective 1 July 2006. An appointment with tenure is made by the President on behalf of the Board of Governors after a recommendation from the Faculty. Please join me in congratulating Angie and Tomi on this milestone in their professional lives.

6.7 Faculty lectures and panels: Both the Minifie Lecture (David Halton, 17 March) and the Stapleford Lecture (Dr Nettie Wiebe, 23 March) were great successes. Halton attracted a huge crowd to the Education Auditorium, and we had to turn people away from a Champion Auditorium packed for Wiebe's talk. Congratulations to the colleagues who organized and promoted these lectures so effectively. Two Arts colleagues, **Dr Shadia Drury** and **Dr Peter Bisson**, also participated with Peter Short, moderator of the United Church of Canada, in a recent panel discussion on faith and politics sponsored by the Saskatchewan Institute of Public Policy. Again, the auditorium was filled for this occasion.

6.8 Anthropology unit review: The site visit took place on 23 and 24 March. **Dr Carmen Robertson** (FNU) and **Dr Murray Knuttila** (SOC/SPHERU) were the internal members of the review team, joined by Dr Janice Boddy (UBC) and Dr Jean Debernardi (UAlberta).

6.9 Saskatchewan Centennial Medal: The province's Centennial medal "recognizes individuals who have made significant contributions to society and honours outstanding achievements." <http://www.gr.gov.sk.ca/Protocol/Honours/centennial.htm> provides more information about the medal.

The Faculty of Arts congratulates the following colleagues on their having been honoured with the Saskatchewan Centennial Medal:

BELL, Patricia	LALONDE, André
BOAN, Jack	LEESON, Howard
BRENNAN, J. William	MITCHELL, Ken
CONWAY, John	OH, Kang-Nam
DRURY, Shadia	PAUL, Alexander
GAUTHIER, David	SCHLICHTMANN, Hansgeorg
HADJISTAVROPOULOS, Thomas	SHAMI, Jeanne M.
HOWARD, William	STIRLING, Robert M.
KNUTTILA, Murray	WHYTE, John
JUYAL, Shreesh	

6.10 New history of the University: Congratulations are extended to **Dr Jim Pitsula** (HIST) on the publication of his book *As One Who Serves: The Making of the University of Regina* (McGill-Queen's UP, 2006). The 552-page volume traces the history of the institution from its founding in 1911 as Regina College to 1974. More information is available from the publisher at <http://www.mqub.mcgill.ca/book.php?bookid=1942>.

Report of the Associate Dean (Undergraduate)
April 19, 2006

1. Coop Program

As of Wednesday April 12th, we have the following number of students placed:

- First time students: 10 placed, around 8 still looking.
- Second term students, 7 placed, 2 still looking.
- Third term students, 6 out of 6 placed.

This is a total of 23 placements, up from 15 last summer. We anticipate more in the next few weeks, as the government budget will provide some funding for departments and crowns to start hiring.

Pages 2 onwards of this document show some of the Summer 2006 Coop job descriptions.

2. Recruiting

Monica Wang has resigned as Recruitment Coordinator to take a position in the International Student Success Office. We have decided as part of the cost-saving measures to not renew her position. As a result, we will be reducing the amount of recruitment activities that we carry out over the next while. We will still maintain some important high profile activities with a combination of coverage from the advisors and myself and with some contract work.

Specifically, we will still be carrying out the activities around First Year Orientation on August 31st and UR Connected on October 18th. Monica has booked the Multi-purpose room in the Riddell Centre for both of those activities. We will work on details over the summer.

3. Work Experience Internship Program

Stuart Wilson, current coordinator of this program, is on six-month sabbatical starting in July. We will therefore suspend the program for the fall (when it has a limited take-up anyways), but run it for the Winter semester. The Student Services Office will do what is needed for the fall, and allow Stuart to take over again in January.

4. Registration Reports

Registration this term has gone well, but perhaps slowly. Comparing this term to last year is difficult due to the differences in registration dates arising from the implementation of online registration. There is some evidence of slower registration patterns compared to last year, but we will have to wait for more firm data.

5. University 100/110

Ruth Chambers, Associate Dean of Fine Arts, and myself have started talking with each other and Ron Byrne about University 100/110, and what might be done to make it acceptable for credit to our faculties. There is some evidence that at-risk students who take these courses are more likely to succeed in their academic career, but in the past these courses were rejected as lacking sufficient academic content.

We are thinking of what should go in these courses to boost the academic content. I have asked the heads for feedback or suggestions, and would appreciate them from anyone else.

Summer 2006 Coop Placements

1. Communication Analyst (Writer), Sasktel

Develops and helps coordinate communication strategies, plans and briefs. Plans, writes, edits and evaluates information required by employees, customers, shareholders and media. Develops information in medium appropriate for delivery. Researches, writes (includes theme or information development and design), edits and evaluates information. Analyzes information requirements and communication methods to determine type of information the audience requires and the best way to provide it.

2. Committee Review Coordinator, Saskatchewan Health

DUTIES: The Community Care Branch of Saskatchewan Health is seeking a highly organized, confident and innovative person to provide administrative and research support to the Director, Research, Evaluation and Central Support. Your primary responsibility will be to create and implement a standardized process for reviewing a number of health-related program committees. This includes establishing assessment criteria that can be applied consistently by different stakeholders across various groups with different purposes. You will also be responsible for organizing discussions, gathering and analyzing information and writing reports.

3. Consultation Coordinator, Windigo First Nations Council

The Youth Governance Consultation Coordinator will complete the following tasks during the Internship/Coop Placement

- Review and self-education on the Nishnawbe Aski Nation Governance Process and materials. Resource people from Nishnawbe Aski Nation and Windigo First Nations Council will be called upon for specific and/or detailed information.
- Developing and implementing a detailed workplan for the public education, information sharing processes and the development of the feedback report.
- Organizing and preparation for community visits to Windigo First Nations; establishing contacts with youth and/or youth workers in the communities to hold information and discussing sessions.

4. Tax Return Preparer, Ernst & Young LLP

The Calgary Human Capital group at Ernst & Young LLP is offering Accounting students a valuable opportunity to learn to prepare Canadian and U.S. personal tax returns.

Candidates should:

- Be eligible to become a student/associate member of either the CMA or CGA association
- Have completed at least two years in a related undergraduate degree program and have good grades. Preference may be given to students who have successfully completed one or more Taxation course.
- Demonstrate meticulous work habits and strong verbal and written communication skills
- Possess a positive attitude and the ability to work under pressure
- Be flexible to work additional hours
- Be eligible to work in Canada

5. Front Desk Clerk, Mount Kidd RV Park Ltd.

Main responsibilities include: all aspects of reservations (both via telephone and in-person), check-ins, fee collection (and all paperwork associated with them). Other responsibilities include providing information to our customers about anything from hiking and highways to restaurants and restrooms.

6. Engineering Assistant I – Pavement Management Info, City of Regina (2 positions)

DUTIES: This position will work under the DIRECTION of a Professional Engineer(s) and will be required to provide support services of a technical nature. Both office and field work will be required. Duties include: collect, enter and maintain accurate computer records on condition data for the Pavement Management Information System (PMIS). This involves in-situ measuring and recording of various pavement distresses. Applicants with prior experience may have some opportunity to perform other duties within the Roadways Engineering Section of the Engineering and Works Department. This position may offer experience with treatment performance monitoring, condition evaluation program development involving multiple assets and performance prediction analysis.

7. Administrative Analyst, City of Regina

Duties will include:

- develop/write the 2005 Solid Waste Annual report
- develop/update/write Standard Operating Procedures(SOP's)

As the successful applicant you will spend 1/2 of your time at the landfill (this is where the majority of SOP's need developing), and 1/2 of your time at the Main Yard of Engineering & Work (4th Avenue & Albert Street) working on the 2005 Solid Waste Annual report, In addition, you will be involved in developing some waste collection SOP's. This position reports to the Senior Engineer - Solid Waste. Applicants will have completed at least two years of academic training.

8. Student Advising Assistant, University of Regina, Arts Student Services Office

The position will provide administrative and research assistance to Academic Advisors, including:

- researching and providing recommendations on transfer credit
- updating students' program and graduation files
- assisting with the coordination of convocation, scholarships, and the co-op program
- undertaking recruitment activities for the co-op program and the Faculty of Arts
- preparing and updating information sources for students including handouts, web pages, program outlines
- compiling statistics

The incumbent will also assist staff with activities such as:

- filing and maintaining student records,
- assisting with group advising sessions,
- responding to inquiries in person, by telephone and by e-mail or letters,
- routing mail, photocopying, and other clerical duties

9. Clerk I, University of Regina, AV Services

DUTIES: Delivery and retrieval of AV equipment plus smart classroom consoles to classrooms, labs; boardrooms and offices across campus.

Responsible for managing permanently installed smart classrooms including equipment set-up, software-installation and trouble shooting.

Liaison with day and night staff; ensuring equipment is serviceable, neat and organized and performing other duties as assigned.

10. Student Business Advisor, CATAL/Student Connection Program, Student Connection Office, U of R

DUTIES: Teaching classes, presenting workshops and seminars, web development, marketing. The applicant must be flexible with excellent communication skills including presentation and telephone skills. Familiarity with the Microsoft Office Suite a must.

11. Entry level personal banker, Canadian Imperial Bank of Commerce (CIBC)

Major Activities:

1. Promote, sell and deliver a full range of personal banking products and services.
2. Promote, sell and deliver a limited range of Small Business Products.
3. Understand and provide efficient and effective customer service to consistently meet and exceed customer expectations.
4. Participate in marketing sales related business development activities (customer acknowledgement programs, customer contact programs, customer appreciation activities and charitable/community events, customer seminars). Contact internal prospects to solicit new business.
5. Assist with the development of sales and service employees within the branch/district.
6. Keep working knowledge of products, services, sales programs, policies and procedures current.
7. Consistently apply all risk and due diligence policies, practices and procedures.

12. Coop Student, Farm Credit Canada

1) Provides general administrative assistance approximately 25% of the time. Primary activities may include preparing and signing routine correspondence; maintaining filing system; responding to customer requests for information or service directly or, when necessary communicating with the appropriate individual to ensure that requests are dealt with; screening and processing incoming mail; and following up to ensure delegated projects and requests are completed on schedule.

2) Undertakes other administrative activities for the business unit approximately 35% of the time. Primary activities may include acquiring the supplies for the business unit; preparing budget submissions from written or electronic format; placing purchase orders; scheduling appointments; making arrangements for meetings including agenda preparation, catering and travel arrangements; and coding and reconciling routine invoices.

3) Provides technical administrative support for the business unit, using various computer software applications, approximately 40% of the time. Primary activities may include the preparation of presentation materials, statistical reports and/or graphs from hand written or

electronic information; data entry and information retrieval on a standalone or network database information system; recording and preparing minutes of meetings; monitoring the administrative expense budget; and maintaining the signage database and Administration Services form databases on the intranet.

13. Co-op Student, University of Regina, Information Services

Reporting to the Manager of Projects, the student will:

- assist in daily operations of Information Services
- provide support services
- other duties as assigned

14. Coop HR Student, SaskPower

Employee Administration

- Provide first-line contact for customer/client and employee concerns.
- Prepare and post all internal job bids.
- Receive and track all job-specific in-scope applicants.
- Prepare offer letters, set-up SAP actions, and conduct the follow-up required for new hires.
- Follow-up, track, and update qualifications database on new hires.
- Examine employee files to answer inquiries and provide information to authorized persons.
- Provide organization and administration for Career Fairs.
- Responsible for administrative and technical coverage for area.

Office Administration

- Perform keyboarding and internal administration.
- Competency using standard corporate spreadsheet, word processing, and email software.

15. Retail Department Manager Trainee (Food), Federated Co-operatives Ltd.

The successful applicant will be placed at a retail Co-operative in Western Canada for a period of eight months. Upon completion of the training program, the trainee will be placed as a Food Manager in a food department with a sales volume of up to \$1,500,000 or an Assistant Food Manager at a larger volume department.

The trainee is exposed to all aspects of retail food marketing management by performing in the role of Assistant Food Manager. The trainee works as an under-study of a Food Manager, completes the Co-operative Retailing System (CRS) Food ADVANCE Self-study Program, attends CRS training programs and learns on the job.

During the training program, the candidate will develop expertise in the following areas:

1. Ordering, receiving, warehousing and pricing of merchandise.
2. Promotion and merchandising of food related products.
3. Selling and customer service.
4. Staff supervision, development and control.

16. Home Owner Flood Protection Program Assistant, City of Regina

DUTIES: This position requires a semi-technical applicant with good communication skills, especially in the area of oral presentations. It would be an asset if applicants have experience in writing reports. Consideration will be given to applicants who may not have extensive communication skills, if the aptitude exists and they are willing and interested in gaining experience in this area. The successful candidate will receive training in home flood protection measures which will prepare him/her to give flood proofing advice to City of Regina residents. This position reports to the Program Coordinator/Senior Engineer.

This program requires the successful candidate to present flood proofing classes to homeowners and to talk to homeowners on a one-to-one basis. The program will also have the student spending a lot of time in the Southeast and Northwest areas of the City communicating with homeowners regarding home flood protection. This will involve answering questions, completing survey questionnaires and providing information on different home flood proofing techniques. Experience using Excel, Access and Word would be an asset.

**Report of the Associate Dean (External Relations) to Faculty Council
April 19, 2006**

I. International:

1. The International Committee is meeting on a regular basis to work on the vision and mission of the internationalization of the Faculty of Arts. Based on the comments that we received from the faculty members and from reviewing general goals set by the U of R and by the Faculty Plan as well as the work that has been done by many other universities in the world, the committee has worked out a draft vision and mission statement and is in the process of working on goals, objectives, and strategies. Given the mandate of the committee as an advisory body to the Dean, these documents are suggestions to the Dean and for discussion by faculty members.

I would like to thank those departments and individual faculty members for their input on the work of internationalization in the Faculty of Arts.

2. News on current international activities: (please let me know what I have missed)
 - Dr. Tomi Ovaska (Economics) is taking the leadership for the U of R's involvement in a international virtual university-University of the Arctic aiming at providing more opportunities student exchanges among the participating countries are Canada, U.S. Finland, Norway, Iceland, Russia, Sweden, to name just a few.
 - The first Canadian conference on the growing academic relationship between Canada and India was held at the University of Regina March 24-25. It was attended by 97 academics and people from the community and was organized and chaired by Dr. Shreesh Juyal, Professor of Political Science and the University Representative on the Shastri Institute Board of Directors.
 - A group of professors from the areas of Asian Studies are putting a display case on the main floor of the Ad Hum Building. The display case will present Faculty of Arts' new International Studies Program by showcasing Asian Studies which is one of its five streams: Development Studies, European Studies, Latin American Studies and International Relations. Special thanks go to Dr. Marion Jones and Dr. Philip Charrier for organizing, preparing, collecting, and developing the materials.
 - The U of R's recruitment representative from Thailand is in town and we (Harvey's office, OICD, and myself) are going to discuss and explore opportunities for students to obtain work experience in Thailand.
 - We are also working with a representative from various universities in China to establish opportunities for faculty and students to have work

experience in China. We are going to work closely with Harvey's office to seek to provide regular international experience for our students.

- There are currently three visiting scholars from China in the Faculty of Arts doing research and auditing classes. I would like to thank Dr. Cameron Louis (English), Dr. Bruce Plouffe (International Languages), Dr. Gary Tompkins (Economics), Dr. Brent Galloway (Linguistics), and their departments for helping and accommodating our visitors.

II. Community Relations and Fundraising:

1. Arts Alumni Showcase Event was held on the evening of March 30, 2006. We had about 70 participants. Many people's efforts made the showcase a successful evening. Our sincere thanks go to:
 - University Alumni Relations and various donors
 - Four departments (English, Geography, Journalism and Psychology), Harvey's office and Milagros Charriez for putting on a splendid display.
 - Three faculty members for their engaging presentation: Dr. Wendee Kubik, Dr. Don Sharp, and Dr. Shadia Drury
 - The Committee of Community Outreach: Dr., Margot Hurlbert, Dr. Wendee Kubik, Dr. Ken Leyton-Brown and Dr. Chris Oriet, for their commitment and contributions
 - The Dean, Dr. Thomas Chase for his ongoing support and role as the MC for the event.
3. Now that the showcase is over, the Committee of Community Outreach is working on future goals, objectives and strategies in the area of community relations. Again, the committee will put forward the suggestions and a work plan for the Dean and the faculty to discuss.
4. I would also like to report to you that recently I have attended two events. One is the 1st Annual Computer Science Dinner and Reception organized by the Computer Science Students Society and the other was a dinner theatre named "Bingo Night in Berlin" organized by Luther College and High School. Both events were sold out. Luther night made \$15,000 and Computer Science department event attracted 150 people and 60% of them are local businesses. I mention this with the work of community relations and fundraising in mind. We would welcome any suggestions and initiatives from departments and faculty members as to how we could proceed to benefit students, alumni and faculty by organizing events that best suit our situation.

**Faculty of Arts
Faculty Council—Meeting of 19 April 2006
Report of the Associate Dean (Research and Graduate Studies)**

- 1. Stapleford Lecture**—I'd like to thank all those who helped make the Stapleford Lecture on 23 March such a rousing success, especially Annette Desmarais, the Chair of the committee, and committee members Shadia Drury and Peter Dorrington. Such a large crowd turned out to hear Nettie Wiebe speak about food sovereignty that we had to turn some people away.
- 2. Coffee House Controversies**—This series wrapped up on 16 March for the term, and attendance at the talks were the highest yet. I'm in the process of identifying speakers for the 2006-7 academic year, so please feel free to suggest any possibilities, especially from among our newest Faculty members.
- 3. Internal Funding Deadline**—Please remind faculty in your units of the upcoming deadline (1st May) for applications to the SSHRC General Research Grant Fund and President's Fund. I'd be happy to assist anyone interested in submitting an application. Details about these funds are available on the ORS website.

- 4. Grant Successes**—I'm pleased to pass along the following news:

CIHR (competition "Reducing Health Disparities and Promoting Equity for Vulnerable Populations")

1) Drs Thomas **Hadjistavropoulos** (Psychology/Centre on Aging and Health), Nicole **Coté** (French) and Sylvain **Rhéault** (French), co-applicants

Project: "Etude des facteurs socio-environnementaux, culturels et structurels qui influent sur les disparités en matière de santé chez les francophones en situation minoritaire: Création d' un réseau national" (\$146,555 per year for five years, with \$16,154 for equipment)

2) Dr Mary **Hampton** (Psychology, Luther), co-applicant

Project: "Reducing mental health disparities through population health promotion: Translating practice into knowledge / knowledge into practice" (\$155,446 per year for five years with \$18,562 for equipment)

NSERC

1) Dr Chris **Oriet** (Psychology)

Project: "Investigating task-set modulation of perceptual representation"
(operating grant; \$19,000 per annum for five years)

2) Dr David **Sauchyn** (Geography)

Project: "High resolution paleoclimate records and scenarios of future climate"
(discovery grant; \$15,600 per annum for five years; on hold pending environmental impact report)

SSHRC--Community University Research Alliance (CURA), Economic Security Project

Jim **Mulvale** (Justice Studies), co-applicant

Project: "Re-thinking a `Guaranteed Annual Income': A Brave or Foolish Proposal?" (\$29,820)

Unfortunately, we were not so successful in the recently released SSHRC results. No grants were awarded to Arts members, though a number of Faculty members did receive "4A" status. I am working with ORS to set up a session to review applications for the next SSHRC round, in the hope of more encouraging results in the future.

5. Community Research Unit

At the 1st March 2006 meeting of RAGS, the following motion was passed:

Wall/Polster **MOVED** approval of the composition of a working group for the Community Research Unit including three faculty members, two community members, two representatives of social agencies, and the Associate Dean (Research & Graduate) as Chair. Members of the group will be appointed in consultation with interested parties.

I will be sending out a call for volunteers and/or nominations for the three faculty positions shortly.

**UNIVERSITY OF REGINA
FACULTY OF ARTS
ACADEMIC PROGRAM AND DEVELOPMENT COMMITTEE
REPORT TO THE FACULTY OF ARTS**

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

A. Intercultural Leadership Program

Rationale for creation of the program: See pages 5-13.

MOTION: To CREATE a Certificate in Intercultural Leadership as outlined on pages 5-13

*MOTION: To CREATE the following courses as outlined on pages 11-12:
ILP 100, ILP 300, ILP 301, ILP 400.*

B. Combined BA/BEd in French

Rationale: Changes to the combined programs were proposed by the BAC Program, in consultation with the Department of French for a number of reasons: the need to modify the BAC program to reflect changes in course availability and numbers at the Université Laval (Year II of the five-year program), the need to include a new course (DLNG-351) offered to all BAC Secondary Program students, and the need to reflect the changes in the BA French major. Course sequencing is improved by requiring students to take FR 270 at the University of Regina rather than Laval. The full program and changes are detailed on pages 14-15.

MOTION: To approve changes to the combined five-year BEd and BA in French programs as follows:

- **Five-Year BA/BEd Elementary Program resulting in two degrees, BEd and BA in French**

A major in French must include the following 14 courses:

1. FR 214, 219, 226*, 230, 231*, 240, 270, 280, and 300
2. One of FR 220* or FR 221*
3. One FR course numbered 219 or above
4. One FR 300-level*
5. Two 300- or 400-level FR courses.

*Courses are typically completed at Laval University.

For students who take FR 213 before being admitted to the BA/BEd program, this course will be counted within the French major.

- **Five-Year BA/BEd Secondary Program resulting in two degrees, BEd and BA in French**

A major in French must include the following 14 courses:

1. FR 214, 219, 226, 230, 231*, 240, 270, 280, and 300
2. One of FR 220* or FR 221*
3. One FR course numbered 219 or above*
4. Two 300-level FR courses**
5. One 300- or 400-level FR course.

*Courses are typically completed at Laval University.

For students who take FR 213 before being admitted to the BA/BEEd program, this course will be counted within the French major.

C. Arts Core requirements

Rationale for inclusion of new courses on Lists A and B:

Courses in interdisciplinary programs, including interdisciplinary studies (IDS) and women's studies (WMST), have been typically placed on both Lists A and B of the Arts core requirements. New courses created in Intercultural Leadership (ILP), International Studies (INTL) and Health Studies (HS) should be considered for inclusion on these lists. The concentration-specific courses in the International Studies Program (ASIA, DEVS, ES) are not being considered at this time since non-International Studies majors are unlikely to take these courses.

Course descriptions for the INTL and HS courses can be found on pages 68 and 73 of the *Undergraduate Course Catalog*.

MOTION: *To include Intercultural Leadership (ILP), International Studies (INTL) and Health Studies (HS) courses on both Lists A and B in the Arts core requirements.*

D. Department of English

(1) Rationale to adjust credit hours for RDWT 120 and 121:

Beginning in the Fall 2006, semester the Reading and Writing (RDWT) 120 and 121 courses will replace the English 90 and 91 courses formerly taught at First Nations University. While the English 90 and 91 courses were non-credit, traditionally they were structured in the same manner as 3-credit courses—the same number of contact hours, etc.—and the tuition paid by students was the same as for a 3-credit course. Due to an oversight, RDWT 120 and 121 were originally created as 1.5 credit hours.

Since tuition is calculated on a per-credit basis, the new Reading and Writing 120 and 121 courses, with a credit assignment of 1.5 credit hours each, would halve the tuition paid by students. However, students would still be receiving course content equal to a 3-credit course, and the stipend paid by the University would be equal to that paid for a 3-credit course.

In order to properly meet the needs of students registering for these courses, the content and / or number of contact hours cannot be cut. In the past few years, we have experimented by offering the English 90 and 91 as cohorts, with each course being delivered in 6 weeks. However, in doing so, we found that students were not having success in English 100.

Hence, we will be offering the Reading and Writing courses for a full 13 weeks each.

MOTION: *To REVISE the CREDIT HOURS from 1.5 to 3.0 in:*

RDWT 120: Reading and Writing I

RDWT 121: Reading and Writing II

(2) Rationale to change to course description for ENGL 110:

This allows for courses to be developed in a different area of expertise. It broadens the course from a special topic in literature to also include a genre, a national literature, or a theme.

MOTION: To REVISE the following course:

ENGL 110

Critical Reading and Writing II

3:3-0

A study of a designated aspect of a literary genre, a national literature, a theme, or a special topic. This course continues the development of student proficiency in critical reading and writing begun in ENGL 100 through the study of a range of non-literary and literary texts, and the study of composition, with emphasis on research writing and connections between modes of reading and writing. A study of a special topic in literature, which may include non-literary texts, in conjunction with a continuation of the writing program begun in ENGL 100

Note: This is a change in description.

To be effective for Winter 2007.

E. Women's Studies Program

Rationale to revise prerequisite: to make WMST 201 more accessible for students in the Intercultural Leadership Program.

MOTION: To REVISE the following course:

WMST 201

Women, the Environment and Change

3:3-0

This course is an interdisciplinary and cross-cultural exploration of issues revolving around women, the environment and change. Some topics explored will be a feminist view of the social, historical and cultural roots of the environmental crisis, environmental rights and ethics, and women's participation in environmental movements to name a few. *** Prerequisite: WMST 100 or completion of 15 credit hours or permission of the coordinator. ***

Note: This is a change in prerequisite.

F. Department of Political Science

Rationale for creation of new course: Consistent with the University of Regina's goal to enhance capacity in United States studies, this course represents a further move into the field of American government and society. There is a rich literature on the subject of American political thought literally dating back centuries. This course would be of value to political theory students, as well as students interested in American politics. The Political Science department has new faculty capable of teaching this course.

MOTION: To CREATE the following course:

PSCI 312

American Political Thought

3:3-0

This course examines the intellectual origins and development of the American constitutional tradition from the colonial period to modern times. Topics include thinkers and works from the Founding and Jacksonian era, Lincoln and the slavery crisis, the populist and progressive movements, New Deal liberalism, and contemporary rights issues.

Prerequisite: PSCI 240 or 321

G. Department of International Languages

Rationale to include RLST 333 in the Spanish major: While not reflected in the current course description, RLST 333 focuses on the Central and South American context, as seen in the detailed course description.

RLST 333: Liberation Theology

The 20th century has seen a growing religious commitment to positive social transformation, especially in Christianity. This left-wing form of the resurgence of religion in the public sphere has been little commented on. Since the end of the 19th century, but especially since the 1960's, Christianity's characteristic concern to alleviate individual suffering has changed into a concern to transform society in order to eliminate the social causes of suffering. Liberation theology, which emerged in Latin America in the late 1960's, is a style of Christianity emblematic of this transformation. In the course we will examine this, and other liberative forms of Christianity (such as feminist theology), primarily through a close study of a foundational text, *A Theology of Liberation*, by the Peruvian Catholic priest and theologian, Gustavo Gutiérrez. **Professor: Peter Bisson**

MOTION: *To REVISE the SPANISH majors, minor and certificate to include the following as one of the approved electives:*
RLST 333: Liberation Theology

H. International Studies Program

Rationale to revise the approved electives list: New courses in HJ (see page 67 of the UG Course Catalog) and the detailed description of RLST 333 (see above) have been considered.

MOTION: *To REVISE the approved electives in the INTERNATIONAL STUDIES majors and certificates as follows:*

DELETE from International Politics, Security and Organization group (International Affairs concentration):

HJ 353: Social Justice, Peace and International Development

ADD to International Development group (International Affairs concentration):

HJ 353: Social Justice, Peace and International Development

HJ 355: Food, Hunger, and Social Justice

HJ 357: Ecology and Justice

ADD to International Economics and Political Economy group (International Affairs concentration):

HJ 355: Food, Hunger, and Social Justice

HJ 357: Ecology and Justice

ADD to Latin American Studies group:

RLST 333: Liberation Theology

Intercultural Leadership Program*
Letter of Intent

Introduction and Background

The *Intercultural Leadership Program* has been conceived as a partnership between the Crown Investments Corporation of Saskatchewan, the University of Regina, and the First Nations University of Canada. The program is intended to prepare undergraduate students (Indigenous and non-Indigenous) for employment and leadership positions with the Saskatchewan crowns and other organizations. The guiding principles of the program are:

To provide significant opportunities for the recruitment and development of future leaders within the Crown corporations and more generally in Saskatchewan. The joint initiatives undertaken will be designed to target learning at different stages of people's careers and aimed at ensuring a future workforce that reflects Saskatchewan's diversity.

The program developed will prepare students for leadership in an intercultural context to serve in both the public and private sectors of Saskatchewan and beyond. A major emphasis of the program will be the discovery of both the similarities and differences between the students' own cultural backgrounds and those of other students. Students will explore leadership from different world-views through developing knowledge of the ideas, values, and backgrounds of other students. Emphasis will also be placed on the value of community resources, including the role of Elders, and the importance of leadership in a community context. This cross-cultural understanding is pertinent to envisioning the broad picture necessary for developing leadership for change.

The program objectives are:

- To empower students to evaluate their current leadership skills, and set goals in relation to the use of these skills and the development of new skills;
- To accelerate the rate at which students are prepared to take leadership roles in the context of the changing Saskatchewan demographics and emerging labour force;
- To prepare students to make the distinction between leadership and management, to be able to integrate theory and practice, and to practice self-awareness and critical thinking; and
- To provide CIC with an opportunity to identify high-potential undergraduates and further develop them through part-time employment, summer employment, and co-op placements.

A set of assumptions serve as the foundation for building a successful Intercultural Leadership Program that will be of value to its stakeholders. The program assumptions include:

- Participation in the program will improve rates of employment for graduates and lead to a more diverse group of leaders in Saskatchewan's workforce;
- Indigenous and non-Indigenous students will have the opportunity to explore their values in an intercultural context, recognizing that all life experiences are understood as a part of developing the leader within;
- Stakeholders will recognize the cultural values of the participants, and learn to respect them as individuals;
- Both academic and crown corporation partners will champion the program in a way that builds and fosters positive relationships for the purpose of achieving results;

* The name of the program is tentative, and may change after further consultation.

- The program is holistic in its approach and will encourage students to find a comfortable balance between school, work, and other life priorities; and
- The program will be viewed as a long-term strategy that requires appropriate resources to be effective.

Appendix A below presents the proposed academic program in detail. Key components of the program include:

- Students will need to qualify for admission to the University of Regina, and then will be evaluated for admission to the program based on a portfolio outlining their leadership potential.
- The program will contain formal academic learning and a mechanism for experiential learning, both through work experience and through interaction in a First Nations community.
- A key focus of the development of leadership skills in this program is the emphasis on leading in an intercultural context.
- Students will graduate with a 30-credit-hour certificate in Intercultural Leadership. Students may take this program as a stand-alone program, as a complement to another degree, or as an after-degree certificate.

Program Fit with University and Faculty Planning Priorities

The Intercultural Leadership Program supports several aims and goals of the University of Regina planning document, *Reaching our Potential: Planning for Progress 2002-2006*. On page 13 of the document, in the background section on student demographics, the growing proportion of the university-age population who are First Nations and Metis people is noted, along with the statement (page 10) that “(t)he message for Saskatchewan’s universities is clear. If we are to contribute fully to the prosperity of the province, we must enhance educational and employment opportunities for Aboriginal people.” *Reaching our Potential* also draws on the earlier planning document, *Shaping our Future*, to reiterate the goal of making the University of Regina a preferred place to study by giving students “enviable learning experiences,” which this program certainly will do. Finally, the planning document emphasizes the responsibility and desire of the University of Regina to work with the Aboriginal people of Saskatchewan (page 27).

The Intercultural Leadership Program also meets several aims of the Faculty of Arts 2003 Planning Document, *We Who Serve*. This document emphasizes the unique relationship of the Faculty of Arts with its surrounding community, and its desire to meet the needs of that community, and emphasizes the need to meet the challenges and possibility of the changing demographics of the province (page 6). Recommendation G-2 of the document points to Indigenous peoples as an area of Faculty planning emphasis, and section D of the document states that “providing post-secondary educational opportunities for Indigenous peoples must be a major part of the mandate of the Faculty of Arts” (page 13), and also that “the Faculty of Arts can play an important role in educating non-Indigenous people about Indigenous issues and, in particular, the interaction of Indigenous peoples with majority society” (page 7). Finally, recommendation B-3 states (Page 11) that

When it is feasible, we will develop innovative undergraduate programs that are interdisciplinary and involve clusters of courses. We will also explore new degree programs in partnership with other faculties or institutions.

The proposed program meets all of these goals, in that it is a partnership of the Faculty of Arts and First Nations University and the Saskatchewan Crowns to create an interdisciplinary program that creates unique post-secondary opportunities for Indigenous peoples and a chance for non-Indigenous students to learn about Indigenous issues.

Student Demand and Anticipated Program Growth

As always with new programs, student demand is difficult to predict. However, there are a few factors that allow us reasonably to expect that there will be strong student demand for this program. First, it is a partnership with the Saskatchewan Crown Corporations. As a result of this support, it will have strong funding for student recruitment, and for the creation of interesting and unique courses. Secondly, as part of their contribution, the Crowns have promised to contribute toward the work experience portion of the program by offering students part-time employment, summer employment, and coop placements. Third, the strong support by First Nations University also bodes well for strong recruiting of Indigenous students.

Resources Required to Support The Program

This program will require funding for publicity development and selection of students, curriculum development, an academic coordinator, and an APT-level administrator to provide support, faculty members to teach courses (both core courses and some of the elective courses), as well as money to run the more complex courses such as the Cultural Camps (see Appendix A). As part of their contribution to this program, the Crown Investments Corporation of Saskatchewan (CIC) has provided external funding for the first 5 years. This funding is signed, and the first payment delivered, and should be sufficient to get the program started with a strong student component, as well as to carry through the first years of delivery. A longer term arrangement (more than 5 years) will require more funding. The new program director (to be determined) will have to work to create this more permanent funding, but initial discussions reveal that CIC is receptive.

In-kind contributions from First Nations University of Canada and the University of Regina Faculty of Arts will include the admission, advising, and graduation of students as well as the oversight of the program and its funding. In addition, space will have to be found for the program, although initially that should not be a serious issue.

Governance Structure

This program will be governed by the University of Regina and First Nations University of Canada jointly. The initial Partnership Working Group (Dean of Arts (University of Regina), VP Academic (First Nations University), 2 Faculty of Arts academics, 2 First Nations University Representatives, 4 Saskatchewan Crown Representatives) will evolve into an advisory board (with the Dean replaced by the Associate Dean (Undergraduate), the VP Academic no longer on the board, and with one Faculty of Arts academic representative). The advisory board will provide support for the coordinator. Academic oversight will be in the normal manner for programs within the University of Regina that are partnerships with First Nations University.

In conclusion, this program is a unique partnership of First Nations University of Canada, the University of Regina, and the Crown Investment Corporation of Canada. It will serve the needs of students and the province by providing a unique opportunity for Indigenous and non-Indigenous students to learn from each other and about themselves and their leadership potential, and it will provide strong leaders for the people of Saskatchewan. We recommend its approval, with the goal of beginning the publicity and construction of the new courses in the summer of 2006, with the first offering of the 100-level course in January 2007.

Joanna Goodpipe, First Nations University of Canada
Harvey King, Faculty of Arts, University of Regina
Draft, Mar. 24, 2006

Appendix A
Draft Academic Program

Successful completion of the Intercultural Leadership Program will result in the granting of a certificate in Intercultural Leadership. This certificate can be earned by itself, either after another diploma/degree or as a first certificate, or it can be earned at the same time as another degree (simultaneous graduation), or it can be earned along the way to a degree (laddering). In order to successfully complete the program, the student must complete 30 credit hours in the courses described below (with a minimum 65% average), as well as the work experience component of the program.

1. Selection Criteria

Students will qualify for the program as per admission requirements to the University of Regina in the usual ways (including mature admission). They will apply for admission to the program and will be selected based on their potential to develop into leaders in an intercultural context, and their commitment to leadership development and life-long learning.

Since communication skills are a key factor for participating in the program, applicants will be assessed using a written essay and oral interview. They will provide a two-page statement that includes a definition of leadership from their personal perspective. Further, they will be asked to state their purpose for participating in the program and what they would like to achieve through it. Finally, students will be asked to provide a portfolio of their leadership experiences.

2. Academic Program Criteria

Based on the program assumptions, three criteria are established on which the academic program is based: formal learning, experiential learning, and self-assessment.

Formal Learning

Formal learning ensures that students obtain specialized knowledge in an area of study, theoretical knowledge, or technical experience. Through formal learning, students are exposed to different ways of thinking, different cultures, and a variety of academic disciplines. The broad nature of university education makes graduates flexible people who can communicate well, solve problems creatively and effectively, and think logically and critically. According to Human Resource Development Canada, 70% of job openings in 2007 will require formal education, and the most promising jobs will be for university or college graduates. These findings also reflect the crown corporations' staffing requirements, as approximately 68% of permanent and non-permanent positions currently require a post-secondary education.

Formal learning is a key component to the Intercultural Leadership Program as it involves guided learning through the use of lectures, facilitated group interaction, mentorship and reflection. Courses selected for the program will provide students with a well-rounded exploration of sociological, psychological, and cultural issues that can be linked to leadership.

Experiential Learning

Human resource development research suggests that as much as 80 to 90% of learning in a work environment takes place through work experience in addition to formal education. Most experienced managers also agree that the best employee development comes from executing tasks and have found that preparation prior to undertaking new tasks makes the learning easier. The Intercultural Leadership Program will include effective leadership development through part time employment, summer employment and/or cooperative education work terms. Mentoring or coaching while "on-the-job" will be considered as an aid to leadership development. Mentors

must possess good coaching skills and not be threatened at the prospect of a younger student making strides. We will ensure that mentors and coaches share the values and characteristics consistent with the organization's picture of a leader that will enhance personal growth and development in those they support and coach.

The second component of experiential learning in this program is the opportunity to learn in a First Nations Community. In this component of the program students will experience aspects of the traditions of First Nations People and learn from Elders.

Self-Assessments

Assessments are an important part of any developmental program and the Intercultural Leadership Program is no exception. Simply stated, assessments help students better understand both their areas of strengths and areas requiring further development. Assessment can help make a higher state of self-awareness. With this heightened state, students can make better choices and, perhaps for the first time, understand their impact on others around them. Formal self-assessments will occur in the introductory course in this program. Students will have an opportunity to identify and assess core fundamental leadership skills required to lead in an intercultural context. These skills include:

- Community building
- Critical thinking
- Effective communication skills
- Championing diversity
- Respecting & appreciating others
- Valuing life-long learning

Students will take another significant step in the assessment process by completing an assessment tool such as the Dimensions of Leadership Profile™ Assessment Tool. The outcome of the introductory course is a personal development plan by which students will be expected to set 3 to 5 objectives that must be completed within the balance of the Intercultural Leadership program.

3. Description of Certificate in Intercultural Leadership

Credit hours	Required courses
3.0	ILP 100
3.0	ILP 300
3.0	ILP 301
3.0	ILP 400
3.0	Three approved electives (See draft list below – the coordinator will maintain a list that changes to reflect changes in the course offerings at the Universities.)
3.0	
3.0	
3.0	Work Experience at an approved host organization, or relevant prior work experience. See note below on approved work experience and/or substitutes.
3.0	ENGL 100
3.0	Free Elective
30 Credit Hours in total	

Notes:

1. Residence Requirements: Student must complete at least 15 credit hours at the University of Regina (including its federated colleges).
2. Minimum program average for graduation: 65%.
3. Work Experience: Some form of work experience will be required of all students. The work experience will have to be pre-approved, and entail at least 100 hours of relevant work experience plus a pass/fail paper marked by the coordinator.
 - This work experience could be gained through a Co-op semester (1 credit hour in Arts, 0 elsewhere), the Work Experience Internship Program (3 credit hours), the First Nations University Aboriginal Youth Program (0 credit hours), various other internships (some with credit, some without), or some form of volunteer work in a First Nations community (which may be covered under the Work Experience Internship Program).
 - If a student has relevant prior work experience, they may petition the coordinator for substitution of another course. Such a submission would have to be in the form of a brief essay explaining why the work experience was relevant to the leadership program.
 - If the work experience does not carry at least 3 credit hours, the coordinator will suggest approved substitutions of courses to ensure students finish with 30 credit hours.

This course will be taken by all students as a capstone seminar and will integrate theory and work experience. A major component for each student will be the preparation and delivery of a workshop on leadership for high school students. This workshop will be an important learning experience for the leadership students and will introduce future University students to the program.

AWEI 300IL 3:0-3
Intercultural Leadership Work Experience Internship

[short title: ILP Work Exper. Internship]

The Work Experience Internship consists of a thirteen-week part-time placement at a host organization partner, in which the student intern performs work on designated projects.

* Permission from the AWEI Selection Committee and acceptance into the Intercultural Leadership Program is required to register. *

* Note: More information and the internship postings can be found at:
www.uregina.ca/arts/WEIP/

* Note: Students must fill out the Workers' Compensation Agreement form prior to registering.

5. Initial List of Approved Electives

(Please note that this list is preliminary, and is not to be viewed as exhaustive.)

After careful advising, students will take three courses from the following list. These courses are mostly at the 100 and 200-level to minimize the need for prerequisites. At this point in the program the leadership students will be taking courses with *other* students in *the* Universities, so bringing them into contact with different points of view.

HJ 332 Justice and Indigenous Peoples

Intended to help human service workers understand the background of current issues, including aboriginal rights, land claims, and self-government. Explores aboriginal history, colonization, settlement, displacement, and constitutional issues here and abroad.

Prerequisite: HJ 201 and completion of 30 credit hours

INDG 100 Introduction to Indigenous Studies I

This course introduces the subject of Indigenous studies with a survey of Indigenous peoples in Canada from their origins, through European influence, and to the end of the historic treaty period.

INDG 101 Introduction to Indigenous Studies II

This course is a survey of Indigenous peoples in Canada during the post treaty period to include political organizations, social and economic change, the land claims process, and issues of self-determination.

Prerequisite: INDG 100

INDG 224 Indigenous Political Systems of North America

This course examines the structures, processes, organizations, and dynamics of selected North American Indigenous political systems.

Prerequisite: INDG 101

INDG 301 Contemporary Indigenous Issues in Canada

This course examines issues confronting contemporary aboriginal societies, comparing and contrasting the present concerns and aspirations of aboriginal people in Canada.

Prerequisite: a 200-level INDG course

PHIL 272 Contemporary Moral Issues

A philosophical consideration of such contemporary moral issues as racism, sexism, abortion, the right to privacy, adultery, homosexuality, capital punishment, pacifism, the obligation to obey laws, and social justice.

Prerequisite: PHIL 100 or completion of 15 credit hours

PSCI 230 Canadian Politics

An examination of the political structures and important forces shaping political decision-making in Canada. Emphasis is placed on national institutions and events.

Prerequisite: PSCI 100

PSYC 220 Social Psychology

This study of human behaviour in its social context dealing with the impressions we form of others and emphasizing the influence of group membership and inter actions upon important psychological processes.

Prerequisite: PSYC 101 and 102

SOC 208 Inequality and Social Justice

This course introduces students to sociological perspectives on issues of inequality and social justice. It analyses the origins and consequences of social inequalities and the mechanisms by which they are perpetuated and challenged.

Prerequisite: a 100-level social science course

SOC 211 Multi-Culturalism

This course introduces students to the sociological analyses and theories of ethnic and cultural diversity. It emphasizes contemporary Canadian society and multiculturalism as social policy and social practice. Specific topics might include Aboriginal cultures in Canadian society, issues arising between concepts of human rights and specific cultural practices, and immigration.

Prerequisite: SOC 100

SOC 217 Rural Societies

This course introduces students to classic and contemporary sociological perspectives on rural life. Topics include issues such as the impact of the global economy on rural societies, rural and urban migration, and social cohesion and social conflict with rural communities.

Prerequisite: a 100-level social science course

WMST 201 Women, the Environment and Change

The course is an interdisciplinary and cross-cultural exploration of issues revolving around women, the environment and change. Some topics explored will be a feminist view of the social, historical and cultural roots of the environmental crisis, environmental rights and ethics, and women's participation in environmental movements to name a few.

Pre-requisite: WMST 100 or permission of Coordinator.

WMST 372 Mapping Gender: Symbolic, Mythic and Ritual Discourses

This course is a comparative investigation of gender ideology. The endeavour will be to analyze the operations of gender ideology through the signing systems of symbol, myth and ritual in multiple geographical, historical and cultural locations, e.g., ancient Greece and Rome, medieval Europe, New Guinea, the Middle East and so forth.

Pre-requisite: WMST 100 or RLST 100 or permission of Coordinator.

PRESENT				PROPOSED			
OPTION B (5 ANS): BACCALAURÉAT EN ÉDUCATION ÉLÉMENTAIRE ET BA (FRANÇAIS)				OPTION B (5 ANS): BACCALAURÉAT EN ÉDUCATION ÉLÉMENTAIRE ET BA (FRANÇAIS)			
Semestre 1 (Automne)		Semestre 2 (Hiver)		Semestre 1 (Automne)		Semestre 2 (Hiver)	
DLC 250	2 cr	DLC 251	2 cr	DLC 250	2 cr	DLC 251	2 cr
ENGL 100	3 cr	FR 230	3 cr	ENGL 100	3 cr	FR 230	3 cr
EPS 100	3 cr	FR 240	3 cr	EPS 100	3 cr	FR 240	3 cr
FR 214	3 cr	MATH 101 (FR)	3 cr	FR 214	3 cr	MATH 101 (FR)	3 cr
FR 219	3 cr	Science humaines	3 cr	FR 219	3 cr	Science humaines	3 cr
KHS 139 (FR)	3 cr	Sciences naturelles	3 cr	KHS 139 (FR)	3 cr	Sciences naturelles	3 cr
Semestre 3 – Laval University		Semestre 4 Laval University		Semestre 3 – Laval University		Semestre 4 Laval University	
Beaux-arts	3 cr	CSO 14701 Séminaire (DLC 253)	3 cr	ADS 18797 (EFDN 307)	3 cr	CSO 14701 (DLC 253)	3 cr
CSO 14147 Séminaire (DLC 252)	3 cr	FLS 10735 (FR 270)	3 cr	CSO 14147 (DLC 252)	3 cr	DID 22586	1 cr
FLS 10902 (FR 220) ou FLS 10736 (FR 221)	3 cr	FLS 13624 (FR 231)	3 cr	FLS 10902 (FR 220) ou FLS 10736 (FR 221)	3 cr	ENP 22184	2 cr
LGC/PHIL/RLST/HUM	3 cr	LNG 15221 (FR 226)	3 cr	FLS 22721 (FR 231)	3 cr	FLS 22722 (FR 300 Level)	3 cr
Cours approuvé en Fondements de l'éducation au niveau 300	3 cr	Cours au choix niveau supérieur	3 cr	LGC/PHIL/RLST/HUM	3 cr	LNG 20665 (FR 226)	3 cr
Cours au choix	3 cr	Cours au choix niveau supérieur	3 cr	Cours de niveau Supérieur	3 cr	Beaux-arts	3 cr
						Cours de niveau supérieur	3 cr
Semestre 5		Semestre 6		Semestre 5		Semestre 6	
ENGL 110	3 cr	EADM 310	3 cr	ENGL 110	3 cr	EADM 310	3 cr
FR 3	3 cr	FR 280	3 cr	FR 270	3 cr	FR 200 Level	3 cr
FR 300	3 cr	* FR 300/400 Level	3 cr	FR 300	3 cr	FR 280	3 cr
* FR 300/400 Level	3 cr	FR 300/400 Level	3 cr	Cours au choix	3 cr	FR 300/400 Level	3 cr
Cours au choix	3 cr	Cours au choix	3 cr	Cours au choix	3 cr	Cours au choix	3 cr
Semestre 7		Semestre 8		Semestre 7		Semestre 8	
DART 215	3 cr	DEJE 225 (Séminaire)	0 cr	DART 215	3 cr	DEJE 225 (Séminaire)	0 cr
DEJE 215 (Séminaire)	0 cr	DEPH 215	3 cr	DEJE 215 (Séminaire)	0 cr	DEPH 215	3 cr
DLEC 215	3 cr	DESO 215	3 cr	DLEC 215	3 cr	DESO 215	3 cr
DSCI 215	3 cr	DLNG 325	3 cr	DSCI 215	3 cr	DLNG 325	3 cr
EFLD 050 (OCRE)	0 cr	DMTH 215	3 cr	EFLD 050 (OCRE)	0 cr	DMTH 215	3 cr
EPS 215	3 cr	EPS 225	3 cr	EPS 215	3 cr	EPS 225	3 cr
EPSY 205	3 cr			EPSY 205	3 cr		
Semestre 9		Semestre 10		Semestre 9		Semestre 10	
EFLD 405 (Internat)	15 cr	DEJE 325	3 cr	EFLD 405 (Internat)	15 cr	DEJE 325	3 cr
		DLNG 400 ou DFRN 335	3 cr			DLNG 400 ou DFRN 335	3 cr
		EPSY 225	3 cr			EPSY 225	3 cr
		EPSY 322	3 cr			EPSY 322	3 cr
		FR	3 cr			FR 300/400 Level	3 cr
Total: 130 credits				Total: 130 credits			
<p>Note: Pour les étudiant(e)s qui sont admis(es) au programme du BEd/BA au niveau de FR 214, les cours marqués par un astérisque (*) sont obligatoires dans le cadre de la concentration en français. Pour les étudiant(e)s qui auront suivi FR 213 avant d'être admis(es) au programme du BEd/BA, ce cours pourra être comptabilisé dans le cadre de la concentration en français. Un des deux cours marqués d'un astérisque (*) n'est donc pas obligatoire mais les étudiant(e)s sont toutefois encouragé(e)s à le suivre.</p> <p>Note: For students admitted to the BEd/BA program at the FR 214 level, the courses identified with an (*) asterisk are required within the French major. For those students who take FR 213 before being admitted to the BEd/BA program, this course can be counted within the French major. One of the two courses marked by an (*) asterisk is therefore not compulsory, but students are encouraged to take it.</p>				<p>* Note: Les cours de français suggérés ici ne sont que des possibilités parmi d'autres. Il est également possible de suivre certains des cours donnés plus bas. French courses listed here are only suggestions. Other possibilities are listed below. FLS-22720 (FR 230), FLS-13619 (FR 200L), FLS-13621 (FR 200L), FLS-16147 (FR 240), FLS-16148 (FR 200L), FLS-13620 (FR 300L), LIT-19537 (FR 270).</p>			

PRESENT				PROPOSED			
OPTION B (5 ANS): BACCALAURÉAT EN ÉDUCATION SECONDAIRE ET BA (FRANÇAIS)				OPTION B (5 ANS): BACCALAURÉAT EN ÉDUCATION SECONDAIRE ET BA (FRANÇAIS)			
Semestre 1 (Automne)		Semestre 2 (Hiver)		Semestre 1 (Automne)		Semestre 2 (Hiver)	
DLC 250	2 cr	DLC 251	2 cr	DLC 250	2 cr	DLC 251	2 cr
ENGL 100	3 cr	FR 230	3 cr	ENGL 100	3 cr	FR 230	3 cr
EPS 100	3 cr	FR 226	3 cr	EPS 100	3 cr	FR 226	3 cr
FR 214	3 cr	FR 240	3 cr	FR 214	3 cr	FR 240	3 cr
FR 219	3 cr	Mineure	3 cr	FR 219	3 cr	Mineure	3 cr
Mineure	3 cr	Cours au choix (Sciences Sociales)	3 cr	Mineure	3 cr	Cours au choix (Sciences Sociales)	3 cr
Semestre 3 – Laval University		Semestre 4 Laval University		Semestre 3 – Laval University		Semestre 4 Laval University	
CSO 14147 Séminaire (DLC 252)	3 cr	CSO 14701 Séminaire (DLC 253)	3 cr	CSO 14147 (DLC 252)	3 cr	CSO 14701 (DLC 253)	3 cr
FLS 10735 (FR 270)	3 cr	FLS 10900 (200 Lit Lev)	3 cr	FLS 10902 (FR 220) ou FLS 10736 (FR 221)	3 cr	DID-22586	1 cr
FLS 10902 (FR 220) ou FLS 10736 (FR 221)	3 cr	FLS 13624 (FR 231)	3 cr	FLS-13620 (FR 300L)	3 cr	ENS-19929	2 cr
Mineure	3 cr	FLS 13626 (300 Lang Level)	3 cr	FLS-22721 (FR 231)	3 cr	FLS-21394 (FR 200L)	3 cr
Mineure	3 cr	Mineure	3 cr	Mineure	3 cr	FLS-22722 (FR 300L)	3 cr
Cours au choix	3 cr	Mineure	3 cr	Mineure	3 cr	Mineure	3 cr
						Mineure	3 cr
Semestre 5		Semestre 6		Semestre 5		Semestre 6	
FR 300	3 cr	ENGL 110	3 cr	FR 270	3 cr	ENGL 110	3 cr
* FR 300/400 Level	3 cr	FR 280	3 cr	FR 300	3 cr	FR 280	3 cr
Beaux-arts (FR)	3 cr	* FR 300/400 Level	3 cr	Beaux-arts (FR)	3 cr	FR 300/400 Level	3 cr
Science humaines	3 cr	MATH 101 (FR)	3 cr	Science humaines	3 cr	MATH 101 (FR)	3 cr
Sciences naturelles	3 cr	Cours au choix	3 cr	Sciences naturelles	3 cr	Cours au choix	3 cr
Semestre 7		Semestre 8		Semestre 7		Semestre 8	
DLEC 332	3 cr	DFRN 350	3 cr	DLNG 300	3 cr	DFRN 351 ou DFRN 335	3 cr
DLNG 300	3 cr	DFRN 351	3 cr	EFLD 050 (OCRE)	0 cr	DLEC 332	3 cr
EFLD 050 (OCRE)	0 cr	ED 350	3 cr	EPS 200	3 cr	DLNG 351	3 cr
EPS 200	3 cr	EPSY 350	3 cr	EPSY 350	3 cr	ED 350	3 cr
E(Mineure)	3 cr	EPSY 350	3 cr	E(Mineure)	3 cr	EPS 350	3 cr
FR 300/400 Level	3 cr			Cours au choix	3 cr		
Semestre 9		Semestre 10		Semestre 9		Semestre 10	
EFLD 400 (Internat)	15 cr	EADM 310	3 cr	EFLD 400 (Internat) (15)	15 cr	EADM 310 (3)	3 cr
		EFDN 3__	3 cr			EFDN 3__ (3)	3 cr
		EPSY 225	3 cr			EPSY 225 (3)	3 cr
		EPSY 322	3 cr			EPSY 322 (3)	3 cr
		Cours au choix	3 cr			Cours au choix (3)	3 cr
Total: 130 credits				Total: 130 credits			
<p>Note: Pour les étudiant(e)s qui sont admis(es) au programme du BEd/BA au niveau de FR 214, les cours marqués par un astérisque (*) sont obligatoires dans le cadre de la concentration en français. Pour les étudiant(e)s qui auront suivi FR 213 avant d'être admis(es) au programme du BEd/BA, ce cours pourra être comptabilisé dans le cadre de la concentration en français. Un des deux cours marqués d'un astérisque (*) n'est donc pas obligatoire mais les étudiant(e)s sont toutefois encouragé(e)s à le suivre.</p> <p>Note: For students admitted to the BEd/BA program at the FR 214 level, the courses identified with an (*) asterisk are required within the French major. For those students who take FR 213 before being admitted to the BEd/BA program, this course can be counted within the French major. One of the two courses marked by an (*) asterisk is therefore not compulsory, but students are encouraged to take it.</p>				<p>* Les cours de français suggérés ici ne sont que des possibilités parmi d'autres. Il est également possible de suivre certains des cours donnés plus loin. French Courses listed are suggestions only. Other possibilities are listed here: FLS-13619, FLS 13621; FLS-16147, FLS-16148; FLS-22720; LIT-19537, LIT-1973 LIT-20376, LIT-20377.</p>			