



Date: 5 February 2000
To: Members of the Academic Program Development Committee
From: K. O'Brien, Academic Program Coordinator
Re: Meeting of 9 February 2009

There will be a meeting of the Faculty of Arts Academic Program Development Committee on Monday 9 February 2009 at 10:00 am in the Arts Boardroom (CL 427).
Please bring an *Undergraduate Calendar and Course Catalog*.

1. Approval of the agenda
2. Approval of the minutes of 12 January 2009.
3. Business arising from the minutes
 - A. Core Curriculum Criteria**
 - B. Department of Justice Studies**
4. New business
 - A. Department of Geography**
5. Other business

The Faculty of Arts Academic Program Development Committee met in CL 427 on 12 January 2009 at 9:00 am.

PRESENT: K Arbuthnott, M Calkowski, D Juschka, R Kleer, C Louis, L Luu, K O'Brien, M Vetter, F Watson, S Weild, L Wells

REGRETS: S Avison, P Hansen, J Moleski, A Revet

1. Approval of the agenda.

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

The committee agreed to add under Item 4B, three proposed minors.

CARRIED

2. Approval of the minutes of 20 October and 5 November 2008.

JUSCHKA/VETTER – moved to approve the minutes.

CARRIED

3. Business arising from the minutes.

None.

4. New Business

A. Department of Sociology

These proposals stem from an external review of the department and in response to student enrolment patterns.

JUSCHKA/CALKOWSKI – moved that SOC 100 be removed as a prerequisite on 200-level courses and replaced with “Completion of 12 credit hours or permission of department head. SOC 100 is required for all majors in Sociology.”

CARRIED

CALKOWSKI/LUU – moved that the prerequisite for all 300-level SOC courses be revised from “two 200-level SOC courses” to “One 200-level SOC course and completion of 30 credit hours, or permission of the department head.”

CARRIED

JUSCHKA/ARBUTHNOTT – moved to create SOC 285 and 295.

CARRIED

VETTER/JUSCHKA – moved to delete SOC 280 and 290.

CARRIED

CALKOWSKI/JUSCHKA – moved to delete SOC 302 and to create SOC 402.

CARRIED

JUSCHKA/CALKOWSKI – moved to revise the title and description of SOC 211.

CARRIED

JUSCHKA/CALKOWSKI – moved to revise the title and description of SOC 314.

CARRIED

JUSCHKA/CALKOWSKI – moved to revise the title and description of SOST 203.

CARRIED

B. Department of Philosophy and Classics

In reviewing the proposal to create a minor in “Philosophy of Science,” some wondered how this differs from the minor in “Science and Technology Studies.” The latter program is under-subscribed whereas this minor may appeal to students in the Faculty of Science and its creation is supported by that Dean. Also, only two PHIL courses may count toward the STS minor whereas a minimum of six are required for the minor in Philosophy of Science; consequently, they are substantially different areas.

One of the criteria in determining the cancellation of low-enrolment courses is whether the course is required for majors, should this extend to minors, as well? This question will be referred to the Dean’s Executive Committee for discussion. Also, the Faculty’s Budget Advisory Committee will review these proposals and may also have some thoughts on the resource implications.

The department of Anthropology is supportive of the creation of a minor in Philosophical Anthropology.

The changes to the individual courses stems from student feedback that this material is sufficiently complex to warrant instruction at a higher-level. Some suggested that the list of topics in the description for PHIL 100 be revised to place “God” at the end of the list, rather than the beginning. This is agreeable to the department.

JUSCHKA/LUU – moved to revise the description of PHIL 100.

CARRIED

JUSCHKA/ARBUTHNOTT – moved to create PHIL 235.

CARRIED

JUSCHKA/CALKOWSKI – moved to create PHIL 420.

CARRIED

JUSCHKA/CALKOWSKI – moved to create PHIL 432.

CARRIED

JUSCHKA/ARBUTHNOTT – moved to delete PHIL 215, 230 and 240.

CARRIED

JUSCHKA/CALKOWSKI – moved to revise the list of courses for each of the areas for Philosophy Majors.

CARRIED

JUSCHKA/LUU – moved to create minors in Philosophy of Science, Philosophical Anthropology and Critical Thinking and Professional Ethics.

Some lamented the lack of information about the creation of these minors and consequently were uncomfortable with or unable to supporting the motion.

*For – 2
Against – 1
Abstained – 3
CARRIED*

C. Department of Justice Studies

The department is attempting to standardize its course offerings among its three programs with the goal of enhancing consistency in student advising while committing to a slate of regular course offerings. These proposals are intended to simplify BHJ program requirements.

CALKOWSKI/JUSCHKA – moved to revise the Undergraduate Calendar and Catalog to replace existing HJ courses with the new JS courses, as outlined.

CARRIED

JUSCHKA/ARBUTHNOTT – moved to delete HJ 432.

CARRIED

JUSCHKA/CALKOWSKI – moved to count JS 315 as an optional elective and not to be required of any concentration in the BHJ program.

CARRIED

JUSCHKA/VETTER – moved that JS 316 be a required course for the Criminal Justice/Restorative Justice concentration.

CARRIED

JUSHCKA/VETTER – moved to eliminate the Criminal Justice/Restorative Justice (Corrections and Public Safety and Policing) concentration and to create a “Corrections and Public Safety and Policing” designation for eligible BHJ graduates.

It was noted that this should be split into two motions as the creation of a designation must be approved explicitly as such by the University community.

CARRIED

JUSCHKA/CALKOWSKI – moved that JS 384 be a required course for the Social Justice and Human Rights concentration.

CARRIED

JUSCHKA/CALKOWSKI – moved that students must declare their concentration within the BHJ prior to or upon completing 33 credit hours of their program major.

It was noted that this regulation would be unenforceable and so should be likely reword to replace “must” with “be strongly encouraged to.” This was accepted as a friendly amendment.

CARRIED

JUSCHKA/CALKOWSKI – moved to revise the prerequisite for JS 230.

It was noted that when entered into Banner, this course should not require a co-requisite, but rather indicate that the prerequisite can be completed concurrently. The Academic Program Coordinator will follow-up with the RO when this is catalogued.

CARRIED

JUSCHKA/CALKOWSKI – moved to make JS 210, 230, 290, 291 and 380 prerequisites to all other JS courses and admission to the BHJ program.

Some wondered why the department would want to restrict enrolment in so many of their courses. Are there other ways to ensure that students take courses in a particular sequence? The committee agreed to defer this item to the next meeting and asks that the Academic Program Coordinator follow-up with the department.

JUSCHKA/CALKOWSKI – moved to revise the prerequisite for JS 210.

CARRIED

CALKOWSKI/LUU – moved to revise the title of JS 381.

CARRIED

JUSCHKA/CALKOWSKI – moved to create JS 318 and to delete HJ 320 and 322.

CARRIED

JUSCHKA/CALKOWSKI – moved to create JS 460 and to delete HJ 331 and 381AE.

CARRIED

JUSCHKA/CALKOWSKI – moved to renumber the HJ courses to JS and to revise the BHJ requirements to include only two 400-level courses.

CARRIED

D. Department of Geography

VETTER/LUU – moved to revise all references to CHEM 102 and/or 103 in the Arts section of the Undergraduate Calendar and Catalog with the appropriate substitutions, as recommended by the Faculty of Science.

CARRIED

3. Business arising from the Minutes

A. Core Curriculum Criteria

As part of their degree programs, all students in the Faculty of Arts are required successfully to complete courses that introduce them to:

Communication and Literacy:

to develop the ability (a) to read critically and to understand a wide range of texts and (b) to write rhetorically effective prose.

Numerical Understanding:

a critical understanding of probability and coincidence and of their relevance to interpreting public information and risk assessment, and to reasoning with numerical information.

Artistic Analysis:

understanding, and developing a critical appreciation for, at least one type of creative cultural product such as music, visual art, literature, dance, or film.

The Natural Sciences

the major ideas that are being debated in the natural sciences today, and (through their own active participation and reflection) the ongoing process of hypothesis, challenge and revision by which they are developed.

Critical Reasoning

reflective and systematic identification, evaluation and construction of concepts, propositions, arguments and/or claims.

Second-Language Comprehension

the grammatical logic of other languages, with a view to increasing cross-cultural understanding and communication (via six credit hours of instruction in a language or languages other than English).

Inter-cultural Understanding

exploring how people from various cultures and/or societies operate, why they live the way they do, how they answer some of the most essential questions of life, and/or how they represent their identities.

The Social Sciences

general concepts and theories for the study of humans and their environments, activities and institutions, with a view to better understanding, and exploring possible solutions to, pressing issues in contemporary society.

Email sent from Associate Dean (Undergraduate) on 4 February 09:

Dear members of APDC:

Some of you will know that yesterday and at the recent meeting of Faculty Council, our draft criteria for the core curriculum requirements were circulated and discussed. I wanted to summarize, for the benefit of those of you who weren't in attendance, the gist of the comments offered at those meetings.

A prominent theme was that the Faculty as a whole needs to think about quite different approaches to this issue. Some of the most prominent suggestions along these lines were to:

- eliminate our core requirements altogether
- attack the same basic problems by means rather of a common first year (or other innovative approaches along those lines)
- retain the criteria exactly as they now exist in the calendar and build our criteria around those
- reduce the number of core requirements to 2-4 very broad categories (for instance by grouping the last three items on the list under a common heading called something like "understanding cultures")
- use a competencies-based approach: figure out what we want students to know when they leave here and then identify the courses that they will need to take to learn these things

It was proposed at one point that a sub-committee of APDC be struck to examine the really big, deep questions like this before we moved any further. I pointed out at the second meeting that the committee had discussed the big questions in the early stages and indicated that in my view APDC should first bring to completion the exercise in which it is presently engaged (incorporating specific feedback from the two meetings). If the results of that exercise are rejected, there will be time aplenty to look at these alternative approaches. I do expect that we will be open to these big-picture questions in our ensuing discussions. But I feel that we've already made our choice and should finish what we've started.

At the two meetings there were also some very specific suggestions made that could be fit into the framework we've already developed. In this area the ones that stand out most prominently in my memory are:

- eliminate the "cross-cultural" component from the language requirement rationale (on the reasoning that language acquisition doesn't have to be a cross-cultural experience)
- eliminate the critical thinking component, because all of our courses should be doing this sort of thing
- eliminate the language requirement because competency can't be attained in 6 credit hours; let this sort of thing be handled by major requirements
- make sure that core requirements can't be postponed to students' final year
- make sure that students take no fewer than 6 hours of language instruction
- add a "heritage" component -- some requirement to be exposed to history
- add a humanities component, something sorely lacking from the current list and an indication that it leans too far in a utilitarian direction (I thought I detected a hint here that this had happened under the corrupting influence of an Assoc. Dean with an economics background)
- instead of a category on critical reasoning have a category called something like "formal thinking"

- maybe separate out literature from the fine arts category, to make sure that students have some exposure to the fine arts proper

I invite others members of APDC who were at either meeting to add to or correct this list. I would however like to have something like it available to us for discussion at the March meeting of APDC (the agenda for the February meeting, I take it, has no room for a discussion on the core curriculum).

Rick

B. Department of Justice Studies

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

Rationale

This is to ensure that students are enrolled in HJ 202/203 *Introductory Practicum* prior to completing 5 Justice Studies courses. This is consistent with existing course requirements and prioritizes the sequencing for students. Note, as well, that this would apply ONLY to Human Justice students (i.e. It would not be required of Police Studies, Justice Studies students or those students from other departments or faculties).

In response to the Academic Program Coordinator's follow-up with the department, the following response was offered:

Regarding the pre-requisite requirements, it is my understanding that other departments and faculties have course pre-requisites which from time to time might restrict enrolment to students only within their department or faculty. For students who wish to enrol in courses requiring a pre-requisite outside of their major, all they are required to do is seek permission from the department or faculty. I am assuming this would be the practice for our department. There is no intent to restrict students from outside of our department from enrolling in our courses, assuming there is space. There are also circumstances, such as with Faculty of Education students, when their students are required to take JS 210 - Introduction to Justice. In this case I believe there is a special section set aside for these students.

Further, the purpose of the pre-requisites within our department is two fold: a) to ensure students have the knowledge and skills to participate in upper level courses; and b) to ensure our students have to meet some of the criteria of the program such as completing the Introductory Practicum within their first five JS courses, or qualifying for one of the concentrations.

4. New Business

A. Department of Geography

MOTION to revise the title of GEOG 100.

GEOG 100

3:3-0

World Regional Geography ~~Introduction to Geography~~

An introduction to the human and natural environments from a geographical perspective. The fundamental themes, of human and physical geography are examined by focusing upon global issues and regional patterns.

Rationale

This change is sought to reflect more accurately the existing description of the course and its delivered content.