



Date: 3 April 2009
To: Members of the Academic Program Development Committee
From: K O'Brien, Academic Program Coordinator
Re: Meeting of 6 April 2009

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

1. Approval of the agenda
2. Approval of the minutes of 9 February and 4 March 2009.
3. Business arising from the minutes
 - A. Department of Geography**
 - B. Department of Justice Studies**
4. New business
 - A. Department of Philosophy**
 - B. Department of Psychology**
 - C. Women's and Gender Studies Program**
 - D. Intercultural Leadership Program**
 - E. Amend Individual Major**
5. Other business
 - A. Certificates**
 - B. Bachelor of Arts major in Integrated Studies**
 - C. "Exploratory" major**

The Faculty of Arts Academic Program Development Committee met in LB 237 on 9 February 2009 at 10:00 am.

PRESENT: K Arbuthnott, M Calkowski, Greifenhagen, FV (for M Vetter), D Juschka, R Kleer, C Louis, L Luu, K O'Brien, F Watson, S Weild

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

1. Approval of the agenda.

It was agreed to consider Item 3A after the other agenda items.

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

CARRIED

2. Approval of the minutes of 12 January 2009

CALKOWSKI/ARBUTHNOTT – moved to approve the minutes.

CARRIED

3. Business arising from the minutes.

A. Core Curriculum Criteria

The committee discussed the email circulated by the Associate Dean, which summarized the discussion of a special meeting of Faculty Council held to discuss the proposed criteria.

APDC agreed that it wished to proceed as originally proposed and to modify the proposal slightly to incorporate a requirement for the humanities. In reaching its decision, the committee noted that many of the points brought up at the special meeting are actually part of the proposed criteria (i.e., a balance between skills and exposure to a range of fields) and that no alternative proposal has come forward to resolve the ambiguity surrounding the criteria for the current List A and/or B.

The committee reaffirmed that:

- departments would be invited to nominate courses toward the satisfaction of one or more criteria
- students may count a course only once in the core (but may continue to count it toward majors/minors)
- the core curriculum should be able to be satisfied by 100-level courses, though more senior classes may also satisfy requirements once a student has declared a major

It was agreed that a sub-committee should be formed to re-draft the proposed criteria and that a revised version be brought to the next meeting of APDC. Volunteers for the sub-committee included D Jushcka, K Arbuthnott and C Louis.

B. Department of Justice Studies

While all the motions passed Arts Council and many also were approved by the Council Committee on Undergraduate Admission and Studies, some concerns were expressed by the Registrar's Office and the University Secretary that ought to be resolved prior to sending these to the Executive of Council. These concerns included that there was no Calendar text to accompany the motion strongly encouraging students to declare a concentration upon the completion of 33 credit hours. Further, the motion to delete the Criminal Justice & Restorative Justice (Corrections and Public Safety and Policing) designations and to instead create a "designation" for BHJ students is unlikely to be approved. "Designations" are "institutional honours" and given the small number of students who may qualify for this, it was suggested the "concentration" be retained or another option considered.

The Academic Program Coordinator will follow-up with the department on these two concerns.

There has been no progress in addressing APDC's concerns that the proposed prerequisites for the JS courses are too restrictive. The Program Coordinator continues to work with the department to identify a mechanism to facilitate the department's intention of having students' sequence their courses in a particular way and enabling online registration for those students who will never satisfy the prerequisites because they're not eligible to participate in the BHJ practicum.

4. New Business

A. Department of Geography

The committee was uncertain about what the change is intended to achieve. Should the description be revised also? What was wrong with the existing title?

JUSCHKA/ARBUTHNOTT – moved to table the motion to another meeting.

The Faculty of Arts Academic Program Development Committee met in LB 237 on 4 March 2009 at 10:00 am.

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

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

1. Approval of the agenda.

The agenda consisted solely of the revised criteria for the core curriculum as proposed by the ad-hoc sub-committee established on 9 February 2009.

The Academic Program Coordinator announced that Lyndon Luu has resigned his membership on the committee so that he may dedicate more time to his studies.

2. Approval of the minutes of 9 February 2009

The minutes were not available and will be reviewed at the next meeting.

3. Business arising from the minutes.

A. Core Curriculum Criteria

The sub-committee agreed that this process needs to be completed and acknowledged that if the proposed criteria were not approved by Faculty Council, by a mail-in/electronic ballot, then an alternative course of action for revising the core curriculum, involving a collaborative Faculty-wide process should be considered.

In revising the proposal, the sub-committee noted that two courses in a second language does not make a student fluent and believes that the goal of the requirement is to have students engage with alternate modes of thinking about/understanding the world. In that spirit, it is proposed that the requirement include courses in linguistics.

The sub-committee proposes to remove "Formal/Critical thinking" as a requirement, since this is happening already in courses across the Faculty.

The sub-committee also proposed to remove literature from the Fine Arts requirement and make it a separate requirement – textual studies. This latter term is much broader and more inclusive of more humanities disciplines.

A question was asked about how the work of the "Reading and Writing Task Force" affects this proposal. The Task Force's work is seen to be developing criteria by which the Faculty could designate certain courses as "Reading and Writing intensive."

The current draft leaves little room for social science disciplines and so it was agreed that the social science criteria from an earlier draft be reinstated.

3. Business arising from the Minutes

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.

B. Department of Justice Studies

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

10.28.5 BACHELOR OF HUMAN JUSTICE PROGRAM SEQUENCING

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

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

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

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

Rationale

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

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

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

Rationale

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

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

Rationale

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

4. New Business

A. Department of Philosophy

MOTION to create PHIL 280.

MOTION to delete PHIL 290AC.

PHIL 280

3:3-0

Philosophy Through Film

An introduction to philosophy through an examination of philosophical issues as they occur in film and other visual media.

*** Prerequisite: Philosophy 100 or 15 credit hours. ***

Rationale

This course uniquely allows students who may have an interest in popular culture and fine art to explore that interest and at the same time discover the value of philosophical ideas, methods, and approaches to familiar questions and problems. Courses with a similar description are quite common in other philosophy programmes. Finally, this course has been offered three times experimentally and it has consistently maintained good enrolments, which signify considerable student interest in the topic.

Program Implications

Delete PHIL 290AC.

Proposed Course Content

An important course objective will be to provide students with an introduction to philosophy through an examination of philosophical issues as they occur in film, television, and other visual media. This course is intended to supplement the traditional practice of studying philosophy through reading texts. It will critically engage the relevance of philosophy for modern and postmodern perspectives, and will encourage analysis of various forms of culture, especially popular culture.

Proposed texts and references

Falzon, Christopher, *Philosophy Goes to the Movies* (Routledge, 2002)

Litch, Mary M, *Philosophy Through Film* (Routledge, 2002).

Porter, Burton F., *Philosophy Through Film* (Sloan Publishing Co., 2008, 2nd ed.)

Rowlands, Mark. *The Philosopher at the End of the Universe: Philosophy Explained Through Science Fiction Films* (Thomas Dunne, 2004)

Description from library, of holds in the area

The collection is capable of meeting the anticipated demands of the course.

Instructors able to teach course.

Qualified instructors are available.

B. Department of Psychology

MOTION to create PSYC 373 (*Library approval pending*).

PSYC 373

3:3-0

Human Reasoning

Examines how people use, misuse, and fail to use available information in reasoning and decision-making with emphasis on theoretical, interdisciplinary approaches to understanding human reasoning and applications in everyday life. Discussion of contemporary issues will complement “hands-on” experience in designing and executing an empirical research study.

*** Prerequisite: PSYC 204 and 270. PSYC 220 is recommended. ***

Reason for Proposed Course

Human reasoning is an understudied branch of cognitive psychology in comparison to the more mainstream topics of memory, consciousness, and attention. Despite this, research in this area is of interest not only to psychology majors, but also to students in other areas such as business administration, economics, political science, journalism, and education. As such, the course has the potential to attract students from outside of psychology and Arts, while at the same time offering another senior elective for psychology majors to consider among their choices. Although there are a number of choices of senior elective courses for students interested in the social science areas of psychology, there are few options for students who interested in natural science areas. This course thus addresses this disparity in senior course offerings.

Academic Limit

35

Other Course Changes Necessary as a Result of this Proposal

None

Summary of Course Content

1. Review and critique of recent papers on ‘classic’ problems in reasoning (e.g., deductive and syllogistic reasoning, use and misuse of statistics, misapplication of heuristics, anchoring and adjustment) with emphasis on covering research in a broad range of disciplines (e.g., cognitive psychology, social psychology, management, education, health, conflict resolution, political science). This would involve student-facilitated discussions on assigned readings.
2. Application of course material to real-world situations (e.g., gambling, driving, terrorism, stock market, legal decision making). This would involve required commentaries based on assigned readings and presenting an example of one of these applications from the media (e.g., infomercials, magazine and newspaper articles, investigative journalism).
3. Application of course material to a research project. This would involve developing and carrying out an original, empirical research project as a class, with students divided into committees to execute each stage of the project. When first offered as a Special Topics course in F2007, students investigated perceptions of crime in Regina and

presented their findings at the Graduate Students Association conference the following semester.

Proposed Texts and References:

Texts:

Gilovich, T. (1991). *How we know what isn't so: The fallibility of human reason in everyday life*. New York: The Free Press.

Gigerenzer, G., Todd, P. M., & The ABC Research Group (1999). *Simple heuristics that make us smart*. New York: Oxford University Press.

Sample Readings:

Friedman, A., Kerkman, D. D., Brown, N. R., Stea, D., Cappello, H. M. (2005). Cross-cultural differences and similarities in North Americans' geographic location judgments. *Psychonomic Bulletin & Review*, 12, 1054 – 1060.

Gigerenzer, G., Hertwig, R., van den Broek, E., Fasolo, B., Katsikopoulos, K. V. (2005). "A 30% chance of rain tomorrow": How does the public understand probabilistic weather forecasts? *Risk Analysis*, 25, 623 – 629.

Griffin, B. W. (2004). Grading leniency, grade discrepancy, and student ratings of instruction. *Contemporary Educational Psychology*, 29, 410 – 425.

Harley, E. M. (2007). Hindsight bias in legal decision making. *Social Cognition*, 25, 48 – 63.

Nelson, J. E., & Beggan, J. K. (2004). Self-serving judgments about winning the lottery. *The Journal of Psychology*, 138, 253 – 264.

Streiner, D. L. (2001). Regression toward the mean: Its etiology, diagnosis, and treatment. *Canadian Journal of Psychiatry*, 46, 72 – 76.

Description of Present Library Holdings in the Area

The library has several books on the topic of human reasoning, and has access to a wide variety of journals (most available as e-Journals) that publish articles in this area.

Examples include:

Applied Cognitive Psychology – 1987 – 1993 (hard copy); 1987 – present (e-Journal)

Cognitive Psychology – 1970 – 2002 (hard copy); 1993 – present (e-Journal)

Decision Analysis – 2004 – one year ago (e-Journal)

Decision Sciences – 1997 – present (e-Journal)

Judgment and Decision Making – 2006 – present (e-Journal)

Journal of Social Psychology – 1930 – 2000 (hard copy); 1930 – present (e-Journal)

Journal of Experimental Psychology: Applied – 1995 – present (e-Journal)

Journal of Behavioral Decision Making – 1996 – present (e-Journal)

Journal of Risk and Uncertainty – 1988 – present (e-Journal)

Memory and Cognition – 1991 – present (e-Journal)

Personality and Social Psychology Bulletin – 1978 – 2005 (hard copy); 1974 – present (e-Journal)

Social Cognition – 2003 – present (e-Journal)

Qualified Instructors

Drs Arbuthnott, Oriet, Phenix, Price and Sharpe.

C. Women's and Gender Studies Program

MOTION to revise the prerequisite for WGST 490AA-ZZ.

WGST 490

1-3:3-0

Directed Readings and Research - an AA-ZZ series

Courses designed for individual majors.

*** Prerequisite: WGST 2400 or permission of the coordinator ***

Rationale

This makes the prerequisite consistent for all 400-level AA-ZZ courses.

D. Intercultural Leadership Program

MOTION to revise the Certificate in Intercultural Leadership as outlined below.

10.24 INTERCULTURAL LEADERSHIP PROGRAM (~~FIRST NATIONS UNIVERSITY OF CANADA~~)

10.24.2 ADMISSION TO THE INTERCULTURAL LEADERSHIP PROGRAM

Students must apply for admission to the Intercultural Leadership Program. Selection will be based on their potential to develop into leaders in an intercultural context, their commitment to leadership development and life-long learning, and their communication skills. Details and deadlines can be found at: <http://www.firstnationsuniversity.ca>. Look under Departments and Schools.

10.24.2 CERTIFICATE IN INTERCULTURAL LEADERSHIP

Credit hours	Certificate in Intercultural Leadership, required courses	Student's record of courses completed
3.0	ILP 100	
3.0	ILP 300	
3.0	ILP 301	
3.0	ILP 400	
3.0	Three approved electives	
3.0	<u>ILP 490</u>	
3.0	<u>ILP 491</u>	
3.0	<u>INDG 100</u>	
3.0	Work experience at an approved host organization, or relevant prior experience. See below.	
3.0	ENGL 100	
3.0	<u>Two open electives</u>	
3.0		
30.0	Total: 65% PGPA required	

10.24.3.1 Approved electives for Intercultural Leadership

- ADMN/BUS 203, 220, 225, 228, 354, 407
- ECCU 200
- EINE 205, 305
- HJ 332
- INDG 100, 101, 224, 238, 301, 305, 424
- PHIL 272
- PSCI 230, 338
- PSYC 220
- SOC 208, 211, 217
- SW 405
- WGST 201, 372

Students should check printed or web listings and/or consult with the Intercultural Leadership Coordinator to determine if other Selected Topics courses are approved electives.

10.24.4 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.

Rationale

10.24 Intercultural Leadership

The ILP is delivered in partnership between FNUUniv and University of Regina. Identifying it as First Nations University does not honour this partnership. Further, some U of R students still assume that they cannot take FNUUniv courses which, of course, is not true. However this misconception is limiting the interest of U of R students, particularly international student who have a wealth of knowledge to contribute as students in ILP.

10.24.2 Admission to the Intercultural Leadership Program

We propose the elimination of the admission process, which was severely limiting the number of students entering the program. The ILP gives all students an opportunity to begin to evaluate and develop their leadership competencies. Students can be introduced to strategies for leadership development by taking the ILP 100 course, which can also be used as an open elective in other arts programs. They can base their decision to complete the entire ILP certificate on their personal and professional goals. Leadership capacity is present in all students; however, they may not identify themselves as leaders because they have not been elected or selected for leadership in their past. The Intercultural Leadership Program course introduces students to the variety of leadership models, styles, competencies and opportunities.

10.24.3 Certificate in Intercultural Leadership

The 3-credit-hour “Work experience at an approved host organization or relevant prior experience. See below” had no class attached to it, so students had nothing to register in to complete this requirement. We created a pilot class ILP 391 to address this issue; it has been offered twice. We propose that ILP 391 be replaced with ILP 490 (see new course form attached)

We propose adding a 3-hour lab component to ILP 100, 300 and 400. This will accommodate the need to have students make a time commitment for one evening every week to participate in a cross-cultural facilitation. These facilitations have become a highlight of the Intercultural Leadership Program. Students work in groups to research another culture, interview representatives from that cultural community, brief the other students in a group presentation on the history, culture, leadership issues and cultural protocols of that group, and then facilitate a class visit to the community centre of the group we are learning about, for a presentation by members of that community. This assignment requires group work, presentation skills and cross-cultural facilitation skills. In past semesters we have visited a mosque; a Hare Krisna temple; a Hutterite colony; Ethiopian, Mexican, Indian (Bahai) and Afgan restaurants (there are no community centres); and Ukrainian and Chinese community centres, to name a few.

In running ILP 391, we realized that there was no structured requirement for students to share their internship experiences. Thus, we propose the creation of a new course ILP 491 (see new course form attached), which will have to be taken concurrently with ILP 490. As proposed, ILP 491 is a seminar class with an emphasis on presentation skills. It will give interning students an opportunity to reflect on their internships, develop presentations that focus on their leadership competencies, and practice their public speaking.

The approved electives requirement is impossible to rationalize. This list of approved electives currently in the calendar under 10.24.3.1 (a section which we propose to eliminate) has no rationale, including as it does classes from such a variety of disciplines with no discernible points of commonality. We entertained the idea of changing it to electives that require students to select courses that are outside their own culture; but, when we tested this criterion with real live students, we realized that in order to ensure that they were taking classes outside their own culture, we would have to require them to reveal information about their religion, ethnicity, sexual orientation, even gender, which is information we cannot compel them to disclose, under human rights legislation. We are confident that the “intercultural” training and experience for this program can be provided in the ILP courses, and the students and the program will benefit from having students from as diverse personal, professional and academic backgrounds as we can attract.

INDG 100 is being added as a program requirement because it has become apparent to us through meetings with the advisory council that there is an expectation that students graduating from ILP will have at least an introductory knowledge of First Nations history, politics, economics and culture, which are covered in INDG 100.

10:24.4 Work Experience
See rationale for 10.24.3

MOTION to create a minor in Intercultural Leadership.

10.24.3 MINOR IN INTERCULTURAL LEADERSHIP

Credit hours	Minor in Intercultural Leadership, required courses	Student's record of courses completed
3.0	ILP 100	
3.0	ILP 300	
3.0	ILP 301	
3.0	ILP 400	
3.0	ILP 490	
3.0	ILP 491	
18.0	Total: 65% PGPA required	

Rationale

The minor conforms to the requirements of the Faculty of Arts and is intended to make more students aware of the program and to complement their studies in other disciplines.

MOTION to revise the course description of ILP 100, 300 and 400.

ILP 100 **3:3-30**
Introduction to Intercultural Leadership

An introductory seminar examining leadership theory and the skills required for future leaders to lead organizations and communities in the context of the changing demographics and emerging labour force in Saskatchewan. Students will assess their attitudes, biases, beliefs and

current leadership skills and create a personal leadership development plan.

~~** Acceptance into the Intercultural Leadership Program is required for registration. Refer to the application process and selection criteria outlined at www.firstnationsuniversity.ca. Look under Departments and Schools. **~~

ILP 300 **3:3-0**

Intercultural Understanding Course

In this course, students explore the value of developing intercultural understanding in various contexts. Students will examine leadership in organizational and cultural contexts, and will examine their own culture intelligence and expand their capacity to understand other courses.

~~An examination of aspects of Canadian history from a First Nations and a newcomer perspective. Students will revisit their personal leadership development plan from ILP 100 to evaluate their progress.~~

~~*** Prerequisite: ILP 100 and completion of one approved elective ***~~

ILP 400 **3:3-0**

Leadership Capstone Course

This capstone seminar will integrate theory and work experience. It will include the preparation and delivery of a workshop on leadership for high school students.

*** Prerequisite: ILP 300 or completion of 24 credit hours ***

MOTION to create ILP 490 and 491.

ILP 490 **3:0-3**

Intercultural Internship

The ILP internship provides students with approximately 130 hours of paid or volunteer work experience at an organization. The internship is a 13-week placement and interns work on a designated project while host organizations receive help in completing projects and research. Interns work a minimum of 8-10 hours a week in addition to writing a final report that will be submitted to the Program Coordinator.

***Prerequisite: ILP 100, 300 and 400. ***

* Permission of the Program Coordinator is required to register.*

ILP 491 **3:3-0**

ILP Internship Seminar

The internship seminar provides students with the opportunity to demonstrate the ways in which their leadership is developing through their participation in their internship. Emphasis is on presentation skills.

***Corequisite: Must be registered in ILP 490 ***

E. Individual Major

MOTION to revise D Hunter's individual major.

<u>Individual Major</u>				<u>Required courses</u>
Clas 100	OK	91%	3.0	Clas 100 (Classics)
Clas 150	OK	95%	3.0	Clas 150
Clas 151	OK	94%	3.0	Clas 151
Clas 160	OK	96%	3.0	Clas 160
Clas 161	OK	90%	3.0	Clas 161
Clas 200	OK	91%	3.0	Clas 200
Clas 260	OK	90%	3.0	Clas 260
Clas 261	OK	88%	3.0	Clas 261
Clas LV200 (LOP)	TC		3.0	Clas 2xx or Rlst 215
Thea 350	OK	83%	3.0	Thea 350
Psci 310	OK	82%	3.0	Psci 310
Hist 464	OK	92%	3.0	Hist 464
Clas LV300	TC		3.0	Clas 3xx or 4xx
Clas LV300 (LOP)	TC		3.0	Clas 3xx or 4xx or Rlst 315
Clas LV300 (LOP)	TC		3.0	Clas 3xx or 4xx
			3.0	Clas 3xx or 4xx
Clas 110	OK	90%	3.0	Clas xxx
Clas LV100 (LOP)	TC		3.0	Clas xxx (Mod/Clas)
			3.0	Clas xxx
			3.0	Clas xxx
			3.0	Clas xxx
Anth 100	OK	92%	3.0	Anth 100 (Modern)
Anth 203	OK	93%	3.0	Anth 203
Anth 241AE	OK	96%	3.0	Anth 2xx
Anth LV200	TC		3.0	Anth 2xx
Anth 300	OK	85%	3.0	Anth 3xx
Mu 112	OK	91%	3.0	Mu 112

Total hours in major: 7881.0

Rationale

I am currently taking a Latin course at McGill but would like the course not to be counted toward my major since it is Latin and not Greek and my major is 'Greekcentric.' I have ample credits toward my major without this class (something like 79 credit hours without this Latin course; I think the normal amount of credit hours in a major is 42).

Letter of support from Dr Leyton-Brown

I believe that you have been contacted by Darren Hunter, who is doing an individual major, and currently at McGill. He is seeking to vary his program by substituting a course in Latin (beyond the introductory level) for a "CLAS elective (Mod/Clas theme)". In light of the nature and content of his program, I think this is eminently reasonable, and I whole-heartedly support his application. I believe this is to be discussed at an April 6th meeting, and I hope you will let me know if there is anything else I need send you before then. Please allow me to thank you in advance for your trouble in this matter. KLB