



## Faculty Council

Meeting of Wednesday 18 November 2009 at 2:30 p.m.  
Administration Humanities Boardroom, AH 527

### AGENDA

1. Adoption of the agenda **2:30**
2. Approval of the minutes of 16 September 2009 (*Appendix I, pp. 2-5*)
3. Business Arising
4. Report of the Acting Dean (*Appendix II, pp. 6-7*) **3:15**
5. Report of the Acting Associate Dean (Undergraduate)
6. Report of the Associate Dean (Research & Graduate) (*Appendix III, p. 8*)
7. Committee Reports: **3:45**  
Academic Program Development Committee (*Appendix IV, pp. 9-50*)  
Research & Graduate Studies Committee (*handout at the door*)  
CRU (for information only) (*Appendix V, pp. 51*)
8. Reports from representatives to other Faculties
9. Reports from representatives from other Faculties
10. Other business and announcements
11. Adjournment **by 4:30**

RK/dg

*The next meeting of this Council is scheduled for 20 January 2010*



## Faculty Council Minutes

Meeting of 16 September 2009

Administration Humanities Boardroom, at 2:30 p.m.

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The University of Regina, Faculty Council of Arts met at 2:30 p.m. on Wednesday 16 September 2009 in the Administration Humanities Boardroom (AH 527).

**PRESENT:** R. Kleer (Chair), E. Aito, K. Arbuthnott, K. Bond, T. Bredohl, G. Buri, G. Chernov, J. Conway, M. Coté, M. Çule, M. Diamantopoulos, E. Eaton, P. Elliott, B. Fiore, I. Germani, T. Grande, T. Hadjistavropoulos, P. Hansen, M. Jones, N. Jones, S. Kennedy, W. Kubik, D. Lane, G. Lankauskas, W. Lee, C. Londoño Sulkin, O. Lovick, R. MacLennan, A. Magnan, D. Miller, K. O'Brien, F. Obrigewitsch, N. Onder, A. Patenaude, B. Plouffe, J. Rayner, J. Sanderson, J. Shami, D. Sharpe, G. Sherbert, W. Smythe, E. Soifer, T. Sperlich, L. Sykes Tottenham, B. Thraves, K. Wall, D. Webster, S. Wilson.

**SENATE MEMBERS:** M. French, S. Schnell, S. Susut

**FROM OTHER FACULTIES:** W. Bonner (Business Administration), C. Crowe (CCE), L. McDonald (Library)

**STUDENT REPRESENTATIVE:** M. Macauley

**REGRETS:** D. Blachford, T. Dahms (Science), R. MacLennan, R. McKay (Senate member), D. McMartin (Engineering & Applied Science), Y. Ren, S. Rheault, T. Sperlich, M. Trussler.

### VISITORS:

**1. Adoption of the Agenda**

The Agenda was adopted as circulated.

**2. Approval of the Minutes of 26 May 2009**

FRENCH/PLOUFFE moved that the Minutes of the Meeting of 26 May 2009 be approved with minor corrections.

**CARRIED**

**3. Business Arising**

None.

**CARRIED**

#### 4. Report of the Acting Dean

The following items were discussed as per previously distributed report:

*(Numbering error – on agenda listed as point 5 should be point 4)*

- 4.1 Changes to Dean's Executive Committee for 2009-2010:  
New Department Heads were introduced. Outgoing Heads were thanked for their hard work and dedication.
- 4.2 Staffing changes: Department Heads/Coordinators introduced their newly appointed faculty members.
- 4.3 Budget
- 4.4 Performance Review
- 4.5 Student Evaluations via Class Climate
- 4.6 Fall Convocation
- 4.7 Important dates

In addition the following points were discussed:

- 4.8 URFA Academic Collective Agreement contract changes: a handout was provided at the door which outlined the changes.

#### 5. Report of the Acting Associate Dean (Undergraduate)

The following items were discussed:

- 5.1 Arts Coop program (handout)
- 5.2 Convocation
- 5.3 Enrolment numbers

#### 6. Report of the Associate Dean (Research & Graduate)

The following items were discussed as per previously distributed report:

- 6.1 Weekly Bulletin
- 6.2 Community Research Unit becoming a Type II research centre
- 6.3 Dean's Research Awards

#### 7. Committee Reports

- 7.1 Academic Program Development Committee  
SHARPE/HANSEN moved to create a minor in Philosophy of Science

**CARRIED**

SHARPE/HANSEN moved to create a minor in Philosophical Anthropology.

**CARRIED**

SHARPE/HANSEN moved to create a minor in Critical Thinking and Professional Ethics.

**CARRIED**

SHARPE/LOVICK moved to change LING 175 to LING 230.

**CARRIED**

SHARPE/LOVICK moved to add LING 230 as a required course in the B.A. Major in Linguistics and in the B.A. Honours in Linguistics.

**CARRIED**

SHARPE/LOVICK moved to revise the “Notes” following the Minor in Linguistics as follows:

Linguistics majors are encouraged to take courses in multimedia studies (e.g. Indian Communications Arts).

**CARRIED**

SHARPE/LOVICK moved to create LING 325 and LING 480.

**CARRIED**

SHARPE/LOVICK moved to add LING 480 as a requirement to the Honours program.

**CARRIED**

SHARPE/CHILDS moved to add Foundations of Mathematics 30, Pre-Calculus 20 and Pre-Calculus 30 as acceptable mathematics courses for admission to the Faculty of Arts, effective Fall 2013.

**CARRIED**

SHARPE/CHILDS moved to recommend that students applying to the Economics major complete Pre-Calculus 20 or 30 or Foundations of Mathematics 30, effective Fall 2013.

**CARRIED**

SHARPE/LANE moved to recreate ENGL 499, effective Winter 2010.

**CARRIED**

SHARPE/ARBUTHNOTT moved to revise APDC’s Terms of Reference.

**CARRIED**

Opposed: 1  
Abstained: 3

7.2 Research & Graduate Studies Committee

BREDOHL/DIAMANTOPOULOS moved to approve the MA in Journalism Letter of Intent.

**CARRIED**

BREDOHL/PATENAUDE moved to approve the Faculty of Arts Policy on Type II Centres/Institutes.

**CARRIED**

Opposed: 1

7.3 Undergraduate Student Appeals Committee

SHARPE/ARBUTHNOTT moved to revise the terms of reference of the Undergraduate Student Appeal Committee.

**CARRIED**

Opposed: 5  
Abstained: 3

SHARPE/N. JONES move to add the regulation concerning the “Timely Grading of Student Work” to Section 5.7.1 of the Faculty Handbook.

HANSEN/M. JONES moved that his motion be returned to the committee for further discussion.

**CARRIED**

7.4 Community Outreach Committee

SYKES TOTTENHAM/N. JONES moved to approve the new terms of reference.

**CARRIED**

7.5 Community Research Unit

7.5.1 Making the Links

7.5.2 Annual Report

7.6 Undergraduate statistics

As per distributed report

**8. Reports from Representatives to Other Faculties**

S. Wilson (representative to Business Administration) reported that a mentorship program for fourth year students has been developed; misconduct cases have been reduced and this has been credited to a document which was circulated to their students that outlined academic misconduct.

**9. Reports from Representatives from Other Faculties**

None.

**10. Other Business and Announcements**

**11. Adjournment**

There being no further business the meeting adjourned.



## Report of the Acting Dean

to the meeting of Faculty Council  
on Wednesday 18 November 2009

### 1. Faculty budget

The University has been told by provincial officials that it will be lucky to receive a status-quo budget for this year. The VP Academic is indicating that Faculties will be asked to submit a very simple budget application -- only two pages, with the first devoted to "mission-critical" asks and the second indicating how they would respond to a 5% cut in their funding.

I have asked heads to prepare, by 13 November, a similar budget statement for their respective units. Budget Advisory Committee (BAC) will be meeting on 17 Nov. to review these documents and set out some preliminary recommendations. These recommendations will be reviewed at a joint meeting of BAC and Dean's Executive in the following week. I will have a draft of the Faculty's budget submission ready for discussion at the regularly-scheduled meeting of Dean's Executive on 9 December.

### 2. CCE and Faculties re sessional offerings

After a meeting with myself, Harvey King and Keith Fortowsky, the VP Academic has approved a new framework for administering the offering and accounting for the credit-hours of sessionally-taught classes. The Centre for Continuing Education will be given responsibility for administering and funding all classes offered during the spring/summer semesters, at night, online, and on weekends (SNOW). Departments and Faculties will administer and fund all fall and winter day-time sessionally-taught sections. They can still schedule tenure-stream faculty members into SNOW sections; in these cases CCE will direct the appropriate number of sessional stipends back to departments for internal use. All credit hours for CCE classes will be credited to the originating faculties and departments.

It is beginning to look like in upcoming budgets Faculties will also have designated amounts to spend on sessionals -- rather than as at present financing a lot of their sessional spending out of fall-in from departures, sabbaticals, etc. For this reason I have asked heads to create teaching "maps" for their programs. These maps lay out both the non-sessional teaching resources available and the courses (including multiple sections) that they propose to offer in the coming year. The difference between the in-house teaching resources and non-CCE teaching needs will constitute a department's request for sessional funding.

### 3. Strategic planning

The President has asked all "units" on campus to complete strategic and operational five-year plans by the end of April 2010. In the strategic plans units are asked to identify broad initiatives and their connections, if any, with the University's strategic plan. Operational plans are supposed to indicate the concrete measures that will be introduced to realize the various initiatives, the timing of those measures, and the person(s) responsible for carrying them out.

A sub-committee of Dean's Executive has been working for several weeks to develop a first draft of a Faculty strategic plan. This draft will be presented at a special meeting of Dean's Executive during the week of 23 November. The sub-committee will revise the draft in light of any advice received there and bring it forward to a special meeting of Faculty Council in early

December for an initial round of discussion. Once there is agreement on the basic shape of a strategic plan, it will be time to put its operational complement together. We can talk at the meeting about preferred ways of doing that.

Departments will be expected to formulate their own plans. My goal is to have the Faculty's strategic plan ready early enough that they can refer to it in their own strategic plans.

#### **4. Performance review across the University**

The Vice-President's Advisory Committee (VPAC) has appointed a sub-committee of four (Lynn Wells, Brien Maguire, George Maslany and myself) to develop a proposal for a formative performance-review framework of the kind I described in my last report to Faculty Council. The VP Academic has set a target date of January for this sub-committee to report back to VPAC. One of the committee's tasks will be to determine what can already be achieved within the existing contractual framework and given existing criteria documents. But it will also be looking at identifying any changes to those documents that might be required to better accommodate a genuinely formative performance review process.

#### **5. Performance review in Arts**

Membership on the Faculty's Performance Review Committee has now been finalized. My sincere thanks to Bill Arnal, Kathleen Wall, Evan Morris, Darlene Juschka, Henry Chow, JoAnn Jaffe and Chris Oriet for agreeing to serve. Their first order of business will be sabbatical applications.

As you probably know by now, the schedule of performance reviews for tenured members has been pushed back by a year. This year normal reviews will be done only for members in tenure-track positions or requesting promotion or merit increments.

#### **6. Academic recruitments**

Applications and supporting documentation are beginning to arrive for four term positions (Economics, Justice Studies, Political Science, and Psychology). To date only one application has been received for the Police Studies Chair.

#### **7. Communications Officer**

Last week the Faculty received permission to post a term appointment for a new communications officer. The APT Classification committee rated the position at Level 3. This will not be sufficient to attract into the position a person having the full range of skills needed to handle this job effectively. We're currently reviewing our options.

*prepared 9 November 2009*



**Report of the Associate Dean (Research and Graduate)  
to the meeting of Faculty Council  
18 November 2009  
Thomas Bredohl**

### **Saskatchewan Book Awards**

Recent publications by Jim Pitsula (*For All We Have and Are: Regina and the Experience of the Great War*), Nicholas Ruddick (*The Fire in the Stone: Prehistoric Fiction from Charles Darwin to Jean M. Auel*), and Andrew Stubbs (*White Light Primitive*) have been short-listed for the Saskatchewan Book Awards. The Awards Gala will take place on 28 November.

### **NSERC PGS Applications**

According to Rod Kelln the number of applications from the University of Regina to NSERC PGS has declined significantly. In 2009, we are at 64% compared to 2008. One of the few positive aspects of this year's round is that there were four applications for doctoral scholarships from the Department of Psychology.

### **Coffeehouse Controversy**

The last Coffeehouse Controversy took place on 10 November. I would like to thank Jason Childs, Mary Hampton, JoAnn Jaffe, Tom McIntosh and Ian Germani for having contributed to what has developed into one of our most successful public events.





**Academic Program Development Committee**  
 Report to Arts Faculty Council  
 18 November 2009

The Academic Program Development Committee recommends approval of the following motions.

**A. Department of Justice Studies**

MOTION that students must declare their concentration with the BHJ prior to or upon completing 33 credit hours and including JS 210.

**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 shall sequence ~~will take~~ JS 210 (Introduction to Justice) and 290/291 (Introductory Practicum) among the first five Human Justice courses taken. Students should take JS 230 and 380 as soon as possible after JS 201 and 290/291. JS 230 and 380 must be taken before the Advanced Practicum (JS 490, 491, 492).

JS 490/491/492 (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 areas of concentration four orientations stressed in the Bachelor of Human Justice are criminal justice, restorative justice, legal justice, social justice, and human rights community justice.~~ Students are counselled to balance take ~~take~~ courses that reflect an array of justice themes with all the orientations to justice studies, as well as to consider including in their program a cluster of courses pertaining to specific justice topics of interest 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 expected 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 delete JS 315 and create JS 415.

**JS 415**

**3:3-0**

**Program Evaluation** ~~Evaluating Justice~~

Introduction to organizational, methodological and professional issues involved in evaluating programs in government and non-government organizations that deal with justice issues. This course offers a practical understanding of the evaluation process, including identification of key evaluation questions, program logics, measurement, research design, and qualitative evaluation.

~~An introduction to evaluation and needs assessment for criminal justice, social services, health and education programs. Develops skills in designing useful evaluation studies for organizations dealing with criminal and social mandates.~~

\*\*\* Prerequisites: JS 210 and completion of 60 credit hours. JS 230 and 380 are recommended. \*\*\*

*Rationale*

This proposed change is made in order to:

1. better meet its objectives as a program evaluation course;
2. better reflect the needs of students for a course in program evaluation;
3. better prepare students for jobs in the public sector and have a course on their transcripts which make them attractive to prospective employers.

MOTION to revise the prerequisite for JS 480.
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**JS 480** **3:3-0**

**Social Justice Movements in Developing Countries**

Examines local and national social movements of the most marginalized to better understand how economic globalization has led to the formation of the anti-globalization movement. Analyzes the strategies and forms of resistance used by social movements to effect social, economic and political change.

\*\*\* Prerequisite: JS 210 and JS 381 and completion of 60 credit hours. JS 230, 380 and 381 are recommended. \*\*\*

\* Note: Formerly numbered HJ 480AC. Students may not receive credit for one of both JS 480, HJ 406 or and HJ 480AC. \*

**JS 440** **3:3-0**

**Advanced Issues in Corrections and Community Justice**

Examines shifting assumptions and changing practices in dealing with persons found guilty of criminal offences, as they pertain to both institutional and community settings. Topics include programming models, tensions among retributive, rehabilitative, and restorative approaches, and the role of culture and communities in repairing harm done by criminal behaviour.

\*\*\* Prerequisite: JS 210 and completion of 60 credit hours. JS 230, JS 380 and JS 340 are recommended. \*\*\*

\* Note: Formerly numbered HJ 384AB and HJ 407. Students may not receive credit for one of both JS 440, HJ 407 or and HJ 384AB. \*

**JS 431** **3:3-0**

**International Law and Justice**

Explores the role of law, courts and policy at the international level in the pursuit of criminal justice and social justice. Examines how advocacy and service organizations use these international mechanisms in pursuit of justice-related goals.

\*\*\* Prerequisite: JS 210 and completion of 60 credit hours. JS 230 and JS 380 are recommended. \*\*\*

**JS 481** **3:3-0**

**Human Rights in Canada**

Examines the historical development and legal framework of human rights at the national and provincial levels. Emphasizes remedies for human rights violations, current human rights issues in Canada and Saskatchewan, and the special implications of this topic for Aboriginal peoples.

\*\*\* Prerequisite: JS 210, 381 and completion of 60 credit hours. ~~HJ 309 and 312 are recommended.~~\*\*\*

### *Rationale*

The deletion of various recommended courses as a prerequisite speaks to the principle that unless a prior body of knowledge is specifically required to lay the foundation for another course there is no compelling reason to recommend a course as a prerequisite.

## **B. Health Studies Program**

MOTION to form four new articulation agreements between the Bachelor of Health Studies program and the Health Information Management, Advanced Care Paramedic, Cytotechnology and Combined Lab and X-Ray Technology programs at SIAST, with the requirements as outlined below.

### Health Information Management

Grant a block of 60 credit hours upon admission, including exemptions from the following requirements:

- Two of KHS 168, 267; BIOL 100, 101 and 140
- KHS 170 or 171
- STAT 100 or SOST 201
- One of: PHIL 273, 276; HS 201; KHS 350, 488; SOST 306/307; ENHS 380; ECON 324, INDG 281/380
- HS 448 (9 credit hours)
- All open and approved electives (equivalent to 36 credit hours)

### Advanced Care Paramedic

Grant a block of 60 credit hours upon admission, including exemptions from the following requirements:

- Two of KHS 168, 267; BIOL 100, 101 and 140
- PSYC 101
- KHS 170 or 171
- HS 448 (12 credit hours)
- All open and approved electives (equivalent to 36 credit hours)

### Cytotechnology and Combined Lab & X-ray Technology

Grant a block of 60 credit hours upon admission, including exemptions from the following requirements:

- Two of KHS 168, 267; BIOL 100, 101 and 140
- KHS 170 or 171

- One of: PHIL 273, 276; HS 201; KHS 350, 488; SOST 306/307; ENHS 380; ECON 324, INDG 281/380
- HS 448 (12 credit hours)
- All open and approved electives (equivalent to 36 credit hours)

*Rationale*

Since its official launch in September 2006 the Bachelor of Health Studies has proved to be an intriguing and successful baccalaureate program at the University of Regina. Further, the partnership between the Faculty of Arts, Faculty of Kinesiology and Health Studies and the First Nations University of Canada has been beneficial from a student recruitment perspective. As the University of Regina and First Nations University of Canada intensify their respective efforts on recruitment and retention of students, it is important for both parties to consider all possible recruitment strategies to facilitate student mobility. The development of articulation agreements with other post-secondary institutions is one such strategy that has been used by many academic programs including the Bachelor of Health Studies program.

As of June 2009 the Bachelor of Health Studies has one articulation agreement with SIAST (Bachelor of Health Studies – Dental Hygiene). In developing this articulation agreement it was clear to the Bachelor of Health Studies Advisory Committee (BHSAC) the students from the SIAST Dental Hygiene program would not have all required pre-Health Studies courses prior to admission to the program. In fact, the degree program was modified slightly to accommodate a 60 credit hour block transfer for these students and to recognize the limitations in the BHS program with regard to the five pillars of Dental Hygiene education.

As the BHSAC continues to explore other articulation agreements, including those with SIAST Health and Science programs, there may be situations where minimal adjustments to the Health Studies entry requirements may be necessary in order to facilitate effective and efficient student mobility whilst maintaining the integrity of the Bachelor of Health Studies program. For example, the Faculty of Kinesiology and Health Studies is recommending the waiving of certain Health Studies courses for articulation agreements in development with SIAST (Health Information Management, Advanced Care Paramedic, Cytotechnology and Combined Lab and X-Rat technology). Slight modifications to entry requirements to an academic program reduce barriers to student mobility while still maintaining the integrity of the main program of study. A 60 credit hour block transfer is most attractive to students from sending institutions. The BHSAC has determined that the main program of student for the BHS program includes coursework in Section B: Research Methods, Section C: Indigenous Health, Section D: Health and Society, and Section E: Health Studies.

**10.19.4 BACHELOR OF HEALTH STUDIES (120 CREDIT HOURS)**

Credit hours	Bachelor of Health Studies: Required Courses	Student's record of courses completed
<b>Section A: Basic and Breadth Courses</b>		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Two of: BIOL 100, BIOL 101, BIOL	ALL

3.0		ALL
3.0	PSYC 101	ACP
3.0	PSYC 102	
3.0	SOC 100	
3.0	KHS 170 or KHS 171	ALL
<b>24.0</b>	<b>Subtotal</b>	
<b>Section B: Research Methods</b>		
3.0	SOST 201 or STAT 100 or 160	HIM
3.0	SOST 203 or PSYC 204	
3.0	2 courses from: PHIL 273, PHIL 276, HS 201, KHS 350, KHS 488, SOST 306, SOST 307, ENHS 380, ECON 324, INDG 281, INDG 380	CLXT, CYTO, HIM
3.0		
<b>12.0</b>	<b>Subtotal</b>	
<b>Section C: Indigenous Health Courses</b>		
3.0	INHS 100	
3.0	INHS 101	
3.0	INHS 200	
3.0	INHS 210	
3.0	INHS 300	
<b>15.0</b>	<b>Subtotal</b>	
<b>Section D: Health and Society</b>		
3.0	ECON 253	
3.0	SOC 222	
<b>6.0</b>	<b>Subtotal</b>	
<b>Section E: Health Studies</b>		
3.0	HS 200	
3.0	HS 300	
3.0	HS 301	
3.0	HS 400	
<b>12.0</b>	<b>Subtotal</b>	
<b>Section F: Field Experience</b>		
<b>15.0</b>	HS 448 **	9 credit hours for HIM; others 12
<b>Section G: Approved Electives</b>		
3.0	Four courses from the following: ANTH 343, BIOL 100, BIOL 101, ECON 353, EHE 258, ENHS 100, ENHS 101, ENHS 210, ENHS 305, ENHS 320, ENHS 321, ENHS 380, ENHS 430, ENHS 481, HS 281AA-ZZ, HS 381AA-ZZ, HS 481AA-ZZ, INDG 100, KHS 151, KHS 168, KHS 267, KHS 268, KHS 292, KHS 370, KHS 393, KHS 476, PSCI 439, PSYC 255, PSYC 333, PSYC 356, RLST 290AB, SOC 207, SW 412, SW 416, SW 417, SW 477 (ISW 377), WGST 280AB, WGST 202, WGST 301	ALL
3.0		ALL
3.0		ALL
3.0		ALL
<b>12.0</b>	<b>Subtotal</b>	
<b>Section H: Open Electives</b>		
3.0	Eight electives/courses	ALL
3.0		ALL
3.0		ALL
3.0		ALL
3.0		ALL
3.0		ALL
3.0		ALL
3.0		ALL
<b>24.0</b>	<b>Subtotal</b>	
A maximum of 14 introductory-level courses is permitted in the BHS, refer to §10.7.4. Electives may be used to complete optional minor(s).		
<b>Non-credit Requirements</b>		
0.0	KHS 300 (Pre-Fieldwork Seminar)	

0.0	Computer application lab (credit with CS 100 or ARTS 007 /BUS 007/ ADMN 007)	
<b>120.0</b>	<b>Total: 65% PGPA required</b>	

*Rationale for exemptions, by program*

## **Combined Laboratory and X-Ray Technology (CLXT)**

*BHS Waiver: One courses from PHIL 273, PHIL 276...*

Response: No direct equivalent but three hours of transfer credit for...

### **ETHC 181 Patient Care in Radiography 1**

You will gain an understanding of the patient's physical and emotional needs and the radiographer's role in basic patient care while undergoing medical imaging procedures. You will learn administrative procedures to ensure patient safety, standard precautions and protective techniques. You will also learn how to assess the patient's physical needs, use body mechanics and patient transfer techniques, apply infection control, recognize and report irregularities of selected medical equipment, and identify emergency procedures.

2.0 Credit Units

24.0 Lecture hours

6.0 Lab hours

**Learning Method(s):** Lecture/Lab, Correspondence-Structured Time

#### **Prerequisites:**

INFC 180 Minimum Grade of 60

### **ETHC 185 Professional Practices 1**

You will receive an introduction to health care and health care delivery systems. You will study the legal and ethical issues faced by health care professionals. You will discuss interpersonal and employability skills required in health care professions with an emphasis on teamwork, stress management and problem solving. You will develop critical thinking skills and conflict resolution techniques.

3.0 Credit Units

45.0 Lecture hours

**Learning Method(s):** Lecture/Theory

### **ETHC 280 Professional Practices 2**

You will study health care organizational behaviour and the skills required for leadership/management roles. You will discuss cooperative work relationships, conflict resolution, budgeting, strategic planning, the collective bargaining process and workload measurements. You will create workplace documents and demonstrate job search techniques.

2.0 Credit Units  
30.0 Lecture hours

**Learning Method(s):** Lecture/Theory

**Prerequisites:**

ETHC 185 Minimum Grade of 60

## **Cytotechnology (CYTO)**

*BHS Waiver: One courses from PHIL 273, PHIL 276...*

Response: No direct equivalent but three hours of transfer credit for...

### **ETHC 185 Professional Practices 1**

You will receive an introduction to health care and health care delivery systems. You will study the legal and ethical issues faced by health care professionals. You will discuss interpersonal and employability skills required in health care professions with an emphasis on teamwork, stress management and problem solving. You will develop critical thinking skills and conflict resolution techniques.

3.0 Credit Units  
45.0 Lecture hours

**Learning Method(s):** Lecture/Theory

### **ETHC 280 Professional Practices 2**

You will study health care organizational behaviour and the skills required for leadership/management roles. You will discuss cooperative work relationships, conflict resolution, budgeting, strategic planning, the collective bargaining process and workload measurements. You will create workplace documents and demonstrate job search techniques.

2.0 Credit Units  
30.0 Lecture hours

**Learning Method(s):** Lecture/Theory

**Prerequisites:**

ETHC 185 Minimum Grade of 60

## **Health Information Management (HIM)**

*BHS Waiver: STAT 100 or SOST 201*

Response: Direct equivalent and three hours of transfer credit for...

### [STAT 260](#) **Statistics for Health Sciences**

Your studies will focus on an introduction to statistical methods of analysis and inference. You will be introduced to descriptive measures, frequency distributions, probability, hypothesis testing, tests of significance and inference, correlation and regression techniques, analysis of variance and nonparametric methods. Computer software will provide a visual, interactive tool to help you investigate fundamental statistical concepts in a unique and useful manner. The course is applications-oriented with problems chosen from the health sciences field.

5.0 Credit Units

74.0 Other hours

**Learning Method(s):** Lecture/Lab

**Equivalent Course(s):** STAT 190

### [HINF 161](#) **Health Information Analysis 1**

You will learn how to retrieve, analyze and present data/information. You will also become familiar with the use and content of the basic Canadian Institute for Health Information (CIHI) reports, data presentation and graphic techniques.

2.0 Credit Units

35.0 Other hours

**Learning Method(s):** Lecture/Lab, Correspondence-Structured Time

**Prerequisites:**

HINF 160 Minimum Grade of 60

## **Health Information Management (HIM)**

*BHS Waiver: One courses from PHIL 273, PHIL 276...*

Response: No direct equivalent but three hours of transfer credit for...

### [HINF 262](#) **Health Care Law and Ethics**

You will become familiar with health law (especially as it pertains to health information) and the issues associated with the privacy, confidentiality and security of health information. You will identify appropriate ethical conduct in pursuing your professional role and gain an overview of legislation relating to health care and health information. You will be able to design policies for the release of health information and participate in risk management activities, privacy impact analyses and threat and risk assessment activities. You will acquire these skills through a combination of independent study, lectures and discussions.



3.0 Credit Units  
50.0 Lecture hours

**Learning Method(s):** Lecture/Lab, Correspondence-Structured Time, Online

**Prerequisites:**

HINF 160 Minimum Grade of 60 and HINF 264 Minimum Grade of 60 (concurrent)

[CLIN 161](#) **Clinical - Semester 1**

Your clinical experience will focus on basic health record procedures. It will take place at SIAST and in local health care agencies.

4.0 Credit Units  
60.0 Other hours

**Learning Method(s):** Clinical/Practicum, Prior Learning, Correspondence-Structured Time, Correspondence

**Prerequisites:**

HINF 160 Minimum Grade of 60 (concurrent)

[NOTE: This course has a professional and biomedical ethics component as a learning outcome]

[CLIN 259](#) **Clinical - Semester 2**

Your clinical experience will focus on coding with the International Statistical Classification of Diseases and Related Health Problems, 10th revision, Canada/Canadian Classification of Health Interventions (ICD-10-CA/CCI) and electronic abstracting. It will take place at SIAST and in local health care agencies.

12.0 Credit Units  
177.0 Other hours

**Learning Method(s):** Clinical/Practicum

**Prerequisites:**

APHY 162 Minimum Grade of 60 and CLIN 161 Minimum Grade of P and PATH 161 Minimum Grade of 60 and APHY 262 Minimum Grade of 60 (concurrent) and PATH 270 Minimum Grade of 60 (concurrent)

[NOTE: This course has a professional and biomedical ethics component as a learning outcome]

**Primary/Advanced Care Paramedic (ACP)**

*BHS Waiver: Psyc 101...*

Response: No direct equivalent but three hours of transfer credit for...

### [EMER 151](#) **Obstetrics and Pediatrics**

You will recognize and manage, in a lab simulation, imminent labour and childbirth and discuss care of the neonate. Your studies will focus on recognizing and managing common pediatric diseases (including croup, asthma, fever and seizures).

2.0 Credit Units

24.0 Other hours

**Learning Method(s):** Lecture/Lab, Independent Study, Prior Learning

**Prerequisites:**

COMM 107 Minimum Grade of 60 (concurrent) and SFTY 168 Minimum Grade of 60 (concurrent) and PHAR 167 Minimum Grade of 60 (concurrent) and EMER 150 Minimum Grade of 60 (concurrent)

### [EMER 154](#) **Special Population Groups**

Your studies will prepare you to recognize and manage common geriatric diseases and psychiatric illnesses. You will develop a basic understanding of illness and managing the physically and mentally challenged patient. The course content includes patients with terminal illnesses.

2.0 Credit Units

25.0 Other hours

**Learning Method(s):** Lecture/Lab, Independent Study, Prior Learning

**Prerequisites:**

COMM 107 Minimum Grade of 60 (concurrent) and SFTY 168 Minimum Grade of 60 (concurrent) and PHAR 167 Minimum Grade of 60 (concurrent) and EMER 150 Minimum Grade of 60 (concurrent)

### [EMER 279](#) **Special Population Groups**

Your studies will prepare you to recognize and manage the needs of unique patient groups. Your studies will focus on the geriatric, psychiatric, pediatric and the terminally ill patient. The course content includes Pediatric Advanced Life Support (PALS) certification.

3.0 Credit Units

40.0 Other hours

**Learning Method(s):** Lecture/Lab, Prior Learning

**Prerequisites:**

EMER 175 Minimum Grade of 60 and EMER 176 Minimum Grade of 60 and EMER 177 Minimum Grade of 60 and EMER 178 Minimum Grade of 60 and PHAR 161

Minimum Grade of 60 and PHAR 162 Minimum Grade of 60 and PHAR 168 Minimum Grade of 60

**EMER 262 Medical Emergencies**

You will study the recognition and advanced management of common adult medical emergencies. Your studies will focus on toxicology, gastrointestinal disorders and pregnancy. The course content includes Neonatal Resuscitation (NRP) certification.

3.0 Credit Units

45.0 Other hours

**Learning Method(s):** Lecture/Lab, Prior Learning

**Prerequisites:**

ANAT 267 Minimum Grade of 60 (concurrent) and EMER 175 Minimum Grade of 60

**C. Department of Political Science**

MOTION to create PSCI 346 (*pending Library approval*).

**PSCI 346**

**3:3-0**

**Latin American Politics – Selected Cases**

[short title: Selected Cases – Latin America]

An examination of selected political systems in Latin American countries. In addition to studying political structures, the course topics may include colonialism, economic and political dependency, power relations and social protest, and regional integration.

\*\*\* Prerequisite: PSCI 220 or 240 or permission of the Department Head

\*\*\*

MOTION to revise the title and description of PSCI 347.

**PSCI 340**

**3:3-0**

**Topics in International Law I**

An introduction to the basic foundations of International Law including its sources, history, scope and key institutions.

~~This course will focus on the development of international law as a universal law with emphasis on selected topics and cases.~~

\*\*\* Prerequisite: PSCI 220 or PSCI-240 or permission of Department Head \*\*\*

MOTION to revise the prerequisite of PSCI 326.

**PSCI 326**

**3:3-0**

**Asian Politics: Selected Cases**

An examination of selected political systems in Asian countries other than China and India. In addition to studying political structures, the course

will focus on the connections between domestic policies and regional tensions.

\*\*\* Prerequisite: PSCI 220 or 240 or permission of Department Head. \*\*\*

MOTION to revise the prerequisite of PSCI 341.

**PSCI 341** **3:3-0**  
**Canadian Foreign Policy**

This course introduces the student to the study of Canadian foreign policy.

\*\*\* Prerequisite: PSCI 230 or 240 or permission of Department Head \*\*\*

MOTION to revise the prerequisite for PSCI 345.

**PSCI 345** **3:3-0**  
**Canada in the Global System**

This course examines how national and international political and economic developments have affected Canada's ability to maintain its political and economic sovereignty. Attention is focused on the paradigmatic shift in political and economic thinking that took place in the 1970s and 1980s, including trade liberalization and the expansion of NAFTA, FTAA and the WTO.

\*\*\* Prerequisite: PSCI 230 or 240 or permission of Department Head \*\*\*

\* Note: Formerly numbered PSCI 231. Students may not receive credit for both PSCI 345 and PSCI 231. \*

MOTION to revise the prerequisite for PSCI 442.

**PSCI 442** **3:3-0**  
**Theories of International Relations**

A study of the most important theories, approaches, concepts, and debates within the field of International Relations. Examining the connections between IR Theory and the actual events, both historical and contemporary, of world politics.

\*\*\* Prerequisite: ~~One of PSCI 240 and one 300-level PSCI course 340, 341, 342, 344, 345~~ or permission of the Department Head \*\*\*

MOTION to revise the prerequisite for PSCI 443.

**PSCI 443** **3:3-0**  
**Selected Topics International Relations**

This course is a seminar in selected topics in International Relations. Topics covered in this course may include the following: current issues of world politics; ethics and international affairs; international conflict and security; history of international relations; and the international political economy.

\*\*\* Prerequisite: PSCI 240 and one 300-level PSCI course ~~One of PSCI 340, 341, 342, 344, 345~~ or permission of the Department Head \*\*\*

MOTION to revise the prerequisite and description of PSCI 470.

**PSCI 470**

**3:3-0**

**The Third World and Political-Economic Change**

An advanced seminar concerned with political, social, and economic change in selected underdeveloped countries; and an investigation into the dynamics of underdevelopment and the nature of the world economy ~~with a view toward assessing different theoretical conceptions of the relations of third to first (and second) world countries.~~

\*\*\* Prerequisite: PSCI 220 or 240 and one 300-level PSCI course or One of PSCI 323, 324, or 325, or permission of Department Head \*\*\*

*Rationale*

This standardizes the prerequisites for 300- and 400-level courses and so make these courses more widely available for students.

**D. Department of Philosophy and Classics**

MOTION to delete PHIL 360 and to create PHIL 460.

**PHIL ~~360~~**

**3:3-0**

**Topics in the Philosophy of Mathematics**

This course may cover such topics as: the existence of mathematical entities; mathematical knowledge and truth; phenomenology of mathematics; and the nature of infinity. Readings may include the relevant writings of such thinkers as Plato, Aristotle, Kant, Leibniz, Berkeley, Husserl, Frege, Russell, Quine, Poincaré, Gödel, Hilbert, Tarski, Brouwer, Weyl, and Wittgenstein.

\*\*\* Prerequisite: ~~PHIL 352, 350, or 351, 452, 455~~ or Permission of Department Head \*\*\*

\* Note: Formerly numbered PHIL 360. Students may count only one of PHIL 360 or 460 for credit. \*

*Rationale*

For reasons similar to those that warrant moving PHIL 350 to PHIL 452, and moving PHIL 351 to PHIL 455, PHIL 360 should migrate to the fourth year and appear as PHIL 460, with PHIL 352, PHIL 452, PHIL 455, or permission of department head as prerequisite. There is to be no other change to the course: same course description; same content; same texts. There are no implications for our programs from this move.

MOTION to delete PHIL 350 and to create PHIL 452.

**PHIL ~~452~~350**

**3:3-0**

**Advanced Symbolic Logic**

A review of predicate logic; the metatheory of propositional and predicate logic, axiomatic systems; soundness, completeness, and decidability; elementary model theory.

\*\*\* Prerequisite: ~~PHIL 352~~ or Permission of Department Head \*\*\*

\* Note: This course formerly numbered PHIL 350. Students may count only one of PHIL 350 or 452 for credit. \*

*Rationale*

PHIL 250, for a variety of reasons, has migrated to the third year, and now appears as PHIL 352. PHIL 350 had PHIL 250 as a prerequisite. So, PHIL 350 should be moved to the fourth year, and appear as PHIL 452, with PHIL 352 or permission of department head as prerequisite. There is to be no other change to the course: same course description; same content; same texts. There are no implications for our programs from this move.

MOTION to delete PHIL 351 and to create PHIL 455.

**PHIL ~~455~~351**

**3:3-0**

**Philosophical Logic**

Quantification and ontology; existence and identity; truth meaning, realism and anti-realism; modal extensions of propositional and predicate logic; tense and temporal logics; deontic logic; the logic of conditionals and relevance logic.

\*\*\* Prerequisite: ~~PHIL 352~~ or Permission of Department Head \*\*\*

\* Note: Formerly numbered PHIL 351. Students may count only one of PHIL 351 or 455 for credit. \*

*Rationale*

For reasons similar to those that warrant moving PHIL 350 to PHIL 452, PHIL 351 should migrate to the fourth year and appear as PHIL 455 with PHIL 352 or permission of department head as prerequisite. There is to be no other change to the course: same course description; same content; same texts. There are no implications for our programs from this move.

MOTION to delete HUM 207.

**HUM ~~207~~**

**3:3-0**

**Power, Knowledge & Postmodernity**

~~Has the development of knowledge and science led to freedom, progress, and prosperity, or has it been an instrument of power and oppression? This course will rely on philosophical and literary works to explore the postmodern disenchantment with modern approaches to questions of power, knowledge, individuality, and gender.~~

\*\*\* Prerequisite: ENGL 100, PHIL 100, PSCI 100, or completion of 15 credit hours \*\*\*

*Rationale*

This course has been replaced by PHIL 341/435AO and PSCI 316.

**E. Department of Indian Languages, Literatures and Linguistics**

FIRST NATIONS  
UNIVERSITY  
OF CANADA



**Department of Indian Languages,  
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Date: September 28, 2009

To: Members of the APDC, U of R

From: Arok Wolvengrey, Head, Department of Indian Languages, Literatures, and  
Linguistics

Re: Revisions to the Dakota, Nakota, and Dene course offerings and minor programs

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As per ongoing consultations within the Department of Indian Languages, Literatures, and Linguistics at the First Nations University of Canada, we would like to submit to you the following proposed revisions to the course offerings for Nakota, Dakota, and Dene, as well revision to the Nakota minor and the creation of matching minor programs in Dakota and Dene at First Nations University. The changes involved, passed at the FNUniv Curriculum Development Committee on September 14 and the Academic Council on September 16, are a major step to addressing the needs of these First Nations speech communities. We welcome the opportunity to discuss these changes with your committee. Thank you for your consideration of this important matter.

Rationale For the Proposed Changes:

*Over the past decade, we have continually reviewed and revised our language programs, with major changes proposed in 1999 and 2008, including in the former case the creation of a Nakota minor. It remains apparent that our programs must continue to evolve and are in need of further revision. The need for further change is evident in the involvement of the Department of Indian Languages, Literatures, and Linguistics with a variety of programs through Indian Education, but the current proposed changes will also address the often overlooked importance of Nakota, Dakota and Dene and the various challenges faced by these languages and their speakers. It is hoped that further developments will be possible for these languages in the future and the current proposed changes have been scaled back from a more ambitious plan which is still under consideration and development.*

*The changes are presented in two sections, beginning with the course changes and additions (I), and continuing with the revision of the Nakota minor and proposed matching*

*Dakota and Dene minor degree programs. Specific rationale for each change will be provided below (please see also the accompanying Course Add, Change, and Delete forms, as appropriate).*

MOTION to create DAK 202, 203, DENE 202, 203 and NAK 202 and 203.

**DAK 202** **3:3-0**

**Intermediate Dakota I**

This course is a continuation of the Dakota oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature.

\*\*\* Prerequisite: DAK 101 or DAK 105. \*\*\*

**DAK 203** **3:3-0**

**Intermediate Dakota II**

A continuation of DAK 202. Further oral practice in Dakota with additional grammatical instruction and an introduction to short composition.

\*\*\* Prerequisite: DAK 202. \*\*\*

**DENE 202** **3:3-0**

**Intermediate Dene I**

This course is a continuation and integration of the Dene oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature.

\*\*\* Prerequisite: DENE 101 or DENE 105. \*\*\*

**DENE 203** **3:3-0**

**Intermediate Dene II**

A continuation of DENE 202. Further oral practice in Dene with additional grammatical instruction and an introduction to short composition.

\*\*\* Prerequisite: DENE 202. \*\*\*

**NAK 202** **3:3-0**

**Intermediate Nakota I**

This course is a continuation of the Nakota oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature.

\*\*\* Prerequisite: NAK 101 or NAK 105. \*\*\*

**NAK 203** **3:3-0**

**Intermediate Nakota II**

A continuation of NAK 202. Further oral practice in Nakota with additional grammatical instruction and an introduction to short composition.

\*\*\* Prerequisite: NAK 202. \*\*\*

*Rationale*

These courses will allow students to explore intermediate language study and form the foundation of a minor in the study of these First Nations Languages. In most cases, certainly with respect to the Dakota and Nakota offerings, the content of these courses has



already previously been established in the 104 and 105 sections of the respective programs. This allows the 104 and 105 classes to be used as originally intended, as courses concentrating on written forms of the languages in question, to be offered in specialty programs.

MOTION to revise the description and prerequisite of NAK 206.

**NAK 206**

**3:3-0**

**Nakota Linguistics**

Linguistic concepts for the scientific analysis of Nakota, with comparison to the closely related Dakota dialect. Application to language teaching.

~~Development of linguistic terminology in Nakota for language teachers.~~

\*\*\* Prerequisite: NAK 101 or 105 or permission of Department Head \*\*\*

*Rationale*

This revision will allow for cross-listing this course with the companion Dakota course addressed shortly, and teach Siouan linguistics to speakers of both dialects.

MOTION to create DAK 206 and DENE 206.

**DAK 206**

**3:3-0**

**Dakota Linguistics**

Linguistic concepts for the scientific analysis of Dakota, with comparison to the closely related Nakota dialect. Application to language teaching.

\*\*\* Prerequisite: DAK 101 or 105 or permission of the department head.

\*\*\*

**DENE 206**

**3:3-0**

**Dene Linguistics**

Linguistic concepts for the scientific analysis of Dene, with comparison to closely related Athapaskan languages. Application to language teaching.

\*\*\* Prerequisite: DENE 101 or 105 or permission of the department head.

\*\*\*

*Rationale*

The courses created here will allow for the development of minor programs in Dakota and Dene to match the minor that has already been created for Nakota.

MOTION to create DAK 225, DENE 225 and NAK 225.

**DAK 225**

**3:3-0**

**Dakota Transcription and Writing**

Practice with the roman orthography for Dakota consisting of transcription exercises and short expository and creative compositions.

\*\*\* Prerequisite: DAK 203. \*\*\*

**DENE 225**

**3:3-0**

### **Dene Transcription and Writing**

Practice with the roman orthography for Dene consisting of transcription exercises and short expository and creative compositions.

\*\*\* Prerequisite: DENE 203. \*\*\*

### **NAK 225 3:3-0**

### **Nakota Transcription and Writing**

Practice with the roman orthography for Nakota consisting of transcription exercises and short expository and creative compositions.

\*\*\* Prerequisite: NAK 203. \*\*\*

#### *Rationale*

The introduction of these courses provides solid ground for the establishment of strong minor programs in all three languages. These courses, to be cross-listed, are a composite, in introductory form, of the content of a number of courses in the larger Cree and Saulteaux programs, including the 225, 305 and 340 courses. It is hoped in the future to be able to develop full courses along these lines for Dakota, Dene and Nakota.

MOTION to revise the minor in Nakota Language Studies, as follows.

#### **10.22.6 MINOR IN NAKOTA LANGUAGE STUDIES**

<b>Credit hours</b>	<b>Nakota Language Studies minor, required courses</b>	<b>Student's record of courses completed</b>
3.0	NAK <u>202</u> , 104	
3.0	NAK <u>203</u> , 105	
3.0	NAK 206	
3.0	LING 100 OR 200-NAK <u>225</u>	
3.0	LING <u>230</u> , 175	
3.0	INDG 210	
<b>18.0</b>	<b>NAK Minor – 65% GPA required</b>	

#### *Rationale*

These revisions take into account changes to the course structure as detailed above, and allow for matching programs in Dakota and Dene to be proposed. It also increases all but one of the courses included in the minor to the 200 level, whereas previously as many as 4 100-level courses could be included.

MOTION to create a minor in Dakota Language Studies.

#### **MINOR IN DAKOTA LANGUAGE STUDIES**

<b>Credit hours</b>	<b>Dakota Language Studies minor, required courses</b>	<b>Student's record of courses completed</b>
3.0	DAK 202	
3.0	DAK 203	
3.0	DAK 206	
3.0	DAK 225	
3.0	LING 230	
3.0	INDG 218	
<b>18.0</b>	<b>DAK Minor – 65% GPA required</b>	

*Rationale*

This establishes a concomitant Dakota Language Studies minor to match the previously established (as modified above) Nakota program.

MOTION to create a minor in Dene Language Studies.

**MINOR IN DENE LANGUAGE STUDIES**

Credit hours	Dene Language Studies minor, required courses	Student's record of courses completed
3.0	DENE 202	
3.0	DENE 203	
3.0	DENE 206	
3.0	DENE 225	
3.0	LING 230	
3.0	INDG 216	
<b>18.0</b>	<b>DENE Minor – 65% GPA required</b>	

*Rationale*

This establishes a Dene Language Studies minor to match the minor programs available in the other First Nations languages of Saskatchewan.

**F. Department of Sociology and Social Studies**

MOTION to revise the wording of 10.37.1 from “Areas for Sociology majors” to “Areas in the Sociology program” and to delete the words “List A,” “List B,” “List C,” “List D,” and “List E.”

MOTION to remove SOC 485 from all Area lists.

**10.37.1 AREAS IN THE FOR-SOCIOLOGY PROGRAM MAJORS**

List A: Science, Culture & Knowledge	SOST 110, SOC 207, 209, 210, 213, 225, 247, 307, 320, 325, 440, 485, SOST 377, KHS 154
List B: Social Justice	SOC 208, 211, 212, 215, 222, 300, 308, 310, 312, 315, 450, 485, SOST 220
List C: Development & Environment	SOC 201, 202, 203, 217, 230, 301, 314, 330, 460, 485

MOTION to create a new section titled and outlining “Foundations of Sociology.”

MOTION to add SOC 307 and 308 to the “Foundations of Sociology.”

MOTION to delete SOC 318 and to create SOC 418.

MOTION to delete SOC 319 and to create SOC 419.

**SOC 4318**

**3:3-0**

**Classical Social Theories**

This course provides an overview of the emergence and development of sociological theories in the 19th and early 20th centuries.

\*\*\* Prerequisite: SOC 285 or 295 and one 300-level SOC course ~~One 200-level SOC course and completion of 30 credit hours~~ or permission of the Department Head. \*\*\*

\* Note: Formerly numbered SOC 318. Students may receive credit for only one of SOC 318 or 418. \*

**SOC 4319** **3:3-0**  
**Contemporary Social Theories**

The course provides an overview of the development of sociological theories through the 20th century into the 21st century.

\*\*\* Prerequisite: SOC 285 or 295 and one 300-level SOC course ~~One 200-level SOC course and completion of 30 credit hours~~ or permission of the Department Head. \*\*\*

\* Note: Formerly numbered SOC 319. Students may receive credit for only one of SOC 319 or 419. \*

**FOUNDATIONS OF SOCIOLOGY**

List D: Development of Theory	SOC 285, 295, 306AA-ZZ, 307, 308, <del>4318, 3419</del> , 480, 485
List E: Methods	SOST 201, 203, 306, 307, SOC 404, 499

MOTION to revise the BA major in Sociology, as outlined below.

**10.37.2 BA MAJOR IN SOCIOLOGY**

Credit hours	BA Sociology major, required courses	Student's record of courses completed
<b>Major Requirements</b>		
3.0	SOC 100	
3.0	SOST 201 (Students with credit for PSYC 305 may substitute it for this course.)	
3.0	SOST 203	
3.0	One of SOST 306 or 307	
3.0	<del>SOC 285</del> One of <del>SOST 110, SOC 207, 209, 210, 213, 225, 247, 307, 320, 325, 440, 485, SOST 377</del> or KHS 154 (List A)	
3.0	<del>SOC 485</del> One of <del>SOC 208, 211, 212, 215, 222, 300, 308, 310, 312, 315, 450, 485, SOST 220</del> (List B)	
<del>3.0</del>	Four 200-level SOC or SOST courses	
<del>3.0</del>		
<del>3.0</del>		
<del>3.0</del>		
<del>3.0</del>	One of <del>SOC 201, 202, 203, 217, 230, 301, 314, 330, 460, 485</del> (List C)	
<del>3.0</del>	One of <del>SOC 285, 295, 306AA-ZZ, 318, 319, 480, 485</del> (List D)	
<del>3.0</del>	One of <del>SOC 440, 450, 460, 480</del> or 485	
<del>3.0</del>	Two SOC or SOST courses	
<del>3.0</del>		
<del>3.0</del>	Two 300- or 400-level SOC courses	
<del>3.0</del>		

3.0	Two 300- or 400-level SOC or SOST courses	
<b>36.0</b>	<b>Subtotal: 65% major GPA required</b>	
<b>Arts Core Requirements</b>		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Any two language courses in the same language other than English	
3.0		
3.0	One course in logic or math	
3.0	One course from List A*	
3.0	One course in fine arts*	
3.0	One natural science course with a lab*	
3.0	One course in a new subject in arts, fine arts, or science, excluding HJ or JRN*	
The courses marked * must all be in different subjects. Remaining core requirements (List B, course in arts, fine arts or science) are fulfilled by major courses. Refer to §10.9.1.1 for detailed information on the Arts Core Requirements.		
<b>27.0</b>	<b>Subtotal</b>	
<b>Open Electives</b>		
<b>57.0</b>	19 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
<b>120.0</b>	<b>Total: 60% PGPA required</b>	

MOTION to revise the BA Honours Major in Sociology as outlined below.

MOTION to revise the credit hour of SOC 400 and 401 to zero from 1.5.

**10.37.3 HONOURS MAJOR IN SOCIOLOGY**

Credit hours	BA Sociology Honours major, required courses	Student's record of courses completed
<b>Honours Major Requirements</b>		
3.0	SOC 100	
3.0	SOST 201 (Students with credit for PSYC 305 may substitute it for this course.)	
3.0	SOST 203	
3.0	<del>One of SOST 306 or 307</del>	
<u>3.0</u>	<u>SOST 307</u>	
3.0	<del>SOC 285 One of SOST 110, SOC 207, 209, 210, 213, 225, 247, 307, 320, 325, 440, 485, SOST 377 or KHS 454 (List A)</del>	
3.0	<del>SOC 295 One of SOC 208, 211, 212, 215, 222, 300, 308, 310, 312, 315, 450, 485, SOST 220 (List B)</del>	
3.0	<del>One of SOC 307, 308, 418 or 419 201, 202, 203, 217, 230, 301, 314, 330, 460, 485 (List C)</del>	
3.0	<del>SOC 485 One of SOC 285, 295, 306AA-ZZ, 318, 319, 480, 485 (List D)</del>	
<u>3.0</u>	<u>Four 200-level SOC or SOST courses</u>	
<u>3.0</u>		
<u>3.0</u>		
<u>3.0</u>		
<u>3.0</u>	<u>One 300-level SOC or SOST course</u>	
<u>3.0</u>	<u>One 400-level SOC or SOST course</u>	

3.0	One of SOC 440, 450, 460, 480 or 485	
3.0	SOC or SOST course	
3.0	SOC or SOST course	
3.0	300- or 400-level SOC or SOST course	
3.0	One of SOC 306, 318 or 319	
3.0	One 300- or 400-level SOC or SOST course approved by the Department Head.	
0.0 1-5	SOC 400	
0.0 1-5	SOC 401	
3.0	SOC 404	
3.0	SOC 499	
<b>51.0</b>	<b>Subtotal: 75% major GPA required</b>	
<b>Arts Core Requirements</b>		
<b>27.0</b>	<b>Same as stated above for the BA in Sociology.</b>	
<b>Open Electives</b>		
<b>42.0</b>	14 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
<b>120.0</b>	<b>Total: 70% PGPA required</b>	

MOTION to revise the minor in sociology as outlined below.

#### 10.37.4 MINOR IN SOCIOLOGY

Credit hours	Sociology minor, required courses	Student's record of courses completed
3.0	SOC course (may be SOC 100)	
3.0	SOST 201 or 203 or equivalent (Students with credit for PSYC 305 may substitute a 200-level or higher SOC or SOST course for this requirement.)	
3.0	Four additional classes from at least two areas and/or foundations (A, B, C or D), two of which must be at the 300-level or higher	
3.0		
3.0		
3.0		
<b>18.0</b>	<b>SOC Minor – 65% GPA required</b>	

MOTION to revise the description and prerequisite for SOC 440.

#### **SOC 440**

**3:3-0**

#### **Theoretical Perspectives on Science, Culture, and Knowledge**

This senior seminar is a capstone class in which students analyze and reflect upon the major theoretical issues in Science, Culture, and Knowledge.

\*\*\* Prerequisite: One 300-level course from the Science, Culture and Technology area ~~Sociology List A~~ and completion of 745 credit hours, or permission of Department Head \*\*\*

MOTION to revise the description and prerequisite for SOC 450.

#### **SOC 450**

**3:3-0**

#### **Theoretical Perspectives on Social Justice**

This senior seminar is a capstone class in which students analyze and reflect upon the major theoretical issues in Social Justice.

\*\*\* Prerequisite: One 300-level course from the Social Justice area Sociology List B and completion of 745 credit hours, or permission of Department Head \*\*\*

MOTION to revise the description and prerequisite for SOC 460.

**SOC 460**

**3:3-0**

**Theoretical Perspectives on Development and the Environment**

This senior seminar is a capstone class in which students analyze and reflect upon the major theoretical issues in development and the environment.

\*\*\* Prerequisite: One 300-level course from the Development and the Environment area Sociology List C and completion of 745 credit hours, or permission of Department Head \*\*\*

MOTION to revise the description and prerequisite for SOC 480.

**SOC 480**

**3:3-0**

**Issues in Social Theory**

This senior seminar is a capstone class in which students analyze and reflect upon the major issues in the development of social theory.

\*\*\* Prerequisite: One 300-level course from the development of theory foundation Sociology List D and completion of 745 credit hours, or permission of Department Head \*\*\*

MOTION to revise the description and prerequisite for SOC 485.

**SOC 485**

**3:3-0**

**Sociological Imaginations**

This senior seminar is the a capstone class for sociology majors and is to be taken in the final year of the program. in which sStudents reflect upon and analyze and reflect upon the major theoretical issues in sociology.

\*\*\* Prerequisite: A declared major in Sociology and completion of 75 credit hours Two 300-level sociology courses or permission of the Department Head \*\*\*

*Rationale*

As a result of the department's self study for the 1999 unit review, and the final report and recommendations of the external review team, the department implemented a major revision of its program, including significant changes in the requirements for the major and honours programs. The impacts of these changes were carefully monitored and the successes and failures of the changes were discussed fully over the past few years. Key aspects of these changes have not worked out as expected and the department has decided that further refinements are required. The program requirements established after the unit review were based on some iffy assumptions and clear problems have emerged and

persisted. The department does not have sufficient academic staff comfortably to accommodate the requirements to meet student need. The department tried to enhance choice for students, but it appears we may have gone too far and as a result some students have completed the program without adequate grounding in the core of the discipline. The department created a number of new courses, or massaged existing courses with new titles and new descriptions believing they would attract students, yet many have failed to do so. The department made an effort to cover new and developing areas of the discipline in ways that, in retrospect, do not seem to have connected well with real world issues and the concerns of students. The capstone class experience has been unsatisfactory due to the courses often simply becoming advanced courses in the area rather than a culminating educational experience with a general disciplinary focus.

At a retreat in September 2009 the department met to address these concerns and to discuss possible remedies. As a result, these proposals for revision of the major and honours program were agreed to and passed formally at a subsequent department meeting.

The goal for majors is to ensure that they come out with a solid grounding in the core of the discipline, while maintaining as much choice as possible and retaining our area designations as guidelines for students for elective choices allowing the adoption of an area of modest concentration. The advantages here are clear. The major is simple and includes lots of choice (one-half of the hours are matters of choice). Students will continue to get a solid grounding in methodology. Students will also get a solid grounding in theory, since all majors will be required to take the core theory class, and, of course, be routinely exposed to the theory that is a part of all our courses, especially at the 300 and 400 levels. The 318 and 319 theory courses are renumbered at the 400 level, and will be accordingly upgraded, to emphasize the fact that they are advanced courses with a disciplinary focus. All majors will share a similar capstone experience with a clear disciplinary focus. Those fourth year capstone classes which proved attractive not only to our students, but to many outside the discipline, are retained but no longer have a capstone designation.

The proposed revision of the honours program, as one would expect, is based on less choice and more rigorous coverage of the discipline. It now includes 4 methodology courses, including now both quantitative and qualitative methods classes, and 3 theory courses including a required theory option at the 300 or 400 level. The department has also decided to remove the 1.5 credit hours formerly granted for each course in the honours seminar sequence, 400 and 401. Students will still be required to register in this sequence as a condition for completing the program, but will receive no credit hour recognition. This brings the honours seminar in line with the graduate seminar (800). During a major revision of the graduate program the department removed the 1.5 credit hours for enrolling in the graduate seminar, but retained the requirement that all graduate students must register in the graduate seminar for two semesters as a requirement for program completion. The honours and graduate seminars meet jointly once a week during the fall and winter semesters of each academic year. In addition to information and guidance sessions, the seminar often features reports from faculty members on their current research. As for the students, each honours student is required to make a



presentation of her/his honours paper proposal and each graduate student is required to make a presentation of her/his thesis proposal.

The program changes also include some proposed new courses. An important part of the department's mission, in addition to providing solid programs for students doing a major or an honours in the discipline, has always included a commitment of service to the university's larger educational mission. The department attempts to devise classes which are relevant to other programs and disciplines, providing service support to those programs. The department has always viewed itself as an interdisciplinary social science department and has retained that mandate in its title, in the social studies MA program, and in the routine interdisciplinary focus of most of its non-core courses. The department attempts to develop courses on key issues in the society in order to contribute to the general liberal arts education of students by encouraging skills in critical thinking, effective reading and writing, and informed engagement in civil society. The department attempts to develop courses which respond meaningfully to the pressing issues of our time, and which resonate with today's students and their intellectual concerns and personal learning goals. The new courses proposed are part of this mission. As the courses are approved and offered, they will be added to the appropriate area lists. Certain existing courses will be retired as future enrolment patterns become clear.

MOTION to create SOC 297.
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**SOC 297**

**3:3-0**

**The Sociology of Law**

A theoretical and practical analysis of sociological issues and contexts influencing the development, functioning, and effects of law in society. The development of the sociology of law will be located within the wider concerns of sociology and the distinctive features of modernity, the West and capitalism.

\*\*\* Prerequisite: Completion of 12 credit hours or permission of Department Head. \*\*\*

\* Note: SOC 100 is a required course for all Sociology majors. \*

\ *Rationale*

This fills a gap in the undergraduate program. Most departments of sociology have such a course, and there have been student requests for it. It enriches our Social Justice area. It is targeted to sociology majors and those undergraduates with an elective interest in the topic.

*Academic Limit*

40

*Program Implications*

It fills in the existing sociology undergraduate program and enriches our offerings in the area of Social Justice.

*Proposed Course Content*

Description:

This course will consider the relationship between law and society, analyzing law as an expression of cultural values, a reflection of social structure, and an instrument of social control and social change. These themes will be explored by focusing attention on the writings on law of Durkheim, Weber, Marx, and other contemporary authors in the sociological tradition.

Objectives:

To understand some of the specific characteristics of the manner in which sociologists study law as well as to explain some of the patterns and dynamics of law and society; to analyze the law as a social system; to analyze law in the social context; to analyze law as a mechanism for controlling behaviour and resolving disputes in society.

Outline of Topics:

1. Introduction to the Sociology of Law
  - Definition of Law
  - Definition of the Sociology of Law
  - Character and Methods of the Sociological Analysis of Law
  
2. Theories of Law in its Social Context
  - Structural Theories of Law: Durkheim, Law and Social Integration
  - Conflict Theories of Law: Weber, Law and Capitalism; Marx and Law; Foucault, Law and Discipline.
  
3. Analysis of the Law as a Social System
  - Social Organization of Law
  - Law as a Social interaction System
  - Law as a Discourse
  - Law as a Mechanism for Social Change
  
4. Relationship between Law and Social Processes
  - The Social Reality of Crime
  - Gender and the Law
  - Law and Racial and Ethnic Relations
  - Law and White Collar Crime
  - Law and Globalization

*Proposed texts and references*

Comac, Elizabeth (ed.) (2006) *Locating Law: Race/Class/Gender/Sexuality Connections*. Halifax: Fernwood Publishing.

Enan, W. M. (1990) *Social structure and Law*. Newbury Park, CA: Sage Publications.

Milanovic, Dragan (2003) *An Introduction to the Sociology of Law*. New Jersey: Criminal Justice Press.

Rach, A, Sharyn, L (2000) *The Sociology of Law, critical approaches to social control*. Scarborough: Thomson Nelson.

*Description, from library, of holdings in the area*

Approved: Course needs are adequately met by present collection.

*Instructors able to teach course*

Alfaro, Chow and Hurlbert

MOTION to create SOC 298.
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**SOC 298**

**3:3-0**

**The Sociology of Arts & Popular Culture**

A critical examination of selected themes in the sociology of the arts and popular culture in the West.

\*\*\* Prerequisite: Completion of 12 credit hours or permission of Department Head. \*\*\*

\* Note: SOC 100 is a required course for all Sociology majors. \*

*Rationale*

This fills a gap in the existing sociology program. Most sociology departments have such a course, and there have expressions of students interest in it. It is targeted to sociology majors and those undergraduate students with an elective interest in the area.

*Academic Limit*

40

*Program Implications*

It fills a gap in the existing undergraduate program and will enrich our offerings in the area of cultural studies.

*Proposed Course Content*

Course Description and Objectives:

This course focuses on selected themes in the sociology of the arts and popular culture. It examines sociological issues in the study of popular culture in contemporary western societies such as the production, distribution and reception of artistic and cultural production; how culture is influenced by class, gender, ethnicity and racial relations; and how these influences are reflected in various arts. Four key themes will be the focus of this course: (1) culture and domination; (2) culture and signification; (3) culture and practice, and (4) globalization and postmodernism.

Students will:

1. demonstrate an ability to apply the basic sociological terms, concepts and theories for analyzing art production and popular culture;
2. display basic knowledge of how popular culture reflects and contributes to social change;
3. develop and demonstrate knowledge of meaning in popular culture and how it can be sociologically problematic; and
4. apply a sociological approach to analyzing the creation, production, distribution and consumption of popular culture.

*Proposed texts and references*

Alexander, V. (2003) *Sociology of the Arts: Exploring Fine and Popular Forms*. Malden, Mass.: Blackwell.

Smith, Ph. (2001) *Cultural Theory: An Introduction*. Malden, Mass.: Blackwell.

Strinati, D. (2007) *An Introduction to Theories of Popular Culture*. New York: Routledge.

*Description, from library, of holdings in the area*

Approved: Present collection adequately meets the needs of the program.

*Instructors able to teach course*

Alfaro, Biezenski, Hayford, Magnan

MOTION to create SOC 299.
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**SOC 299** **3:3-0**

**The Sociology of Mental Illness**

An examination of the social patterns of risk for mental illness. A comparative and critical assessment of the sociological, psychological and biological models of explanation and intervention.

\*\*\* Prerequisite: Completion of 12 credit hours or permission of Department Head. \*\*\*

\* Note: SOC 100 is a required course for all Sociology majors. \*

*Rationale*

This fills a gap in the existing sociology program. Most sociology departments have such a course, and there have been expressions of students interest in it. It will fit well with our existing classes, 210: Social Structure and Personality and 207: The Nature/Nurture Debate. It is targeted to sociology majors and those undergraduate students with an elective interest in the area.

*Academic Limit*

40

*Program Implications*

It fills a gap in the existing undergraduate program and will enrich our offerings in the area of culture which focuses on the social impacts on human personality.

*Proposed Course Content*

Outline of topics:

Historical background

The Nature/Nurture debate

Sociological, Psychological and Biological models of human personality

Introduction to social epidemiology

Patterns of risk: prevalence studies of the 19<sup>th</sup> and 20<sup>th</sup> centuries; community integration studies of the 20<sup>th</sup> century; family dysfunction  
 Documented risk factors: poverty; stressful life events; traumatic life events; ongoing difficulties; vulnerability factors  
 The hegemony of biological determinism  
 Recent reconsiderations

**Proposed texts and references:**

R. Porter. *Madness: A Brief History*. London: Oxford, 2002.  
 Steven Rose. *The 21<sup>st</sup> Century Brain: explaining, mending and manipulating the mind*. London: Vintage, 2006.

T. J. Scheff. *Being Mentally Ill: A Sociological Theory*. Third edition. New York: Aldine, 1998.

Mark Tausig. *The Sociology of Mental Illness*. New York: Prentice Hall, 2003.

*Description, from library, of holdings in the area*

Database and electronic journals are more than adequate for meeting the needs of the new course. However, acquiring more recent books specifically on the sociology of mental illness would be an asset. Acquiring these resources should be possible within the current budget limits for monographs.

*Instructors able to teach course*

Professors Conway, Biezenski, Polster

**G. Faculty of Kinesiology and Health Studies**

MOTION to permit Arts students the option to complete a minor in Kinesiology.

**10.9 ACADEMIC PROGRAMS IN ARTS**

DEGREES
Bachelor of Arts (BA), §10.9.1
Bachelor of Arts Honours (BAHons), §10.9.2
Bachelor of Health Studies <sup>•○</sup> (BHS) §10.19
Bachelor of Human Justice (BHJ), §10.28.3
BA in Journalism (BAJ), §10.27
Bachelor of Journalism (BJ), §10.27
BA in Police Studies (BAPS), §10.28
BA in Resource & Environmental Studies <sup>•†</sup> §10.9.7
Bachelor of Francophone Studies <sup>*</sup> §10.9.8
MAJORS
Anthropology §10.12
Chinese §10.25
Cree Language Studies <sup>•</sup> §10.22
Cree Language Oracy <sup>•</sup> §10.22
Cree Language Literacy <sup>•</sup> §10.22
Economics §10.15
Economics and Society §10.15
English §10.16
French §10.17
Geography §10.18
German §10.25
History §10.20
Indigenous Studies <sup>•</sup> §10.23

International Studies §10.25 Japanese §10.25.8 Linguistics* §10.22 Justice Studies §10.28 Philosophy §10.30 Political Science §10.31 Prairie Studies §10.33 Psychology §10.34 Religious Studies §10.35 Saulteaux Language Studies* §10.22 Saulteaux Language Oracy* §10.22 Saulteaux Language Literacy* §10.22 Sociology §10.38 Spanish §10.25 Urban History §10.20 Women's and Gender Studies §10.39
<b>COMBINED MAJORS</b>
Economics and Business Administration §10.15 Economics and Geography §§10.15, 10.18 Economics and History §§10.15, 10.20
<b>MINORS</b>
Catholic Studies* §10.14 Classical Studies §10.30.5 Chinese Studies §10.26.7 <u>Kinesiology §TBD</u> Nakota Language Studies* §10.22 Science & Technology Studies §10.34 Most subjects listed as majors and those offered by the Faculties of Fine Arts and Science are available as minors. Exceptions are Economics and Society, International Studies, Justice Studies and Urban History.
<b>PRE-PROFESSIONAL PROGRAMS</b>
Pre-professional programs for University of Regina degrees: Pre-Journalism §10.27.2 Pre-Police Studies §10.28.6.1 For information on transfer and qualifying programs for degrees offered by other universities (e.g. pre-medicine, pre-law, pre-occupational therapy, pre-pharmacy, etc.) refer to §19.
<b>CERTIFICATES</b>
<b>Advanced Certificates:</b> Arts §10.9.9                      Justice Studies §10.9.11 Criminal and Restorative      Police Studies §10.9.12 Justice (CPS) §10.28.4 <b>Bachelor of Arts Honours Certificate §10.9.13</b> <b>Certificates:</b> Chinese §10.25                      Intercultural Leadership* §10.24 Economics §10.15                  International Studies §10.25 French §10.9.15                      Japanese §10.25 German §10.25                        Liberal Arts §10.29 Indian Communication Arts* §10.21 Spanish §10.25
<b>DIPLOMA</b>
Liberal Arts §10.29

Offered jointly with:

- \*Campion College
- First Nations University of Canada.
- †Institut français
- Faculty of Kinesiology & Health Studies
- †SIAST

Program outlines are available on the web at [www.arts.uregina.ca/current-students](http://www.arts.uregina.ca/current-students)

### *Rationale*

Due to curriculum renewal in the Faculty of Kinesiology and Health Studies, a minor is now available for students in other Faculties. Current regulations in Arts limit students to completing minors from within only the Faculties of Arts, Science and Fine Arts.

### **H. International Studies Program**

MOTION to renumber all courses offered by the International Studies Program (including ASIA, DEVS, ES, INAF, INTL and LAS) as follows:

#### **Proposed number scheme**

x00-X09	General
x10-x019	Asian Studies
x20-x029	Development Studies
x30-x39	European Studies
x40-x49	International Affairs
x50-x59	Latin American Studies
x90	Special Topics
391	Internship
x96	Field courses
498	Honours Paper 1
499	Honours Paper 2

#### **New Course      Former Course**

IS 100	<del>INTL 100</del>
IS 210	<del>ASIA 200</del>
IS 230	<del>ES 200</del>
IS 250	<del>LAS 200</del>
IS 300	<del>INTL 300</del>
IS 310AA-ZZ	<del>ASIA 306AA-ZZ</del>
IS 390AA-ZZ	<del>INTL 390AA-ZZ</del>
IS 391	<del>INTL 391</del>
	<del>ASIA 390AA-ZZ</del>
IS 400	<del>INTL 400</del>
IS 410	<del>ASIA 400</del>
IS 420	<del>DEVS 400</del>
IS 430	<del>ES 400</del>
IS 440	<del>INAF 400</del>
IS 450	<del>LAS 400</del>
<u>IS 490AA-ZZ</u>	<del>LAS 490AA-ZZ</del>
IS 498	<del>ASIA 410, DEVS 401, ES 401, INAF 401</del>
IS 499	<del>ASIA 420, DEVS 402, ES 402, INAF 402</del>

### *Rationale*

This renumbering unifies the course offerings of the International Studies program by grouping them together in the *Course Catalog* <sic> and so more readily reflecting the range of the program's course offerings. This should also increase the program's profile.

MOTION to revise the course titles, descriptions and prerequisites as outlined below.

**IS 410**

**3:3-0**

**Research Seminar-Advanced Topics in Asian Studies**

This seminar course examines political, historical, economic and cultural developments throughout Asia from a transnational and interdisciplinary perspective. Students will discuss and carry out research integrating insights from Asian studies, as well as considering Asian interactions with the rest of the world.

~~An interdisciplinary seminar where students and professors both present and discuss research on Asia and relevant research methods.~~

\*\*\* Prerequisite: ASIA 200 or IS 210 or completion of 75 credit hours or permission of the International Studies Program Coordinator. \*\*\*

~~\*\* Permission of the Coordinator of International Studies is required to register. \*\*~~

**IS 420**

**3:3-0**

**Advanced Topics in International Transdisciplinary Dialogues on Development**

This seminar course examines critical perspectives of international development. Topics include, among others, strategies to alleviate poverty, population growth and scarcity, urbanization, land rights, microfinance, displacement and development refugees, environmental sustainability, and the role of civil society in development.

\*\*\* Prerequisites: Any one of ECON 311, GEOG 316, HJ 353, SOC 314, PSCI 344 and completion of 75 credit hours, or permission of the International Studies Coordinator. \*\*\*

~~An interdisciplinary seminar where students and professors both present and discuss research on Development Studies and relevant emergent topics from the literature and research methods.~~

~~\*\* Permission of the Coordinator of International Studies is required to register. \*\*~~

**IS 440**

**3:3-0**

**Advanced Topics in International Affairs Capstone Seminar**

This seminar course studies major contemporary issues in international affairs within the framework of main relevant theories. The objective is to develop a good understanding of how the political, economic, social and cultural aspects of international issues are interrelated.

~~The course is a required capstone course for INTL students specializing in International Affairs. It studies major contemporary issues in international affairs within the framework of main relevant theories. The objective is to develop a good understanding of how the political, economic, social and cultural aspects of international issues are interrelated.~~

~~\*\*\* Prerequisite: Completion of 18 credit hours in the International Affairs concentration or permission of the International Studies Program Coordinator \*\*\*~~

**IS 430**

**3:3-0**

**Advanced Topics Capstone Course in European Studies**



This seminar course consolidates an understanding of the essential characteristics of contemporary and emergent cultural, economic and political life in Europe. In particular, the character and impact of European integration on historically differentiated member states will be considered. The significance of European contributions to the world community will also be examined.

\*\*\* Prerequisite: ES 200 or IS 230 and completion of 75 credit hours, or permission of the International Studies Program Coordinator. \*\*\*

~~\*\* Permission of the Coordinator is required to register. \*\*~~

**IS 250** **3:3-0**

**Introduction to Latin American Studies**

The course is an interdisciplinary introduction to the principal historic and contemporary features of Latin America. It explores both diverse and common social, political, economic and cultural institutions of Latin American countries. Topics include, among others, colonialism, imperialism, development, democracy, regionalism and globalization.

~~An overview of Latin America from the 15th century to the present and of the social, political, and cultural institutions of Spain and Portugal in America. Emphasis on the demographic trends, regional diversity, and cultural centres that have created the Latin America of today.~~

\*\*\* Prerequisite: Completion of 15 credit hours \*\*\*

**IS 450** **3:3-0**

**Advanced Topics Capstone Course in Latin American Studies**

This seminar course examines major contemporary issues in the political, social, economic and cultural life of Latin America from a transnational and interdisciplinary perspective. Specific topics may vary but each will address broad questions pertinent to creating a better understanding of the region.

\*\*\* Prerequisites: LAS 200 or IS 250 and completion of 75 credit hours, or permission of the International Studies Program Coordinator. \*\*\*

~~An advanced seminar examining major issues in Latin American Studies that transcend national boundaries. Although specific topics will vary, each will address broad questions of a diachronic nature, thereby, consolidating an interdisciplinary understanding of the material covered in the program.~~

~~\*\* Permission of the Coordinator is required to register. \*\*~~

*Rationale*

The revised course titles and descriptions better reflect how these courses have actually been taught. Adding clear prerequisites will provide transparency and facilitate online registration in these courses.

MOTION to create IS 490AA-ZZ.

**IS 490AA-ZZ** **3:3-0**  
**Selected Topics in International Studies**

A seminar course in current topics in International Studies.  
\*\*\* Prerequisite: IS 100 and completion of 60 credit hours. \*\*\*

*Rationale*

This creates a special topics course at the 400-level for all concentrations in the International Studies program.

MOTION to create IS 498 and 499.

**IS 498**

**3:3-0**

**Honours Paper in International Studies I**

Students work towards an Honours Paper in their area of concentration under the supervision of a faculty member. Students must submit a proposal at the end of the semester.

\*\*\* Permission of the Coordinator of the International Studies Program is required to register. \*\*\*

**IS 499**

**3:3-0**

**Honours Paper in International Studies II**

Students write an Honours Paper under the supervision of a faculty member. Students must submit an extensive research paper based on their proposal in IS 498.

\*\*\* Prerequisite: IS 498 with a minimum grade of 75% \*\*\*

*Rationale*

These courses replace the concentration-specific honours paper courses.

MOTION to add the following courses to the list of approved electives for the concentrations that follow:

Asian Studies

ARTH 374

RLST 209

European Studies / Culture and Literature

ENGL 301

HIST 286, 480

THEA 351, 352, 353, 354

Development Studies

ECON 308, 363

International Affairs / International Economics and Political Economy

ECON 308

International Affairs / International Politics, Security and Organization

HIST 286

International Affairs / Culture and International Affairs  
JRN 415

*Rationale*

These courses fit into the International Studies Program. They will expand the range of approved electives available to International Studies students.

**I. Liberal Arts programs**

MOTION to remove the restriction that these programs must be completed within the first 45 and 75 credit hours, respectively, attempted by students.

**10.29 LIBERAL ARTS**

**10.29.1 LIBERAL ARTS CERTIFICATE**

The Certificate is designed to recognize students who, during their first year of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade.

The Certificate is available to any student registered at the University of Regina. To be eligible, students must have completed (and/or received transfer credit) for 10 University of Regina courses (30 credit hours). The 10 courses must include at least the following:

Credit hours	Liberal Arts Certificate, required courses	Student's record of courses completed
3.0	ENGL 100	
3.0	A natural science course with laboratory work (for a list of eligible courses see §10.9.1.1)	
3.0 3.0	Two courses, in different subject areas, from List A of the core requirements	
3.0 3.0	Two courses, in different subject areas, from List B of the core requirements	
12.0	Four elective courses	
<b>30.0</b>	<b>Total: 60% PGPA required</b>	

Eligibility further requires that students have:

taken at the University of Regina at least 50% of the 10 courses used to satisfy the requirements for the certificate; and completed (or received transfer credit for) the required 10 courses within the first 45 credit hours of courses taken (or granted transfer credit) at the University of Regina.

**10.29.2 LIBERAL ARTS DIPLOMA**

The Diploma is designed to recognize students who, during their first two years of university-level studies, have followed a curriculum consistent with the liberal-arts tradition. In this tradition, with roots in classical antiquity, students are introduced to a relatively wide range of subjects in order to acquire knowledge and intellectual capacities that are general to all walks of life, rather than specific to a particular profession or trade. The Diploma also encourages students to find a field of student that most excites their curiosity and to begin development a deeper understanding of that field.

The Diploma is available to any student registered at the University of Regina. To be eligible, students must have successfully completed (and/or received transfer credit for) 20 University of Regina courses (60 credit hours). Eligibility further requires that students have:

- satisfied the core requirements for a Bachelor of Arts degree, as define in §10.9.1.1 of the Undergraduate Calendar;
- successfully completed (or received transfer credit for) a set of courses capable of satisfying the requirements for any minor defined within the Faculty of Arts portion of the Undergraduate Calendar;
- taken at the University of Regina at least 50% of the 20 courses used to satisfy the requirements of the diploma;
- attained a PGPA of at least 60% in the 20 courses used to satisfy the requirements of the diploma; and
- completed (or received transfer credit for) the required 20 courses within the first 75 credit hours of courses taken (or granted transfer credit) at the University of Regina.

Credit hours	Liberal Arts Diploma, required courses	Student's record of courses completed
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3.0	ENGL 100	
3.0	ENGL 110	
3.0	One course in logic or math	
3.0	Any two courses in the same language other than English	
3.0		
3.0	One course from List A*	
3.0	One course from List B*	
3.0	One course in fine arts*	
3.0	One natural science course with a laboratory*	
3.0	One course in a new subject in Arts, Fine Arts, or Science, excluding HJ or JRN.*	
3.0	One course in a new subject in Arts, Fine Arts, or Science, excluding HJ or JRN.*	
18.0 – 24.0	Any minor concentration offered by the Faculty of Arts §10.9	
3.0-9.0	One to three elective courses	
<b>60.0</b>	<b>Total: 60% PGPA required</b>	
<b>Note: The six courses marked * must all be in different subjects. Some requirements may be met by courses in the major and minor subjects.</b>		
Note: Must be completed within the first 75 credit hours at the University of Regina		

### Rationale

The credit hour limits for the Liberal Arts Certificate and Diploma were first identified as a means to encourage students to complete the core requirements for the Bachelor of Arts early on in their academic studies. An unexpected consequence of the credit hour restriction was to exclude students who came to CCE or Arts after exploring other programs at the University of Regina and who had already successfully completed 15 credit hours before being admitted to the Liberal Arts Certificate or Diploma. In such cases, students would not have been able to complete the requirements for the Certificate or Diploma within the credit hour stipulations. Since the Liberal Arts Certificate and Diploma are gaining interest for a variety of student populations both as stand-alone programs as well as concurrent programs with other degrees, it is recommended that the credit hour restrictions within which students must complete these programs be dropped to ensure these programs are accessible to students at all stages of their academic progress. This change makes both of these programs more consistent with the other certificate and diploma offerings at the University of Regina.

### J. Indian Health Studies

MOTION to revise the title of INHS 100, 101, 200 and 210 to replace the word “Indian” with “Indigenous.”

<b>INHS</b>	<b><u>Indian-Indigenous</u> Health Studies</b>
<b>Faculty of Arts</b>	<b>Department of Science – First Nations University of Canada</b>

**INHS 100**

**3:3-0**

**Introduction to Indian-Indigenous Health Studies I**

Introduction to health science emphasizing Indian-Indigenous perspectives. Topics: history of health and health care, theories of health, personal health, consumerism, interpreting health information and statistics, health careers.

**INHS 101** **3:3-0**

**Introduction to ~~Indian-Indigenous~~ Health Studies II**

Introduction to health science emphasizing ~~Indian-Indigenous~~ perspectives. Topics: organization of health services, mental health, nutrition, fitness, sexuality, human relationships, substance abuse, communicable and chronic disease, aging, environmental health, ethical issues.

\*\*\* Prerequisite: INHS 100 \*\*\*

**INHS 200** **3:3-0**

**Traditional ~~Indian-Indigenous~~ Health Concepts**

Traditional health concepts of aboriginal peoples, emphasizing the aboriginal peoples of North America. The history, evolution, and relevance of traditional beliefs to contemporary health care and health issues are explored.

\*\*\* Prerequisite: INHS 100 and 101 or two INDG courses \*\*\*

**INHS 210** **3:3-0**

**Contemporary Issues in ~~Indian-Indigenous~~ Health**

An in-depth examination of contemporary issues in ~~Indian-Indigenous~~ health including community planning, major health issues, government policy, ~~Indian-Indigenous~~ control of health care, human resource development, and alternative models of delivery.

\*\*\* Prerequisite: INHS 100 and INHS 101 \*\*\*

*Rationale*

Indian is no longer a term that is relevant for many communities and is a term quite unique to Canada via the Indian Act. It excludes other Indigenous populations including Metis and Inuit people. Given the global nature of health and health related issues, it is our desire to include First Peoples and their descendants from around the world as we examine complex health issues and underlying causes. Indigenous is an accepted term that refers to all First Peoples' and their descendants around the globe and we feel is more inclusive and representative of the issues we explore.

**K. Department of Indigenous Studies**

MOTION to revise INDG 100.

**INDG 100** **3:3-0**

**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 present. end of the historic treaty period.

~~\* Note: INDG 100 and INDG 101 can be taken concurrently with permission of the Department Head.\*~~

*Rationale*

INDG 101 is to be amalgamated into the revised course.

MOTION to delete INDG 101 and to create INDG 201.

**INDG ~~201~~** **3:3-0**

**Introduction to Contemporary Indigenous Issues Studies II**

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

\*\*\* Prerequisite: INDG 100 or permission of Department Head \*\*\*

~~\* Note: INDG 100 and INDG 101 can be taken concurrently with permission of the Department Head.\*~~

*Rationale*

This course replaces the largely historical approach of the previous INDG 101 with a thematic approach to understanding current Indigenous issues in Canada and internationally. This will be a requirement for the major and minor in Indigenous Studies.

MOTION to revise the prerequisites for INDG 200, 208, 210, 215, 216, 218, 219, 221, 222, 224, 225, 228, 229, 232, 234, 236, 238, 258, 270, 280, 281 and 282 from “INDG 100 and 101” to “INDG 100 or permission of Department Head.”

*Rationale*

This motion reflects the elimination of INDG 101.

MOTION to revise the BA Major, Honours Major and Minor in Indigenous Studies.

**10.23.1 BA MAJOR IN INDIGENOUS STUDIES**

Credit hours	BA Indigenous Studies major, required courses	Student's record of courses completed
<b>Major Requirements</b>		
3.0	INDG 100	
3.0	INDG 2401	
3.0	One of INDG 208, 210, 215, 216, 218, 219, 221, 222	
3.0	One of INDG 224 or 225	
3.0	One of INDG 228 or 229	
3.0	One of INDG 280, 281, 282	
3.0	Six INDG courses at or above the 200-level	
3.0		
3.0		
3.0		
3.0		
3.0		
3.0	Two 300-level INDG courses	
3.0		
3.0	One 400-level INDG course	
<b>45.0</b>	<b>Subtotal: 65% major GPA required</b>	
<b>Arts Core Requirements</b>		
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Any two language courses in the same language other than English	
3.0		
3.0	One course in logic or math	
3.0	One course from List A*	
3.0	One course in fine arts*	
3.0	One natural science course with a lab*	
3.0	One course in a new subject in arts, fine arts, or science, excluding HJ or JRN*	
3.0	One course in a new subject in arts, fine arts, or science, excluding HJ or JRN*	
The courses marked * must all be in different subjects. Remaining core requirements (List B) are fulfilled by major courses. Refer to §10.9.1.1 for detailed information on the Arts Core Requirements.		
<b>30.0</b>	<b>Subtotal</b>	
<b>Open Electives</b>		

<b>45.0</b>	15 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
<b>120.0</b>	<b>Total: 60% PGPA required</b>	

A minimum of 45 credit hours in Indigenous Studies is required for the BA degree. Credit in Indigenous Studies may be obtained by taking INCA 283.

### 10.23.2 HONOURS MAJOR IN INDIGENOUS STUDIES

Students interested in the honours degree program are strongly urged to consult the head of the Indigenous Studies Department by the end of the second year of course work.

<b>Credit hours</b>	<b>BA Indigenous Studies Honours major, required courses</b>	<b>Student's record of courses completed</b>
<b>Honours Major Requirements</b>		
3.0	INDG 100	
3.0	INDG 2401	
3.0	INDG 228	
3.0	INDG 229	
3.0	INDG 234	
3.0	INDG 380	
3.0	INDG 490	
3.0	INDG 491	
3.0	One of INDG 208, 210, 215, 216, 218, 219, 221, 222	
3.0	One of INDG 224 or 225	
3.0	One of INDG 280, 281, 282	
3.0	Four INDG courses at or above the 200-level	
3.0		
3.0		
3.0		
3.0	Three 300-level INDG courses	
3.0		
3.0		
3.0	Two 400-level INDG courses	
3.0		
<b>60.0</b>	<b>Subtotal: 75% major GPA required</b>	
<b>Arts Core Requirements</b>		
<b>30.0</b>	Same as stated above for the BA in Indigenous Studies.	
<b>Open Electives</b>		
<b>30.0</b>	10 elective courses	
A maximum of 14 introductory-level courses is permitted in the BA, refer to §10.7.4. Electives may be used to complete optional minor(s).		
<b>120.0</b>	<b>Total: 70% PGPA required</b>	

### 10.23.3 MINOR IN INDIGENOUS STUDIES

<b>Credit hours</b>	<b>Indigenous Studies minor, required courses</b>	<b>Student's record of courses completed</b>
3.0	INDG 100	
3.0	INDG 2401	
3.0	One of INDG 208, 210, 215, 216, 218, 219, 221, 222	
3.0	One of INDG 224, 232, 234, 236, 238, 258	
3.0	INDG course	
3.0	INDG course	
<b>18.0</b>	<b>INDG Minor – 65% GPA required</b>	

#### *Rationale*

This reflects the above course changes.

## L. Department of French

MOTION to revise the prerequisite for FRLS 116 and 119.

Les cours FRLS s'adressent uniquement aux étudiants acceptés dans le programme du Certificat en français langue seconde.

FRLS courses are restricted to students who have been accepted into the Certificate in French as a Second Language program. This program is for students who already have a basic knowledge of French. Evaluation of applications is based primarily on a written pre-registration assessment ([http://uregina.ca/LRC/fpt\\_form.htm](http://uregina.ca/LRC/fpt_form.htm)) and an oral proficiency test. Qualified applicants will normally have completed Grade 12 core French, FR 101 or FR 102 and be at the entry level for FR 113. For more information see the University of Regina *Undergraduate Calendar*.

### **FRLS 116**

**2:6-6**

#### **Principes et production du français oral 1 - Principles and Production of Oral French 1**

Des documents culturels authentiques (audio, audio-visuels écrits) servent de point de départ à l'élargissement du vocabulaire et au développement de la compréhension et de l'expression orales. Audio-visual, audio and written authentic cultural documents are the starting point for vocabulary expansion, and for the development of oral comprehension and expression.

~~\*\*\* Préalable: Avant de s'inscrire, l'étudiant doit avoir une lettre d'acceptation aux Certificat en Français Langue Seconde. \*\*\* test de placement, et 12e année français de base ou FR 102, ou permission du chef de département.\*\*\*~~

~~\*\*\* Cours concomitant: FRLS 119 \*\*\*~~

~~\*\* Pour s'inscrire, il faut avoir la permission de l'Institut français. \*\*~~

\* Note: anciennement FRLI 200. L'étudiant ne peut pas recevoir des crédits à la fois pour FRLS 116 et FRLI 200. \*

~~\*\*\* Prerequisite: Prior to registering, students must have received a letter of acceptance to the Certificate in French as a Second Language. \*\*\*  
Placement test, and Grade 12 Core French or FR 102, or permission of Department Head.\*\*\*~~

~~\*\*\* Corequisite: FRLS 119 \*\*\*~~

~~\*\* Permission of the Institut français is required to register. \*\*~~

\* Note: Formerly numbered FRLI 200. Students may not receive credit for both FRLS 116 and FRLI 200. \*

### **FRLS 119**

**3:9-3**

#### **Grammaire et rédaction 1 - Grammar and Writing 1**

Cours intensif avec accent sur l'étude et l'application de la grammaire du français écrit. Principes fondamentaux de la rédaction en français. Exercices de rédaction.

Intensive course with emphasis on the study and application of the grammar of written French fundamentals of writing in French, and composition exercises.

~~\*\*\* Préalable: Avant de s'inscrire, l'étudiant doit avoir obtenu une lettre d'acceptation. \*\*\*. test de placement, et 12e année français de base ou FR 102, ou permission du chef de département.\*\*\*~~

~~\*\*\* Cours concomitant: FRLST 116 \*\*\*~~

\* Note: L'étudiant ne peut pas recevoir des crédits à la fois pour FRLS 119 et FR 113. \*



\*\*\* Prerequisite: Prior to registering, students must have received a letter of acceptance. Placement test, and Grade 12 Core French or FR 102, or permission of Department Head\*\*\*

\*\*\* Corequisite: FRLST 116 \*\*\*

\* Note: Students may not receive credit for FRLS 119 and FR 113. \*

### *Rationale*

This clarifies the prerequisite for these two courses and reflects current practice.

## **M. Policy on Prior Learning Assessment & Recognition**

MOTION to approve the following policy recognizing student's prior learning.

In consultation with appropriate members of Departments/Programs, the Faculty of Arts may evaluate and grant credit for qualifying informal learning up to a maximum of 15 credit hours. Credit may be granted on a case by case basis and according to the Recognition of Prior Learning (RPL) assessment process. Credit will only be awarded for demonstrated learning which includes knowledge, skills and abilities. It will not be awarded for experience alone.

The University of Regina processes used for evaluating prior learning include:

- a) assessment of educational documents
- b) assessment of portfolios that identify and verify prior learning

Granting credit under a) the assessment of educational documents is addressed in the University Calendar (see sections 2.4.2 and 10.3.1).

The procedure for assessment of portfolios (b) is as follows. Credit may be granted as elective transfer credit, as credit specific to courses in the Faculty of Arts, or as a combination of both up (i.e., Level credit in a particular discipline) to the maximum of 15 credit hours that may be used toward any program offered by the Faculty of Arts.

In the case of elective transfer credit, two faculty members, from relevant disciplines in the Faculty of Arts, will be asked by the Associate Dean (Undergraduate) or the federated college Dean or designate to evaluate a portfolio supplied by a student who is seeking such credit.

In the case of course-specific credit, the Associate Dean (Undergraduate) or the federated college Dean or designate will ask the Head/Coordinator of the applicable Department/Programs to consult with one or more content specialists and to evaluate a portfolio supplied by a student seeking credit for that course. Credit will be awarded for demonstrated learning equivalent to the standards of the specific course(s) as required by the Departments/Programs in which the credit is sought.

An individual interested in seeking credit for prior learning is strongly encouraged to contact the RPL Centre (see: <http://www.uregina.ca/rpl>) or an academic advisor in the Faculty of Arts or federated college The RPL Mentor or Faculty of Arts Academic Advisors will assist students with the process to facilitate a focused application. The

approval of credit is at the discretion of the Associate Dean (Undergraduate) or the federated college Dean or designate.

Report of the  
*Community Research Unit's Coordinator*  
To the meeting of Faculty Council  
Wednesday, 18 November 2009

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### **Making the Links: Community Engaged Research in Regina**

The Community Research Unit successfully hosted the public symposium **Making the Links: Community Engaged Research in Regina** on October 20, 2009. This symposium was attended by approximately 100 participants from a diverse range of university disciplines and community organizations. Participants were able to learn more about the CRU and our projects, network with like-minded people and explore community research needs and ideas. Some of the ideas from the symposium that the CRU will be working on in the coming months include collaborative research on housing issues, addressing the need for program evaluation research, and CRU input re: community engaged scholarship in the university's faculty performance review policy.

The summary report is available at <http://dspace.cc.uregina.ca/dspace/handle/10294/2700>

### **Committee on Community Service-Learning**

Based on one of the recommendations of our evaluation of the Arts CARES 2009 program, the CRU has created a committee on community service-learning (CSL). This committee will be supported by the CRU and its members include representatives from all partners groups involved in CSL/Arts CARES: instructors/faculty members, organizers/staff, community organization staff and students. This committee will help the CRU plan Arts CARES 2010, work on the recommendations of our evaluation report and encourage the expansion of CSL in the Faculty of Arts.

Arts CARES 2010 will be held from February 16-19, 2009. We will be including 6-7 classes as a part of the program, and accepting up to 40 students.

Questions or comments about this committee, or any of the CRU's work, can be directed to the Coordinator (585-4084, [yolanda.hansen@uregina.ca](mailto:yolanda.hansen@uregina.ca)).