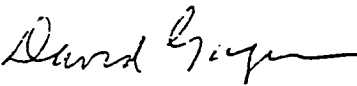


SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

From: D. Gagan, Chair 
Senate Committee on Academic Planning

Subject: Faculty of Arts -
Curriculum revisions

Date: November 12, 1996

Action undertaken by the Senate Committee on Undergraduate Studies and the Senate Committee on Academic Planning gives rise to the following motions:

Motions:

"that Senate approve and recommend approval to the Board of Governors the curriculum revisions for the Faculty of Arts as set forth in S.96-74 as follows:

- 1) S.96-74b School for the Contemporary Arts
Proposed New Programs:
Minor in Art and Culture Studies
Joint Major in Art and Culture Studies and Anthropology
Joint Major in Art and Culture Studies and Sociology
- 2) S.96-74h Department of French
Proposed Joint Major in Humanities and French
- 3) S.96-74m Department of Political Science
Proposed New Joint Major Programs
Joint Major in Political Science and Economics
Joint Major in Political Science and Women's Studies
- 4) S.96-74o Department of Sociology/Anthropology
Proposed Joint Major in Anthropology and Archaeology
- 5) S.96-74q Proposed Integrated Studies Program within
the BGS Degree"

For Information:

Acting under delegated authority of Senate, SCUS approved revisions as set forth in S.96-74

- a) Community Economic Development
- b) School for the Contemporary Arts
- c) School of Criminology
- d) Department of Economics
- e) Department of English
- f) Family Studies Certificate
- g) First Nations Studies
- h) Department of French
- i) Department of Geography
- j) Department of History
- k) Humanities Program
- l) Department of Linguistics
- m) Department of Political Science
- n) Department of Psychology
- o) Department of Sociology/Anthropology
- p) Department of Women's Studies

In all cases agreement has been reached between the Faculty and the Library in the assessment of library costs associated with new courses.

Any Senator wishing to consult the full report of curriculum revisions within the Faculty of Arts should contact Bobbie Grant, Senate Assistant at 291-3168 or e-mail bgrant@sfu.ca

FOR INFORMATION

a) Community Economic Development

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

New courses:

CED 410-4 Special Topics in Community Economic
Development

CED 412-4 Directed Studies in Community Economic
Development

Credit hour changes: CED 400, 401, 403, 404 - from 5 to 4

Course name changes: CED 400, 401

Change of electives for PBD

SCUS Reference: SCUS 96 - 16
SCUS Reference: SCUS 96 - 48
SCAP Reference: SCAP 96-51 b)

b) School for the Contemporary Arts

FOR APPROVAL

Proposed new programs

Minor in Art and Culture Studies

Joint Major in Art and Culture Studies and Anthropology

Joint Major in Art and Culture Studies and Sociology

FOR INFORMATION

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Course changes: FPA 111, 129, 136, 137, 211, 216, 313, 326, 327,
379, 411, 412, 426, 453

Change of program title from 'Critical Studies in the Arts' to
'Art and Culture Studies'

Change of course options within program requirements for
the Art and Culture Studies Major Program

Irregular admission for FPA 229-3 WWW course "Dancing in
Cyberspace" for 97-1.

NEW PROGRAM PROPOSAL **THE SCHOOL FOR THE CONTEMPORARY ARTS**

Summary: Proposal for a Minor Program in Art and Culture Studies

RATIONALE:

The Art and Culture minor program will offer students from across the University an opportunity to extend their knowledge of contemporary art and culture within a cohesive minor program. It will enrich a lifelong interest in the arts, while exposing students to the academic challenges of thinking about art and culture. Since the minor program is focused on the fine and performing arts, it would complement other major programs in the Faculty of Arts, for example English, Women's Studies, Sociology, or Anthropology, to name a few. It may also interest students majoring in, for example, Computing Science, Communication, or Business Administration.

Please note that this program does not entail the introduction of new courses.

Calendar Description

The minor program in Art and Culture Studies in the School for the Contemporary Arts is designed for students who want to develop their understanding of the fine and performing arts. The program includes courses in the history or analysis of dance, film, music, theatre or visual art. The minor program complements other programs of study, while fostering and enriching a lifelong interest in the arts.

Lower Division Requirements

Students are required to complete a minimum of 12 credit hours, as follows.

Interdisciplinary Theory Core Courses

both of

- FPA 111-3 Issues in the Fine and Performing Arts
- 216-3 Introduction to the Fine and Performing Arts in Canada

plus two of the following, one of which must be a history or theory course:

- FPA 104-3 Music Fundamentals
- 120-3 Introduction to Contemporary Dance
- 121-3 Contemporary Dance Fundamentals
- 124-3 Dance Improvisation
- 127-3 History of Dance: Origins to the 20th Century
- 129-3 Fundamental Integration of Human Movement
- 136-3 The History and Aesthetics of Cinema I
- 137-3 The History and Aesthetics of Cinema II
- 140-3 Music in the 20th Century
- 141-3 Introduction to Music Performance
- 145-3 Introduction to Music Composition and Theory

- 147-3 Introduction to Electroacoustic Music
- 151-3 Introduction to Acting I
- 152-3 Introduction to Acting II
- 160-3 Introductory Studio in Visual Art I
- 161-3 Introductory Studio in Visual Art II
- 163-3 Issues in Spatial Presentation
- 166-3 History of Art: Ancient to Renaissance
- 167-3 History of Art: Renaissance to Modern
- 168-3 History of Art: 20th Century
- 170-3 Introduction to Technical Theatre
- 171-3 Stage and Production Management
- 211-3 Introduction to Contemporary Theory in the Arts
- 227-3 History of Dance: The 20th Century
- 236-3 Cinema in Canada
- 237-3 Selected Topics in Film and Video Studies
- 242-3 Western Music in the 17th Through 19th Centuries
- 243-3 Gamelan I
- 257-3 Foundations of Theatre I
- 258-3 Foundations of Theatre II
- 270-3 Technical Theatre
- 290-3 Video Production I

Upper Division Requirements

A minimum of 15 credit hours must be completed as follows.

Three courses must be completed from the following:

- FPA 310-5 The Arts in Context: The Renaissance
- 311-5 The Arts in Context: Selected Topics
- 312-5 The Arts in Context: Baroque and Enlightenment
- 313-5 The Arts in Context: **Enlightenment** and Romanticism
- 314-5 The Arts in Context: Modernism
- 315-5 The Arts in Context: The Contemporary Period
- 411-5 Selected Topics in Contemporary Theory
- 412-5 Advanced Seminar in Art and Culture Studies

NEW PROGRAM PROPOSAL
THE SCHOOL FOR THE CONTEMPORARY ARTS
and
SOCIOLOGY AND ANTHROPOLOGY

Summary: Proposal for joint majors in Art and Culture Studies and Anthropology, and Art and Culture Studies and Sociology

RATIONALE:

These joint major initiatives respond to an emerging interest in interdisciplinary studies among faculty and students at Simon Fraser University and elsewhere.

The proposed joint major in Art and Culture Studies and Anthropology is designed to link anthropological theories and methodologies focused on intra and inter cultural relations among diverse human communities, with studies of the arts and their relationship to the social and cultural contexts in which they develop.

The proposed joint major in Art and Culture Studies and Sociology facilitates the interdisciplinary consideration of global and local political and economic systems and institutions, and policy environments, in relation to the arts.

For students beginning with an interest in Sociology or Anthropology, these joint major programs offer opportunities to pursue interests in the fine and performing arts, and debates surrounding aesthetics, representation and culture. Media such as video are increasingly utilized as effective research tools and reporting mechanisms in qualitative research, and the joint major programs allow students the opportunity to begin developing these skills.

For students beginning with an interest in Art and Culture, these joint major programs offer opportunities to broaden and deepen their analyses of cultural diversity and inter cultural relations, and of political and economic processes in the contemporary world, and to obtain training in qualitative and quantitative social science research methodologies.

Graduates of these joint major programs will be well prepared to pursue graduate studies in specific disciplinary and/or innovative interdisciplinary programs. Students will also be equipped with skills that are in demand in fields such as cultural policy development and administration, research, intercultural communications, performance and exhibition. These joint majors also offer a comprehensive general education and preparation for multiculturally aware, creative scholarship.

Please note that these joint major programs make use of existing courses and do not entail the introduction of any new courses.

The program requirements for these joint majors will be published in the Sociology and Anthropology section of the calendar, under 'Other Joint Major Programs'. A brief entry will be made in the School for the Contemporary Arts, after the program requirements for the Art and Culture Studies major. It will refer students to the full entry in the Sociology/Anthropology section.

Calendar Description:

The Joint Majors in Art and Culture Studies and Anthropology, and Art and Culture Studies and Sociology are interdisciplinary programs that offer students opportunities to link the study of contemporary arts with the social sciences. Students may undertake a program of study that explores the interrelationships between fine and performing arts, cultural criticism, intercultural relations, and social, economic or political processes. Alternatively, they may choose to select courses that pertain to one or two areas in particular.

JOINT MAJOR IN ART AND CULTURE STUDIES AND ANTHROPOLOGY

Lower Division Requirements

Art and Culture Studies

Students are required to complete 18 credit hours, as follows.

Interdisciplinary Theory Core Courses

FPA 111-3 Issues in the Fine and Performing Arts

and one of

FPA 211-3 Introduction to Contemporary Theory in the Arts

216-3 Introduction to the Fine and Performing Arts in Canada

Disciplinary History Courses

two of

FPA 127-3 History of Dance: Origins to the 20th Century

136-3 The History and Aesthetics of Cinema I

137-3 The History and Aesthetics of Cinema II

140-3 Music in the 20th Century

166-3 History of Art: Ancient to Renaissance

167-3 History of Art: Renaissance to Modern

168-3 History of Art: 20th Century

227-3 History of Dance: The 20th Century

242-3 Western Music in the 17th Through 19th Centuries

257-3 Foundations of Theatre I

258-3 Foundations of Theatre II

Studio Courses

two of

FPA 104-3 Music Fundamentals

120-3 Introduction to Contemporary Dance

121-3 Contemporary Dance Fundamentals

124-3 Dance Improvisation

129-3 Fundamental Integration of Human Movement

141-3 Introduction to Music Performance

145-3 Introduction to Music Composition and Theory

147-3 Introduction to Electroacoustic Music

151-3 Introduction to Acting I

152-3 Introduction to Acting II

160-3 Introductory Studio in Visual Art I

161-3 Introductory Studio in Visual Art II

163-3 Issues in Spatial Presentation

170-3 Introduction to Technical Theatre

171-3 Stage and Production Management

243-3 Gamelan I

270-3 Technical Theatre

279-3 Special Topics in the Fine and Performing Arts

290-3 Video Production I

Note: With permission, other studio courses can substitute for those listed. Students are advised that for some studio courses, permission to register is selective and may be based on an interview or audition. Please contact the School for the Contemporary Arts for more detail regarding specific studio courses.

Anthropology

Students are required to complete 20 credit hours as follows:
all of

SA	101-4	Introduction to Anthropology (A)
SA	255-4	Introduction to Social Research (SA)
SA	245-4	Introduction to Visual Anthropology (SA)

plus 8 additional credit hours at the 200 level chosen from the following:

*SA	201-4	Anthropology of Contemporary Life (A)
*SA	203-4	Comparative Ethnic Relations (SA)
SA	263-4	Peasants, Proletarians and the Global Economy (A)
SA	217-4	Conflict, Violence and War (SA)
SA	218-4	Illness, Culture and Society (SA)
SA	203-4	Comparative Ethnic Relations (SA)
SA	286-4	Native Cultures of B.C. (A)
SA	293-4	Special Topics in Anthropology and Sociology
SA	294-4	Special Topics in Anthropology (A)
WS	200-3	Women in Cross-Cultural Perspective (with permission from the Department of Sociology and Anthropology to apply as credit).

(* Highly recommended.)

Upper Division Requirements

Art and Culture Studies

Students are required to complete 18 credit hours as follows:

Interdisciplinary Theory Core

Two courses must be completed from the Arts in Context series as follows:

FPA	310-5	The Arts in Context: The Renaissance
	311-5	The Arts in Context: Selected Topics
	312-5	The Arts in Context: Baroque and Enlightenment
	313-5	The Arts in Context: Enlightenment and Romanticism
	314-5	The Arts in Context: Modernism
	315-5	The Arts in Context: The Contemporary Period

plus a minimum of 8 credit hours chosen from:

FPA	330-3	Film Sound
	390-3	Video Production II
	393-2	Techniques of Video
	411-5	Selected Topics in Contemporary Theory

412-5 Advanced Seminar in Art and Culture Studies
 436-3 Advanced Seminar in Film and Video Studies
 382-3 Aesthetics of Performance
 384-3 Criticism of Performance

Note: Some courses listed have prerequisites beyond those that can be applied to the joint major program requirements.

Anthropology

Students are required to complete 20 credit hours as follows:
 all of

SA	301-4	Key Ideas in Anthropology (A)
SA	356-4	Qualitative methods (SA)

Plus 12 additional credit hours chosen from:

SA	303-4	Ethnic Conflicts (SA)
SA	316-4	Tourism and Social Policy (SA)
SA	318-4	The Anthropology of Medicine (A)
SA	319-4	Culture, Ethnicity and Aging (SA)
SA	320-4	Population and Society (SA)
SA	323-4	Symbol, Myth and Meaning (A)
SA	332-4	The Anthropology of Domestic Life (A)
SA	340-4	Social Issues and Social Policy Analysis (SA)
*SA	345-4	Issues in Canadian Ethnic Relations (SA)
SA	360-4	Special Topics in Sociology and Anthropology (SA)
SA	363-4	Processes of Development and Underdevelopment (SA)
SA	364-4	Urban Communities and Cultures (SA)
SA	368-4	Economic Processes in Social Life (SA)
SA	374-4	South Africa: Socio-Political Development (SA)
SA	386-4	Native Peoples and Public Policy (SA)
SA	387-4	Canadian Native Peoples (SA)
SA	371-4	The Environment and Society (SA)
SA	388-4	Comparative Studies of Minority Indigenous Peoples (SA)
SA	400-4	Canadian Ethnic Minorities (SA)
*SA	401-4	The Politics of Culture in Contemporary Societies (A)
*SA	402-4	The Uses of Anthropology (A)
SA	451-4	Advanced Anthropological Theory (A)
SA	455-4	Special Topics in Applied Social Research (SA)
SA	460-4	Special Topics in Sociology and Anthropology (SA)
SA	463-4	Special Topics in Development Studies (SA)
SA	467-4	Anthropology of the Self (A)
SA	486-4	Issues in Northwest Coast Studies (A)
SA	495-4	Selected Regional Areas (SA)
SA	496-4	Directed Readings in Anthropology (A)

JOINT MAJOR IN ART AND CULTURE STUDIES AND SOCIOLOGY

Lower Division Requirements

Art and Culture Studies

Students are required to complete 18 credit hours, as follows:

Interdisciplinary Theory Core Courses

FPA 111-3 Issues in the Fine and Performing Arts

and one of

FPA 211-3 Introduction to Contemporary Theory in the Arts
216-3 Introduction to the Fine and Performing Arts in Canada

Disciplinary History Courses

two of

FPA 127-3 History of Dance: Origins to the 20th Century
136-3 The History and Aesthetics of Cinema I
137-3 The History and Aesthetics of Cinema II
140-3 Music in the 20th Century
166-3 History of Art: Ancient to Renaissance
167-3 History of Art: Renaissance to Modern
168-3 History of Art: 20th Century
227-3 History of Dance: The 20th Century
242-3 Western Music in the 17th Through 19th Centuries
257-3 Foundations of Theatre I
258-3 Foundations of Theatre II

Studio Courses

two of

FPA 104-3 Music Fundamentals
120-3 Introduction to Contemporary Dance
121-3 Contemporary Dance Fundamentals
124-3 Dance Improvisation
129-3 Fundamental Integration of Human Movement
141-3 Introduction to Music Performance
145-3 Introduction to Music Composition and Theory
147-3 Introduction to Electroacoustic Music
151-3 Introduction to Acting I
152-3 Introduction to Acting II
160-3 Introductory Studio in Visual Art I
161-3 Introductory Studio in Visual Art II
163-3 Issues in Spatial Presentation
170-3 Introduction to Technical Theatre
171-3 Stage and Production Management
243-3 Gamelan I
270-3 Technical Theatre
279-3 Special Topics in the Fine and Performing Arts
290-3 Video Production I

Note: With permission, other studio courses can substitute for those listed. Students are advised that for some studio courses, permission to register is selective and may be based on an interview or audition. Please contact the School for the Contemporary Arts for more detail regarding specific studio courses.

Sociology

Students are required to complete 19 credit hours as follows:
all of

SA	150-4	Introduction to Sociology (S)
SA	250-4	Introduction to Social Theory (S)
SA	255-4	Introduction to Social Research (SA)
STAT	103-3	Introduction to Statistics for the Social Sciences

Plus 4 credit hours chosen from:

SA	202-4	Post-Industrial Societies (S)
SA	203-4	Comparative Ethnic Relations (SA)
SA	231-4	The Sociology of Domestic Life (S)
SA	216-4	Sociology of Leisure (S)
SA	250-4	Introduction to Sociological Theory (S)
SA	260-4	Individual and Society (S)
SA	217-4	Conflict, Violence and War (SA)
SA	292-4	Special Topics in Sociology (S)
SA	294-4	Special Topics in Sociology and Anthropology (SA)

Upper Division Requirements

Art and Culture Studies

Students are required to complete 18 credit hours as follows.

Interdisciplinary Theory Core

Two courses must be completed from the Arts in Context series as follows:

FPA	310-5	The Arts in Context: The Renaissance
	311-5	The Arts in Context: Selected Topics
	312-5	The Arts in Context: Baroque and Enlightenment
	313-5	The Arts in Context: Enlightenment and Romanticism
	314-5	The Arts in Context: Modernism
	315-5	The Arts in Context: The Contemporary Period

plus a minimum of 8 credit hours chosen from:

FPA	330-3	Film Sound
	390-3	Video Production II
	393-2	Techniques of Video
	411-5	Selected Topics in Contemporary Theory
	412-5	Advanced Seminar in Art and Culture Studies
	436-3	Advanced Seminar in Film and Video Studies
	439-3	Directed Study in Film and Video

382-3 Aesthetics of Performance
 384-3 Criticism of Performance

Note: Some courses listed have prerequisites beyond those that can be applied to the joint major program requirements.

Sociology

Students are required to complete 20 credit hours as follows:
 both of

SA	350-4	Classical Sociological Thought
SA	355-4	Quantitative Methods

An additional 12 credits chosen from:

SA	300-4	Canadian Social Structure (SA)
SA	303-4	Ethnic Conflicts (SA)
SA	304-4	Social Control (S)
SA	316-4	Tourism and Social Policy (SA)
SA	319-4	Culture, Ethnicity and Aging (SA)
SA	320-4	Population and Society (SA)
SA	321-4	Social Movements (S)
SA	322-4	Sociology of Religion (S)
SA	325-4	Political Sociology (S)
SA	326-4	Ecology and Social Thought (S)
SA	327-4	Sociology of Knowledge (S)
SA	333-4	Schooling and Society (S)
SA	335-4	Gender Relations and Social Issues (S)
SA	340-4	Social Issues and Social Policy Analysis (SA)
SA	345-4	Issues in Canadian Ethnic Relations (SA)
SA	351-4	Classical Marxist Thought (SA)
*SA	357-4	Survey Methods (SA)
SA	360-4	Special Topics in Sociology and Anthropology (SA)
SA	362-4	Society and the Changing Global Division of Labour (S)
SA	363-4	Processes of Development and Underdevelopment (SA)
SA	364-4	Urban Communities and Cultures (SA)
SA	368-4	Economic Processes in Social Life (SA)
SA	371-4	The Environment and Society (SA)
SA	374-4	South Africa: Socio-Political Development (SA)
SA	400-4	Canadian Ethnic Minorities (SA)
*SA	416-4	Sociology of Art Forms (S)
SA	420-4	Sociology of Aging (SA)
SA	447-4	Selected Issues in Social Policy Analysis (SA)
SA	450-4	Advanced Sociological Theory (S)
SA	455-4	Special Topics in Applied Social Research (SA)
SA	460-4	Special Topics in Sociology and Anthropology (SA)

SA 463-4	Special Topics in Development Studies (SA)
SA 495-4	Selected Regional Areas (SA)
SA 497-4	Directed Readings in Sociology (S).
CMNS 334-4	Cultural Policy (highly recommended)

(*Highly recommended)

FOR INFORMATION

c) School of Criminology

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

New courses:

CRIM 100-5 Introduction to Criminology I
CRIM 102-5 Introduction to Criminology II
CRIM 300-3 Current Theories and Perspectives
in Criminology

Changes to Lower Division Requirements

Changes to Upper Division Requirements

Course changes: CRIM 120, 320, 462

Change to list of electives for Major and Honors

Deletion of School course drop policy

Change in elective options for General Certificate
in Criminology

SCUS Reference: SCUS 96-18
SCAP Reference: SCAP 96-51 d)

S.96-74d

FOR INFORMATION

d) Department of Economics

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Change to group requirements for major and
joint major programs

SCUS Reference: SCUS 96-19
SCAP Reference: SCAP 96-51 e)

FOR INFORMATION

e) Department of English

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

New courses:

- ENGL 105-3 Introduction to Issues in Literature and Culture
- ENGL 207-3 Twentieth Century Literatures in English
- ENGL 216-3 Introduction to Critical Approaches to Literature
- ENGL 359-4 Literature of British Columbia
- ENGL 369-4 Studies in Prose Genres
- ENGL 375-4 History and Principles of Rhetoric
- ENGL 382-4 Cultural Studies

Course Deletions:

- ENGL 221-3 Canadian Literature
- ENGL 222-3 American Literature
- ENGL 318-4 Major Authors of the Restoration and Eighteenth Century: Dryden, Swift, Pope, Johnson, Blake
- ENGL 361-4 Contemporary Canadian Writing
- ENGL 372-4 Creative Writing
- ENGL 388-4 The Author and Book in Society

Change in requirements for Major, Minor, Honors, Co-op Program, Joint Major in English and French Literatures, Joint Major in English and Humanities, Joint Major in English and Women's Studies

Course changes: ENGL 101, 102, 103, 104, 199, 204, 205, 206, 210, 212, 214, 228, 304, 306, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 348, 349, 350, 352, 354, 356, 358, 360, 364, 366, 368, 370, 371, 374, 376, 383, 387, 362, 461, 494, 496

SCUS Reference: SCUS 96-20
SCAP Reference: SCAP 96-51 f)

FOR INFORMATION

f) Family Studies Certificate

Acting under delegated authority, SCUS approved curriculum
revisions of a minor nature as follows:

Addition of HIST 329 to elective list

FOR INFORMATION

g) First Nations Studies

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Change in Upper Division requirements and optional courses list

SCUS Reference: SCUS 96-22
SCAP Reference: SCAP 96-51 h)

S.96-74h

FOR APPROVAL

h) Department of French

Proposed Joint Major in Humanities and French

FOR INFORMATION

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Course changes: FREN 151, 205

November 12, 1995

Andrea Lebowitz, Chair
Faculty of Arts Curriculum Committee

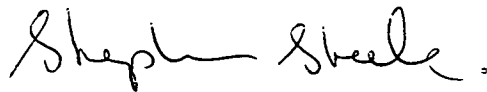
Dear Andrea,

Re: Proposed Joint Major in Humanities/French

The attached proposal for a joint major in Humanities and French was approved in principle by the Humanities Steering Committee at its meeting of 28 September 1995, and by the French Department at its meeting of 12 October 1995.

The full Calendar description for the joint major, consistent with other joint major descriptions with Humanities, will appear under Humanities and reference will be made under French as follows: Joint Major in French and Humanities. See the Humanities Program section for requirements.

Would you kindly place this on the agenda of the next meeting of the Faculty of Arts Curriculum Committee.



Stephen Steele
FACC Representative, French

NEW PROGRAM PROPOSAL GENERAL RATIONALE

Proposal: To establish a joint major program with:
Humanities and French

Rationale: The proposal for a joint major in Humanities and French emerged from interests common to students and faculty in both programs.

- 1) Increasing interest for such an arrangement. Students can complete this program with an excellent preparation for MA programs of an interdisciplinary nature. The joint major provides more options for PDP (Education), since Humanities is a teachable option. Many French majors currently enter PDP.
- 2) Connections between French and Humanities. A French faculty member is on the steering committee of Humanities and, on a fairly regular basis, French faculty offer courses in Humanities. Many areas of research and teaching overlap in the two departments, especially in the medieval and Renaissance fields.
- 3) The introduction of this joint major program will not require any additional resources, but will be accommodated by existing courses and faculty. Course rotations in the departments will not change.

NEW PROGRAM PROPOSAL

Addition of Joint Major Program in Humanities and French:
to be included under the Humanities Program listing in the Calendar

Joint Major in Humanities and French

Advisors: Rita Gould, (604) 291-4505
Department of French
Christine Prisland, (604) 291-4509
Humanities Program

The joint major in Humanities and French is an inter-departmental program designed for students who are interested in exploring the relationship between the study of Humanities and French.

Interested students must plan their program in consultation with the advisors in each department.

Lower Division Requirements

Humanities

15 semester hours including all three of HUM 102, 201, and 202, and two further Humanities courses at the lower division.

French

Students must complete the lower-division requirements of the French major program (refer to the Department of French section).

Upper Division Requirements

Humanities

Students must complete 20 semester hours comprising five courses that may include HUM 400-5.

Recommended: HUM 307 and 311

French

Students must complete 20 upper-division hours in French including the following: 301-3; one of 360-3, 370-3. Plus 14 semester hours from the 400-level French linguistics or literature offerings.
Recommended: FRE 460-4.

SCUS Reference: SCUS 96-23
SCAP Reference: SCAP 96-51 i)

FOR INFORMATION

i) Department of Geography

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Change in program requirements: BA Major, BA Honors,
PBD in Urban Studies

Course changes: GEOG 311, 412, 462

SCUS Reference: SCUS 96-24
SCAP Reference: SCAP 96-51 j)

FOR INFORMATION

j) Department of History

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Change in group requirements for Majors

Change in Group 3 History courses

Change in optional courses for Certificate in Public History

Course changes: HIST 255, 484, 495

FOR INFORMATION

k) Humanities Program

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Change in requirements for joint majors, minor, extended
minor, post-baccalaureate diploma

Change in credit hours: HUM 302, 303, 305, 307, 311, 312,
320, 321, 325, 327, 330, 340, 375,
376, 381, 382, 383, 390

SCUS Reference: SCUS 96-26
SCAP Reference: SCAP 96-51 1)

S.96-741

FOR INFORMATION

1) Department of Linguistics

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Change in requirements for Major and Honors
Course changes: LING 363, 350

SCUS Reference: SCUS 96-27
SCAP Reference: SCAP 96-51 m)

FOR APPROVAL

m) Department of Political Science

Two new joint major programs
Proposed Joint Major in Political Science and Economics
Proposed Joint Major in Political Science and Women's Studies

FOR INFORMATION

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Change to requirements for Majors and Minors
Course change: POL 431

**PROPOSAL for a Joint Major Program
in Political Science and Economics
Simon Fraser University, October 1996**

This program is designed for students wishing to explore the two fields of Political Science and Economics, and wishing to develop a deeper appreciation of the ways in which economic and political phenomena condition and interact with one another in the modern world. Students are encouraged to consult advisors in both Departments.

Lower Division Requirements

POLITICAL SCIENCE

POL 100-3	Introduction to Politics and Government
POL 201-3	Research Methods in Political Science, OR STAT 103-3, Introduction to Statistics for the Social Sciences OR a course equivalent to either POL 201 or STAT 103 (e.g., BUEC 232)
POL 221-3	Introduction to Canadian Government (<i>Field B</i>)
POL 222-3	Introduction to Canadian Politics (<i>Field B</i>)
POL 251-3	Introduction to Canadian Public Administration (<i>Field E</i>)

Plus an additional 6 semester hours of lower division courses taken from at least one of the remaining Fields of Study (*Field A*: Political Theory, *Field C*: Comparative Government and Politics, and/or *Field D*: International Relations), for a total of 21 semester hours.

ECONOMICS

Each of the following must be completed with a grade of at least C- prior to admission to the Joint major:

BUEC 232-3	Elementary Economic and Business Statistics I
ECON 103-3	Principles of Microeconomics
ECON 105-3	Principles of Macroeconomics
MATH 110-3	Introductory Mathematics for the Social and Management Sciences
MATH 157-3	Calculus for the Social Sciences (or equivalent)

Plus:

- two 200 division ECON or BUEC courses in addition to BUEC 232;
- one 000, 100 or 200 English or Philosophy course;
- one 100 or 200 level History or Political Science course (covered by POL requirements above);
- one 100 or 200 level Sociology and Anthropology or Psychology course
- one 100 or 200 level Biological Sciences, Chemistry or Physics course

II. Upper Division Requirements

POLITICAL SCIENCE

Students must complete 24 semester hours of courses from at least three Political Science Fields of Study, including a minimum of 9 semester hours (3 courses) in *Field E* (Public Policy/Administration and Local Government). Beyond *Field E*, the following courses are highly recommended:

POL 313-3	Political Ideologies
POL 321-3	The Canadian Federal System
POL 342-3	Relations Between Developed and Developing Nations
POL 343-3	Global Political Economy
POL 345-3	The Nation-State and the Multinational Corporation
POL 427-3	The Legislative Process in Canada
POL 447-3	Theories of International Political Economy

ECONOMICS

The same requirements apply as for students doing a Joint Major in Business Administration and Economics, i.e.:

at least 25 semester hours of upper division credit in Economics including:

BUEC 333-3	Elementary Economic and Business Statistics II
ECON 301-5	Intermediate Microeconomic Theory
ECON 305-5	Intermediate Macroeconomic Theory

and at least two 400 level Economics or BUEC courses.

Finally, to meet the Economics Department's "Group Requirements" for Economics Majors, students must take at least one of the following:

ECON 100-3	Introduction to Economics
ECON 102-3	Twentieth Century Economies
ECON 208-3	History of Economic Thought
ECON 250-3	History of Economic Development (A)
ECON 252-3	History of Economic Development (B)
ECON 309-5	Introduction to Marxian Economics
ECON 353-5	Economic History of Canada
ECON 395-5	Comparative Economic Systems
ECON 404-3	Honors Seminar in Methodology of the Social Science
ECON 409-3	Seminar in Economic Thought
ECON 450-3	Seminar in Quantitative Economic History
ECON 451-3	Seminar in European Economic History

Joint Major in Political Science and Economics Rationale

This proposal for a joint major in Political Science and Economics was initiated by Political Science in early 1995. Economics showed a serious interest in the proposal, and returned a list of those requirements they felt they could live with within several months.

Each department has slightly reduced their requirements for this joint major. Both departments feel that there exists a substantial number of ambitious students to whom such a joint major will appear very attractive. We feel this will be especially true for those who are interested in public policy analysis, but anticipate that the distinctive yet complementary analytical approaches in Political Science and Economics will also emerge clearly for students interested in International Affairs, Trade and Political Economy, in Comparative Economic and Political Systems, in Canadian Politics and Political Economy, and even Political and Economic Theory.

This proposal is being mounted with no claim to additional teaching or other resources; all required and optional courses in the joint major are already on offer.

**PROPOSAL for a Joint Major Program in
Political Science and Women's Studies
Simon Fraser University, October 1996**

This program is designed for students wishing to explore both the political dimensions and context of women's experience, and the impact of women and feminist theory on the practice and study of politics. Students must consult advisors in both Departments.

Lower Division Requirements

POLITICAL SCIENCE

- POL 100-3** Introduction to Politics and Government
POL 201-3 Research Methods in Political Science, OR STAT 103 OR a course equivalent to either POL 201 or STAT 103 (e.g., BUEC 232)

Plus an additional 9 semester hours of lower division courses taken from three of the five Fields of Study (*Field A*: Political Theory, *Field B*: Canadian Government and Politics, *Field C*: Comparative Government and Politics, *Field D*: International Relations, and/or *Field E*: Public Policy & Administration and Local Government), for a total of 15 lower division semester hours.

WOMEN'S STUDIES

- WS 101-3** Introduction to Women's Issues in Canada
WS 102-3 Introduction to Western Feminisms

Plus three of:

- WS 200-3** Women in Cross Cultural Perspectives
WS 201-3 Women in Canada, 1600 - 1920
WS 202-3 Women in Canada, 1920 to the Present
WS 203-4 Female Roles in Contemporary Society
WS 204-3 Women, Science and Technology
WS 205-3 Women and Popular Culture
WS 206-3 Women's Issues in Health and Health Care

II. Upper Division Requirements

POLITICAL SCIENCE

Students must complete 24 upper division semester hours from at least three Political Science Fields of Study. It is strongly recommended that POL 416 be included in this selection.

WOMEN'S STUDIES

Courses totaling 20 semester hours should be chosen, and include:

- WS 400-5** Methodological Issues in Women's Studies

Joint Major in Political Science and Women's Studies Rationale

This proposal was initiated by Marjorie Cohen and Douglas Ross in the Spring of 1995. Professor Cohen is cross-appointed between Political Science and Women's Studies, and Professor Ross was then our Undergraduate Chair.

The upper and lower division requirements for this joint major have been reduced by each department, relative to those for single majors. The number of lower division credits required by Political Science in this joint major program is smaller than in the joint major with Economics because this joint major is less policy oriented and more oriented to cultural and theoretical issues than the joint major with Economics. Upper division requirements from Political Science are the same as in the joint major with Economics.

We have many students who now informally combine concentrations in Women's Studies and Political Science. We expect that this number will increase with a formal acknowledgement of a joint major program along with increased promotion of this dual focus that is made possible by the formalization of the joint major.

No additional teaching or other resources are anticipated to make this joint major run smoothly.

FOR INFORMATION

n) Department of Psychology

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Advanced Placement Program Recognition

Course changes: PSYC 100, 307/308, 469

Clarification of regulations for Major, Minor and Extended Minor

SCUS Reference: SCUS 96-29
SCAP Reference: SCAP 96-51 o)

FOR APPROVAL

- o) Department of Sociology/Anthropology

Proposed Joint Major in Anthropology and Archaeology

FOR INFORMATION

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Course changes: SA 304, 335

Addition of two thematic groups of courses to the Calendar entry for the majors. All the courses contained in the thematic groupings (Social Policy and Social Policy Analysis; Health and Society) are regularly scheduled courses.

NEW PROGRAMME PROPOSAL: GENERAL RATIONALE

Proposal:

To establish a Joint Major programme in Anthropology and Archaeology.

Rationale:

This proposal for a joint major in Anthropology and Archaeology has been developed because of the shared interests among students and faculty in both departments.

- 1) The history of these two disciplines is closely aligned. Both involve the study of the diversity of human culture in time and space.
- 2) The two departments share some common interests. Several students are enrolled in a double major or a major/minor in Archaeology and Anthropology, and some faculty in both departments share certain research interests (*e.g.*, British Columbia aboriginal affairs).
- 3) A joint major will provide students with a broad background with which to undertake graduate work in both disciplines.

The introduction of this programme will not require new courses or any additional resources, and will be accommodated by existing faculty in both departments.

NEW PROGRAMME PROPOSAL

This proposed Joint Major in Anthropology and Archaeology should be included under both departmental listings in the university calendar (Archaeology and Sociology-Anthropology)

Joint Major in Anthropology and Archaeology

Advisors:

Ms. A. Sullivan
Department of Archaeology
9633A Multipurpose Complex
(604) 291-4687

Ms. K. Payne
Department of Sociology and Anthropology
5056 Academic Quadrangle
(604) 291-3726

The joint major in Anthropology and Archaeology is an inter-departmental programme designed for students who wish to explore the many interrelationships between anthropology and archaeology. Students should plan their programme of study in consultation with both advisors.

Lower Division Requirements

Anthropology

Students must complete the following courses:

SA 101-4 Introduction to Anthropology
SA 201-4 Anthropology of Contemporary Life
SA 255-4 Introduction to Social Research
SA 286-4 Native Cultures of B.C.

Archaeology

Students must complete the following courses:

Arch 131-3 Human Origins
Arch 201-3 Introduction to Archaeology
Arch 272-3 Archaeology of the Old World
Arch 273-3 Archaeology of the New World

Upper Division Requirements

Anthropology

Students are required to complete at least 20 semester hours of upper division Anthropology credits including the following:

SA 301-4 Key Ideas in Anthropology
SA 356-4 Qualitative Methods
SA 386-4 Native Peoples and Public Policy
SA 401-4 The Politics of Culture in Contemporary Societies or SA 402-4 The Uses of Anthropology
One other upper division anthropology course

SA 486-4 Issues in Northwest Coast Studies is strongly recommended.

Archaeology

Students are required to complete at least 23 semester hours of upper division Archaeology credits including the following:

Arch 301-3 Prehistoric and Indigenous Art
Arch 360-5 Native Cultures of North America
Arch 372-5 Material Culture Analysis
Arch 471-5 Archaeological Theory
One Group II Archaeology course

Arch 378-3 Pacific Northwest North America and Arch 385-5 Palaeoanthropology are strongly recommended.

SCUS Reference: SCUS 96-30
SCAP Reference: SCAP 96-51 p)

FOR INFORMATION

p) Department of Women's Studies

Acting under delegated authority, SCUS approved curriculum revisions of a minor nature as follows:

Course change: WS 204

Change to Joint Major in Psychology and Women's Studies

New courses:

WS 308-3	Women and Work
WS 309-3	Gender and Development

FACULTY OF ARTS

SCUS Reference: SCUS 96-31

SCAP Reference: SCAP 96-51 q)

S.96-74q

FOR APPROVAL

- q) Proposed Integrated Studies Program within the
BGS Degree

SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts
MEMORANDUM

To: Andrea Lebowitz, Chair
Faculty of Arts Curriculum Committee

From: Evan Alderson
Dean of Arts

Subject: Proposal for Integrated Studies
Programs within the BGS

Date: June 3, 1996

I am referring the attached proposal for Integrated Studies programs within the Bachelor of General Studies to the Faculty of Arts Curriculum Committee with my full support. I believe that it is a timely and important initiative for the University and particularly for the Faculty of Arts.

As you are aware, an earlier version of this proposal went to the Senate Committee on Academic Planning for "in-principle" discussion over a year ago and was approved for further development. The proposal that now comes before you for detailed consideration has been both broadened and refined from the earlier version, and has benefited substantially from our further experience with the B.C. Hydro/C.P. Rail pilot program and from our recognition of the need for a more general program structure that would accommodate cohort groups of this type.

I am convinced that Integrated Studies programs can become the vehicle for a great deal of socially responsive and academically responsible program development over the next years. They will enable Simon Fraser to reassert its leadership in meeting the needs of mature students and continue our tradition of flexibility and innovation. I hope that the FACC will approve this important initiative.



Evan Alderson
Dean of Arts

EV/pmc

cc: Mark Selman

JUN - 3 1996

Simon Fraser University at Harbour Centre

FACULTY OF ARTS

CONTINUING STUDIESMEMORANDUM

TO: Evan Alderson, Dean of Arts

FROM: Mark Selman, BGS degree completion

DATE: May 29, 1996

SUBJECT: Proposal for Integrated Studies Programs within the BGS

The proposal included with this memo is the product of a couple of years of thinking and discussion. Originally conceived of in somewhat narrower terms, primarily focussed on the specific needs of mid-career students, the proposal now addresses more generally the interests of diverse groups of students who need access to structured programs of study. We believe this to be of increasing importance as new types of student groups want access to the University and our traditional mix of students in regular programs has become less diverse than in the past.

This proposal would create the option of developing structured programs of study for special groups of students who, on the basis of some common interest or experience, are likely to be best served by a program which integrates academic study with study more specifically tied to their area of work or other interest. In addition, it allows for the possibility that some student groups typically bring a great deal of valuable experience and knowledge to their studies, and that, therefore, some degree completion programs may consist of fewer than 120 credit hours. In the latter case, program-specific admission guidelines will be developed as part of any submission for program approval.

Because of the history of this proposal's development, it was originally proposed by the academic steering committee of the CPR/BC Hydro degree completion pilot program. Now that it has been cast in broader terms, it may not be so appropriate that that committee formally submit the proposal. For that reason, it seems sensible for the proposal to go to the Faculty of Arts Curriculum Committee directly from your office.

I believe that this proposal is a key part of a strategy to better serve diverse student groups in the province and to reinforce the University's reputation as an imaginative and forward-looking institution.



Proposed Calendar Entry:

Bachelor of General Studies Integrated Studies Programs

Integrated Studies programs within the Bachelor of General Studies degree are highly-structured cohort-based programs designed to meet the educational needs of specific student groups. Each such program will integrate liberal studies with the knowledge and skills associated with a particular field of practice, or with a background common to its students. Students may undertake this degree option only through special admission to an individual program. Integrated Studies programs will typically be designed and structured in consultation with external agencies or employers and may therefore have special locations, admission requirements, and fee structures.

Because these programs may require and build upon varying levels of previous post-secondary education, related employment experience, and demonstrated intellectual maturity, the credit hours required to earn a degree may in some instances be less than the normal 120 credit hours. All such programs will require a minimum of 60 credit hours in designated Simon Fraser University courses offered within the program, to include at least 45 credit hours in upper division courses.

Each Integrated Studies Program will be governed by an academic steering committee. The curriculum, including both designated courses and total credit hour requirements, admission criteria, and any other special conditions for each individual Integrated Studies Program will be approved in advance by the Faculty of Arts Curriculum Committee. Information about current and planned programs is available from the Office of the Dean of Arts.

Proposal for a New BGS Degree Stream at SFU

BACHELOR OF GENERAL STUDIES: INTEGRATED STUDIES PROGRAMS

Overview

As an alternative to individualized BGS programs, the proposed Integrated Studies Program option within the BGS degree creates the necessary framework to make undergraduate cohort-model programs a viable possibility. The cohort model represents a clear solution both to the problems and needs faced by non-traditional student groups in the late 1990's, and to the challenges faced by the University in meeting these needs.

The individual members of each cohort will share a common field of professional practice, a common interest, and/or a common background of previous training/education and experience. Each Integrated Studies Program will consist of a coherent program of study organized around the challenges and principles related to a specific field of interest or practice and, depending on the intended audience, will vary in length from 60 to 120 credit hours.

The Need for a Cohort Approach

The Bachelor of General Studies degree was created in 1985 to meet the needs of individuals desiring a broad-based university education, many of whom fall in the mature student category. Because mature students often bring with them considerable previous post-secondary education, the degree includes a more generous than usual provision for transfer credits (up to 90), as well as a more flexible than usual program of study, i.e., no major. In the interim, however, the needs of mature students and other non-traditional students have

changed--particularly among groups such as mid-career adults with full-time jobs, individuals too remotely located for easy access to university study, and First Nations graduates of Adult Basic Education programs--just as the capacity of the University to enable such students to complete degrees in a timely and efficient manner has declined. This dilemma and its sources were the subject of a 1993 university study,¹ which also contained recommendations to redress it, specifically through the development of cohort-model programs at the undergraduate as well as the graduate level.

All the students admitted to such a program in a given year would take the same courses at the same time and progress through the program as a group. This would resolve two of the most serious problems for part-time students, namely limited course availability and poor access to courses when they are offered. At the same time, the cohort would provide a valuable support mechanism. The cohort model would also provide the financial impetus for the University to serve new and redefined constituencies, and enable its traditional support for part-time students to remain economically feasible.

Rationale for Cohort Approach

The cohort approach allows for a tightly structured, academically coherent program with a defined objective tailored to the common interests and experience of the group, rather than a degree which could be cobbled together from often unsuitable or irrelevant courses just because they happen to be available.² Through the implementation of carefully defined, cohort-specific

¹ *Report on Adult and Part-Time Study at Simon Fraser University*, prepared by Mark Selman with the assistance of Maureen Nicholson, Simon Fraser University Extension Credit Programs, December, 1993.

² *The Report of Adult and Part-Time Study* documents this problem caused by a reduction in the number and variety of courses offered in the evening as well as the low priority

admissions criteria, the University can enhance its accessibility and respond to the needs of non-traditional students in a controlled way. At the same time, the cohort model encourages mutual support and results in an overall higher level of performance.³

There is increasing evidence that non-degree credentials are of limited value in a competitive labour market. The University has been approached by various groups expressing interest in degree opportunities for their constituents, such as major employers, First Nations Elders, and the regulating bodies of community services workers. In addition, BCIT has recently instituted a Bachelor of Technology degree to create degree completion opportunities for its diploma students. In tandem with this increased demand for accessible degree programs is a growing recognition of the link between employability skills⁴ and the goals of a liberal studies education.

Need for Programs of Fewer than 120 Credit Hours

While some cohorts will clearly require full 120-credit-hour programs tailored to their needs, there is a strong demand for degree programs that are designed for those already in careers, that build upon previously acquired knowledge, and that can enhance workplace skills, flexibility, and acumen.

ranking of part-time students which often closes them out of popular or required courses. The testimony of a half dozen students in the CP Rail/BC Hydro Degree Completion Pilot Program augments this documentation.

³The initial results of the CP Rail/BC Hydro Degree Completion Pilot Program support this contention.

⁴These have been identified by the Conference Board of Canada as three broadly encompassing areas: academic skills, including critical thinking and problem solving; personal management skills, such as adaptability and flexibility; and teamwork skills (see Appendix B). The B.C. Labour Force Development Board has recently adopted these same employability skills as desirable outcomes of all post-secondary training programs (cf. *Training for What? A Report to the Minister of Skills, Training and Labour*, November, 1995).

Indeed, there have been numerous expressions of interest in the development of degree completion opportunities at Simon Fraser University, particularly for potential students who have substantial technical or vocational training and successful experience in a field of practice, but little or no university transferable credit.

Academic Justification of Abbreviated Baccalaureate Programs

The needs outlined here are not being met by conventional degree requirements, which are primarily designed for relatively inexperienced individuals and which prescribe that students work through sequences of foundational courses as prerequisite to the more specialized material that would be of more direct benefit to those already in careers. For this reason, certain cohort types would more appropriately be served by programs of two or three years in duration, rather than a traditional four-year baccalaureate. BGS/Cohort Programs will focus more than usual attention on articulating and assessing outcomes, and place greater emphasis on academic supervision and review procedures. A sponsored cohort-model degree completion program, with flexible admissions criteria and clearly defined, carefully monitored performance benchmarks, is the academically sound response to the growing expectations of business, labour, government and students for recognition of non-traditional prior learning.⁵

Examples of Appropriate Programs

Each of the following programs would integrate liberal studies with knowledge and skills associated with a particular workplace, field of practice, or

⁵Cf. Appendix A.

body of experience, and in so doing reflect the University's commitment to the value of the liberal arts in providing the foundation for a goal-oriented, practical education.

First Nations: A partnership is being explored with the Haida Nation in the Queen Charlottes for a program delivered off campus that would ladder from a program in Adult Basic Education or high school completion.

Liberal and Business Studies: An employer-sponsored degree completion program specifically tailored to develop the core competencies identified as "employability skills," as well as help students understand the context of Canadian business and synthesize key managerial knowledge. Overall, the program helps those with specialized backgrounds become more flexible and better able to take on new roles in their organization.

Community Services: A degree completion program for those already involved in and with a proven commitment to community service, who do not necessarily see themselves as social workers, but who are interested in gaining a broader perspective on what they do and in expanding the possibilities of their particular sphere of work.

Alternative BCIT Degree Completion: A possible collaboration with BCIT that would provide formal access to a degree completion program at SFU and offer a more liberal arts based alternative to BCIT's Bachelor of Technology degree.

Conclusion

Under the limited uses and carefully controlled admissions criteria proposed for each of the programs leading to the BGS/Integrated Studies, there is no reason to suspect that the quality of learning or performance would be lower than for traditional degrees. As appropriate, employers, practitioners, band councils, labour and professional organizations would need to make an active

commitment to working with the University to select students, to advise on curriculum and others issues, while recognizing that the University is ultimately responsible for academic issues. In fact, in view of such a strategic alliance between employers and the University, the holders of this degree should come to represent a highly desirable pool of future business, labour and community leaders.

The cohort concept makes the University more open and accessible to people desiring a university education who do not fit the traditional student profile. It also enables the University to recognize and properly place individuals with substantial previous experience and learning. It would position Simon Fraser as offering relevant and learner-focused undergraduate education with an emphasis on upper-division work, and it would allow us to innovate and lead in a growing educational marketplace.

APPENDIX A

The following sample program serves as an illustration of how the flexible admissions process for BGS/Integrated Studies programs would be handled.

Bachelor of General Studies/Integrated Studies Programs
PROGRAM IN LIBERAL AND BUSINESS STUDIES
(current CP Rail/BC Hydro Pilot Program)

Candidates for the BGS/IS in Liberal and Business Studies will be mid-career adults who, for whatever reason, never had the time or opportunity to finish a university education. Some degree holders will apply. Some will never even have begun one. Many will have at least one, perhaps several certificates or diplomas from a college or technical school. Most will have some professional development training, workplace training, and/or non-credit continuing education courses. The majority will have well below 60 hours of transferable credit. But like the CP Rail/BC Hydro Pilot group before them, these candidates will have between five and 30 years work experience; they will currently hold responsible positions, excel at their work in some way that captures the attention of their superiors, and demonstrate a determination to succeed. They will be perceived as team players and have the support of their co-workers; they will be keenly interested in educational improvement and, in the judgement of their supervisors, be good candidates for the program.

Admission Criteria

As a result of our present experience with the CP Rail/BC Hydro Pilot Program, we are recommending the set of criteria outlined below. These may require some adjustment over the next three to five years as we gain further experience with the Pilot Program and subsequent cohorts.

Minimum Academic Requirements:

Candidates for the Program in Liberal and Business Studies will proceed through one of three

stages of an admissions process that takes account of previous education, training, and experience as follows:

Stage One: For those applicants with 45 to 60 readily identifiable university transfer credits and previous degree holders:

- Math 11 or equivalent (which may include taking a self-paced Basic Algebra course and/or writing a math placement test);
- three years or more of full-time work experience in a decision-making role in a related field of practice;
- written support of their employer (e.g., current supervisor);
- written support of a co-worker;
- a 250 to 300-word essay outlining their objectives for participating in the program, analyzing their strengths and weaknesses, and explaining how they will manage the responsibilities of job/studies/family over the three-year period of the program;
- a 30-minute interview.

Stage One applicants whose prior academic experience includes one or more courses that coincide with required program courses may, with the permission of the Program Director, receive a waiver and substitute another university course for the requirement. Stage One applicants may also augment their studies, again in consultation with the Program Director, by taking upper or lower division courses outside the program.

For Stage Two and Stage Three applicants, conditional or provisional admission might be desirable, but at the moment we recommend the following:

Stage Two: For applicants with fewer than 45 transferable university credits, but with two years post-secondary study in a work related field, e.g., a diploma from a college or institute:

All of the Stage One criteria, but also:

- five years or more full-time experience in a decision-making role in a related field of practice;
- adequate response to several short essay questions (designed to test analytic and writing skills).

Stage Two applicants will be restricted from taking upper division courses outside the program until they have academically proven themselves. This restriction may be lifted following two semesters of study, at the discretion of the Program Director.

Stage Three: For applicants with less than two years post-secondary study, but with evidence of substantial other training, e.g., professional development, workplace training, non-credit continuing education coursework; or for applicants with 45-60 post-secondary credits, but with lower than the required GPA:

All of the Stage One and Stage Two requirements, but also:

- adequate response to a problem,¹ to be written in essay format in a proctored setting.

Stage Three applicants will be granted admission to the program only and thus restricted from taking any upper or lower division courses outside the program. In some cases, remedial or qualifying coursework may be required in addition to the 60-credit program. A process for reviewing the student's status after two or three semesters in the program, i.e., for lifting restrictions and granting admission to the university, should be clearly formulated.

¹The purpose of this extended, proctored essay would be to evaluate the problem-solving and writing skills of the applicant as a supplementary means of assessing readiness for upper level academic study. While there are a number of standardized tests for measuring achievement at the Grade 12 level [e.g., Scholastic Aptitude Test (SAT) I and II and the Canadian Adult Achievement Test (CAAT)] and at the completion of an undergraduate degree [e.g., Graduate Record Exam (GRE), Graduate Management Aptitude Test (GMAT), etc.], there are no standardized tests for measuring achievement to the mid-point of an undergraduate degree. However, there has been work done on identifying the levels of problem solving one would expect a student to learn during the course of an undergraduate education. For example, at Alverno College in Milwaukee, an interdisciplinary team of faculty researchers laid out and tested a sequence of six levels for students to learn problem solving. Students develop levels 1 to 4 in their general education or foundation courses, and levels 5 and 6 in their major and supporting fields. For definitions of these levels and examples of projects or assessment vehicles, cf. "Learning from the Assessment of Problem Solving" by Kathleen O'Brien, Mary Georgia Matlock et al in David Boud and Grahame Feletti, eds., *The Challenge of Problem Based Learning* (London: Kogan Page, 1991) 274-284.

Work Experience Requirement and Employer Sponsorship

All applicants must document the stipulated minimum years of full-time employment (or equivalent) in a decision-making role in a related field of practice. What constitutes a decision-making role should be determined in consultation with the employer, but should in any event involve the individual in making judgements according to field-related standards.

Because the strategic relationship between the university and the employer constitutes a key element of the screening process, no individual may apply for the program without a sponsoring employer/agency.

Program Description

The program is structured as a cohort-model. All the students admitted in a given year take the same courses at the same time and progress through the program as a group. This provides a valuable support group for participants and at the same time resolves two chronic problems for part-time students: limited course availability and poor access to courses when they are offered. It also creates the collegiality normally associated with a residential program.

The program consists of 60 credits, with 45 at the upper division level. The degree requirements are essentially the same as the requirements for a second degree, that is, the upper-division requirements for a regular bachelor's degree, albeit with some tailoring that takes into account the technically focused knowledge of the students. In view of the concise nature of the program and in keeping with the university practice of capping transfer credits at 60 for most 120-credit degrees, credit transferred from other institutions may not be used toward program requirements.

Students take two courses per semester, three semesters per year for three years, beginning with one of three team-taught interdisciplinary seminars focusing on the relationship between academic study and workplace issues, and an accompanying introduction

Appendix A: Sample Program

5

to academic writing. The second term involves introductory courses in mathematics and economic geography. The balance of the curriculum will be devoted to the four objectives of helping students learn to think more critically, communicate more clearly and persuasively, understand the context of Canadian business, and develop team-building and other managerial skills:

1) The development of critical and analytic thinking will be fostered directly by courses in the humanities which explore some of the most highly developed procedures and standards for identifying and solving problems across varied disciplines and contexts. Contemporary debates will be examined and analyzed to understand better the rules of inference and the values on which they are premised.

2) The writing courses will enhance students' abilities to undertake writing projects of various types, including academic writing, but also writing projects more directly related to typical work responsibilities. These courses will teach strategies for clarifying meaning, an important part of thinking through a plan or problem.

3) The context of Canadian business will be examined through courses in Canadian political economy and the role of technology, and also through courses in geography of transportation and resource distribution and development.

4) Understanding of organizations, how they are developed and changed, and management issues will be explored through courses which cover the foundational areas of business.

All the courses will be taught so as to highlight their relevance to contemporary issues and to contribute to the development of students' capacity for informed judgement. Whenever possible, course projects and case studies will be used to link course material with specific situations faced by students in their workplaces.

Core Liberal Studies Courses

Math and Statistics Fundamentals: A specially developed sequence of MATH 110-3 and BUEC 237-3.

Academic Writing: ENGL 210-3: Composition.

Practice-Based Writing: ENGL 371-4: Advanced Composition.

Social Sciences: GEOG 221-3: Economic Geography, CNS 391-3: Canada's Political Economy, CNS 491-3: Technology and Canadian Society.

Cooperation & Difference: CMNS 346-3: International Communication or perhaps an interdisciplinary seminar that offers constructive approaches to understanding and working successfully across culture and gender differences.

Humanities: HUM 321-3: Critical Thinking and the Humanities.

Interdisciplinary Seminars: Three interdisciplinary seminars on the relationship between academic study and workplace/labour/community issues. One serving as an interdisciplinary introduction to the program (e.g., GS 412-3: Special Topic: Ethical Decisions and Business), one would analyze rhetorical arguments contained in texts influential to the field of practice, and one would serve as the capstone to the program.

Final Paper/Research Project: a substantial (ca. 25 pp.) paper or comparable project that enables the student to integrate workplace and academic issues and that demonstrates mastery of program objectives. This would be evaluated by at least two faculty members, including one from outside the program.

Business Courses (tentative):

BUS 2xx-3: Financial Management

BUS 374-3: Organization Theory

BUS 394-3: Selected Topics in Business Administration:
Marketing

BUS 395-3: Selected Topics in Bus. Admin.: International Partnership
Strategies

BUS 488-3: Human Resource Management

BUS 478-3: Seminar in Administrative Policy

APPENDIX B

Overview of:

- ♦ Innovative Baccalaureate Programs for Non-traditional Students
- ♦ Flexible Admissions Policies and Principle

I. Innovative Baccalaureate Programs¹

University of Oklahoma: Bachelor of Liberal Studies/Upper Division Option

The four-year Bachelor of Liberal Studies program was developed in 1961 for non-traditional part-time adult students; this was followed in 1967 by the Master of Liberal Studies program and in 1973 by the two-year Bachelor of Liberal Studies/Upper Division Option.

The BLS/UDO is a degree completion program for individuals who have completed an Associate Degree or 60 credit hours of college or university study. Like the full program the degree is achieved by completing steps in three program areas (humanities, social sciences, and natural sciences) rather than through conventional courses. The format includes self-paced independent study (core study, learning projects, and individualized learning contracts; a study guide provides directions to materials and themes) and short, intensive, residential seminars. Each comprehensive area independent study module consists of three core content phases; these are followed by comprehensive exams. Eligibility to attend the comprehensive area seminar requires advanced study in the content phase, passing the comprehensive exam, etc. [Cf. program flow chart on next page.]

Admission to the BLS/UDO program requires:

- a) Associate Degree or
- b) 60 credit hours transferable credit with 2.00 GPA;
- c) Other credit, certificates, non-academic training may be considered by the Admissions Committee.

Candidates are asked to respond to short essay questions, as part of the application form.

Once admitted, students are required to attend an Introductory Seminar, a five-day seminar led by three-member faculty teams consisting of:

- orientation and introduction to program content and procedures,
- full discussion of expectations,
- diagnostic examinations,
- counselling session with faculty adviser, including drafting of learning contract(s).

¹Information in this section of App. B is taken from current university catalogues.

University of Oklahoma
Bachelor of Liberal Studies/Upper Division Option

Application / Admission
Introductory Seminar 5 days - 2 credit hours
Comprehensive Area <i>Independent Study</i> 1 year - 15 credit hours
Comprehensive Area <i>Seminar</i> 10 days - 15 credit hours
Inter-Area <i>Independent Study</i> 1 year - 15 credit hours
Inter-Area <i>Seminar</i> 10 days - 15 credit hours
Study in Depth <i>Written Assignment</i> 4 credit hours

University of Syracuse: Independent Study Degree Programs

Four undergraduate programs designed for students unable to take courses in the traditional format:

- B.A. in liberal studies
- B.S. in business administration
- B.S. in restaurant and food-service management
- B.S. in criminal justice.

Each program consists of a short on-campus residency (one week per semester) plus self-paced study that students complete at home, conferring often with professors by phone, mail, fax.

Campus residence periods are required:

- one week in 17-week semester,
- up to three semesters per year.

However, students do not have to attend the program in consecutive semesters.

University of Iowa: Bachelor of Liberal Studies

The Bachelor of Liberal Studies degree program has no traditional major or minor and is an Upper Division program only.

The BLS is offered by each of the three State Board of Regents universities (Univ. of Iowa, Iowa State, and Univ. of Northern Iowa) and is designed to serve adults whose job, family, location, etc. prevent them from attending school full-time.

There is no residence requirement; credit may be earned through evening and Saturday courses, correspondence and independent study, off-campus courses at sites throughout Iowa, televised courses and on-campus daytime courses.

The degree is awarded by the College of Liberal Arts and administered by the Division of Continuing Education.

Admission requirements:

- Associate in Arts degree (min. GPA 2.0), or
- at least 62 hours collegiate work acceptable for transfer credit with a GPA of 2.25 or better.

II. Flexible Admissions Policies and Principles

Jacksonville University (Florida): College of Weekend Studies

Various degree programs for mid-career adults, available from Friday evening through Sunday afternoon. These programs have flexible admissions policies and offer credit for military service as well as credit by examination (course challenge). For the latter, course content mastery must be demonstrated through one of the following:

- 1) Standardized College Level Exams (CLEP) - for 100 and 200-level courses only; for up to 30 credits only;
- 2) professor-devised exams, approved by the Division chair;
- 3) Other approved placement exam taken prior to initial matriculation.

Restrictions:

- 1) An examination cannot replace a failure in a course completed here or elsewhere.
- 2) Credit will not be awarded for a lower-level prerequisite course when an advanced course in that same field has been completed.
- 3) The amount of credit earned by examination shall not exceed 64 credit hours.
- 4) Letter grade equivalents will not be assigned. Annotation of "CC" will be placed on the transcript for successful completion and upon payment of the recording fee. No notation will be entered if the student fails the exam.
- 5) None of a student's final 30 hours to complete a bachelor's degree can be by examination.
- 6) Credit will be recorded only after a student has completed at least 15 hours of course work at Jacksonville University.

Council of Ontario Universities: Principles and Guidelines for Prior Learning Assessment

(see B 5-8)

B.C. Council of Admissions and Transfers: Standards and Implementation Guidelines for Prior Learning Assessment

(see B 9)